



PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>		<p>Statutory ELG: Managing Self Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>			



CL Communication & Language	Autumn	Spring	Summer
Speaking	<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 stores with their teacher and peers. Perform songs, rhymes, poems and stories with others.
Language / speech development / provision	<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 		
More able children / Y1 ready	<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 style="border: 1px solid orange; padding: 10px;"> <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 style="border: 1px solid orange; padding: 10px; margin-top: 10px;"> <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>



Statutory ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

Statutory ELG: Comprehension (Literacy)

Children at the expected level of development will:

- 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.

Statutory ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Statutory ELG: Speaking

Children at the expected level of development will:

- 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 Development	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 queuing Mealtimes 					
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 knee position, half knee 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 <ul style="list-style-type: none"> 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, kicking or hitting 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: - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Statutory ELG: Gross Motor Skills Children at the expected level of development will: - 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> <p>Statutory ELG: Fine Motor Skills Children at the expected level of development will: - 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.</p>



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	Owl Babies	Whatever Next!	The Colour Monster	Goldilocks and the Three Bears	The Very Hungry Caterpillar
	Oi Frog!	The Gruffalo	Handa's Surprise	The Day the Crayons Quit	Look Up!	Superworm
	Brown Bear	The Tiger Who Came to Tea	Mr Wolf's Pancakes	Wow! Said the Owl	Cloud Paint	Oliver's Vegetables
	The Cat and the Rat and the Hat	The Three Little Pigs (Nick Sharratt version)	The Snail and the Whale	Jack and the Beanstalk	Ten Fat Sausages	The Way Back Home
	Peace at Last	The Little Red Hen	Little Red Riding Hood	Tiny McToot	The Magic Porridge Pot	Mr Norton's New Hat
	Room on the Broom	The Jolly Postman	Burglar Bill			The Gingerbread Man
	Funny Bones	Stickman	What the Ladybird Heard			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 Smoos - Julia Donaldson (belonging)	The Enormous Turnip The Three Billy Goats Gruff The Little Red Hen The Ugly Duckling The Princess and the Pea	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



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



				Here we go round the Mulberry bush	
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Phonics Sounds Write	THE INITIAL CODE Skills: To segment, blend and manipulate sounds in words with the structure: CVC Code: 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 Conceptual knowledge: Sounds can be represented by spellings with one letter Unit 7 – Some spellings are written with double consonants High Frequency words introduced: Is, a, the, I, for, of, off, are, was, all	THE INITIAL CODE Skills: To segment, blend and manipulate sounds in words with the structure: VCC & CVCC -2 consonants in the final position. 3- & 4-sound words Code - 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> Conceptual knowledge: Some spellings are written with two different letters <q> and <u> represent the sounds /k/ and /w/ Assess students before moving onto the next units High Frequency words introduced: Come, some, to < th> their, these, <wh> what, where, who	THE INITIAL CODE Consolidation Bridging Lessons Skills: To segment, blend and manipulate sounds in words up to 5-sound words. Code: Unit 11 sh, ch, th, ck, wh, ng, <q> <u> Conceptual knowledge: Some spellings are written with two different letters <q> and <u> represent the sounds /k/ and /w/
High Frequency & Common Exception Words (CEW)	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>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:</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 25%;">2 and VCC U8</td><td style="width: 25%;">6 in VC U2</td><td style="width: 25%;">10 it VC U1</td><td style="width: 25%;">14 on VC U2</td></tr> <tr> <td>18 at VC U1</td><td>20 but CVC U5</td><td>21 that CVC U11</td><td>22 with CVC U11</td></tr> <tr> <td>25 can CVC U3</td><td>27 up VC U5</td><td>28 had CVC U4</td><td>34 this CVC U11</td></tr> <tr> <td>36 went CVCC U8</td><td>41 not CVC U2</td><td>42 then CVC U11</td><td>48 mum CVC U5</td></tr> <tr> <td>50 them CVC U11</td><td>54 dad CVC U4</td><td>55 big CVC U3</td><td>56 when CVC U11</td></tr> <tr> <td>57 it's VCC U8</td><td>64 will CVC U7</td><td>66 back CVC U11</td><td>67 from CCVC U9</td></tr> <tr> <td>69 him CVC U3</td><td>71 get CVC U4</td><td>72 just CVCC U8</td><td>77 got CVC U3</td></tr> <tr> <td>91 if VC U4</td><td>92 help CVCC U8</td><td>96 off VC U7</td><td>100 an VC U2</td></tr> </tbody> </table> <p><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></p>	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
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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																														
<h1 style="margin: 0;">Reading</h1> <p>Assessment focus (in bold)</p> <p>Autumn</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. 	<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>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 are • consistent with their phonics knowledge, including some common exception words. 																																



