

	Autumn 1 (7 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
<div>Overarching Themes</div> <div>nb. This is subject to change due to following children's interest.</div>	<div>I wonder what school is like? (3 wks)</div> <div>All about me Sharing stories about family Colour Monster Focus on feelings Celebrate starting school</div> <div>I wonder what is in the sea? (4wks)</div> <div>Pirates- Launching message centre Sea creatures; seaside environment & comparisons; seaside activities; jobs, past and present; plastic pollution and the environment.</div>	<div>I wonder what we celebrate?</div> <div>Developing an understanding of different cultures and celebrations.</div> <div>Celebrations -Halloween bonfire night, Diwali, Christmas</div> <div>Other events: Remembrance,</div> <div>Class Celebrations: birthdays</div>	<div>I wonder who works there?</div> <div>Teeth (oral health)</div> <div>Parent's jobs - police, librarian</div> <div>Key school staff members - Mrs Devonshire (cook), Mrs Canning's (office), Mr Winter (caretaker)</div> <div>Recycling</div>	<div>I wonder how it is made?</div> <div>Buildings- Junk modelling/Our school</div> <div>Transport - Old racing cars (following interest) - Chronology of transport (family cars)</div>	<div>I wonder what happened Once Upon a Time?</div> <div>Fairy tales/traditional tales</div> <div>Woodland exploring (Forest School) - Den making, identifying plants and trees</div> <div>Map drawing and exploring</div>	<div>I wonder if everything changes? (Is change always good? What stays the same?)</div> <div>Dinosaurs and fossils</div> <div>How we grow</div> <div>Life cycles</div> <div>Minibeasts</div> <div>Seasons (discussing changes from start of year)</div> <div>Exercise</div> <div>Transitions to Yr 1</div> <div>Environmental change</div>
<div>Wow Moments</div> <div>Experiences Visitors</div>	<div>Autumn walk</div> <div>Pirates' Arrival</div> <div>Tesco visit</div> <div>Skippping Workshop</div> <div>Cooking- decorating biscuits</div>	<div>Church Visit</div> <div>Tesco visit</div> <div>Cooking- smores - ask Mr Lynham to build a fire</div> <div>Salt Dough decoration</div> <div>Cooking - Mrs Davey's Christmas pudding</div>	<div>Visits from parents to discuss Chinese New Year</div> <div>Tesco visit</div> <div>Library Visit</div> <div>Cooking - stir fry</div>	<div>Visit from Martin (caretaker) to show the children how they make something (Demonstration using their tools)</div> <div>Visit from the kitchen- how do they cook our dinner?</div> <div>Visits from parents</div> <div>Tesco visit</div> <div>Cooking - Pancakes</div>	<div>Treasure chest turn up - what is in the box- stimulate writing opportunities.</div> <div>Tesco visit</div> <div>Forest School</div> <div>Cooking - gingerbread biscuits</div>	<div>Visit to Westonbirt</div> <div>Teddy Bears Picnic</div> <div>Tesco visit</div> <div>Mojo</div> <div>Cooking - Bread (forest school)</div> <div>Dinosaur day (dress up time and dinosaur hunt)</div> <div>Making fossils</div>

