	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All about me**	**Autumn When I grow up Christmas**	**Winter In the past**	**Paddington Book Week Easter Spring**	**Spectacular Stories**	**Under the sea Summer**
Over Arching Principles	**Characteristics of Effective Learning** **Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. **Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. ***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All about me**	**Autumn When I grow up Christmas**	**Winter In the past**	**Paddington Book Week Easter Spring**	**Spectacular stories**	**Under the sea Summer**
NB: *These themes may be adapted at various points to allow for children's interests to flow through the provision WELL-BEING & Behaviour For Learning*	Starting school / my new class / New Beginnings Class Rules/ Turn Taking Recognise Uniqueness Feeling Good about yourself Likes and Dislikes Staying healthy / Food / Human body My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Special Clothes Different roles and jobs Emergency Services What to do in an emergency Identifying People who help us Library visits The Nativity Panto Live Christmas Lists Letters to Father Christmas	Winter Changes in the Seasons Comparisons of now and then How homes and schools used to look Toys Materials Old favourites Local environment Schools in the past Dinosaurs	Spring Easter Creative Book Week Stories Stories from different Cultures around the world Countries and continents Animals from around the world Similarities and differences of hot and cold countries	Traditional tales - Goldilocks and the Three Bears The Gingerbread Man The Three Little Pigs Popular stories – Handa's surprise, the tiger who came to tea, the gruffalo How stories and structured Looking at similarities and differences between stories	Different sea creatures Features of sea creatures Diets Sustainability Looking after the ocean Observational Drawings Habitats Fact Files Non-Fiction Books Life Cycles Pond Life
Possible Texts and 'Old Favourites'	Pink is for Boys What if we were all the same? Odd Dog out All about Families The Crayons Book of Number The Naughty Bus 1 is a Snail 10 is a Crab The Great Big book of Families Mouse Counts The Colour Monster Goes to School Percy the Park Keeper: Autumn Goodbye Summer, Hello Autumn	Nothing Major Glad Dizzy The Jolly Postman Christmas Story / Nativity Rama and Sita Heroes who help us from around the world. A Superhero Like you Real Superheroes: A celebration of Key Workers The Jolly Postman Annos Counting Book The Shopping Basket I Spy Numbers	Bear Snores On When I Grow Up Winter Sleep Percy the Park Keeper: One Snowy Night Peepo Dogger Peppe the Lamplighter Knuffle Bunny House and Home Victorian Homes Emmeline Pankhurst Terrific Toys in the past Lost in the Toy Museum; Adventure 1 Old Bear The Enormous Turnip Fish Eyes Dinosaurs Love Underpants Megs Eggs Mary Anning; Little People Big Dreams If I had a Dinosaur Stomp Dinosaur, Stomp	Granny goes to market Elephant dance Paddington Bear Handa's surprise The Queens hat Possum magic Martha's map Me on a Map Tree, Seasons come and seasons go A stroll through the seasons Katie and the Impressionists	The 100 Decker Bus The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs The Tiny Seed We're Going on a Bear Hunt The tiger who came to tea The gruffalo Rosie's Walk Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk	Tiddler Commotion in the ocean Sharing a shell Little turtle and the sea Snail and the whale The big book of blue Tadpoles Dream 100 Hungry Ants

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Assessment opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Talk Boost Pivot Point Assessment Dough Gym Gross Motor Phonological awareness screening CP progression of skills document Assessment	Ongoing assessments Entry Data Analysis Pupil progress meetings ALPs Interventions Parents evening info EYFS team meetings In House Moderation EYFS Cluster Meetings End of Phase Phonics Assessment CP progression of skills document	Cluster Moderation Network Meetings EYFS team meetings County Moderation In House Moderation Interventions CP progression of skills document	Pupil Progress Meetings Parents Evening Info EYFS Team Meetings Tracking Data ALPs Interventions CP progression of skills document	Cluster Moderation Network Meetings EYFS team meetings Interventions CP progression of skills document	Interventions EYFS team meetings EOY data Windscreens School Reports Transition Meetings CP progression of skills document
Parental Involvement	Staggered Start Home Visits Parents Evening Home / School Agreement Wow Moments Talk Books New Curriculum Meeting Home Challenge	Wow Moments Talk Books Nativity Math's Workshop Phonics Meeting Stay and Read Home Challenge Letters to parents – what did school look like for them Maths Challenge Parent Story Time Parent event – pizza making	Wow Moments Talk Books Stay and Read Home Challenge Maths Challenge Parental Job Talks Parent Story Time	Wow Moments Talk Books Stay and Read Home Challenge Maths Challenge Parent Story Time Parents Evening	Wow Moments Talk Books Stay and Read Home Challenge Maths Challenge Dinosaur Museum Parent Story Time	Wow Moments Talk Books Stay and Read Home Challenge Maths Challenge Art Exhibition School Reports Sports Day Parent Story Time

