

	Autumn 1 Our rights What are our rules? Traditional Tales	Autumn 2 Celebrating difference How are we the same and different? People Who help us	Spring 1 The world we live in My house and school Dinosaurs/Journeys	Spring 2 Importance of trees Habitats	Summer 1 Health and Wellbeing	Summer 2 Minibeasts
Taught texts						
Books to read	The Colour monster goes to school Ruby's Worry When a dragon goes to school I have to start at school today I am too absolutely small for school	Same but Different Neon Leon Lighthouse Keeper's Lunch Non-fiction texts re: emergency services Zog and the flying doctors You can't call an elephant in an emergency	Dinosaurs love underpants Tyrannosaurus Drip How to grow a dinosaur Harry and his bucketful of dinosaurs	Tiddler Rainbow Fish The Whale who wanted more Commotion in the Ocean The big book of blue Snail and the Whale The Runaway Pea	Ruby's worry The heart and the bottle ish Runaway pea bathroom disco	Norman the slug with the silly shell Yucky worms Superworm
Memorable Experiences	Police tape – Porridge/chairs out – who did it?	Visit from Police/Fire service	Dinosaurs – finding eggs/footprints on the playground Sifting through dinosaur 'poo'	Walk to Lawn Woods Jonathan's Jungle Chicks?	Pizza Express	
Phonics	Week 1 - baseline data Week 2 – introduction to sound talk Week3 – satp (a) Week 4 - inmd (is) Week 5- Assessment 1 Week 6 - gock (l and go) Week 7 - revision	Week 1 - Revision Week 2 – ck e u r (no so to do into) Week3 – h b f ff l ll (has his the) Week 4 – Tricky words Week 5- Assessment 2 Week 6 – Revision Week 7 – Revision Week 8 - Revision	Week 1 – Revision Week 2 – j v w x (he be me we was her) Week 3 – y z zz qu (my by you are all) Week 4 – sh ch th ng (she put push full pull they of) Week 5 – Tricky words Week 6- Assessment 3	Week 1 – ai ee igh oa Week 2 – oo oo ar o Week3 – er ow oi nk Week 4 – air ear ure Week 5- Assessment 4 Week 6 - Revision	Week 1 – CVC words (some come love have) Week 2 – CVCC & CCVC (here, there, were, out, house, one, once) Week 3 – CCVCC, CCCVC & CCCVCC (what, when said, ask, little, like) Week 4 – tricky words Week 5- Assessment 5 Week 6 - Syllables Week 7 - Syllables	Week 1 – Alphabetical order 1 Week 2 – Alphabetical order 2 Week 3 – Upper Case & Lower Case 1 Week 4 - Upper Case & Lower Case 2 Week 5 - Tricky words Week 6 – Assessment 5 Week 7 -
Communication and Language	To understand how to listen carefully To understand why listening is important	To engage in story times, joining in with repeated phrases and actions.	To ask questions to find out more. To begin to understand humour.	To re-tell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth interactions

