



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key themes	I wonder what makes me, me. Starting School	I wonder how people celebrate important festivals around the world. Autumn/ Winter Nativity	I wonder how things change. Spring	'I wonder what this story is about. Traditional Tales Fantasy Story Writing	I wonder what is in the garden?' Summer Life cycles	I wonder what I would like to be when I grow up. People who help us Growing People
Enrichment, Trips or Visits	Autumn Walk Harvest Assembly Singing Assembly Achievement Assembly	Pantomime Nativity Production Church Service	Local Walk-Post box	Easter Egg Hunt - Following a map School Trip – Spring Walk	CREW Week activities Live Caterpillars	Fire station visit Paradise Wildlife Park Sports Day Year 1 Visit Outdoor Learning Week Class Assembly-Graduation
Forest School	Each half term the children will have a Forest School session with a qualified Forest School Leader, these sessions will support the work that the children are already doing, learning about the Natural World and be themed to match the children’s interests.					
Literacy	Writing					
	Give meanings to marks as they draw. Using mirrors to draw themselves and comparing similarities and differences. Recognising and writing own name in print. Hearing and writing the initial sounds in words. Writing familiar words such as Mum and Dad. Drawing pictures of their family. Learning to write for a purpose e.g. making lists, labelling models.	Writing the initial and final sounds in words. Segmenting and blending CVC words. Writing labels and lists. Christmas list Firework labels (bang, wizz, pop)	Beginning to extend sentences using simple connectives including 'and' and 'because'. Writing a card to let someone special know how much they mean to them. Writing 'I can see' sentences about changing season. Retell the story of the Lunar New Year race using story trays and props.	Segmenting and blending CVC words containing digraphs. Writing simple sentences which can be read by themselves and others. Beginning to write/retell simple stories - Scribing Using some tricky words when writing. Writing extended sentences. Writing a story.	Beginning to write simple sentences using finger spaces. Writing captions and labels using finger spaces and beginning to use punctuation. Beginning to make plausible attempts at more complex words.	Writing simple instructions inspired by our experiences of growing plants and knowledge of the lifecycles of animals. Labelling uniforms, professions etc Designing emergency service vehicles Working more independently in preparation for Year 1.



	Comprehension																					
	<p>Enjoying rhyming and rhyming activities.</p> <p>Listening to and joining in with group stories and poems.</p> <p>Recognising own name and familiar signs and logos.</p> <p>Looks at books independently, handling them carefully.</p>	<p>Beginning to be aware of the way stories are structured and suggesting how a story might end.</p> <p>Listening to stories with increasing attention and recall.</p> <p>Showing an awareness of rhyme and alliteration.</p>	<p>Describing main story settings, events and characters.</p>	<p>Using vocabulary and forms of speech that are influenced by their experiences of books.</p> <p>Enjoying an increasing range of books.</p>	<p>Learning that information can be retrieved from books and computers.</p> <p>Demonstrating an understanding when talking with others about what they have read.</p>																	
	Word Reading using Read Write Inc																					
	<p>Set 1 sounds and letter formation.</p> <p>Oral segmenting and blending using "Fred talk" and "Fred talk games" to encourage a love of phonics</p>	<p>Children are assessed and given books and RWI daily sessions in a small group at their level.</p> <p>Segmenting the sounds in simple words and blending them back together.</p> <p>Most children will continue to focus on developing skills using the set 1 sounds and be reading ditties or red ditties some children may begin to learn set 2 sounds and be reading books above this level</p>	<p>Children continue to have daily phonics sessions at their RWI assessed level.</p> <p>Children will know their set 1 sounds, most children will learn set 2 sounds, some children will learn set 3 sounds. Learning will include developing confidence with segmenting the sounds in simple words and blending them back together.</p> <p>Using phonic knowledge to decode words and read them aloud accurately.</p> <p>Reading words and understanding simple sentences.</p> <p>Reading "red words", words that are trickier to phonetically decode with increasing difficulty.</p> <p>Minimum expectations for progress:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Spring 1</td> <td>Spring 2</td> <td>Summer 1</td> <td>Summer 2</td> </tr> <tr> <td style="background-color: red; color: white;">Red ditties</td> <td style="background-color: green; color: white;">Green</td> <td style="background-color: green; color: white;">Green</td> <td style="background-color: purple; color: white;">Purple</td> </tr> </table> <p>NB: Many children will be reading at a higher level than the book bands above.</p> <p>The sequence for RWI progression is below:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #d3d3d3;">Sound blending</td> <td style="background-color: red;">Red ditties</td> <td style="background-color: green;">Green</td> <td style="background-color: purple;">Purple</td> <td style="background-color: pink;">Pink</td> <td style="background-color: orange;">Orange</td> <td style="background-color: yellow;">Yellow</td> <td style="background-color: blue;">Blue</td> <td style="background-color: #d3d3d3;">Grey</td> </tr> </table>				Spring 1	Spring 2	Summer 1	Summer 2	Red ditties	Green	Green	Purple	Sound blending	Red ditties	Green	Purple	Pink	Orange	Yellow	Blue
Spring 1	Spring 2	Summer 1	Summer 2																			
Red ditties	Green	Green	Purple																			
Sound blending	Red ditties	Green	Purple	Pink	Orange	Yellow	Blue	Grey														
Mathematics	Number and Numerical Patterns																					
	<p><i>1-10</i> – Understanding the value of and ordering numbers.</p> <p><i>Counting</i> – How many people are in different families? Counting the</p>	<p><i>1-10</i> – Ordering numbers 1-10 and finding 1 more than a given number.</p>	<p><i>16-20</i> – Understanding the value of and ordering numbers.</p> <p><i>1-10</i> – Finding 1 less than a given number.</p>	<p><i>1-20</i> – Counting forwards/backwards and ordering numbers 1-20.</p>	<p><i>Addition</i> – Adding two single digit numbers using manipulatives and bar modelling to support.</p>	<p><i>Subtraction</i> – Subtracting two single digit numbers using manipulatives and bar modelling to support.</p>																



