



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED						
Jigsaw PSHE	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
Themes	Living in the Wider World		Health and Wellbeing		Relationships	
	<p>Pupils should have the opportunity to learn: EYWW1: That people and other living things have needs and that they have responsibilities to meet them. EYWW2: That they belong to various groups and communities such as family and school. EYWW3: To help construct, and agree to follow, group and class rules and to understand how these rules help them. EYWW4: To consider how they can contribute to the life of the classroom.</p> <p>ELG: Self-Regulation Show an understanding of their feelings and those of others (EYH5 / EYR4 / EYWW1 / EYWW4) Begin to regulate behaviour accordingly (EYH5 / EYH6 / EYR3 / EYR4 / EYR5) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (EYR3 / EYWW3 / EYWW4) Give focussed attention to what the teacher is saying (EYR3 / EYWW4) Respond appropriately even when engaged in an activity and show the ability to follow instructions involving several ideas or actions. (EYR3 / EYWW4)</p>		<p>Pupils should have the opportunity to learn: EYH1: The importance of and how to maintain personal hygiene. EYH2: What constitutes a healthy lifestyle. EYH3: The benefits of exercise, rest, healthy eating and good dental health. EYH4: About growing and changing EYH5: About new opportunities and responsibilities that increasing independence may bring. EYH6: To recognise their shared responsibility for keeping themselves and others safe. EYH7: The names for the main parts of the body and the similarities and differences between boys and girls</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (EYH6) Explain the reasons for rules, know right from wrong and try to behave accordingly (EYR5 / EYWW4) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (EYH1 / EYH2 / EYH3 / EYWW4)</p>		<p>Pupils should have the opportunity to learn: EYR1: Which are their special people (family, friends, carers), and what makes them special EYR2: How special people should care for one another. EYR3: How to listen to other people and play and work cooperatively EYR4: Strategies to resolve simple arguments through negotiation EYR5: To recognise how their behaviour affects other people.</p> <p>ELG Building relationships Work and play cooperatively and take turns with others Form positive attachments and relationships Show sensitivities to other's needs</p>	
ELGs	<p>Statutory ELG: Self-Regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly		<p>Statutory ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Explain the reasons for rules, know right from wrong and try to behave accordingly			



CL	Autumn	Spring	Summer
<p>Communication & Language</p> <p>Speaking</p>	<ul style="list-style-type: none"> • Begin to use longer sentences, sometimes using and because. • Talk about something that has happened yesterday • Ask lots of questions and answer questions. • Talk about what they are doing now and what might happen later or tomorrow. • Sometimes I can make myself really clear when I am trying to tell you something. • Use lots of new vocabulary about things that interest me. 	<ul style="list-style-type: none"> • Use a range of vocabulary to tell you about something I have made or done. • Use new words whilst I'm playing. • Pretends to be different people with appropriate dialogue. • Use words such as first, next, last when they tell you what they have done. Make up stories using what I know. • Make up silly rhymes. • Use alliteration (simple) Use different voices when telling stories. 	<ul style="list-style-type: none"> • Participate in small group, class and 1 to 1 discussions offering their own ideas, using new vocabulary. • Offer explanations for why things might happen, making use of new vocabulary from stories, nonfiction, rhymes and poems where appropriate • Express their ideas about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Being Imaginative and expressive – Links to speaking ELG • Invent, adapt and recount narratives and stories with their teacher and peers. • Perform songs, rhymes, poems and stories with others.
<p>Language / speech development / provision</p>	<ul style="list-style-type: none"> • New vocabulary; introduced through core texts, stories, Sounds Write and 'Word of the Day' – (Vocabulary Ninja) • 'Words in Action' – new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection. • Role play – life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported) • Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary. • Small group conversations with peers and teacher • Development of full sentence use (modelled and MTYT strategy and stem sentences) • Snack time used for language development of manners / full sentences / peer questioning • 10 second rule used by all staff allowing children an appropriate thinking and response time to questions. • Non-verbal communication cards for behaviour expectations. • Listening, attention and social communication skills 		
<p>More able children / Y1 ready</p>	<ul style="list-style-type: none"> • Concentrate on the person they are talking to. • Join sentences with a wide range of conjunctions. • Say words containing two or more syllables. • Partake in conversation with a class visitor. • Talk through a series of steps. • Demonstrate their ability to answer questions. 		



