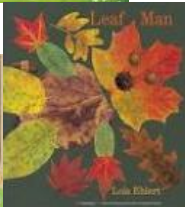
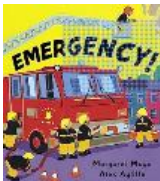
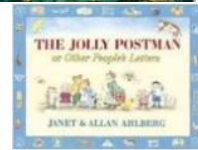
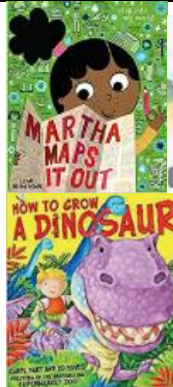
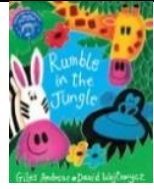
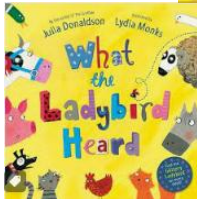


|                              | Autumn 1<br>Our rights<br>What are our rules?<br><b>Traditional Tales</b>                                                                                                                                                                                                                                                                                                               | Autumn 2<br>Celebrating difference<br>How are we the same<br>and different?<br><b>People Who help us</b>                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 1<br>The world we live in<br>My house and school<br><b>Dinosaurs/Journeys</b>                                                                                                                                                                                                                                                                                                                                                                                                | Spring 2<br>Importance of trees<br><b>Habitats</b>                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer 1<br><b>Health and Wellbeing</b>                                                                                                                                                                                                                                                                                                                                                                                   | Summer 2<br><b>Minibeasts</b>                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Taught texts</b>          |    <p>Week 4: 3 little pigs<br/>Week 5: Goldilocks<br/>Week6: Billy Goats Gruff<br/>Week 7: Gingerbread Man<br/>Week 8: Leaf Man</p> |    <p>Week 1:<br/>Poetry week (firework/Diwali)<br/>Week 2: Emergency<br/>Week 3: Zog and the Flying doctors<br/>Week 4: Jolly Postman<br/>Week 5: The gingerbread man loose on a fire truck (Youtube)<br/>Week 6: Nativity<br/>Week 7 : Nativity</p> |    <p>Week 1: Poetry Week<br/>Week 2: How to grow a dinosaur<br/>Week 3: The dinosaur department store<br/>Week 4: The dinosaur that pooped the past<br/>Week 5: Little Red Riding Hood<br/>Week 6: Martha Maps it out</p> |    <p>Week 1: Poetry week (Lullabies)<br/>Week 2: Walking in the jungle<br/>Week 3: Commotion in the Ocean<br/>Week 4: Little Bear's Spring<br/>Week 5: What the Ladybird heard<br/>Week 6: Jack and the Beanstalk</p> |    <p>Week 1: Spider sandwiches<br/>Week 2: Fabulous Pies<br/>Week 3: Kitchen disco<br/>Week4: Bathroom Boogie<br/>Week 5: The selfish Crocodile/Poetry Week</p> |   <p>Week 1: The very hungry caterpillar<br/>Week 2: Norman the slug with no shell<br/>Week 3: Snail in space<br/>Week4: Yucky worms<br/>Week 5: Superworm<br/>Week 6: Science and Computing week<br/>Week 7: Art Week<br/>Week 8: Move up</p> |
| <b>Books to read</b>         | The Colour monster goes to school<br>Ruby's Worry<br>When a dragon goes to school<br>I have to start at school today<br>I am too absolutely small for school                                                                                                                                                                                                                            | Same but Different<br>Neon Leon<br>Lighthouse Keeper's Lunch<br>Non-fiction texts re: emergency services<br>Zog and the flying doctors<br>You can't call an elephant in an emergency                                                                                                                                                                                                                                                                                                                         | Dinosaurs love underpants<br>Tyrannosaurus Drip<br>How to grow a dinosaur<br>Harry and his bucketful of dinosaurs                                                                                                                                                                                                                                                                                                                                                                   | Tiddler<br>Rainbow Fish<br>The Whale who wanted more<br>Commotion in the Ocean<br>The big book of blue<br>Snail and the Whale<br>The Runaway Pea                                                                                                                                                                                                                                                                                                                                | Ruby's worry<br>The heart and the bottle ish<br>Runaway pea<br>bathroom disco                                                                                                                                                                                                                                                                                                                                             | Norman the slug with the silly shell<br>Yucky worms<br>Superworm                                                                                                                                                                                                                                                                                                                                                     |
| <b>Memorable Experiences</b> | Gingerbread man video running away<br><br>Halloween                                                                                                                                                                                                                                                                                                                                     | Visit from Police/Fire service<br><br>Diwali<br>Firework night                                                                                                                                                                                                                                                                                                                                                                                                                                               | Dinosaurs – finding eggs/footprints on the playground<br>Sifting through dinosaur 'poo'                                                                                                                                                                                                                                                                                                                                                                                             | Walk to Lawn Woods<br>Jonathan's Jungle Chicks?                