	<p>members and comparing based on size or differences.</p> <p>Rolling a dice and counting out autumnal objects to that value.</p>	<p><i>Addition</i> – Adding two single digit numbers using manipulatives.</p> <p><i>11-15</i> – Understanding the value of and ordering numbers.</p>	<p><i>Subitise</i> – Recognise quantities without counting to 5.</p> <p><i>Number Bonds</i> – Automatically recall some number bonds to 5.</p> <p><i>Doubling</i> – Solving simple problems.</p>	<p><i>1-20</i> – Finding 1 more and 1 less than a given number.</p> <p><i>Subtraction</i> – Subtracting two single digit numbers using manipulatives.</p>	<p><i>Number Bonds</i> – Automatically recall some number bonds to 10.</p> <p><i>Sharing</i> – Solving simple problems.</p> <p><i>Patterns</i> – Explore odd and even numbers.</p>	<p><i>Halving</i> – Solving simple problems.</p> <p><i>1-20</i> – Finding 1 more and 1 less than a given number.</p> <p><i>Quantities</i> – Estimating and comparing quantities.</p>
Space, Shape and Measure						
	<p><i>Height</i> – Measuring height/hands and making comparisons.</p>	<p><i>Time</i> – Identifying personal and communal celebrations. Knowing key times of the day. Taking part in timing activities, how long is a second? 10 seconds? A minute?</p> <p><i>Money</i> – Recognising coins and using language related to money.</p>	<p><i>Weight</i> – Ordering and comparing a selection of ingredients according to their weight.</p> <p><i>3D Shapes</i> – Creating models and using mathematical terms to describe shapes.</p> <p><i>Pattern</i> – Making a sandwich using repeating ingredients.</p>	<p><i>2D Shapes</i> – Making a bridge/home for a troll and naming the shapes used.</p> <p><i>Length</i> – Ordering a selection of sticks/straw according to their length, longest to shortest. Measuring the longest pieces.</p> <p><i>Capacity</i> – Measuring capacity and ordering a selection of porridge bowls according to capacity.</p>	<p><i>Prepositional Language</i> – Using positional and directional language.</p>	<p><i>Time</i> – Knowing and ordering the days of the week using language related to time.</p> <p><i>Length</i> – Ordering and comparing a range of vehicles. Using non-standard units to measure them.</p>
Personal, Social and Emotional Development	<p>Children will be encouraged to express their own feelings.</p> <p>Join in with circle activities and parachute games.</p> <p>Managing own basic hygiene before cooking activities – Colour Monster cakes.</p> <p>Trying new activities and selecting resources independently.</p> <p>Learning the routines of the school day.</p>	<p>Discuss how to be a good friend.</p> <p>Support children with making friends and sharing resources.</p> <p>Develop confidence to speak in a familiar group.</p> <p>Develop listening skills – Listening on the carpet and during assembly.</p> <p>Developing patience when needs are not immediately met.</p> <p>Develop resilience when facing a challenge.</p>	<p>Understand what is right and wrong/being responsible for your actions.</p> <p>Support children to understand other people’s emotions and how they can help others.</p> <p>Develop listening skills – Listening on the carpet and during assembly.</p> <p>To be able to eat healthy and know the importance of a healthy lifestyle.</p>	<p>Playing cooperatively on the bikes and scooters, taking turns with others and solving disagreements more independently.</p> <p>Develop confidence to work independently.</p> <p>Transition into year 1.</p>		