<p>Literacy</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<p>Key Texts/ Resources</p>	<p>Colour Monster Elmer Rosie's Walk The listening walk</p> <p>T4W Little Red Hen</p> <p>Captain Pugwash - Monster Ahoy! (DC)</p>	<p>T4W We're Going on a Bear Hunt</p> <p>Stickman</p> <p>Room on the Broom</p> <p>3 Billy Goats Gruff (DC)</p>	<p>T4W- 3 little pigs link to building</p> <p>Non-fiction - book on wolves</p> <p>Wacky Races (DC)</p> <p>Hansel and Gretel (DC)</p> <p>Funnybones (DC)</p>	<p>T4W - How to catch a star Roadrunner (DC)</p> <p>Mama Panya's Pancakes (instructions)</p> <p>Supertato</p>	<p>T4W Jack and the Beanstalk</p> <p>Goldilocks/Little Red Riding Hood (DC)</p> <p>T4W - Gingerbread man</p> <p>Tidy (Emily Gravett)</p>	<p>Dinosaurs and All That Rubbish (DC)</p> <p>Non-Fiction - Yucky Worms</p> <p>T4W - Mr Gumpy's Outing</p> <p>Mr Benn (DC)</p>
<p>Comprehension</p> <p>daily rhymes daily stories with questioning</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Using Talk for Writing Actions to retell the story - Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story - use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Enjoys an increasing range of books</p>	<p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p> <p>Able to identify when taught vocabulary is used in a text.</p>	<p>Begin to draw information from the text in order to answer who and what questions.</p> <p>Understand that fiction and non-fiction texts are structured differently.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give an opinion on a book and express if they liked/disliked it.</p> <p>Begin to use a range of taught vocabulary in their play.</p>	<p>Make simple, plausible suggestions about what will happen next in a book they are reading. Make inferences to answer a question beginning, 'Why do you think...?'</p> <p>Able to use a range of taught vocabulary in their play.</p>	<p>When prompted, say whether they liked/disliked a book and give a simple justification or relevant comment to explain their thoughts.</p> <p>Play influenced by their experience of books using simple props and appropriate vocabulary.</p> <p>Recall the main points from a text in the correct sequence using their own words and include new vocabulary.</p>
<p>Writing</p>	<p>Introduction to mark making. Developing dominant hand.</p> <p>Introduction to:</p> <p>Message centre</p> <p>Drawing club (DC)</p>	<p>Initial forming of taught sounds Developing dominant hand Developing comfortable pencil grip</p> <p>Message centre Drawing club T4W</p>	<p>Writing individual phase 2 and 3 sounds.</p> <p>Writing simple CVC words using taught sounds. Forming taught sounds with greater accuracy. Pencil held in comfortable grip in dominant hand.</p> <p>Message centre Drawing club T4W</p>	<p>Writing simple captions and labels using phonic knowledge. Continually develop pencil grip. Forming taught sounds with greater accuracy.</p> <p>Message centre Drawing club T4W</p>	<p>Writing independent captions and simple sentences. beginning to use finger spaces. Form lower case and capital letters mostly accurately.</p> <p>Message centre Drawing club T4W</p>	<p>Able to write captions, labels and simple sentences accurately using phonics.</p> <p>Message centre Drawing club T4W</p>

<div>Supersonic Phonic Friends</div>	<div>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</div>	<div>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</div>	<div>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</div>	<div>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</div>	<div>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</div>	<div>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</div>
	<div>Phase 1 /2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</div>	<div>Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know tricky words: I, to, no, go, is, has, his, as, into, of</div>	<div>Phase 2 /3 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know the remaining grapheme - phoneme correspondence for j, v, w, x, y z, zz, qu Know the 4 consonant digraphs - sh, th, ch, ng Know tricky words - He she we me be</div>	<div>Phase 3 Consolidate Phase 2 skills. - Know 9 vowel digraphs - ai, ee, oa, oo, ar, or, ur, ow, oi er Know trigraph igh ear ure air Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed Know tricky words Was my you they her are all</div>	<div>Phase 3 /4 Consolidate phase 2 and 3 skills. Read CVCC CCVC words Read tricky words do, were , one , said, have, like, so, some , come Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.</div>	<div>Phase 4 Consolidate phase 3 Teach phase 4 CCVC cccvc ccvcc Tricky words: When have there out like little what</div>
<div>High quality whole class reading texts</div> <div>To include books covering diversity, PSHE, Environment, Rhyme, Traditional Tales, Non-Fiction</div> <div>This list will be developed across the year.</div>	<div>What the sea saw The whale who wanted more Clem and Crab Lighthouse Keepers lunch Little turtle in the changing sea Commotion in the ocean (poetry) Somebody swallowed Stanley Snail and the Whale The singing mermaid Tiddler Lost and Found Storm Whale The Night Pirates Walking through the Jungle What the Ladybird Heard On Sudden Hill Sharing a Shell Rainbow fish Bedtime for Monsters The Seaside- Then and Now 199 ships and boats</div>	<div>We're Going on a Lion Hunt Naughty bus The Snow Beast The Old Woman and the Pumpkin Stanley's Stick Pick a Pumpkin Little Robin Red Vest The Button Box Pete The Cat and His Groovy Buttons Bonfire Night The Story of Diwali Mog's Birthday The Tiger Who Came to Tea Room on the Broom Three Billy Goats Gruff We're Going on a Bear Hunt Stick Man One Winter's Day One Snowy Day Tree Through the Seasons Where the Poppies now Grow The Christmas Truce</div>	<div>Duck in a truck People Who Help Us People Who Help Us At School People Who Help Us In Hospital Vegetable Glue Oliver's Vegetables Blue Monster Wants it all Lighthouse keeper A Superhero like Me My Two Grandads Tusk Trouble (oral health) Why Should I Brush My Teeth? (oral health)</div>	<div>Through my Window (Bradman, Browne) My Two Grandads Why Elephant has a trunk The Bean Machine The Curious Garden by Peter Brown Emergency (Margaret Mayo) Anna Hibiscus</div>	<div>The Magic Paintbrush (Donaldson) Runaway Pea Bumpus Jumpus Dinosaurumpus Dinosaurs and all that Rubbish Jack and the Meanstalk The Journey</div>	<div>Astro girl Red Alert Tidy Bog Baby</div>

Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Throughout the year children will learn new vocabulary through stories, and shared discussion times. Parents are encouraged to share family experiences on Tapestry. We have dedicated times for children to talk about and recount their experiences using the photos as visual prompts. Children gain in confidence to speak in front of the class and to answer questions about who, where, what and when.	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.

Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self Self-Regulation Making Relationships	JIGSAW Being Me in My World I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands.	JIGSAW Dreams & Goals I understand that if I persevere I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people.	JIGSAW Keeping Healthy I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices.	JIGSAW Celebrating Difference I can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me.	JIGSAW Relationships I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words.	JIGSAW Changing Me I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about my worries and/or the things I am

	<p>I am starting to understand children's rights and this means we should all be allowed to learn and play. I am learning what being responsible means.</p> <p>Further Learning: Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p>I understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important, especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.</p> <p>Further Learning: Teeth cleaning</p>	<p>I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>I can use Calm Me time to manage my feelings. I know how to be a good friend.</p>	<p>looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception.</p>
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Physical Development	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
Fine Motor	<p>Dough Disco Daily Fine Motor activities Develop fine motor skills through threading, finger gym provision, malleable materials such as dough and clay. How to hold and be safe with scissors.</p>	<p>Dough Disco Daily Fine Motor activities Begin to develop control and correct grip of pencil and mark making tools. Put on coat and zip up coat Begin to cut along straight lines accurately using scissors. Begin to teach correct letter formation.</p>	<p>Dough Disco Daily Fine Motor activities. Daily handwriting sessions. Provide opportunities to further develop pencil grip and fine motor control Able to cut along straight lines with greater accuracy. Continue to develop correct letter formation.</p>	<p>Dough Disco Daily Fine Motor activities. Daily handwriting sessions. Provide opportunities to further develop pencil grip and fine motor control Begin to cut along curved lines using scissors with greater accuracy. Lower case letters are mostly formed correctly.</p>	<p>Daily Fine Motor activities. Dough Disco Daily handwriting sessions. Provide opportunities to further develop pencil grip and fine motor control Lower case letters are most formed correctly. Able to use a range of small construction materials (i.e. Lego) to build.</p>	<p>Daily Fine Motor activities. Dough Disco Daily handwriting sessions. Provide opportunities to further develop pencil grip and fine motor control Lower case letters are formed with greater accuracy and are easily read.</p>
Gross Motor	<p>Dough Disco Bark Park Large vertical mark making. Develop hand control with regard to hand washing.</p> <p>PE sessions - Dance Develop spatial awareness and moving freely and safely with control</p>	<p>Dough Disco Bark Park PE area in CP Vertical mark making.</p> <p>PE sessions - Dance Develop movements in time to music. Improve large motor control and introduce new types of movements:</p>	<p>Dough Disco Bark Park PE area in CP Develop large mark making - include diagonal, horizontal and vertical</p> <p>PE sessions - Gymnastics Develop control and balance. Increase core strength.</p>	<p>Bark Park PE area in CP Continue to develop large mark making - include diagonal, horizontal and vertical</p> <p>PE sessions - Games Develop ball skills and spatial awareness:</p>	<p>Bark Park PE area in CP Continue to develop large mark making - include diagonal, horizontal and vertical</p> <p>PE sessions - Sport skills</p> <p>Further develop ball skills to include balancing, patting</p>	<p>Bark Park PE area in CP Continue to develop large mark making - include diagonal, horizontal and vertical</p> <p>PE sessions - Skipping Skills</p> <p>Improve large motor skills to develop a more coordinated approach to jumping</p>