	<ul style="list-style-type: none"> Respond back to a greeting Use adult names correctly when responding
Language / speech development provision	<ul style="list-style-type: none"> New vocabulary: introduced through stories -Write Stuff English lessons, Word of the Day (Vocabulary Ninja) and Sounds Write Phonics 'Words in Action' - new vocab displayed around book of the week with a pictorial prompt; children will find examples from around the environment and make a collection. Role play - life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported) Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary. Helicopter stories Small group conversations with peers and teacher Development of full sentence use (modelled and MTYT strategy and stem sentences) Ten second rule used by all staff allowing children an appropriate thinking and response time to questions.
Listening, attention and understanding (ELG)	<p>Through adult directed and independent activities, children have opportunities develop listening, attention and understanding in the following ways:</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELGs	<div> <div> <p>Statutory ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. </div> <div> <p>Statutory ELG: Self-Regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. </div> </div>

	<p>Statutory ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Statutory ELG: Comprehension (Literacy)</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	<p>Statutory ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Statutory ELG: Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



PD Physical Develop ment	Fundamental Development Unit A (EE PE Unit)	Fundamental Development Unit B (EE PE Unit)	Fundamental Development Unit C (EE PE Unit)	Fundamental Development Unit D (EE PE Unit)	Fundamental Development Unit E (EE PE Unit)	Fundamental Development Unit F (EE PE Unit)
PE Lessons	Me & Myself (PE Planning)	Movement & Development (PE Planning)	Throwing & Catching (PE Planning)	Ball Skills (PE Planning)	Fun & Games (PE Planning)	Throwing and Catching (PE Planning)
Self- Care	Children in Reception will further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none">Lining up and queuingMealtimes					
Physical – gross / fine motor	Continuous Provision (Outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening) Core skills / Stability Skills Foot strengthening – walking on tiptoes, heels, outer feet Static and dynamic balance – static balance with aid, then without, balancing on various body parts. Shoulder girth stability exercises – push ups against a wall, drawing vertical lines by keeping arm straight and bending knees. Body awareness exercises – log rolling, statues, star jumps, push ups, Movement from left to right – using hockey sticks to move quoits Spatial awareness – distance practice moving around hoops. Manipulative skills – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) , simple ball games, large motor movements such as waving ribbons. Dressing toys Locomotive Skills Parachute Games / simple flat obstacle course		(outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle, strengthening) Core skills / Stability Skills Foot strengthening – walking along lines on the floor Static and dynamic balance –balancing on various body parts, reducing number of contacts, 4-point kneeling position, high kneel position, half kneel positions. Shoulder girth stability exercises – pulling own weight along a bench, drawing circles and figures of 8 on a chalk board, Body awareness exercises – log rolling with a ball, bunny hops, sitting push ups. Movement from left to right –passing objects from left to right in teams, skittles from left to right. Spatial awareness – wall rolling with a ball between their body and the wall Manipulative skills – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) simple ball games, large motor movements such as waving ribbons. Dressing toys. Locomotive Skills Parachute Games / obstacle course introducing some different in height. Jumping and hopping Stability Skills – statues – balancing on different body parts develop muscle strength, ball skills		(outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening) Core skills / Stability Skills Foot strengthening – picking up objects with toes Static and dynamic balance – leg and arm extensions, walking forwards, backwards and sideways Shoulder girth stability exercises – painting using a roller (weighted), use of bats to develop shoulder strength Body awareness exercises – sitting pull ups, log rolling holding a ball Movement from left to right – using hockey sticks to move quoits Spatial awareness – throwing bean bags 360 from them, knocking down skittles from various points. Manipulative skills – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching), letter practise through practising scissor control, pencil grip at the top to make marks, developing spatial awareness through throwing Locomotive Skills Parachute Games / obstacle courses with increasing variety in heights and movement skills Running, walking, hopping and jumping changing direction as they travel, movement from left to right, bilateral motor movements, balls skills - kicking Stability Skills – dynamic balancing, shoulder girdle stability exercises,	
Range 5	Moving and Handling • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons Health and Self-Care					



	<p>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>		
Range 6	<p>Moving and Handling Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Health and Self-Care • Eats a healthy range of foodstuffs and understands need for variety in food • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</p>		
ELGs	<p>Statutory ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Statutory ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Statutory ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.



Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle I 2025-2026 Texts / Writing Units	We're Going on a Bear Hunt Oi Frog! Brown Bear The Cat and the Rat and the Hat Peace at Last Room on the Broom Funny Bones	Owl Babies The Gruffalo The Tiger Who Came to Tea The Three Little Pigs (Nick Sharratt version) The Little Red Hen The Jolly Postman Stickman	Whatever Next! Handa's Surprise Mr Wolf's Pancakes The Snail and the Whale Little Red Riding Hood Burglar Bill What the Ladybird Heard	The Colour Monster The Day the Crayons Quit Wow! Said the Owl Jack and the Beanstalk Tiny McToot	Goldilocks and the Three Bears Look Up! Cloud Paint Ten Fat Sausages The Magic Porridge Pot	The Very Hungry Caterpillar Superworm Oliver's Vegetables The Way Back Home Mr Norton's New Hat The Gingerbread Man The Full Stop That Got Away
Story time texts	So Much - Trish Cooke (family, belonging) When I'm Feeling Angry - Trace Moroney The Kissing Hand - Audrey Penn I Am Too Absolutely Small for School - Lauren Child	We're All Wonders - R.J. Palacio (kindness, inclusion) My World, Your World - Melanie Walsh (similarities/differences) The Smeds and The Smoes - Julia Donaldson (belonging)	The Enormous Turnip The Three Billy Goats Gruff The Little Red Hen The Ugly Duckling The Princess and the Pea DLR Topic Box including non-fiction	Jasper's Beanstalk - Nick Butterworth Titch - Pat Hutchins A Seed in Need - Sam Godwin Planting a Rainbow - Lois Ehlert Tad - Benji Davies Bloom - Anne Booth	Dear Zoo - Rod Campbell Giraffes Can't Dance - Giles Andreae Commotion in the Ocean - Giles Andreae Mrs Armitage on Wheels - Quentin Blake	We're Going on a Bear Hunt - Michael Rosen The Night Pirates - Peter Harris Not Now, Bernard - David McKee The Dot - Peter H. Reynolds The Koala Who Could - Rachel Bright



