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|  | **Autumn 1**  **(7 Weeks)** | **Autumn 2**  **(7 Weeks)** | **Spring 1**  **(6 Weeks)** | **Spring 2**  **(6 Weeks)** | **Summer 1**  **(6 Weeks)** | **Summer 2**  **(7 Weeks)** |
| **Overarching Themes**  nb. This is subject to change due to following children’s interest. | **I wonder what school is like? (3 wks)**  All about me  Sharing stories about family  Colour Monster  Focus on feelings  Celebrate starting school  **I wonder what is in the sea? (4wks)**  Pirates- Launching message centre  Sea creatures; seaside environment & comparisons; seaside activities; jobs, past and present; plastic pollution and the environment. | **I wonder what we celebrate?**  Developing an understanding of different cultures and celebrations.  Celebrations –Halloween bonfire night, Diwali, Christmas  Other events: Remembrance,  Class Celebrations: birthdays | **I wonder who works there?**  Teeth (oral health)  Parent’s jobs – police, librarian  Key school staff members – Mrs Devonshire (cook), Mrs Canning’s (office), Mr Winter (caretaker)  Recycling | **I wonder how it is made?**  Buildings– Junk modelling/Our school  Transport – Old racing cars (following interest) – Chronology of transport (family cars) | **I wonder what happened Once Upon a Time?**  Fairy tales/traditional tales  Woodland exploring (Forest School) – Den making, identifying plants and trees  Map drawing and exploring | **I wonder if everything changes?**  **(Is change always good? What stays the same?)**  Dinosaurs and fossils  How we grow  Life cycles  Minibeasts  Seasons (discussing changes from start of year)  Exercise  Transitions to Yr 1  Environmental change |
| **Wow moments**  **Experiences**  **Visitors** | Autumn walk  Pirates’ Arrival  Tesco visit  Skipping Workshop  Cooking- decorating biscuits | Church Visit  Tesco visit  Cooking- smores – ask Mr Lynham to build a fire  Salt Dough decoration  Cooking – Mrs Davey’s Christmas pudding | Visits from parents to discuss Chinese New Year  Tesco visit  Library Visit  Cooking – stir fry | Visit from Martin (caretaker) to show the children how they make something (Demonstration using their tools)  Visit from the kitchen- how do they cook our dinner?  Visits from parents  Tesco visit  Cooking – Pancakes | Treasure chest turn up – what is in the box- stimulate writing opportunities.  Tesco visit  Forest School  Cooking – gingerbread biscuits | Visit to Westonbirt  Teddy Bears Picnic  Tesco visit  Mojo  Cooking – Bread (forest school)  Dinosaur day (dress up time and dinosaur hunt)  Making fossils |
| **Literacy** | 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) | | | | | |
| **Key Texts/ Resources** | Colour Monster  Elmer  Rosie’s Walk  The listening walk  T4W Little Red Hen  Captain Pugwash – Monster Ahoy! (DC) | T4W We’re Going on a Bear Hunt  Stickman  Room on the Broom  3 Billy Goats Gruff (DC) | T4W- 3 little pigs link to building  Non-fiction – book on wolves  Wacky Races (DC)  Hansel and Gretel (DC)  Funnybones (DC) | T4W – How to catch a star  Roadrunner (DC)  Mama Panya’s Pancakes (instructions)  Supertato | T4W Jack and the Beanstalk  Goldilocks/Little Red Riding Hood (DC)  T4W – Gingerbread man  Tidy (Emily Gravett) | Dinosaurs and All That Rubbish (DC)  Non-Fiction – Yucky Worms  T4W – Mr Gumpy’s Outing  Mr Benn (DC) |
| **Comprehension**  daily rhymes  daily stories with questioning | 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. | 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 | Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions  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.  Sort books into categories.  Able to identify when taught vocabulary is used in a text. | Begin to draw information from the text in order to answer who and what questions.  Understand that fiction and non-fiction texts are structured differently.  Suggest how an unfamiliar story read aloud to them might end.  Give an opinion on a book and express if they liked/disliked it.  Begin to use a range of taught vocabulary in their play. | 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…?’  Able to use a range of taught vocabulary in their play. | When prompted, say whether they liked/disliked a book and give a simple justification or relevant comment to explain their thoughts.  Play influenced by their experience of books using simple props and appropriate vocabulary.  Recall the main points from a text in the correct sequence using their own words and include new vocabulary. |
| **Writing** | Introduction to mark making.  Developing dominant hand.  Introduction to:  Message centre  Drawing club (DC) | Initial forming of taught sounds  Developing dominant hand  Developing comfortable pencil grip  Message centre  Drawing club  T4W | Writing individual phase 2 and 3 sounds.  Writing simple CVC words using taught sounds.  Forming taught sounds with greater accuracy.  Pencil held in comfortable grip in dominant hand.  Message centre  Drawing club  T4W | Writing simple captions and labels using phonic knowledge.  Continually develop pencil grip.  Forming taught sounds with greater accuracy.  Message centre  Drawing club  T4W | Writing independent captions and simple sentences.  beginning to use finger spaces.  Form lower case and capital letters mostly accurately.  Message centre  Drawing club  T4W | Able to write captions, labels and simple sentences accurately using phonics.  Message centre  Drawing club  T4W |
| **Supersonic Phonic**  **Friends** | **Word Reading:**  Hear general sound  discrimination and be able to orally  blend and segment.  **Phase 1 /2**  Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. | **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.  **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 | **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.  **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 | **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.  **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 | **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.  **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. | **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.  **Phase 4**  Consolidate phase 3  Teach phase 4 CCVC cccvc ccvcc    Tricky words:  When have there out like little what |
| **High quality whole class reading texts**  **To include books covering diversity, PSHE, Environment, Rhyme, Traditional Tales,**  **Non-Fiction**  **This list will be developed across the year.** | 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 | 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 | 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) | 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 | The Magic Paintbrush (Donaldson)  Runaway Pea  Bumpus Jumpus Dinosaurumpus  Dinosaurs and all that Rubbish  Jack and the Meanstalk  The Journey | Astro girl  Red Alert  Tidy  Bog Baby |