	Taking turns to speak and to speak in a small group and to my teacher. To join in with well-known stories and songs To be able to follow instructions To communicate our needs.	To begin to understand how and why questions. To respond to instructions with more than one step. To answer questions in front of a whole class. To use new vocabulary throughout their learning and play. To use talk for imaginary situations	To understand a range of complex sentence structures To talk in sentences using a conjunction e.g. and or because. To listen to stories and talk about what we liked/ did not like. To talk about our favourite stories and share them with our friends. To laugh at funny rhymes and jokes	To share their work with others To use new vocabulary in a range of contexts to engage in non-fiction books	To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.	To talk about why things happen To talk in sentences using a range of tenses.
Physical Development Gross Motor	To move safely within a given space To stop safely To develop control when using basic equipment e.g. scissors Use large muscle movements to wave ribbons/flags.	To run, change direction and stop on a given signal To jump, hop, balance and move in a variety of ways with increasing control REAL PE: Pirate	To demonstrate control over their body when moving To create short sequences using shapes, balances and travelling movements. REAL PE: Gymnastics	To move in time to a piece of music, following the rhythm and use counting to help keep in time. To copy and create actions in times to a piece of music REAL PE: Dance	Practise Sports Day activities Running race Balancing ball on racket Throwing bean bags Obstacle courses	To throw and catch with a partner. To roll and track a ball. To dribble a ball using hands and then feet. To develop accuracy when throwing to a target. PE: ball skills
Physical development Fine Motor	To use a dominant hand. To mark make using shapes. To begin to use a tripod grip when using mark making tools To thread large beads. To use large pegs. To hold scissors correctly and make snips in paper. To use tweezers to transfer objects. To make points in playdoh by pinching.	To hold a knife and fork correctly. To begin to use anticlockwise movements and retrace vertical lines. To hold scissors correctly and cut along a straight or zig zagged line. To use a tripod grip when mark making. To write taught letters using correct letter formation.	To continue to use a tripod grip for mark making. To thread with small beads. To use small pegs. To write taught letters using correct letter formation.	To hold scissors safely and correctly and cut out large shapes. 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. To paint using thinner brushes. 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. To cut out shapes, materials and resources with skill and accuracy. To independently use a knife and fork for all appropriate meals.
Jigsaw	Being me in my world	Celebrating difference	Dreams and goals	Relationships	Healthy me	Changing me
PSED Self – regulation	To recognise different emotions. To understand how people show emotions. To focus during short whole class activities.	To talk about how they are feeling; comfortable, uncomfortable. To consider how others are feeling and how their behaviour affects that.	To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step.	To manage their feelings and emotions using our Thrive approach. 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.

Managing Self	To follow one-step instructions.	To change their behaviour to a range of situations.				
	To independently be able to • Use the toilet- • Wash hands • Put coat on • Change shoes into wellington boots To explore the Reception environment. To begin to understand the rules of a classroom	To have confidence to try new activities. To develop ability to follow the rules of the classroom.	To begin to show resilience and perseverance when faced with a challenge. To independently manage to fasten a zipper on a coat. 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. 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.
Building Relationships	To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. 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. To begin to develop friendships. To begin to develop positive relationships with Reception staff.	To begin to work as a group with support from adults. To take turns during group work and when playing games together.	To listen to the ideas of others. To find solutions to disagreements, with support from adults.	To develop relationships with other adults around the school – to support transition. 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. To have developed strong friendships.
Literacy Development Comprehension	To use pictures to tell stories. To listen to stories read and engage in story time. 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. To begin to answer questions about stories read to them. 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. 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. To suggest what might happen at the end of a story. To retell a story they have heard. To follow a story without pictures of props. 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. To use vocabulary that is influenced by their experience of books.	To answer questions about what they have read. To know information can be retrieved from books. To use a book to find the answer to a given question.
Word Reading	To recognise their written name. To recognise s,a,t,p,i,n,m,d,g,o,c To identify the initial sound in words. To begin to orally blend sounds in short words e.g. cat, dog.	To recognise taught sounds s,a,t,p,i,n,m,d,g,o,c To begin to recognise ck e u r h b f ff l ll To blend sounds to read words using taught sounds. To begin reading captions and sentences using taught sounds.	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 To begin to recognise: j v w x y z zz qu sh ch th ng To read taught 'red words'. To read books matching their phonics ability.	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 To begin to recognise: ai ee igh oa oo oo ar o er ow oi nk air ear ure To read taught 'red words'. To read books matching their phonics ability.	To recognise taught sounds. To read taught 'red words'. To read books matching their phonics ability. To begin to read longer captions and sentences using taught sounds. To re-read their writing to check it makes sense.	To recognise taught sounds. To read taught 'red words'. To read books matching their phonics ability. To begin to read longer captions and sentences using taught sounds. To re-read their writing to check it makes sense.