	Starting School – Janet & Allan Ahlberg Elmer – David McKee When I Miss You – Cornelia Maude Spelman DLR Topic Box including non-fiction	All Are Welcome – Alexandra Penfold The Family Book – Todd Parr My Friends and Me – Stephanie Stansbie Julian Is a Mermaid – Jessica Love The Great Big Book of Families – Mary Hoffma DLR Topic Box including non-fiction		The Tiny Seed – Eric Carle DLR Topic Box including non-fiction	The Train Ride – June Crebbin Rosie’s Walk – Pat Hutchins Meerkat Mail – Emily Gravett We All Went on Safari – Laurie Krebs DLR Topic Box including non-fiction	What Do You Do With an Idea? – Kobi Yamada Goodbye, Friend! Hello, Friend! – Corinne Demas DLR Topic Box including non-fiction
Rhymes and Songs Age 3-4	Rhymes containing short sentences and/ or slower paced: Humpty Dumpty Baba black sheep Twinkle Twinkle Little Star Row, row row your boat Rain, rain go away Pat a cake Little Miss Muffett Star light Star bright Jack and Jill Polly put the kettle on	Action Songs: Brush your teeth Heads Shoulders knees and toes If you’re happy and your know it Sleeping bunnies Dingle dangle Scarecrow Wind the bobbin up The Farmer’s in his den	Rhymes containing longer sentences: The grand old duke of York This little piggy went to market The bear went over the mountain Down in the jungle Incy wincy spider I’m a little teapot The wheels on the bus Old McDonald had a farm Miss Molly had a dolly Mary had a little lamb	Counting Songs: 5 little Speckled frogs 5 Little Ducks 5 little men in a flying saucer 1,2,3,4,5 once I caught a fish alive Two little dickie birds Three Blind Mice 5 current buns 5 Little monkeys jumping on the bed One finger one thumb		Rhymes containing short sentences and/ or slower paced: Humpty Dumpty Baba black sheep Twinkle Twinkle Little Star Row, row row your boat Rain, rain go away Pat a cake Little Miss Muffett Star light Star bright Jack and Jill Polly put the kettle on
Rhymes and Songs Reception	Recap Nursery Rhymes from Nursery Spring/Summer	Variation of songs from Nursery: Twinkle, twinkle chocolate bar Incy, wincy spider clibed up a tree Baba blue sheep 5 little monkeys swinging from a tree	Counting Songs: 1,2, buckle my shoe Ten Green Bottles Ten in a bed 10 fat sausages This old man One potato, two potato Hickory dickory dock One finger, one thumb	Complex Language: Mary mary, quite contrary Goosy goosy gander The big ship sails Dr Foster went to Gloucester I know an old lady who swallowed a fly	Cultural Songs and Rhymes: Frere Jacques Ring a ring of roses Hot cross buns Are you sleeping? Oranges and lemons London Bridge is falling down The animals went in two by two Jambo Bobby Shaftoe’s gone to sea	



				Here we go round the Mulberry bush	
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Phonics Sounds Write	<p align="center"><u>THE INITIAL CODE</u></p> <p><u>Skills:</u> To segment, blend and manipulate sounds in words with the structure: CVC</p> <p><u>Code:</u> Unit 1 a, I, m, s, t Unit 2 n, o, p Unit 3 b, c, g, h Unit 4 d, e, f, e Unit 5 k, l, r, u Unit 6 j, w, z Unit 7 x, y, ff, ll, ss, zz</p> <p><u>Conceptual knowledge:</u> Sounds can be represented by spellings with one letter</p> <p>Unit 7 - Some spellings are written with double consonants</p> <p>High Frequency words introduced: Is, a, the, I, for, of, off, are, was, all</p>	<p align="center"><u>THE INITIAL CODE</u></p> <p><u>Skills:</u> To segment, blend and manipulate sounds in words with the structure: VCC & CVCC - 2 consonants in the final position. 3- & 4-sound words</p> <p><u>Code</u> - No new code knowledge Unit 8 VCC and CVCC Unit 9 CCVC - 2 consonants in initial position Unit 10 CCVC, CVCCC, and CCCVC - 3 adjacent consonants 5-sound words Unit 11 sh, ch, th, ck, wh, ng, <q> <u></p> <p><u>Conceptual knowledge:</u> Some spellings are written with two different letters <q> and <u> represent the sounds /k/ and /w/</p> <p>Assess students before moving onto the next units</p> <p>High Frequency words introduced: Come, some, to < th> their, these, <wh> what, where, who</p>	<p align="center"><u>THE INITIAL CODE</u></p> <p><u>Consolidation Bridging Lessons</u></p> <p><u>Skills:</u> To segment, blend and manipulate sounds in words up to 5-sound words.</p> <p><u>Code:</u> Unit 11 sh, ch, th, ck, wh, ng, <q> <u></p> <p><u>Conceptual knowledge:</u> Some spellings are written with two different letters <q> and <u> represent the sounds /k/ and /w/</p>
	<p>By the end of the Initial Code pupils will be able to read thirty-two of the first 100 high-frequency words (see below) shown in the list by decoding them. Until they are covered in the programme, whenever they appear in text, tell the pupils what sound(s) the unknown spelling(s) represent(s) to allow them to decode the word for themselves. For example, if a pupil, working in the Initial Code at around Unit 7 or Unit 8, is trying to read the word 'back' but hasn't yet been introduced to the spelling alternative for /k/, the teacher runs their pencil under the and says, "This is one sound. It's /k/. Say /k/ here."</p>		