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Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.**					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group and carpet discussions, Circle Time, PSHE, stories, singing, Speech and Language interventions, Spotlight, Compliments, Golden Moments, Talk Book Time, Makaton Signs of the week, Assemblies and weekly interventions. **Daily story time** Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons	Settling in activities Making friends Rhyming and alliteration Sharing facts about me! Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Model Makaton in snack time Listen carefully to rhymes and songs paying attention to how they sound. Answering 'How' and 'why' questions Understand how to listen carefully and why listening is important. In the Spotlight Talk books	Develop vocabulary Child led what we want to know and find out Asks how and why questions… Listening and responding to stories Following instructions Takes part in discussion Use new vocabulary through the day Listening to Visitors Talk about Professions, making comments and asking questions Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Children's Choice Role Play In the Spotlight Talk books	Develop vocabulary Child led what we want to know and find out Asks how and why questions… Ask questions to find out more and to check they understand what has been said to them. Learn rhymes, poems and songs to clarify their understanding Engage in non-fiction books Describe events in detail – time conjunctions Using correct tenses when talking about past and current events Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Children's Choice Role Play In the Spotlight Talk books	Develop vocabulary Child led what we want to know and find out Asks how and why questions… Sustained focus when listening to a story Children's Choice Role Play In the Spotlight Talk books Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Making comments and asking questions to clarify their understanding.	Develop vocabulary Child led what we want to know and find out Asks how and why questions… Ask questions to find out more and to check they understand what has been said to them Describe events in some detail Learn rhymes, poems and songs Tell me a story - retelling stories Story language Retell a story with story language Making use of recently introduced vocabulary from stories. Pie Corbett T4W actions Learn rhymes and songs paying attention to how they sound. Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Children's Choice Role Play In the Spotlight Talk books	Develop vocabulary Child led what we want to know and find out Asks how and why questions… Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Children's Choice Role Play In the Spotlight Talk books

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives** and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating and good dental hygiene**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.					
Self-Regulation Managing Self Building Relationships	**Me and my relationships** • All about me • What makes me special • Me and my special people • Who can help me? • My feelings	**Valuing differences** • I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring • I am a friend	**Keeping Safe** • What's safe to go onto my body • Keeping myself safe- what's safe to go into my body (including medicines) • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe	**Rights and Respect** • Looking after my special people • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world • Looking after money (1): recognising spending and using • Looking after Money (2): Saving money and keeping it safe	**Being my best** • Bouncing back when things go wrong • Yes, I can! • Eating healthy • My healthy mind • Move your body • A good night's sleep	**Growing and changing** • Seasons • Life stages- plants animals, humans • Life stages: Human life stages who will I be? • Where do babies come from? • Getting bigger • Me and my body- girls and boys

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Physical Development	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.					
Fine Motor (Throughout the Year) Dough Gym (Autumn1 to Spring 1) Dough Gym Interventions (Spring 2 to Summer 2) Peeling Vegetables. Preparing food for Fire Pits.	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough Fine Motor activities Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor	Initial Assessment Pivot Assessment Cooperation games i.e. parachute games Climbing – outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting To develop balance while stationary and on the move To develop running and stopping To develop changing direction To develop jumping and landing To develop hopping and landing with control To explore different ways to travel ABC Achieving Body Control	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options PE – Fundamental skills	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities PE- Motor confidence and movement skills	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle PE – Stories as stimulus	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce Dance / moving to music PE – sports day practice, teams	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics /Balance PE – games and ball skills

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Literacy Comprehension - Developing a passion for reading	It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Joining in with rhymes and showing an interest in stories with repeated refrains Environment print Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Recognising initial sounds. Name writing activities Engage in extended conversations about stories, learning new vocabulary Stories from other cultures and traditions	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Retelling of stories Non-Fiction Focus Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Enjoys an increasing range of books Stories from other cultures and traditions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for Las Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to their phonic phase Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title	Anticipating key events in stories. Editing of story maps and orally retelling new stories Re-telling storied and narrative using their own words and recently introduced vocabulary Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions Stories from other cultures and traditions Information leaflets and fact files about the world Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Book week Stories from other cultures and traditions	Sequencing familiar stories through the use of pictures to tell the story Pie Corbett Actions to retell the story – Story Maps Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title	Information leaflets and life cycles about sea creatures and life under the ocean Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories. Stories from other cultures and tradition