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pizza Express                                                                                                                                                                                                                                                                                                                                                                                                             | Butterflies                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Phonics</b>               | Week 1 - baseline data<br>Week 2 – - baseline data<br>Week3 – introduction to sound talk<br>Week 4 - satp (a)<br>Week 5- inmd (is)                                                                                                                                                                                                                                                      | Week 1 - Revision<br>Week 2 – ck e u r (no so to do into)<br>Week3 – h b f ff l ll (has his the)<br>Week 4 – Tricky words                                                                                                                                                                                                                                                                                                                                                                                    | Week 1 – j v w x (he be me we was her)<br>Week 2 – y z zz qu (my by you are all)<br>Week 3 – sh ch th ng (she put push full pull they of)                                                                                                                                                                                                                                                                                                                                           | Week 1 – ai ee igh oa<br>Week 2 – oo oo ar o<br>Week3 – er ow oi nk<br>Week 4 – air ear ure<br>Week 5- Assessment 4<br>Week 6 - Revision                                                                                                                                                                                                                                                                                                                                        | Week 1 – CVC words (some come love have)<br>Week 2 – CVCC & CCVC (here, there, were, out, house, one, once)                                                                                                                                                                                                                                                                                                               | Week 1 – Syllables<br>Week 2 – Syllables<br>Week 3 – Alphabetical order<br>1                                                                                                                                                                                                                                                                                                                                         |

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|                                         | Week 6 - Assessment 1<br>Week 7 - gock (I and go)<br>Week 8 - Revision                                                                                                                                                                                                        | Week 5- Assessment 2<br>Week 6 – Revision<br>Week 7 – Revision                                                                                                                                                                                                                                                                         | Week 4 – Tricky words<br>Week 5 – Revision<br>Week 6- Assessment 3                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                        | Week 3 – CCVCC, CCCVC & CCCVCC (what, when said, ask, little, like)<br>Week 4 – tricky words<br>Week 5- Assessment 5                                                                                                                            | Week 4 - Alphabetical order<br>Week 5 - Upper Case & Lower Case 1<br>Week 6 - Upper Case & Lower Case 2<br>Week 7 - Tricky words<br>Week 8 – Assessment 5                                                |
| <b>Communication and Language</b>       | To understand how to listen carefully<br>To understand why listening is important<br>Taking turns to speak and to speak in a small group and to my teacher.<br>To join in with well-known stories and songs<br>To be able to follow instructions<br>To communicate our needs. | To engage in story times, joining in with repeated phrases and actions.<br>To begin to understand how and why questions.<br>To respond to instructions with more than one step.<br>To answer questions in front of a whole class.<br>To use new vocabulary throughout their learning and play.<br>To use talk for imaginary situations | To ask questions to find out more.<br>To begin to understand humour.<br>To understand a range of complex sentence structures<br>To talk in sentences using a conjunction e.g. and or because.<br>To listen to stories and talk about what we liked/ did not like.<br>To talk about our favourite stories and share them with our friends.<br>To laugh at funny rhymes and jokes | To re-tell a story<br>To follow a story without pictures or props<br>To share their work with others<br>To use new vocabulary in a range of contexts<br>to engage in non-fiction books | To understand questions such as who, what, where, when, why and how<br>To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.                                                                                | To have conversations with adults and peers with back and forth interactions<br>To talk about why things happen<br>To talk in sentences using a range of tenses.                                         |