High Frequency & Common Exception Words (CEW)



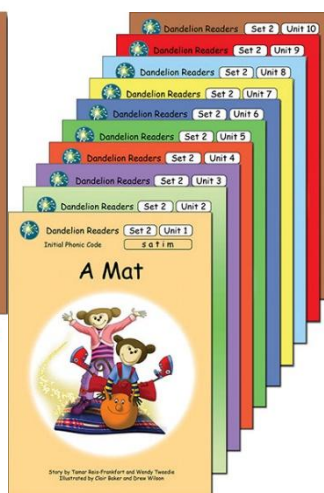
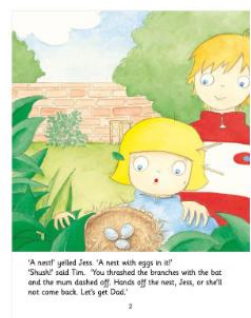
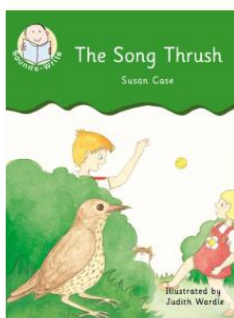
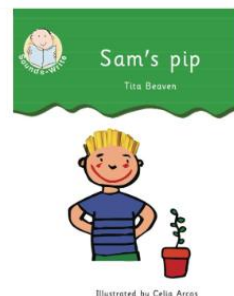
	By following the Sounds~Write programme sequentially all the way through the Initial Code it is possible to have pupils reading any of the thirty-two words below:			
	2 and VCC U8	6 in VC U2	10 it VC U1	14 on VC U2
	18 at VC U1	20 but CVC U5	21 that CVC U11	22 with CVC U11
	25 can CVC U3	27 up VC U5	28 had CVC U4	34 this CVC U11
	36 went CVCC U8	41 not CVC U2	42 then CVC U11	48 mum CVC U5
	50 them CVC U11	54 dad CVC U4	55 big CVC U3	56 when CVC U11
	57 it's VCC U8	64 will CVC U7	66 back CVC U11	67 from CCVC U9
	69 him CVC U3	71 get CVC U4	72 just CVCC U8	77 got CVC U3
	91 if VC U4	92 help CVCC U8	96 off VC U7	100 an VC U2
	<i>[The number preceding the words in the list refers to place in which the word appears in the list of 100 high-frequency words in Letters and Sounds. C = consonant, V = vowel and U = Unit in the S~W programme.]</i>			
Reading	<ul style="list-style-type: none">Sing nursery rhymes and songs. Join in with rhymes.Recognise alliteration at a basic level.Clap out 2-3 syllable.Join in with favourite stories.Predict what will happen next in a story. Know that stories have a beginning, middle and end. Listen to stories and talk about them. Discuss the settings and characters as well as the important events in a story.Recognise their own name and words that are important to them such as mam, favourite foods and shops.Hold books the correct way up and treat books carefully.Know that books can give information.Know that the words can tell you information. <p>Autumn</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.	<ul style="list-style-type: none">Identify words that rhyme.Hear and say the initial sound in words when a word is said to them.Sound out each of the sounds and put them together to read a word.Read short sentences.Use favourite stories to help children create their own stories.Share a range of books, comics, stories, rhymes, poems, fact books, and magazines.Look in books to find information. Read signs.Choose their own books.Identify rhyming words. <p>Spring Checkpoint Assessment:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.Read some letter groups that each represent one sound and say the sounds for them.Read a few common exception words matched to the school's phonics programme.Read simple phrases and sentences made up of words with known letter sounds and correspondences and where necessary, a few exception words.Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<p>Summer Assessment (ELG) - Comprehension</p> <ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Anticipate key events in stories.Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none">Says a sound for each letter in the alphabet for at least 10 diagraphs.Read words consistent with their phonic knowledge by sound blending.Read aloud simple sentences and books that areconsistent with their phonics knowledge, including some common exception words.	
Assessment focus (in bold)				