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| **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. |

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| **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  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  **Further Learning:**  Class rules: Behavioural expectations in the class/boundaries set  Class rules | **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  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 | **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  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  **Further Learning:**  Teeth cleaning | **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  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 | **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  I can use Calm Me time to manage my feelings  I know how to be a good friend | **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 looking forward to about being in Year 1  I can share my memories of the best bits of this year in Reception |

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| **Physical Development** | 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.** | | | | | |
| Fine Motor | 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. | 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. | 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. | 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. | 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. | 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. |
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| Gross Motor | Dough Disco  Bark Park  Large vertical mark making.  Develop hand control with regard to hand washing.  PE sessions - Dance  Develop spatial awareness and moving freely and safely with control | Dough Disco  Bark Park  PE area in CP  Vertical mark making.  PE sessions - Dance  Develop movements in time to music.  Improve large motor control and introduce new types of movements:   * jumping * running * skipping * hopping | Dough Disco  Bark Park  PE area in CP  Develop large mark making - include diagonal, horizontal and vertical  PE sessions - Gymnastics  Develop control and balance. Increase core strength.  Introduce safe ways to jump, land and roll. | Bark Park  PE area in CP  Continue to develop large mark making - include diagonal, horizontal and vertical  PE sessions - Games  Develop ball skills and spatial awareness:   * patting * throwing * rolling * catching * kicking | Bark Park  PE area in CP  Continue to develop large mark making - include diagonal, horizontal and vertical  PE sessions – Sport skills  Further develop ball skills to include balancing, patting | Bark Park  PE area in CP  Continue to develop large mark making - include diagonal, horizontal and vertical  PE sessions – Skipping Skills  Improve large motor skills to develop a more coordinated approach to jumping |