		<ul style="list-style-type: none"> - jumping - running - skipping - hopping 	Introduce safe ways to jump, land and roll.	<ul style="list-style-type: none"> - patting - throwing - rolling - catching - kicking 		
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<p>Maths</p> <p>Daily provision throughout the year:</p> <ul style="list-style-type: none"> -Self registration 5/10 frames -Lunch registration 5/10 frames -Daily subitising -Calendar - seasons, months, days of the week. -Counting rhymes & songs -Real life Maths in domestic role play area -Drawing Club - Maths element -Maths resources & loose parts available in CP -Maths Floorbook to encourage reflection upon learning & child voice 	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	Count objects, actions & sounds to 10; Subitise to 3.	Recall of number bonds to 4; Represent numbers to 5 on a 5 frame; Subitise to 4.	Recall of number bonds to 8; Representing numbers to 8 on a 10 frame; Subitise to 5.	Recall of number bonds to 10; Represent numbers to 10 on a 10 frame; Subitise to 5.	Recall of number bonds to 10; Represent numbers to 10 on a 10 frame; Conceptual subitising to 10; Begin to explore teen numbers to 15.	Recall of number bonds to 10; Represent numbers to 10 on a 10 frame; conceptual subitising to 10; Continue to explore teen numbers to 20.
	<p>Getting to Know You</p> <ul style="list-style-type: none"> -Gov Baseline -Teacher Assessment - Counting rhymes and songs - Position (where do things belong?) - Routines - Calendar including seasons, months, days of the week. -Self registration 5 frames -Lunch register 5 frames -Subitising 1,2,3 <p>Just Like Me</p> <ul style="list-style-type: none"> -Matching -Sorting -Comparing amounts -Exploring pattern -Compare size/mass/quantity. 	<p>It's Me 123</p> <ul style="list-style-type: none"> -Representing 1,2,3 -Comparing 1,2,3 -Composition 1,2,3 -Circles & Triangles -Positional language -Subitising 1,2,3 <p>Light and Dark</p> <ul style="list-style-type: none"> -Representing numbers to 5 -One more & one less -Shapes with 4 sides -Time -Use of 5 frames to represent numbers to 5 -Subitising 1,2,3,4 	<p>Alive in 5</p> <ul style="list-style-type: none"> -Introducing 0 -Comparing numbers to 5 -Composition of 4 and 5 -Comparing mass -Comparing capacity -Use of 5 frames to represent numbers to 5 -Subitising 1,2,3,4,5 <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> -Making pairs -Combining two groups -Introduction of 10 frames -Length & height -Time 	<p>Building 9 & 10</p> <ul style="list-style-type: none"> -Representing 9 & 10 -Comparing numbers to 10 -Composition 9 and 10 -3D shape -Pattern <p>Consolidation</p> <ul style="list-style-type: none"> -Representing 1-10 -Comparing 1-10 -Composition 1-10 -Shape -Pattern -Length & height -Mass & capacity 	<p>To 20 and Beyond</p> <ul style="list-style-type: none"> -Building numbers beyond 10 -Counting Patterns beyond 10 -Spatial reasoning -Match, rotate, manipulate <p>First, Then, Now</p> <ul style="list-style-type: none"> -Adding more -Taking away -Spatial Reasoning -Compose & decompose 	<p>Find My Pattern</p> <ul style="list-style-type: none"> -Doubling -Sharing & Grouping -Even & Odd -Spatial reasoning -Visualise & build <p>On the Move</p> <ul style="list-style-type: none"> -Deepening understanding -Patterns & Relationships -Spatial reasoning -Mapping
<p>Numberblocks Episodes</p>		One; Another One; Two; Three; One, Two, Three; Three Little Pigs; Four; Five; How to Count; The Terrible Twos; Once Upon a Time;	Six; Seven; Eight; Stampolines; The Whole of Me; Holes; Hide and Seek; Off We Go; Counting Sheep; Fluffies; Zero; Fruit Salad; Numberblocks Rally; Five and	Nine; Ten; Just Add One; Blast Off; The Two Tree; Numberblock Castle; Ten Green Bottles; Now we are Six to Ten; Numberblocks; Peekaboo; Hiccups; What's the	Eleven; Twelve; Thirteen; Fourteen; Fifteen; Tween Scene; Fifteen's Minute of Fame; On Your Head; Ten's Place; Balancing Bridge.	Sixteen; Seventeen; Eighteen; Nineteen; Twenty; Double Trouble; The Three Threes; Odds and Evens; Building Blocks; Pattern Palace; Block Star; Tall Stories; Flights of