| <b>Physical Development Gross Motor</b> | To move safely within a given space<br>To stop safely<br>To develop control when using basic equipment e.g. scissors<br><br>Use large muscle movements to wave ribbons/flags.                                                                                                 | To run, change direction and stop on a given signal<br>To jump, hop, balance and move in a variety of ways with increasing control<br>REAL PE: Pirate                                                                                                                                                                                  | To demonstrate control over their body when moving<br>To create short sequences using shapes, balances and travelling movements.<br>REAL PE: Gymnastics                                                                                                                                                                                                                         | To move in time to a piece of music, following the rhythm and use counting to help keep in time.<br>To copy and create actions in times to a piece of music<br>REAL PE: Dance          | Practise <b>Sports Day</b> activities<br>Running race<br>Balancing ball on racket<br>Throwing bean bags<br>Obstacle courses                                                                                                                     | To throw and catch with a partner.<br>To roll and track a ball.<br>To dribble a ball using hands and then feet.<br>To develop accuracy when throwing to a target.<br>PE: ball skills                     |
| <b>Physical development Fine Motor</b>  | To use a dominant hand.<br>To mark make using shapes.<br>To begin to use a tripod grip when using mark making tools<br>To thread large beads.<br>To use large pegs.<br>To hold scissors correctly and make snips in paper.<br>To use tweezers to transfer objects.            | To hold a knife and fork correctly.<br>To begin to use anticlockwise movements and retrace vertical lines.<br>To hold scissors correctly and cut along a straight or zig zagged line.<br>To use a tripod grip when mark making.                                                                                                        | To continue to use a tripod grip for mark making.<br>To thread with small beads.<br>To use small pegs.<br>To write taught letters using correct letter formation.                                                                                                                                                                                                               | To hold scissors safely and correctly and cut out large shapes.<br>To write letters using the correct letter formation and control the size of the letters formed.                     | To hold scissors safely and correctly and cut out various materials.<br>To paint using thinner brushes.<br>To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line. | To create detail in drawings, using a range of tools accurately.<br>To cut out shapes, materials and resources with skill and accuracy. To independently use a knife and fork for all appropriate meals. |

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|                                                     | To make points in playdoh by pinching.                                                                                                                                                                                                                                           | To write taught letters using correct letter formation.                                                                                                                                                                                               |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                        |                                                                                                                                                                            |
| <b>Jigsaw</b>                                       | Being me in my world                                                                                                                                                                                                                                                             | Celebrating difference                                                                                                                                                                                                                                | Dreams and goals                                                                                                                                                                | Relationships                                                                                                                                                                                                                                                                                        | Healthy me                                                                                                                                                                                                             | Changing me                                                                                                                                                                |
| <b>PSED</b><br><b>Self – regulation</b>             | To recognise different emotions.<br>To understand how people show emotions.<br>To focus during short whole class activities.<br>To follow one-step instructions.                                                                                                                 | To talk about how they are feeling; comfortable, uncomfortable.<br>To consider how others are feeling and how their behaviour affects that.<br>To change their behaviour to a range of situations.                                                    | To maintain their focus during longer whole class input sessions.<br>To follow an instruction which involves more than one step.                                                | To manage their feelings and emotions using our Thrive approach.<br>To continue to consider the needs and feelings of others.                                                                                                                                                                        | To continue to learn how to manage and control their emotions using a range of techniques and talk about the problem and their feelings.                                                                               | To be able to maintain their focus during extended whole class teaching sessions and independent learning activities.                                                      |
| <b>Managing Self</b>                                | To independently be able to <ul style="list-style-type: none"> <li>• Use the toilet-</li> <li>• Wash hands</li> <li>• Put coat on</li> <li>• Change shoes into wellington boots</li> </ul> To explore the Reception environment. To begin to understand the rules of a classroom | To have confidence to try new activities.<br>To develop ability to follow the rules of the classroom.                                                                                                                                                 | To begin to show resilience and perseverance when faced with a challenge.<br>To independently manage to fasten a zipper on a coat.<br>To independently manage to fasten button. | To show a good level of independence in their ability to manage their own basic needs.                                                                                                                                                                                                               | To identify and name healthy foods. To understand the importance of healthy food choices.<br><br>To independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support. | To show a ‘can do’ attitude to change and transition.                                                                                                                      |
