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|  | **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 coloursColour changesAutumn and seasonal change/Bonfire night and Diwalli Families and homesWinter/cold places and seasonal changeRemembrance Christmas | IWB: Nursery Rhymes,Bonfire night, Poppy Day, People who help us Selecting tools and mark making on the IWBBeebots | Painting- Aut1Drawing-Aut2Music and movement- Action songs (phase 1)Familiar songsExpressing feelings through music (ribbon dancing)Copying simple rhythms with instrumentsNativity songs and performanceRole 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)DiwalliSpecial people (inc those who help us)Christmas (Births and birthdays, The Nativity)HannukahValues- Thankfulness, Respect and Love  | Begins to use circles and lines Uses a tripod grip (3 fingers)Holds pencil between thumb and two fingersToilets independently Write Dance and Dough DiscoPE: 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 meaningBegins 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/writingBegins to understand the directionality of printKnows 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 3The structure of 3. 4 as a square numberRecognition of items withoutcounting (subitising)Begin to understand positional languageNotices patterns and shapes in pictures.Categorise objects according to shape/sizeTime- immediate, past or future talkShow interest in shapes in the environmentBegins 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 decayChinese New YearSpring and Seasonal Change Farm animalsLifecyclesMothers’ Day Easter | IWB activities and skills continued.Moving Toys, remote controls Introduce CD playerE-safety focus | Textiles- Spr 1Printing – Spr 2Music and movementBear Hunt danceChinese new year dragon danceSinging songsMaking rhythms independentlyChanging 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)EasterHoli (Hindu festival)Values- Forgiveness, compassion and Love | Uses circles and lines. Shows a preference for a dominant handWrites first letter of nameCan write a few letters from own name Write Dance and Dough DiscoHealth- 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 textsKnows that print carries meaning Distinguishes the difference between pictures and printUnderstands directionality of print (as above) Ascribes meaning to the marks they see in different placesGives meaning to own marks Show a difference between their drawings and writing Draws/writes symbolsBegins to understand the concept of a word and a letterBegins 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 quantityLine up 1 to 5 in order/missing no.The key principles of counting:• One-to-one correspondence• Cardinality • Stable orderAddition and subtraction of 1 Number bonds to 5Counting beyond objects (abstraction principle)Representing numeralsBegin to use positional languageTalk about shapes and arrangements/ Similarity of shapesBegin to talk about and use shapes for tasksSize- begin to measureTime- use a visual timetableExplore money |
| **Nursery****SUMMER** | **Journeys and Transport****Summer in the Garden**  | PlacesWhere we live and mapsVehiclesSummer and seasonal changeIn the Garden (insects and minibeasts/lifecycles)Fathers day | IWB activities and skills continued.BeebotsIntroduce iPadDigital cameraCD playerUsing technology for apurpose | Sculpture- Sum 1Collage – Sum 2Music and MovementIdentifying songs and musicParachute gamesEnd 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)PrayerSpecial Times- Links with Non-Christian Faith celebrationsValues- Faith, Hope and Love | Writes own nameWrite Dance and Dough DiscoHeath- As above + sun safety and independent self care.PE: Moving in different ways/safety/dance/understand our bodies. | Begin Phase 2 Letters and SoundsConsolidate Phase 1 Story structure, events, character and settings, inference and prediction, Non- fiction textsUnderstand 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 nameBegins to be aware of spaces between wordsBegins 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 & backFinding one more, Subitising 6 and 8The structure of square numbers (4and 9)Partitioning and combining10 ones are equivalent to one 10.Addition and subtraction of 1 Begin to estimate and checkBegin to record using marks they can interpret and explain.Pattern- continue and createUse shapes appropriately for tasksBegin to select a named shape. Size and time- orderingBegin to use moneyUse 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.

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|  | **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 villageAutumn and seasonal change/Bonfire night and Diwalli Jobs and occupations (People who help us)Winter/cold places and seasonal changeRemembrance Christmas | Technology: Everyday technologyEffective use of IPADs and IWB Beebots, iPads, introduction to laptops.Using Google maps | Painting- Aut1Drawing-Aut2Dance- The UK/Weather Music Express- Special people (Beat and Tempo)Stories and sounds (Structure)Nativity songs and performanceRole 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)DiwalliUC F1 Why is the word ‘God’ soimportant to Christians?Special people (inc those who help us)Christmas (Births and birthdays, The Nativity)UC F2 Why do Christians performNativity 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 gripUse anticlockwise movements and retrace vertical linesBegin to form recognisable lettersWrite name using correct letter formation, Writes nameHealth- Independent self care, foods and healthy eating, stranger danger (link to topic)PE- Net Games- Bat and Balls at the circusPE-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 wordsUse 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 wordsIs 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
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| **Reception** **SPRING** | **Toys****Growing (Fruit and Veg)** | MaterialsChinese New YearSpring and Seasonal Change Plant growthMothers Day Easter | Everyday technologykeyboard skills, typing our names and wordsFocus on E-safety | Textiles- Spr 1Printing – Spr 2Dance- 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)EasterUC 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 formedHandle equipment and tools effectively, including pencils for writing.Health- as above+ e-safety, road safety, managing risks.PE-DancePE- 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 contextAttempt 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 punctuationWrite 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
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| **Reception****SUMMER** | **Space** **The Seaside** | PlacesMachines and vehiclesSummer and seasonal changeBeach habitat Fathers Day | Everyday technologykeyboard skills continuedPhotos and videos | Sculpture- Sum 1Collage – Sum 2Music 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)PrayerSpecial Times- Links with Non-Christian Faith celebrationsValues- 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 ConesPE- 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/eventsWrite 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 |

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