	<p>Make class rules together and take photographs of great role models.</p> <p>Participating in turn taking games with adult support.</p>					
	New Beginnings	Getting on and Falling Out Bullying	Going for Goals	Good to be Me	Relationships	Changes
Communication and Language	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> - Follow instructions involving several ideas or actions - Answer how and why questions about their experiences or in response to stories or events <ul style="list-style-type: none"> - Learn new vocabulary related to focus books and experiences - Learn to speak with confidence during group discussion and whole class circle times <ul style="list-style-type: none"> - Use past, present and future forms accurately when talking 					
Physical Development	Gross and Fine Motor Skill Development					
	<p>Children will be encouraged to develop their pencil control through fun mark making activities.</p> <p>Children will be using a range of malleable materials during play.</p> <p style="text-align: center;">Develop cutting skills.</p> <p style="text-align: center;">Move energetically when playing games.</p> <p style="text-align: center;">Negotiate space successfully.</p> <p>Ensure children can use large construction safely and with control.</p> <p style="text-align: center;">Bike Time and Gross Motor Sessions</p>	<p>Developing control when using tools and small equipment.</p> <p style="text-align: center;">Practice pencil control and cursive letter formation.</p> <p style="text-align: center;">Develop cutting skills.</p> <p style="text-align: center;">Use cutlery independently.</p> <p>Develop strength, control and co-ordination when using the outdoor physical trail.</p> <p>Develop control over an object, throwing and catching etc.</p>	<p>To observe and talk about the effects of exercise on our bodies.</p> <p style="text-align: center;">Hold a pencil effectively - using the tripod grip.</p> <p style="text-align: center;">Practice pencil control and cursive letter formation.</p> <p>Travel safely and with increasing confidence around the physical trail, moving in different ways.</p> <p>Develop ball skills and playing games with their friends.</p>			
	Physical Development					
	Fundamentals	Dance	Ball Skills	Dance	Gymnastics	
	<p>Children will develop their fundamental movement skills through the topic of 'all about me'.</p> <p>Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling.</p>	<p>Children will develop their expressive movement through the topic of 'everyday life'.</p>	<p>Children will develop their ball skills through the topic of 'minibeasts'.</p>	<p>Children will develop their expressive movement through the topic of 'places'.</p>	<p>Children will develop their basic gymnastic skills through the topic of 'animals and their habitats'.</p>	



	<p>Children will develop gross motor skills through a range of activities.</p> <p>They will learn how to stay safe using space, working independently and with a partner.</p>	<p>Children explore space and how to use space safely.</p> <p>They explore travelling movements, shapes and balances.</p> <p>Children choose their own actions in response to a stimulus.</p> <p>They are given the opportunity to copy, repeat and remember actions.</p> <p>They are introduced to counting to help them keep in time with the music.</p> <p>They perform to others and begin to provide simple feedback.</p>	<p>Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball.</p> <p>Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment.</p> <p>Children will be given opportunities to work independently and with a partner.</p>	<p>Children explore space and how to use space safely.</p> <p>They explore traveling actions, shapes and balances.</p> <p>Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions.</p> <p>They continue to use counting to help them keep in time with the music.</p> <p>They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p>	<p>Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling.</p> <p>They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus.</p> <p>They copy, create, remember and repeat short sequences.</p> <p>They begin to understand using levels and directions when traveling and balancing.</p>
<p>Understanding the World</p>	<p>The Natural World</p>				
	<p>Take children on tours around the school.</p> <p>Make observations of changes in the world around us. Take photos and observational drawings during our Autumn walk. This will be continued throughout the year as seasons change.</p> <p>Name and describe people in their family. Discuss how families all differ.</p>	<p>Look closely at the changing season.</p> <p>Share non-fiction books</p> <p>Talk about fire safety.</p> <p>Seasons</p> <p>Create pumpkins and talk about the Harvest Festival.</p> <p>Explore the purpose, timing and traditions children in</p>	<p>Looking at icicles and thinking about how they are formed. Using our knowledge of floating and sinking to create ice models, dropping different items into water.</p> <p>Comparing and describing different environments.</p> <p>Identifying how living things are suited to where they live including animals and humans.</p>	<p>Explore the similarities and differences in relation to ingredients. Make porridge (Goldilocks and the Three Bears) and melt chocolate, discussing textures and changes.</p>	<p>Observing the effects of the season on our environment.</p> <p>Make observations and drawings of caterpillars and their life cycles.</p> <p>Compare the caterpillar life cycle to the life cycle of a bee.</p>