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| **Maths**  **Daily provision throughout the year:**  -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 | 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**. | | | | | |
| **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.** |
| **Getting to Know You**  -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  **Just Like Me**  -Matching  -Sorting  -Comparing amounts  -Exploring pattern  -Compare size/mass/quantity. | **It’s Me 123**  -Representing 1,2,3  -Comparing 1,2,3  -Composition 1,2,3  -Circles & Triangles  -Positional language  -Subitising 1,2,3  **Light and Dark**  -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 | **Alive in 5**  -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  **Growing 6, 7, 8**  -Making pairs  -Combining two groups  -Introduction of 10 frames  -Length & height  -Time | **Building 9 & 10**  -Representing 9 & 10  -Comparing numbers to 10  -Composition 9 and 10  -3D shape  -Pattern  **Consolidation**  -Representing 1-10  -Comparing 1-10  -Composition 1-10  -Shape  -Pattern  -Length & height  -Mass & capacity | **To 20 and Beyond**  -Building numbers beyond 10  -Counting Patterns beyond 10  -Spatial reasoning  -Match, rotate, manipulate  **First, Then, Now**  -Adding more  -Taking away  -Spatial Reasoning  -Compose & decompose | **Find My Pattern**  -Doubling  -Sharing & Grouping  -Even & Odd  -Spatial reasoning  -Visualise & build  **On the Move**  -Deepening understanding  -Patterns & Relationships  -Spatial reasoning  -Mapping |
| **Numberblocks**  **Episodes** |  | One; Another One; Two; Three; One, Two, Three; Three Little Pigs; Four; Five; How to Count; The Terrible Twos; Once Upon a Time; Blockzilla; The Numberblocks Express. | 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 Friends; Octoblock to the Rescue. | Nine; Ten; Just Add One; Blast Off; The Two Tree; Numberblock Castle; Ten Green Bottles; Now we are Six to Ten; Numberblobs; Peekaboo; Hiccups; What’s the Difference; Ten Again; Flatland. | 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 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 |

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| **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..  Streetview maps - know the location of the school and the different areas within 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 | Mapping: Streetview maps - know the location of Tesco Express in relation to the school.  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. | Mapping: Streetview maps - Travel along the main Bradley Stoke road to the town centre - identify the Library, Leisure and big Tesco.  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. | Mapping: To know that Bradley Stoke is within the City of Bristol and compare Bradley Stoke town with Bristol city centre. Use Streetview maps.  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. | Mapping: Compare Bristol with the city of London. Use Streetview maps.  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. | Mapping: Create own maps using squared paper to create a plan and label with symbols and pictures for the school grounds.  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 t 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  Black History Month | Halloween  Bonfire night  Remembrance  Christmas Jumper day  Anti-Bullying Week | Chinese New Year  Lantern Festival (Taiwan)  Valentine’s day | Easter  Pancake day  World Book day  St Patrick's Day  Mothering Sunday | Coronation of the King (8th May) | Father’s Day |
| 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. |

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| **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  **Piano**:  Introduce simple notation for Twinkle Twinkle and Jingle Bells | Sing Up –  Shake my Sillies Out  Up and Down  Percussion instruments  **Piano**  Introduce Xylophone  Baa Baa Black Sheep  Old MacDonald | Sing Up –  Five Fine Bumblebees  Bird Spotting – Cuckoo Polka  Building musical instruments Percussion instruments  **Piano**  Happy Birthday  If You’re Happy and you Know it | Sing Up –  Down There Under the Sea  It’s Oh So Quiet  **Piano**  Introduce simple notation to display length of notes  God Save the King | Sing Up –  Slap Clap Clap  Bow, Bow, Bow Belinda  **Piano**  Incy wincey spider |
| 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 22nd  Illness – doll with chicken pox/first aid kit | Pancake day – February 21st  St Patricks Day – March 17th  Mother’s Day - March 19th  Taking care of a pet | Easter  Eid – April 21st  Family time – board and card games  Birthday party | Summer – clothing/sun safety  Father’s Day - June 18th Summer holiday  House for sale/moving out |