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Word Rading	**Phonic Sounds: SSPF Firm Foundations in Phonics 1 and Basics 2 Planning** **Reading:** Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge Exposure to topic related vocabulary on word mats. To be able to read tricky words that have been introduced consistent with Phonics Phase.	**Phonic Sounds: SSPF Basics 2** Differentiated groups **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Using sound mats to identify initial sounds. Word building using sound mats. Exposure to topic related vocabulary on word mats. To be able to read tricky words that have been introduced consistent with Phonics Phase. End of Phase Assessment.	**Phonic Sounds: SSPF Basics 2/3** **Reading:** Rhyming strings, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Exposure to topic related vocabulary on word mats. To be able to read tricky words that have been introduced consistent with Phonics Phase. End of Phase Assessment.	**Phonic Sounds:** **Super Sonic planning Basics 3** Children should not be required to use other strategies to work out words. Exposure to topic related vocabulary on word mats. To be able to read tricky words that have been introduced consistent with Phonics Phase. End of Phase Assessment.	**Phonic Sounds:** **Super Sonic planning Basics 3/4** **Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Exposure to topic related vocabulary on word mats. To be able to read tricky words that have been introduced consistent with Phonics Phase. End of Phase Assessment.	**Phonic Sounds:** **Super Sonic planning Basics 4** Differentiated groups **Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Exposure to topic related vocabulary on word mats. To be able to read tricky words that have been introduced consistent with Phonics Phase. End of Phase Assessment.

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Writing Texts may vary due to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	**Mixed by Arree Chung:** Boastful Squabble Unique Inseparable **Colour Monster by Anna Llenas:** Discombobulated Jubilant Timid Tranquillity Woebegone **Dipals Diwali** Festival Celebration Rangoli Goddess temple **Focus:** pencil grip, drawing formation, confidence, independence and some initial sounds.	**Super Ted** Sluggishly Conniving Destination Courageous Heroic **Leaf man** **Books linked to job roles based on children's choice** **Fireman Sam** Neighbourhood Emergency Mischievous Prank blaze **Prep and Landing** Descent Mission Gadget Detonation Slumberous **Christmas Pine** Warble Iridescent Gaze Bitter **Focus:** initial sounds, some CVC words, CVC codes, verbally explaining sentences, Teachers to model sentence	**Pingu** Waddle Fantasy Glacial Mystical Imagination **Wacky Races** Accelerate Hazard Snigger Demolish Overtake **Flintstones** Looting Distraught Track Rescue Prehistoric **Mary Anning** **Focus:** Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words Introducing the Writing Tools and Mantra Guided writing based around developing short sentences in a meaningful	**Book week- TBC** **Paddington** **Possum magic** **Handa's surprise** **The Queens hat** **Elephant dance** **Granny goes to market** **Focus:** Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Character descriptions. Sorry Letter Gingerbread Man Experiment Writing Gingerbread Hunt	**Goldilocks** Slumber Guzzle Destroy Perfect Cramped **Three Little Pigs** Construct Sturdy Flimsy Obliterate Exhale **The Gruffalo** **The Tiger who came to tea** **Were going on a bear hunt** **Focus**: beginning to use finger spaces. Form lower-case and capital letters correctly .	**The rainbow fish** **Tiddler** **Commotion in the ocean** **Little Turtle and the sea** **The big book of blue** Focus: writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Assessment.

		writing using stem sentences daily. Introduce writing mantra through modelling. **Dream Snow- phonics assessment**	context. Sentences to accompany Writing for a purpose in role play using phonetically plausible attempts at words			