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.



Sam's pip
Tita Beaven



Illustrated by Celia Arcos



Sam got a pip. 'Put it in the bin, Sam.'
But Sam did not.



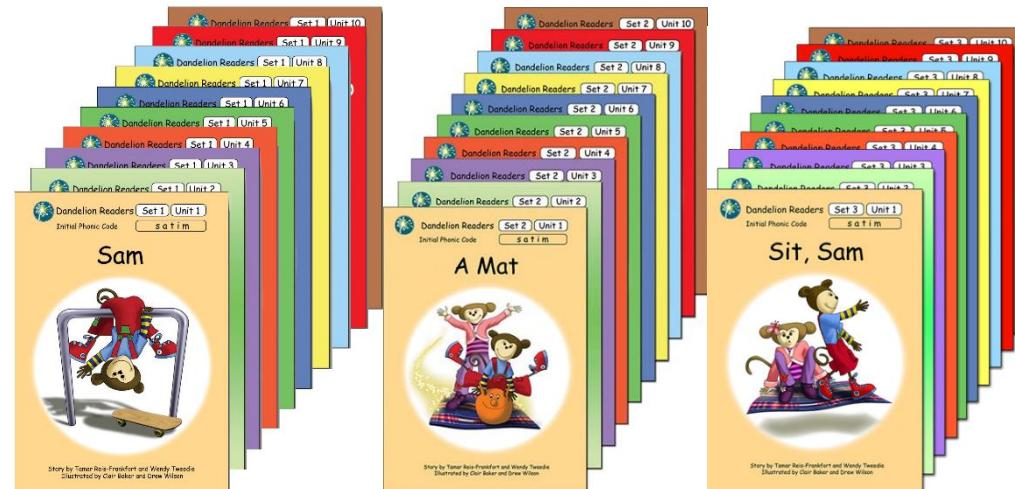
The Song Thrush
Susan Case



Illustrated by Judith Wardle



'A nest!' yelled Jess. 'A nest with eggs in it!'
'Shush!' said Tim. 'You thrashed the branches with the bat and the mum dashed off. Hounds off the nest, Jess, or she'll not come back. Let's get Dad.'



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



Writing

Writing Assessment

- 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).

- 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.

Spring assessment check

- 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.

Summer assessment ELG – Writing

- 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.

Teacher led writing opportunities

- 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.

Writing Continuous provision

- 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	Children demonstrate they can: <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 style="border: 1px solid orange; padding: 10px;"><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 style="border: 1px solid orange; padding: 10px; margin-top: 10px;"><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>





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>



Cycle 2 2026- 2027	Animals Including Humans 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 Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation	Seasonal Change 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 Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation	Everyday Materials Working Scientifically / Scientific Enquiry 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 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	Animals Including Humans 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 Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation	Plants 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 Range 6 Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation	Living Things & their Habitats 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 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
Working like a scientist.	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					



	History	Geography	History	Geography	History	Geography
Cycle 1 2025-2026	My Local Area (school / village)	Could a polar bear bear the desert or a camel cope in the cold?	Significant Individuals	Comparing Countries of the UK	Toys & Games	Making maps and fieldwork
History (Past and Present)	<p>Range 5 Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines</p> <p>Geography (People, Culture and Communities)</p> <p>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 Talks about past and present events in their own</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</p> <p>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</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</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>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</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>Range 5 Developing an understanding of growth, decay and changes over time 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 Makes observations of animals and plants and explains why some things occur, and talks about changes</p>