		Blockzilla; The Numberblocks Express.	Friends; Octoblock to the Rescue.	Difference; Ten Again; Flatland.		Fancy; I can count to 20; Heist.
Maths Texts	Monkey Puzzle; Dear Zoo; Simon Sock; Rosie's Walk; The Button Box	Each peach pear plum; Three Little Pigs; Goldilocks & Three Bears; Three Billy Goats Gruff; Pete the Cat & his groovy buttons	Jasper's Beanstalk; A Squash & a Squeeze; Anno's Counting Book; Jack & the Beanstalk; Mr Wolf's Week	Pattern Bugs; Pattern Fish; How do Dinosaurs Count to 10?	One is a snail ten is a crab; Mr Gumpy's Outing; Jack and the Flum Flum Tree;	The Doorbell rang; Mr Gumpy's Motor Car; The Gingerbread man; Pete & the Missing cupcakes; What the Ladybird Heard

Understanding the World RE / Festivals	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Mapping: Talk about the features of their immediate environment with visual representations, e.g. classroom, tour of the inside and outside of the school. Street view maps - know the location of the school and the different areas within the school grounds.	Mapping: Street view maps - know the location of Tesco Express in relation to the school.	Mapping: Street view maps - Travel along the main Bradley Stoke road to the town centre - identify the Library, Leisure and big Tesco.	Mapping: To know that Bradley Stoke is within the City of Bristol and compare Bradley Stoke town with Bristol City centre. Use Street view maps.	Mapping: Compare Bristol with the city of London. Use Street view maps.	Mapping: Create own maps using squared paper to create a plan and label with symbols and pictures for the school grounds.
	History: Introduction of concept of History - past, present, future. Sharing of recent history - use of Tapestry to share holiday news. Introduce pirates - focus on developing understanding of length of time. Comparison of parent's childhood experiences of seaside/children's childhood experiences of seaside Enquiry: Notice changes to the natural world	History: Continue to develop concept of past/present Study of Gunpowder Plot - introduce key dates - display timeline. Brief introduction to key events in History - WW1/WW2, Gunpowder Plot, Christmas Story Enquiry: Recognise, talk about and know the changes that occur in Autumn - leaves, colours, weather, day and night, hibernation.	History: Recent History Study - Parent's childhood/jobs - sharing holiday events Develop Historical language to put in chronological order Listen to stories and place events in chronological order. Enquiry: Recognise, talk about and know the changes that occur in Winter - frost, ice.	History: Local history study - History of the school - focus on drawing out comparisons of now and then Enquiry: Recognise, talk about and know the changes that occur in Spring.	History: Develop Historical Language. Study of King Charles - comparison of Queen's/King's coronation Compare carriages/palaces/castles with modern day equivalents Enquiry: Recognise, talk about and know the changes that occur in Summer.	History: Develop understanding of where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Study of their childhood - talk about their past and present - comparisons. Enquiry: Explore the life cycle of a butterfly, notice and talk about the changes that happen. Explore growing vegetables from seed. The need to respect and care for the natural environment and all living things.
Discovery RE Key Question	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?