Writing			To read captions and sentences using taught sounds.	To read captions and sentences using taught sounds.		
	To copy letter shapes which are familiar to them e.g. from their name. To give meaning to the marks they make as they write. To copy taught shapes and letters. To write the initial sounds in words.	To write their name. To use the correct letter formation of taught letters. To write words and labels using taught sounds. To begin to write captions using taught sounds.	To form lower case letters correctly, from the correct starting point. To spell words using taught sounds, including digraphs. To spell some red words correctly.	To begin to form capital letters correctly. To begin to write sentences using finger spaces. To begin to understand that sentences start with a capital letter and end with a full stop. To spell words using taught sounds, including digraphs and trigraphs.	To form lower and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use a capital letter at the start of a sentence. To begin to read their written work back and check for meaning. To write sentences using finger spaces and full stops.	To form lower and capital letters correctly. To write sentences using a capital letter, finger spaces and a full stop. To begin to read their written work back and check for meaning.
Mathematical Development	National Baseline assessment	Numbers 4 and 5- composition and representation.	Comparing numbers to 5	Representing Length, Height and time	Numbers To 20 and beyond	Sharing and Grouping
		1 more	Representing Mass and Capacity	Building 9 and 10	10- counting patterns	Making numbers beyond 10- numicon/ 10s frames
		Squares and rectangles	Growing 6, 7, 8,	Explore 3D shapes	How many now? Ordering numbers	Odds Visualise, build and Evens map
		Exploring patterns	Composition of 6, 7, 8,	Composition of 9 and 10	1 more and 1 less	Manipulate, compose and decompose
		Time- night and day/ parts of the day	Combining 2 groups (addition)	Number bonds		
		Matching, sorting and comparing amounts	1 more and 1 less	3d shape and pattern		
Understanding the World Past and Present People, Culture and communities The Natural World	To talk about members of their immediate family and community To identify and recognise the features of Autumn.	It's me	Measure- mass, capacity, length and height			
		1, 2, 3				
		Circles and Triangles				
		1, 2, 3, 4, 5				
		Shapes with 4 sides,				
	To name and describe people who are familiar to them. To recognise that people have different beliefs and celebrate special times in different ways (Diwali) To identify and recognise the features of Winter.	To draw information from a simple map. To recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year) To understand that some places are special to members of their community (visit a local church) To know some similarities and differences between thing in the past and now,	To recognise that people have different beliefs and celebrate special times in different ways (Easter) To compare habitats. To recognise similarities and differences between life in this country and life in other countries To recognise some environments that are different from the one in which they live. To identify and recognise the features of Spring.	To explore the natural world around them To describe what they see, hear and feel whilst outside. To explore states of matter i.e. ice, mud, slime	To explore the natural world around them Describe what they see, hear and feel whilst outside. To identify and recognise the features of Summer. To look at animals from other countries To explore changes over time e.g. caterpillars – butterflies To compare mini beasts habitats	

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			drawing on experiences and what has been read in class (dinosaurs)			
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	To name colours. To create simple representations of people and objects. To explore different techniques for joining materials (glue - pritt stick/ pva, sellotape/ masking tape. To use colours for a particular purpose. Leaf Man – prints/pictures out of leaves	To experiment with colouring mixing. To refine drawing skills so that I can represent objects and people with more detail. To explore different paint techniques- cotton bud, finger painting, different size tools To listen attentively, move to and talk about music, expressing their feelings and responses	To explore a range of textures and materials. Creating underwater scenes (shoeboxes) To sing in a group or on their own Begin to develop story lines in their pretend play To use different tools in dough and to make variety of objects out of it.	To develop / adapt their own work to improve it. To watch and talk about dance and performance art, expressing their feelings. To sing in a group or on their own, increasingly matching pitch and melody To print using different objects	To represent own ideas, thoughts and feelings through variety of ways. Van Gogh- Starry Night To explore and engage in music making and dance, performing solo or in groups. To create collages using different resources To make my own props when role playing	Performance poetry competition To create collaboratively, sharing ideas, resources and skills