More able/ Yr 1 ready	<ul style="list-style-type: none"> • Read words with more than one syllable • Describe the main events in a story they have read. • Knows how to handle and hold a book, turn pages correctly and knows key parts of the book such as author, cover title, illustrator, contents page. • Chooses and reads book independently. • Decode words using phonics knowledge (up to Unit 11) • Read some common exception words, alone and in context by sight. • Reads and understands simple sentences • Use expression when reading beginning to address the use of punctuation and changing their voice for dialog • Beginning to read nonsense words. • Can retell a familiar story with increasing detail and sequence • Can make predictions and begin to base these on evidence from the text. • Can answer simple questions about the text orally and begin to answer them in shared or independently
Whole class reading	<ul style="list-style-type: none"> • Write Stuff' core text - a story per week as a focus for language, new vocabulary and writing activities • Poems / rhymes / non-fiction and fiction books balanced across the week and used to embed new words. • Daily Storytime (at least two per day on top of the weekly text) • Guided reading comprehension via questioning. (Basic VIPERS skills) • Non-fiction is used at the start of a topic to introduce technical vocabulary
Individual Reading (Decodable Readers)	<ol style="list-style-type: none"> 1) This set is comprised of thirteen 8-page books and one sixteen-page book. These match the Units 1 - 11 of the initial code. Reception children will read through all of these before moving onto the Extended Code in Y1. 2) Dandelion Readers are decodable reading books in line with the Sounds Write Units. Set 2 and 3 are books following the units, but have an increased number of words per page, which allows for slight differentiation and variation when continuing on the same unit.

Sounds-Write decodable readers (fiction, Initial Code)

The 24 decodable readers enable children to practise the literacy skills they are learning and thereby gain fluency in reading, all while they enjoy the colourfully-illustrated stories. They are matched to the Sounds-Write units.



3) This set is comprised by ten sixteen-page readers, these are all our titles for the Initial Code Units 8 - 11.

Other independent reading:

- Read and Relax area in the Reception environment.
- Outdoor read and relax area.
- Resources labelled with pictures / words

Modelled reading/ parent support


- Weekly reading book closely matched to phonic stage.
- Sounds Write Workshop/ information sent home for parents
- Letter join - handwriting/ letter formation practise sent home as weekly home work



<p>Writing</p> <p>Writing Assessment</p>	<ul style="list-style-type: none"> • Sometimes, they can identify what their paintings or drawing mean. • When they see writing, they can say what they think it means. • Make lines and marks with a pencil. Copy some of the letters of their name. • Use Letter-Join programme to teach letter formation and send home sounds/ letters to practise. (Linked to Sounds Write phonics lessons). 	<ul style="list-style-type: none"> • Say what the marks, letters and pictures they make mean. • Know that when a word is written down and the letters used make a word I have said. • Say each sound in a short word and put them together to say the word. • Know the names of the letters of the alphabet. • Begin to use letters in writing. • Write their own name. • Write labels for role play areas. • Write a short caption to record what they have done. • Try to write short sentences. • Word writing – initial sounds. <p><u>Spring assessment check</u></p> <ul style="list-style-type: none"> • Form lower case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check it makes sense. 	<p><u>Summer assessment ELG – Writing</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. • Begin to write some CEW Write first name and surname.
<p>Teacher led writing opportunities</p>	<ul style="list-style-type: none"> • Daily English lessons following 'Write Stuff' planning. Writing linked to the core texts as listed above. • Lists, captions, labels, postcards, letters, postcards, poems, fact files • Letter formation / handwriting practice following the 'Letter join' programme. 		
<p>Writing Continuous provision</p>	<ul style="list-style-type: none"> • Stories in role play area and in environment • Vocabulary-rich environment • Wondrous words which are embedded in writing tasks • Talk-rich activities • Peer models for talk • Modelled writing e.g. for days of the week • Range of resources to write with • Resources to make mini books e.g. paper stapled together, small pictures • Opportunities to write on paper and digitally • Model authorship and spelling in action • Model how to segment sounds • Wide range of role play writing opportunities • Opportunities for drama • Sharing writing together 		



	<ul style="list-style-type: none"> • Rhythm and rhyme • Make links to other areas e.g. in the mud kitchen, children could be encouraged to write a recipe • Teacher acts as scribe to model writing. • Helicopter stories
More able / Y1 ready	<p>Children demonstrate they can:</p> <ul style="list-style-type: none"> • Sit correctly at a table with 4 legs on the floor. • Hold a pencil in tripod grip. • Form lower- and upper-case letters correctly. • Write some common words correctly. • Name the letters of the alphabet. • Use finger spaces, capital letters and full stops. • Write for a range of purposes. • Write 'I' as a capital letter. • Add 's' to pluralise nouns. • Write in the line and use the full width of the page. • Hold a sentence and write a sentence from dictation. • Use some adjectives in their writing. • Begin to use some conjunctions. Make their writing makes sense.
ELGs	<div> <p>Statutory ELG: Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. </div> <div> <p>Statutory ELG: Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. </div>