	<p>Know how to show respect and care for the natural environment and all living things.</p>	<p>the class celebrate. Ask parents to come in and share how they celebrate.</p>	<p>Observational drawings of Springtime Observing the changes in weather.</p>		<p>Compare the life cycle of the spider and compare to the other mini-beasts. Explore how spiders make their webs.</p>	
Past and Present						
	<p>Use photographs to initiate discussions about a past family holiday or day out. Look at photographs to prompt discussion on how we have changed. What could we do as a baby? What can we do now?</p>	<p>Use nursery rhymes and artifacts to understand the concepts of 'then and now' and a 'long time ago'.</p>	<p>Reflecting about seasonal changes and changes in weather. How animals helped us in the past. Extinction. Talk about animals from the past and protecting our animals now.</p>	<p>Talk about fairy tales – People in the past created their own stories.</p>	<p>Explore how we physically change as we grow? Discuss how have we changed already?</p>	<p>During the people who help us topic children will be talking about the lives of people around them and their roles in society. Looking at changes over time – growth of plants and ourselves.</p>
Technology						
	<p>Exploring programmable toys within the classroom.</p>	<p>Intro into the media suite – Opening 2publish and using simple tools to create artwork.</p>	<p>Expanding knowledge of 2publish – Filling a background and using a wider range of tools.</p>	<p>Using the keyboard to create a caption for a piece of artwork.</p>	<p>Identifying the use of technology around the school.</p>	<p>Selecting technology for a purpose, e.g., to photograph a model or print a piece of artwork.</p>
People Culture and Communities						
	<p>Harvest Festival Sharing photographs of themselves and their 'All About Me' book. Discussing their friends, family and themselves. Use stories, experiences and maps to explore the similarities and differences between living in this country and living elsewhere.</p>	<p>Guy Fawkes Birthdays Diwali Christmas Chanukah Thanksgiving</p>	<p>New Year Valentine's Day Chinese New Year Shrove Tuesday</p>	<p>Easter Easter Egg Hunt using a map. Mother's Day</p>	<p>Use simple fieldwork and observational skills to study the geography of our school and the physical features of Hadley Wood. Eid</p>	<p>Caring for our community Father's Day People Who Help Us</p>
Creating with Materials						



Expressive Arts and Design	<p>Make marks using a range of tools and techniques.</p> <p>Self-portraits: Looking at the differences between me and friends.</p> <p>Introduction of the Colour Wheel.</p> <p>Following on from the story 'Leaf man' creating our own leaf pictures and / or making papier mache bowls using autumn leaves.</p>	<p>Making Diva Lamps</p> <p>Firework paintings.</p> <p>Collage poppies</p> <p>Christmas decorations</p> <p>Autumn sun catcher following autumn walk</p>	<p>Play dough Mini beasts and animals</p> <p>Animal painting</p> <p>Junk modelling animals</p> <p>Split pin animals</p> <p>Mother's Day Decoration</p> <p>Easter decorations</p> <p>Children will be supported in sharing their creations with the class and explaining the process they have used.</p>	<p>Create puppets to retell traditional stories in the theatre.</p> <p>Support children to think about uses and purposes or materials to create a bridge for the goats to cross.</p>	<p>Make observational drawings of plants, considering colour, design, texture, form and function.</p>	<p>Father's Day decoration</p> <p>Creating emergency vehicles using junk modelling</p>
	Being Imaginative and Expressive					
	<p>Phase 1</p> <p>General sound discrimination of environment and instrumental sounds.</p> <p>Listen to and mimic sounds from different environments.</p> <p>Play games using musical instruments.</p> <p>School Role play</p>	<p>This half term we will be preparing for our Nativity production.</p> <p>The children learn to sing songs and help to generate actions and dance moves to accompany the songs.</p> <p>Make shakers to perform a new song.</p>	<p>We have weekly music lessons in Reception following our own music scheme. The children learn to sing and perform a wide range of familiar nursery rhymes and songs. Within our wider provision, children can be creative with music instruments around the classroom.</p> <p>The children have access to a role play area which is changed every half term in line with our topic/focus book and the children's interest. They are encouraged to invent, adapt and act out experiences and stories with their friends.</p>			

NB: Within the EYFS curriculum child-initiated learning is encouraged and therefore topics and activities will vary to support the children's interests.