	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 occur, and talks about changes.</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</p> <p>Range 6 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</p> <p>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</p> <p>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 world God 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 us Exploring 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 communities What makes them special <p>Learning experiences:</p> <ul style="list-style-type: none"> Talking about families and homes Sharing photos or stories Drawing 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 symbol Easter 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 Christians Favourite stories that are special to them <p>Learning experiences:</p> <ul style="list-style-type: none"> Listening to Bible stories and favourite books Storytelling with puppets Talking 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 faiths Churches 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 story Dressing up and role play Singing 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 tomb Talking 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	<p>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.</p> <p>When possible, invite guests from the local area to talk about their different faiths and communities.</p>					
	<p>Judaism - Rosh Hashana Hinduism - Onam Christianity - Christmas (December) Islam - Mawlid al-Nabi (October) Sikhism - Guru Nanak Urparab (November)</p>	<p>Buddhism - Bodhi day (Jan) Hinduism - Rama Navami Hinduism - Holi (Colour run?) Christianity - Easter Sikhism - Nam Karan</p>	<p>Hinduism - Raksha Bandhan Buddhism - Wesak (May) Judaism - Shavout Islam - Dhu Al-Hijja Christianity - Bible stories</p>			
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>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Technology & Transition Key Focus Reflecting on technology use Using technology confidently and responsibly Technology Experiences Creating digital transition books Recording messages or stories</p>



	<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	Harvest Festival Roald Dahl Day British Food Fortnight Black History Month World Smile Day	Halloween Bonfire Night Children's Day	Chinese New Year Shrove Tuesday Mother's Day Safer internet day Valentine's day Mental Health Awareness Comic Relief	Fair Trade Fortnight World Book Day Science week	World Environment Day/ World Oceans Day National Pet Month World Health Day National Numeracy Day	Father's Day Children's Art Day National Insect Week
Parental Involvement	Meet the Teacher Workshop Stay and Play Harvest service	Stay and Play Nativity Parent Consultation	Educational visit ?	Stay and Play Parent Consultation Easter service	Stay and Play Library Time Transition Meetings	Stay and Play Parent Consultation Summer Educational Visit



ELGs

Statutory ELG: Past and Present

Children at the expected level of development will:

- 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.

Statutory ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

Statutory ELG: The Natural World

Children at the expected level of development will:

- 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.

Statutory ELG: None

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.



EAD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kapow	Art	DT	Art	DT	Art	DT
Creating with Materials Art/ DT (Reception Planning)	Drawing Marvellous marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus. Artist study -Mondrian/ Matisse	Cooking and nutrition Soup 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.	Painting and mixed media Paint my world 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. Artist study - Yayoi Kusama / Kandinsky	Structures Junk modelling 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.	Sculpture and 3D Creation station Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. Artist Study – Andy Goldsworthy/ Van Gogh	Textiles Bookmarks 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.
EXT: Seasonal Activities linked to Kapow	Autumn craft: Nature wreaths Winter craft: Threaded snowflakes Christmas craft: Salt dough decorations	Autumn: Hibernation boxes Christmas: Sliding Santa chimneys Christmas cards and calendar Art	Easter craft: Egg Threading Spring craft: Petal mandala suncatchers	Spring: Flower threading Easter: Hanging egg decoration	Summer craft: Salt painting	Summer: Designing a rainbow salad Summer: Making a rainbow salad
Music Being Imaginative and Expressive	Exploring Music Kapow Unit	Nativity	Music and Movement Kapow Unit	Music Stories Kapow Unit	Transport Kapow Unit	Big Band Kapow Unit



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>Notices 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 playPlays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative
ELGs	<div style="border: 1px solid orange; padding: 10px;"><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.</div> <div style="border: 1px solid orange; padding: 10px; margin-top: 10px;"><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.</div>

