|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **TOPIC NAMES** | **Understanding the World** | **Technology** | **EAD (Expressive Arts and Design** | **PSED** | **RE** | **Physical Development** | **Literacy (Reading and Writing)** | **Maths** |
| **Nursery**  **AUTUMN** | **Nursery Rhymes/Colours**  **My Family** | Tea party (I’m a little Teapot)  Spiders (Incy Wincy)  Day and night (Twinkle Twinkle)  Favourite colours  Colour changes  Autumn and seasonal change/  Bonfire night and Diwalli  Families and homes  Winter/cold places and seasonal change  Remembrance  Christmas | IWB: Nursery Rhymes,  Bonfire night, Poppy Day, People who help us  Selecting tools and mark making on the IWB  Beebots | Painting- Aut1  Drawing-Aut2  Music and movement- Action songs (phase 1)  Familiar songs  Expressing feelings  through music (ribbon dancing)  Copying simple rhythms with instruments  Nativity songs and performance  Role play- home corner, Santa’s workshop. | Heartsmart – Get Heart smart (Meet Boris)  Heartsmart – Don’t forget to let love in (I am special)  Rules and routines | I am special (diversity)  Harvest (Sukkot- Jewish Harvest)  Diwalli  Special people (inc those who help us)  Christmas (Births and birthdays, The Nativity)  Hannukah  Values- Thankfulness, Respect and Love | Begins to use circles and lines  Uses a tripod grip (3 fingers)  Holds pencil between thumb and two fingers  Toilets independently  Write Dance and Dough Disco  PE: Moving in different ways/safety/dance/understand our bodies.  Health-Toileting, hand washing, beginning independent self care (putting on coat/wellies etc), keeping safe at school (rules) | Letters and Sounds Phase 1- Focus on Environmental and instrumental sounds.  Familiar stories and rhymes- repeated refrains.  Begins to show awareness that print carries meaning  Begins to distinguish the difference between print and pictures  Begins to ascribe meanings to marks they see in different places  Begins to use some recognisable symbolic shapes when drawing/writing  Begins to understand the directionality of print  Knows which way to hold a book or piece of writing  Knows that left page is before right | Counting, number rhymes and songs (numbers on fingers)  Comparing numbers/quantities 1,2 and 3 – ‘bigger’ and ‘smaller’  Ordering numbers 1 to 3  The structure of 3. 4 as a square number  Recognition of items without  counting (subitising)  Begin to understand positional language  Notices patterns and shapes in pictures.  Categorise objects according to shape/size  Time- immediate, past or future talk  Show interest in shapes in the environment  Begins to show an interest in shapes and space by playing with shapes or making arrangements with objects. |
| **Nursery**  **SPRING** | **Bears**  **(Teddy Bears Picnic)**  **Spring has Sprung** | Food changes and decay  Chinese New Year  Spring and Seasonal Change  Farm animals  Lifecycles  Mothers’ Day  Easter | IWB activities and skills continued.  Moving Toys, remote controls  Introduce CD player  E-safety focus | Textiles- Spr 1  Printing – Spr 2  Music and movement  Bear Hunt dance  Chinese new year dragon dance  Singing songs  Making rhythms independently  Changing sounds  Role play- explorers, toy shop, Three Bears House, Bear hunt/cave, farm. | Heartsmart – Too much selfie isn’t healthy (I love others)  Heartsmart – Don’t rub it in, rub it out! (I am a good friend) | The Stories Jesus Heard (The Bible)  Easter  Holi (Hindu festival)  Values- Forgiveness, compassion and Love | Uses circles and lines.  Shows a preference for a dominant hand  Writes first letter of name  Can write a few letters from own name  Write Dance and Dough Disco  Health- As above + use tools safely, teeth cleaning, understanding the importance of rest, eating, sleeping.  PE: Moving in different ways/safety/dance/understand our bodies. | Letters and Sounds Phase 1- Focus on alliteration, oral blending and segmenting.  Story structure, events, character and settings, inference and prediction, Non- fiction texts  Knows that print carries meaning  Distinguishes the difference between pictures and print  Understands directionality of print (as above)  Ascribes meaning to the marks they see in different places  Gives meaning to own marks  Show a difference between their drawings and writing  Draws/writes symbols  Begins to understand the concept of a word and a letter  Begins to use clearly identifiable letters from their own name  Begins to break the flow of speech into words  Enjoys writing for a purpose (lists, cards, labels). | Numbers to 5/counting to 5/matching numeral and quantity  Line up 1 to 5 in order/missing no.  The key principles of counting:  • One-to-one correspondence  • Cardinality  • Stable order  Addition and subtraction of 1 Number bonds to 5  Counting beyond objects (abstraction principle)  Representing numerals  Begin to use positional language  Talk about shapes and arrangements/ Similarity of shapes  Begin to talk about and use shapes for tasks  Size- begin to measure  Time- use a visual timetable  Explore money |