Maths	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
												
White Rose Maths Phase	Getting to know you	Talk about measures and patterns	It's me 123!	1,2,3,4,5	Alive in 5		Length, height and time	To 20 and beyond	Sharing and grouping	Visualise, build and map	Make connections	
	Match, sort and compare		Circles and triangles	Shapes with 4 sides	Mass and capacity			How many now?				
	Baseline Assessments	Baseline Assessments			Growing 6, 7, 8		Building 9 & 10	Manipulate, compose and decompose				
							Explore 3D shapes					
Number	Opportunities for settling in, introducing the areas of provision and getting to know the children	Match and sort Compare amounts	Representing 1,2,& 3 Comparing 1,2,& 3 Composition of 1,2 & 3	Representing numbers to 5 One more and less	Introducing zero Comparing numbers to 5 Composition of 4 & 5	6,7,& 8 Combining 2 amounts Making pairs	Counting to 9 & 10 Comparing numbers to 10 Bonds to 10	Building numbers beyond 10 Counting patterns beyond 10	Adding more Taking away	Doubling Sharing and Grouping Even and odd	Deepening Understanding Patterns and relationships	
Measure, shape and special thinking	Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language	Compare size, mass and capacity	Circles and triangles Positional language	Shapes with 4 sides Time	Compare Mass (2) Compare Capacity (2)	Length and height Time	3D Shapes Patterns	Spatial Reasoning (1) Match, rotate, manipulate	Spatial reasoning (2)	Spatial Reasoning (3) Visualise and build	Spatial Reasoning (4) Mapping	
Exceeding expectations / Y1 Ready	<p>Number</p> <ul style="list-style-type: none">Write digits 0-9 accurately, have experience of representing two digit numbers, count forwards and backwards in tens, count forwards and backwards in 2's, work systematically when finding number bonds, begin to understand the commutative law, begin to know when subtracting you start at the biggest number, order non-consecutive numbers, count forwards and backwards from different starting points <p>Shape space and measure</p> <ul style="list-style-type: none">Recognise coins and know how many pennies are in 1p, 2p, 5p, 10p.Know and sequence days of the week / months of the year, read o'clock times, understand the chronology of the day, name and describe 2d shapes, name and describe 3d shapes, measure objects using different apparatus <p>Problem Solving</p> <ul style="list-style-type: none">Select the appropriate apparatus with increasing independence, use maths as an integral part of activities, begin to identify deliberate mistakes, <p>Communicating</p> <ul style="list-style-type: none">Discuss the strategies they have used, be able to write one number per box when recording <p>Reasoning</p> <ul style="list-style-type: none">Draw simple conclusions from their work and describe how and why they have completed a task, recognise and use a simple pattern or relationship.											



UW Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Cycle 1 2025- 2026	<p>Animals Including Humans</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation</p>	<p>Living Things & their Habitats</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment RANGE Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation</p>	<p>Everyday Materials</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work</p> <p>Range 6 Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another</p>	<p>Animals Including</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation</p>	<p>Plants</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation</p>	<p>Seasonal Change</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation</p>



<p>Cycle 2 2026- 2027</p>	<p>Animals Including Humans</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation</p>	<p>Seasonal Change</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation</p>	<p>Everyday Materials Working Scientifically / Scientific Enquiry</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work</p> <p>Range 6 Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another</p>	<p>Animals Including Humans</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation</p>	<p>Plants</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation</p>	<p>Living Things & their Habitats</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation</p>
<p>Working like a scientist.</p>	<p>Make simple records of what they notice (with help where necessary), demonstrate curiosity about how things behave, ask questions about things to test, talk about ideas for testing how things behave, Use senses to look closely at how things behave, carry out simple tests with adult support, use simple equipment to observe, talk about what I have done and what I noticed, talk about whether something makes a difference</p>					



	History	Geography	History	Geography	History	Geography
Cycle 1 2025-2026 History (Past and Present) Geography (People, Culture and Communities)	My Local Area (school / village) Range 5 Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Range 6 Enjoys joining in with family customs and routines Talks about past and present events in their own	Could a polar bear bear the desert or a camel cope in the cold? Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment Range 6 Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes	Significant Individuals Range 5 Remembers and talks about significant events in their own experience Shows interest in different occupations and ways of life indoors and outdoors Range 6 Talks about past and present events in their own Positive Relationships: what adults might do.	Comparing Countries of the UK Range 5 Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another	Toys & Games Range 5 Remembers and talks about significant events in their own experience Shows interest in different occupations and ways of life indoors and outdoors Range 6 Talks about past and present events in their own Positive Relationships: what adults might do.	Making maps and fieldwork Range 5 Developing an understanding of growth, decay and changes over time Begin to understand the effect their behaviour can have on the environment Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes



	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions					
Cycle 2 2026-2027	<p>Great Fire of London</p> <p>Range 5 Remembers and talks about significant events in their own experience Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Range 6 Talks about past and present events in their own Positive Relationships: what adults might do.</p>	<p>My Local Area (School / Village)</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes.</p>	<p>Fantastic Firsts</p> <p>Range 5 Remembers and talks about significant events in their own experience Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Range 6 Talks about past and present events in their own Positive Relationships: what adults might do.</p>	<p>How different would my life be if I lived in Kenya? (Non-European contrast)</p> <p>Range 5 Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things</p>	<p>Local Area Study (Castles)</p> <p>Range 5 Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>Range 6 Enjoys joining in with family customs and routines</p>	<p>Our Weather</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another</p>

				occur, and talks about changes	Talks about past and present events in their own Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	Makes observations of animals and plants and explains why some things occur, and talks about changes
RE	<p>F1 – Why is the word “God” so important to Christians? Big idea: Christians believe God made and cares for the world and for people.</p> <p>Children will explore:</p> <ul style="list-style-type: none">Christians use the word <i>God</i> to talk about who they believe created the worldGod is important because Christians believe He loves and looks after everyone <p>Learning experiences:</p> <ul style="list-style-type: none">Listening to simple Bible stories about God as a creator (e.g. Creation)Talking about things that are important to usExploring prayer through quiet reflection or role play <p>Key vocabulary: God, creator, believe, world, care</p> <p>F2 – Why do Christians perform Nativity plays at Christmas? Big idea: Christmas is a special time when Christians remember Jesus’ birth.</p> <p>Children will explore:</p> <ul style="list-style-type: none">The Nativity story and its characters	<p>F4 Being special: Where do we belong? Big idea: Everyone belongs to different groups and is special.</p> <p>Children will explore:</p> <ul style="list-style-type: none">Belonging to families, schools, friends, faiths or communitiesWhat makes them special <p>Learning experiences:</p> <ul style="list-style-type: none">Talking about families and homesSharing photos or storiesDrawing people who are important to them <p>Key vocabulary: belong, family, friends, special, community</p> <p>F3 Why do Christians put a cross on an Easter Garden? Special Times Big idea: Easter is a special time when Christians remember Jesus’ death and resurrection.</p> <p>Children will explore:</p> <ul style="list-style-type: none">The cross as a Christian symbolEaster as a time of sadness and happiness <p>Learning experiences:</p> <ul style="list-style-type: none">Making an Easter Garden	<p>F6 Which stories are special and why? Big idea: Stories can be special because they teach us things or are important to people.</p> <p>Children will explore:</p> <ul style="list-style-type: none">Bible stories that are special to ChristiansFavourite stories that are special to them <p>Learning experiences:</p> <ul style="list-style-type: none">Listening to Bible stories and favourite booksStorytelling with puppetsTalking about why a story matters <p>Key vocabulary: story, Bible, special, lesson, remember</p> <p>F5 Which places are special and why? Big idea: Some places are special because of how they make people feel or what happens there.</p> <p>Children will explore:</p> <ul style="list-style-type: none">Special places at home, school, and in faithsChurches as special places for Christians <p>Learning experiences:</p> <ul style="list-style-type: none">Looking at photos of churches and other special places			



	<ul style="list-style-type: none">Why Christians like to retell the story through plays and songs <p>Learning experiences:</p> <ul style="list-style-type: none">Acting out the Nativity storyDressing up and role playSinging Christmas songs <p>Key vocabulary: Christmas, Jesus, Nativity, Mary, Joseph, baby</p>	<ul style="list-style-type: none">Looking at symbols such as the cross and empty tombTalking about feelings (sad/happy) <p>Key vocabulary: Easter, cross, Jesus, symbol, special</p>	<ul style="list-style-type: none">Role play (church, home, celebration)Talking about places they like <p>Key vocabulary: church, special, quiet, pray, safe</p>			
RE Celebrations	Studies through links and patterns in their own experiences, showing curiosity about objects, events and people, using sense to explore the world around them, representing experiences in play, acting out experiences of others. Recall events from Bible stories shared in collective worship. Perform in the Nativity at Christmas. Take part in church services for Harvest, Christmas and Easter. When possible, invite guests from the local area to talk about their different faiths and communities.					
	Judaism - Rosh Hashana Hinduism - Onam Christianity - Christmas (December) Islam - Mawlid al-Nabi (October) Sikhism - Guru Nanak Urparab (November)		Buddhism - Bodhi day (Jan) Hinduism - Rama Navami Hinduism - Holi (Colour run?) Christianity - Easter Sikhism - Nam Karan		Hinduism - Raksha Bandhan Buddhism - Wesak (May) Judaism - Shavout Islam - Dhu Al-Hijja Christianity - Bible stories	
Technology Linked to EYFS ELG: Understanding the World – Technology ELG (Technology) <i>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</i>	Exploring Technology in Our Environment Key Focus Recognising technology in everyday life Talking about what technology is used for Technology Experiences Using interactive whiteboard for songs and games Adult-led exploration of: iPads/tablets Visual timers	Technology at Home & in the Community Key Focus Talking about technology used at home and in the community Beginning to explain purpose Technology Experiences Taking photos of classroom activities using tablets Exploring: Remote controls	Using Technology Purposefully Key Focus Selecting technology for a specific purpose Following simple instructions Technology Experiences Using tablets to: Listen to audiobooks Play phonics apps Using visualisers to share work	Creating with Technology Key Focus Creating content using technology Using technology to observe change Technology Experiences Recording plant growth using photos/videos Creating simple digital drawings Voice recording for storytelling	Technology for Problem Solving Key Focus Using technology independently Problem-solving and logical thinking Technology Experiences Using tablets to research animals (adult-curated content) Using programmable toys in small-world play	Technology & Transition Key Focus Reflecting on technology use Using technology confidently and responsibly Technology Experiences Creating digital transition books Recording messages or stories