Festivals & Celebrations	Harvest Diwali (24th October) Black History Month	Halloween (31 st October) Bonfire night (5 th November) Remembrance (11 th November) Christmas Jumper day (9 th December) Anti-Bullying Week	Chinese New Year (1 st Feb) Valentine's day (14 th Feb)	Easter (17 th April) Pancake day (1 st March) World Book day (3 rd March) St Patrick's Day (17th March) Mothering Sunday (27 th March)	Coronation of the King (8th May)	Father's Day (19 th June)
Computing	Introduction to IWB	IWB - phonics games	Bee bots - introduction	Bee Bots - programming along route	Tablets - QR codes to listen to stories and rhymes. Games.	Tablets - QR codes to listen to stories and rhymes. Games.

EAD	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Daily: singing, access to art area, modelled learning, music area						
Joining focus	PVA	Making Glue (flour and water) Sellotape and making tape Cardboard joins (L brace and flange (to make Christmas tree))	Continue previous learning. Flange, tab joins Slot cut - Building strong base	Continue previous learning. Holepunches and treasury tags.	Continue previous learning. Split pins	Hammering using nails- making cars using small pieces of wood and bottle tops
Focus Artist		Kandinsky (colour mixing) Goldsworthy (natural art)	Antony Gormley (little figures - clay models) Barbra Hepworth Link to terracotta warriors (China)	African art Esther Malangu	Yayoi Kusama focus on words, e.g. pow Watercolours	Van Gogh - Sunflowers or Giuseppe Arcimboldo
Music	Sing Up- I've Got a Grumpy Face Row Row Row Your Boat Piano (exploring)	Sing Up- The Sorcerer's Apprentice Witch, Witch Christmas Performance - Singing Percussion instruments <u>Piano</u> :	Sing Up - Shake my Sillies Out Up and Down Percussion instruments <u>Piano</u> Introduce Xylophone Baa Baa Black Sheep Old MacDonald	Sing Up - Five Fine Bumblebees Bird Spotting - Cuckoo Polka Building musical instruments Percussion instruments <u>Piano</u> Happy Birthday If You're Happy and you Know it	Sing Up - Down There Under the Sea It's Oh So Quiet <u>Piano</u> Introduce simple notation to display length of notes God Save the King	Sing Up - Slap Clap Clap Bow, Bow, Bow Belinda <u>Piano</u> Incy wincey spider

		Introduce simple notation for Twinkle Twinkle and Jingle Bells				
Performances	Little Red Hen	Christmas Fayre Christmas Performance		Perform using instruments		Reception year group assembly
Domestic Role Play	Clean the house Moving in/unpacking Daily life - cooking (Tesco food delivery) Daily life - technology Diwali	Halloween Introduce babies Shopping/money Winter - clothing Christmas	Self-care - exercise Self-care - hygiene Chinese New Year - January 22 nd Illness - doll with chicken pox/first aid kit	Pancake day - February 21 st St Patricks Day - March 17 th Mother's Day - March 19 th Taking care of a pet	Easter Eid - April 21 st Family time - board and card games Birthday party	Summer - clothing/sun safety Father's Day - June 18 th Summer holiday House for sale/moving out