| **Nursery**  **SUMMER** | **Journeys and Transport**  **Summer in the Garden** | Places  Where we live and maps  Vehicles  Summer and seasonal change  In the Garden (insects and minibeasts/lifecycles)  Fathers day | IWB activities and skills continued.  Beebots  Introduce iPad  Digital camera  CD player  Using technology for a  purpose | Sculpture- Sum 1  Collage – Sum 2  Music and Movement  Identifying songs and music  Parachute games  End of year performance  Role play- Transport role play- bus, station, travel agents, Minibeast garden. | Heartsmart – Fake is a mistake (I tell the truth)  Heartsmart – No way through, isn't True (I can do it!)  Transition | Special Places (Places of Worship e.g. Mosque, Church, Gurdwara)  Prayer  Special Times- Links with Non-Christian Faith celebrations  Values- Faith, Hope and Love | Writes own name  Write Dance and Dough Disco  Heath- As above + sun safety and independent self care.  PE: Moving in different ways/safety/dance/understand our bodies. | Begin Phase 2 Letters and Sounds  Consolidate Phase 1  Story structure, events, character and settings, inference and prediction, Non- fiction texts  Understand directionality of print  Ascribe meaning to print they see in different places, gives meaning to marks they make as they write  Begins to break flow of speech into words  Begins to write own name  Begins to be aware of spaces between words  Begins to leave spaces between marks representing words  Uses some clearly identifiable letters to communicate meaning representing some sounds correctly  Enjoys writing for a purpose | Numbers 6-10/Counting 10 & back  Finding one more, Subitising 6 and 8  The structure of square numbers (4  and 9)  Partitioning and combining  10 ones are equivalent to one 10.  Addition and subtraction of 1  Begin to estimate and check  Begin to record using marks they can interpret and explain.  Pattern- continue and create  Use shapes appropriately for tasks  Begin to select a named shape.  Size and time- ordering  Begin to use money  Use positional language |

NOTE: Communication and Language is not specifically planned for across the year. All aspects of developing C and L is considered throughout daily classroom practice, continuous provision, sessions such as circle time, guided reading and guided talk sessions (WELLCOMM in Nursery) and clear classroom rules and routines. Vocabulary is taught explicitly as part of literacy using the “Write Stuff” vocabulary lenses. Observations next steps and target setting support the development of individuals. Intervention programmes such as narrative therapy/SALT support children who are not making the expected progress.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **TOPIC NAMES** | **Understanding the World** | **Technology** | **EAD (Expressive Arts and Design** | **PSED** | **RE** | **Physical Development** | **Literacy (Reading and Writing)** | **Maths- (Using White-Rose Reception Guidance)** |
| **Reception**  **AUTUMN** | **Traditional Tales from Around the World**  **When I grow Up…….** | Places- Where we live/African village  Autumn and seasonal change/  Bonfire night and Diwalli  Jobs and occupations (People who help us)  Winter/cold places and seasonal change  Remembrance  Christmas | Technology: Everyday technology  Effective use of IPADs and IWB Beebots, iPads, introduction to laptops.  Using Google maps | Painting- Aut1  Drawing-Aut2  Dance- The UK/Weather  Music Express- Special people (Beat and Tempo)  Stories and sounds (Structure)  Nativity songs and performance  Role play- home corner, African roundhouse, police/fire station, post office. | Heartsmart – Get Heart smart (Meet Boris)  Heartsmart – Don’t forget to let love in (I am special)  Rules and routines | I am special (diversity)  Harvest (Sukkot- Jewish Harvest)  Diwalli  UC F1 Why is the word ‘God’ so  important to Christians?  Special people (inc those who help us)  Christmas (Births and birthdays, The Nativity)  UC F2 Why do Christians perform  Nativity plays at Christmas?  (Hannukah)  Values- Thankfulness, Respect and Love | Handle tools, objects, construction and malleable materials safely and with increasing control,  Begin to use simple tools to effect changes to materials,  Use a pencil and hold it effectively with correct pencil grip  Use anticlockwise movements and retrace vertical lines  Begin to form recognisable letters  Write name using correct letter formation, Writes name  Health- Independent self care, foods and healthy eating, stranger danger (link to topic)  PE- Net Games- Bat and Balls at the circus  PE-Invasion Games- Ball Skills at the Zoo | **Reading** – ***Concepts about print. (Phase 2/3 letters and Sounds phonics)***  • Continues a rhyming string.  • Hears and says the initial sound in words.  • Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  • Links sounds to letters, naming and sounding the letters of the alphabet.  **Writing** - Give meaning to marks they make as they write.  Begin to break the flow of speech into word  - Develop oral rehearsal – think it, say it, write it, read it  - Develop memory, holding a word, caption, short sentence to write  - Begin to leave spaces between marks representing words  - Begin to leave spaces between words  Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence  - Represent individual words through GPC of  - Initial sound  - All three sounds in simple CVC words  Is able to link sounds to letters.  Begins to read simple VC and CVC words as well as some HFW.  Can continue a rhyming string. | Number and place Value – Numbers to 5.   * One, two,three. * Four * Five   Addition and subtraction – Sorting.   * Sorting into groups.   Number and Place Value – Comparing groups.   * Comparing quantities of identical objects. * Comparing quantities of non-identical objects.   Addition and subtraction – Change within 5.   * One more * One less   Measurement – Time.   * My day |