	<p>Using electronic toys (push-button, cause-and-effect)</p> <p>Vocabulary Technology, screen, button, press, turn on/off, timer</p> <p>ELG Link ✓ Recognises that technology is used in school and home</p>	<p>Cameras Microwaves / phones (role play) Using QR codes to listen to stories</p> <p>Vocabulary Camera, phone, computer, remote, photograph</p> <p>ELG Link ✓ Talks about different technology and what it does</p>	<p>Vocabulary Program, forward, turn, record, listen</p> <p>ELG Link ✓ Selects technology for a particular purpose (with support)</p>	<p>Using timers for experiments (e.g. melting ice)</p> <p>Vocabulary Record, video, timer, change, grow</p> <p>ELG Link ✓ Uses technology to support learning and exploration</p>	<p>Vocabulary Plan, solve, choose, search, map</p> <p>ELG Link ✓ Selects and uses technology independently for a purpose</p>	<p>Using laptops/tablets to complete simple tasks Talking about how technology helps us learn</p> <p>Vocabulary Create, share, remember, safe, learn</p> <p>ELG Link ✓ Confidently explains and uses technology for different purposes</p>
	<p>E-Safety (Embedded Throughout)</p> <ul style="list-style-type: none"> Asking permission Adult supervision Caring for equipment Understanding screens are tools, not toys 					
Festivals and themed days	<p>Harvest Festival Roald Dahl Day British Food Fortnight Black History Month World Smile Day</p>	<p>Halloween Bonfire Night Children's Day</p>	<p>Chinese New Year Shrove Tuesday Mother's Day Safer internet day Valentine's day Mental Health Awareness Comic Relief</p>	<p>Fair Trade Fortnight World Book Day Science week</p>	<p>World Environment Day/ World Oceans Day National Pet Month World Health Day National Numeracy Day</p>	<p>Father's Day Children's Art Day National Insect Week</p>
Parental Involvement	<p>Meet the Teacher Workshop Stay and Play Harvest service</p>	<p>Stay and Play Nativity Parent Consultation</p>	<p>Educational visit ?</p>	<p>Stay and Play Parent Consultation Easter service</p>	<p>Stay and Play Library Time Transition Meetings</p>	<p>Stay and Play Parent Consultation Summer Educational Visit</p>

ELGs	<p>Statutory ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Statutory ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>Statutory ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
	<p>Statutory ELG: None</p> <p>Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.</p>			



EAD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kapow	Art	DT	Art	DT	Art	DT
<p>Creating with Materials</p> <p>Art/DT</p> <p>(Reception Planning)</p>	<p>Drawing Marvellous marks</p> <p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p> <p>Artist study - Mondrian/ Matisse</p>	<p>Cooking and nutrition Soup</p> <p>In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.</p>	<p>Painting and mixed media Paint my world</p> <p>Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p> <p>Artist study - Yayoi Kusama / Kandinsky</p>	<p>Structures Junk modelling</p> <p>In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p>	<p>Sculpture and 3D Creation station</p> <p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p> <p>Artist Study – Andy Goldsworthy/ Van Gogh</p>	<p>Textiles Bookmarks</p> <p>Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p>
<p>EXT: Seasonal Activities linked to Kapow</p>	<p>Autumn craft: Nature wreaths Winter craft: Threaded snowflakes Christmas craft: Salt dough decorations</p>	<p>Autumn: Hibernation boxes Christmas: Sliding Santa chimneys Christmas cards and calendar Art</p>	<p>Easter craft: Egg Threading Spring craft: Petal mandala suncatchers</p>	<p>Spring: Flower threading Easter: Hanging egg decoration</p>	<p>Summer craft: Salt painting</p>	<p>Summer: Designing a rainbow salad Summer: Making a rainbow salad</p>
<p>Music Being Imaginative and Expressive</p>	<p>Exploring Music Kapow Unit</p>	<p>Nativity</p>	<p>Music and Movement Kapow Unit</p>	<p>Music Stories Kapow Unit</p>	<p>Transport Kapow Unit</p>	<p>Big Band Kapow Unit</p>



Range 5	<p><u>Creating with Materials</u></p> <p>Explores and learns how sounds and movements can be changed</p> <ul style="list-style-type: none"> • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose <p><u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories <p>Notifies what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <ul style="list-style-type: none"> • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme
Range 6 REC	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts <p><u>Being imaginative and expressive</u></p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p> <ul style="list-style-type: none"> • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth



	<ul style="list-style-type: none"> • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative 	
ELGs	<p>Statutory ELG: Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 	<p>Statutory ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