| <b>Building Relationships</b>                       | To seek support from adults when needed.<br>To gain confidence to speak to others in their class and to adults.<br>To play with children who are playing with the same activity.                                                                                                 | To identify adults who are ‘safe adults’, which they can speak to if they are feeling uncomfortable.<br>To begin to develop friendships.<br>To begin to develop positive relationships with Reception staff.                                          | To begin to work as a group with support from adults.<br>To take turns during group work and when playing games together.                                                       | To listen to the ideas of others.<br>To find solutions to disagreements, with support from adults.                                                                                                                                                                                                   | To develop relationships with other adults around the school – to support transition.<br>To communicate with a range of people within school.                                                                          | To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play.<br>To have developed strong friendships. |
| <b>Literacy Development</b><br><b>Comprehension</b> | To use pictures to tell stories.<br>To listen to stories read and engage in story time.<br>To independently look at a book, holding it the correct way and turning pages carefully.                                                                                              | To sequence familiar stories. To join in with repeated phrases and actions in stories.<br>To begin to answer questions about stories read to them.<br>To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme. | To role play and act out stories they have heard.<br>To begin to understand the sequence of a story, identifying the beginning, middle and end.                                 | To begin to predict what might happen next in a story.<br>To suggest what might happen at the end of a story.<br>To retell a story they have heard.<br>To follow a story without pictures or props.<br>To identify and talk about the characters in books they are enjoying listening to or reading. | To begin to answer questions about what they have read.<br>To use vocabulary that is influenced by their experience of books.                                                                                          | To answer questions about what they have read.<br>To know information can be retrieved from books.<br>To use a book to find the answer to a given question.                |

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| <b>Word Reading</b>             | <p>To recognise their written name.</p> <p>To recognise s,a,t,p,i,n,m,d,g,o,c</p> <p>To identify the initial sound in words.</p> <p>To begin to orally blend sounds in short words e.g. cat, dog.</p>                                                                                                                                                | <p>To recognise taught sounds s,a,t,p,i,n,m,d,g,o,c</p> <p>To begin to recognise ck e u r h b f ff l ll</p> <p>To blend sounds to read words using taught sounds.</p> <p>To begin reading captions and sentences using taught sounds.</p>                                                                                                                                                     | <p>To recognise taught sounds: s,a,t,p,i,n,m,d,g,o,c ck e u r h b f ff l ll</p> <p>To begin to recognise: j v w x y z zz qu sh ch th ng</p> <p>To read taught 'red words'.</p> <p>To read books matching their phonics ability.</p> <p>To read captions and sentences using taught sounds.</p>                                                                                                                         | <p>To recognise taught sounds: s,a,t,p,i,n,m,d,g,o,c ck e u r h b f ff l ll j v w x y z zz qu sh ch th ng</p> <p>To begin to recognise: ai ee igh oa oo oo ar o er ow oi nk air ear ure</p> <p>To read taught 'red words'.</p> <p>To read books matching their phonics ability.</p> <p>To read captions and sentences using taught sounds.</p> | <p>To recognise taught sounds.</p> <p>To read taught 'red words'.</p> <p>To read books matching their phonics ability.</p> <p>To begin to read longer captions and sentences using taught sounds.</p> <p>To re-read their writing to check it makes sense.</p>                             | <p>To recognise taught sounds.</p> <p>To read taught 'red words'.</p> <p>To read books matching their phonics ability.</p> <p>To begin to read longer captions and sentences using taught sounds.</p> <p>To re-read their writing to check it makes sense.</p>                                                                   |
|                                 | <b>Writing</b>                                                                                                                                                                                                                                                                                                                                       | <p>To copy letter shapes which are familiar to them e.g. from their name.</p> <p>To give meaning to the marks they make as they write.</p> <p>To copy taught shapes and letters.</p> <p>To write the initial sounds in words.</p>                                                                                                                                                             | <p>To write their name.</p> <p>To use the correct letter formation of taught letters.</p> <p>To write words and labels using taught sounds.</p> <p>To begin to write captions using taught sounds.</p>                                                                                                                                                                                                                 | <p>To form lower case letters correctly, from the correct starting point.</p> <p>To spell words using taught sounds, including digraphs.</p> <p>To spell some red words correctly.</p>                                                                                                                                                         | <p>To begin to form capital letters correctly.</p> <p>To begin to write sentences using finger spaces.</p> <p>To begin to understand that sentences start with a capital letter and end with a full stop.</p> <p>To spell words using taught sounds, including digraphs and trigraphs.</p> | <p>To form lower and capital letters correctly.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>To begin to use a capital letter at the start of a sentence.</p> <p>To begin to read their written work back and check for meaning.</p> <p>To write sentences using finger spaces and full stops.</p> |