| **Reception**  **SPRING** | **Toys**  **Growing (Fruit and Veg)** | Materials  Chinese New Year  Spring and Seasonal Change  Plant growth  Mothers Day  Easter | Everyday technology  keyboard skills, typing our names and words  Focus on E-safety | Textiles- Spr 1  Printing – Spr 2  Dance- Fictional characters (Julia Donaldson)  Music Express- Growth and Change (Loud and Quiet)  Moving patterns (Structure)/Going Places (High and Low)  Role play-Toy shop/museum, garden centre, Jack and the Beanstalk | Heartsmart – Too much selfie isn’t healthy (I love others)  Heartsmart – Don’t rub it in, rub it out! (I am a good friend) | The Stories Jesus Told  (Parables)  Easter  UC F3 Why do Christians put a cross in an Easter garden?  Holi (Hindu festival)  Values- Forgiveness, compassion and Love | They form recognisable letters, most of which are correctly formed  Handle equipment and tools effectively, including pencils for writing.  Health- as above+ e-safety, road safety, managing risks.  PE-Dance  PE- Gymnastics- Jumping and balancing | **Reading – (Phase 2/3 letters and sounds phonics)**  Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.  **Writing -** Break the flow of speech into words to compose a sentence  - Develop oral rehearsal – think it, say it, write it, read it  - Develop memory, hold a short sentence in meaningful context  Attempt to write a short sentence in meaningful context(s)  - Begin to develop word modification, selecting language to fit audience and purpose of the writing  - Begin to develop sentence construction, including simple punctuation  Write for a range of purposes, for example. | Addition and Subtraction – Numbers to 5.   * Introducing zero. * Number bonds to 5.   Number and Place Value – Numbers to 10.   * Counting to 6,7 and 8 * Counting to 9 and 10 * Comparing groups up to 10   Addition and subtraction – Addition to 10.   * Combining two groups to find the whole * Number bonds to 10 – ten frame * Number bonds to 10 – part whole model.   Geometry – Shape and space.   * Spatial awareness * 3D shapes * 2Dshapes |
| **Reception**  **SUMMER** | **Space**  **The Seaside** | Places  Machines and vehicles  Summer and seasonal change  Beach habitat  Fathers Day | Everyday technology  keyboard skills continued  Photos and videos | Sculpture- Sum 1  Collage – Sum 2  Music Express- Working World (Texture)  Our senses (Timbre)  Role play- Space station/rocket, beach, seaside shop, ice cream shop, Treasure island. | Heartsmart – Fake is a mistake (I tell the truth)  Heartsmart – No way through, isn' True (I can do it)  TRANSITION | Special Places (Places of Worship e.g. Mosque, Church, Gurdwara)  Prayer  Special Times- Links with Non-Christian Faith celebrations  Values- Faith, Hope and Love | **Martin Harvey formal handwriting lessons.**  They form recognisable letters, most of which are correctly formed.  Health- as above+ knows about good health and hygiene, sun safety, dressing and undressing independently for PE.  PE-Athletics- Fun with Quoits and Cones  PE- Invasion- Bean Bag Skills | **Reading** – **(Phase 3/4 (5) Letters and Sounds phonics)**  They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.  **Writing -** As above plus:  Write short sentences in meaningful contexts; a sequence of two or more sentences  - Develop word modification, select language to fit audience and purpose of the writing  - Develop sentence construction, including simple punctuation  - Develop text cohesion, connecting ideas/events  Write for a range of purposes.  Write simple sentences which can be read by themselves and others. | Geometry – Exploring patterns.   * Making simple patterns * Exploring more complex patterns   Addition and subtraction – Counting on and back.   * Adding by counting on * Taking away by counting back   Number and place value –Numbers to 20.   * Counting to 20   Multiplication and Division – Numerical patterns.   * Doubling * Halving and sharing * Odds and evens   Measurement – Measure |

NOTE: Communication and Language is not specifically planned for across the year. All aspects of developing C and L is considered throughout daily classroom practice, continuous provision, sessions such as circle time, guided reading and guided talk sessions (WELLCOMM in Nursery) and clear classroom rules and routines. Vocabulary is taught explicitly as part of literacy using the “Write Stuff” vocabulary lenses. Observations next steps and target setting support the development of individuals. Intervention programmes such as narrative therapy/SALT support children who are not making the expected progress.