| <b>Mathematical Development</b> | <p>National Baseline assessment</p> <p>SSM – 4 lessons Match, sort and compare</p> <p>Mastering Number:<br/>Week 2: subitsing within 3<br/>Week 3: counting skills<br/>Week 4: explore how numbers are made up of 1s and composition of 3&amp;4<br/>Week 5: subitise objects and sounds<br/>Week 6: comparison of sets. More than and fewer than</p> | <p>SSM – 4 lessons Talk about measure/patterns</p> <p>2 lessons – circles and triangles</p> <p>Mastering Number:<br/>Week 1: counting skills<br/>Week 2: comparison of sets by matching using more than, fewer than, equal<br/>Week 3: Explore concepts of 'whole' and 'part'<br/>Week 4: Composition of 3,4,5<br/>Week 5: match numerals quantities within 10, verbal counting beyond 20</p> | <p>Week 2 &amp; 3: SSM – 2 lessons shapes with 4 sides<br/>Week 4&amp;5: 2 x mass/capacity<br/>Week 6 - length/height/time</p> <p>Mastering Number:<br/>Week 1: subitise within 5<br/>Week 2: counting – focus on ordinality. See that the number is 1 more than the previous<br/>Week 3: Focus on 5<br/>Week 4: Focus on 6 and 7<br/>Week 5: compare sets and use language of comparison. Make unequal sets equal</p> | <p>SSM- 2 x length/height/time<br/>4 x 3D shapes</p> <p>Mastering Number:<br/>Week 1: ordering numbers<br/>Week 2: ordering numbers up to 8. Language of less than<br/>Week 3: Focus on 7<br/>Week 4: Doubles<br/>Week 5: sorting numbers according to attributes – odd and even</p>                                                           | <p>SSM – 4 x manipulate, compose, decompose</p> <p>Mastering Number:<br/>Week 1: counting larger sets<br/>Week 2: Subitising to 6<br/>Week 3: composition of '5 and a bit'<br/>Week 4: composition of 10<br/>Week 5: comparison linked to ordinality and track games.</p>                  | <p>SSM – 4x visualise, build and map</p>                                                                                                                                                                                                                                                                                         |

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| <p><b>Understanding the World</b></p> <p><b>Past and Present People, Culture and communities</b></p> <p><b>The Natural World</b></p> | <p>To talk about members of their immediate family and community</p> <p>To identify and recognise the features of Autumn.</p>                                                                                                                                                                          | <p>To name and describe people who are familiar to them.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways (Diwali)</p> <p>To identify and recognise the features of Winter.</p>                                                                                                          | <p>To draw information from a simple map.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year)</p> <p>To understand that some places are special to members of their community (visit a local church)</p> <p>To know some similarities and differences between thing in the past and now, drawing on experiences and what has been read in class (dinosaurs)</p> | <p>To recognise that people have different beliefs and celebrate special times in different ways (Easter)</p> <p>To compare habitats.</p> <p>To recognise similarities and differences between life in this country and life in other countries</p> <p>To recognise some environments that are different from the one in which they live.</p> <p>To identify and recognise the features of Spring.</p> | <p>To explore the natural world around them</p> <p>To describe what they see, hear and feel whilst outside.</p> <p>To explore states of matter i.e. ice, mud, slime</p>                                                                                                                             | <p>To explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>To identify and recognise the features of Summer.</p> <p>To look at animals from other countries</p> <p>To explore changes over time e.g. caterpillars – butterflies</p> <p>To compare mini beasts habitats</p> |
| <p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <p><b>Being Imaginative and Expressive</b></p>        | <p>To name colours.</p> <p>To create simple representations of people and objects.</p> <p>To explore different techniques for joining materials (glue - pritt stick/ pva, sellotape/ masking tape.</p> <p>To use colours for a particular purpose.</p> <p>Leaf Man – prints/pictures out of leaves</p> | <p>To experiment with colouring mixing.</p> <p>To refine drawing skills so that I can represent objects and people with more detail.</p> <p>To explore different paint techniques- cotton bud, finger painting, different size tools</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses</p> | <p>To explore a range of textures and materials.</p> <p>Creating underwater scenes (shoeboxes)</p> <p>To sing in a group or on their own</p> <p>Begin to develop story lines in their pretend play</p> <p>To use different tools in dough and to make variety of objects out of it.</p>                                                                                                                                             | <p>To develop / adapt their own work to improve it.</p> <p>To watch and talk about dance and performance art, expressing their feelings.</p> <p>To sing in a group or on their own, increasingly matching pitch and melody</p> <p>To print using different objects</p>                                                                                                                                 | <p>To represent own ideas, thoughts and feelings through variety of ways.</p> <p>Van Gogh- Starry Night</p> <p>To explore and engage in music making and dance, performing solo or in groups.</p> <p>To create collages using different resources</p> <p>To make my own props when role playing</p> | <p>Performance poetry competition</p> <p>To create collaboratively, sharing ideas, resources and skills</p>                                                                                                                                                                                                                     |