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Maths Changing The Number (Ongoing through the year) Value Number placement One more One less Odds and evens Quantities Time Money 10 Frames Arrays Bead strings Numicon Number Formation	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.					
	Early Mathematical Experiences and Entry Assessment Counting rhymes and songs Classifying objects based on one attribute Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. **Pattern and early number** Recognise, describe, copy and extend colour and size patterns Compare size mass and capicity **Measures** Estimate, order compare, discuss and explore mass, length and height. **Number Wall: 1-3,** conceptual variation, money, pictures, objects, numicon, 10s frame, numberblocks.	**Numbers within 5** Count and represent the numbers 1 to 5 Estimate and check by counting Recognise numbers in the environment A number a week. Count up to 5 objects. One more or one fewer/less Order numbers 1 – 5 Conservation of numbers within 5 Subitising **Addition and subtraction within 5** Explore addition and subtraction **Calendar and time** Days of the week, seasons Sequence daily events **Shape and sorting** Circles and triangles Shapes with 4 sides **Number Wall: 3-10,** conceptual variation, money, pictures, objects, numicon, 10s frame, numberblocks.	**Numbers within 10** Introducing zero Count up to ten objects Represent, order and explore numbers to ten. One more or fewer, one greater or less and place value. Comparing numbers 4 and 5. **Addition within 10** Explore addition as counting on and combing two groups. **Measures** Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths **Calendar and time** Days of the week, seasons Sequence daily events **Number Wall: 0-5,** conceptual variation, money, pictures, objects, numicon, 10s frame, numberblocks. Recap with focus on number bonds.	**Numbers within 10** Count up to 10 objects Represent, order and explore numbers to 10 •One more or fewer **Calendar and time** Days of the week, seasons Sequence daily events **Addition and Subtraction within 10** Number bonds to 10 Explore addition as counting on and combing two groups. Explore subtraction by taking away from the whole group. **Shape and pattern** Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns **Number Wall: 5-10,** conceptual variation, money, pictures, objects, numicon, 10s frame, numberblocks. Recap with focus on number bonds.	**Numbers within 20** Count up to 20 objects Represent, order and explore numbers to 20 One more or fewer **Addition and subtraction within 10** Exploring commutative law Explore addition and subtraction Compare two amounts Relationship between doubling and halving **Money** Coin recognition and values Introduce snack pay **Calendar and time** Days of the week, seasons •Sequence daily events Telling the time **Spatial reasoning** Match, rotate, manipulate **Measures** Exploring longer and shorter **Number Wall: 10-15,** conceptual variation, money, pictures, objects, numicon, 10s frame, numberblocks. Recap with focus on number bonds to 10. 10+	**Numbers beyond 20** Counting past 20. One more and one less **Calendar and time** Days of the week, seasons Sequence daily events **Money** Coin recognition and values Paying for snack **Doubling and halving** Doubling and halving & the relationship between them **Grouping and sharing** Counting and sharing in equal groups Relationship between grouping and sharing **Spatial reasoning** Compare and decompose Consolodation Mapping **Number Wall: 15-20,** conceptual variation, money, pictures, objects, numicon, 10s frame, numberblocks. Recap with focus on number bonds.

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Understanding the world RE / Festivals Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Rosh Hashanah Yom Kippur Sukkot All Saints Day Diwali	**Jesus' Birth (RE Planning)** Hanukkah Christmas **Special Clothes (RE Planning)**Epiphany Chinese New Year Ash Wednesday / Shrove Tuesday St David's Day Shivaratri		**Eggs as a sign of New Life (RE Planning)** Holi Palm Sunday Passover Easter Start of Ramadan	**Jesus as a Storyteller (RE Planning)** Eid Shavuot	**Remembering (RE Planning)** Summer Solstice
	Identifying their family Commenting on photos of their family; naming who they can see and of what relation they are to them Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community Navigating around our classroom and outdoor areas. Teddy Bear Hunt Celebrating children's birthdays. Lighting candles on a Birthday cake and talking about their special day Listen to children describing and commenting on things they have seen whilst outside, including plants and animals After close observation, draw pictures of the natural world, including animals and plants Change in living things – Changes in the leaves, weather, seasons, Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found Using the camera	**Nocturnal and Hibernating Animals; making sense of different environments and habitats Listen to children describing and commenting on things they have seen whilst outside, including plants and animals After close observation, draw pictures of the natural world, including animals and plants Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen Can talk about what they have done with their families during Christmas' in the past Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based Stranger danger To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives Celebrating children' birthdays. Lighting candles on a Birthday cake and talking about their special day Take the children to places of worship and places of local importance to the community Discuss how they got to school and what mode of transport they used. Introduce**	**Nocturnal and Hibernating Animals; Making sense of different environments and habitats. Introduce children to different occupations and how they use transport to help them in their jobs To understand where dinosaurs are now and begin to understand that they were alive a very long time ago Introduce Mary Anning as the first female to find a fossil Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Celebrating children's birthdays. Lighting candles on a Birthday cake and talking about their special day Talking about occupations and how to identify strangers that can help them when they are in need Long ago – How time has changed. Using the artefacts boxes to explore Wash Day, Bedtime and Toys from the past Listen to children describing and commenting on things they have seen whilst outside, including plants and animals Change in living things Changes in the leaves, weather, seasons, Discuss how they got to school and what mode of transport they used. Introduce**	**Walk around Hatch Warren (to link with seasons); discuss what we will see on our journey and how we will get there. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Celebrating children's birthdays. Lighting candles on a Birthday cake and talking about their special day. Different cultures versions of famous fairy tales. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Encourage them to comment on the buildings on our walk. Show photos of the buildings and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing**	**Listen to children describing and commenting on things they have seen whilst outside, including plants and animals Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found Listening to stories and placing events in chronological order. Celebrating children's birthdays. Lighting candles on a Birthday cake and talking about their special day After close observation, draw pictures of the natural world, including animals and plants**	**Share non-fiction texts that offer an insight into contrasting environments What facts can we find out about different sea creatures Sustainability and looking after our world. Caring for the ocean and the planet Lifecycles Listen to children describing and commenting on things they have seen whilst outside, including plants and animals After close observation, draw pictures of the natural world, including animals and plants Celebrating children's birthdays. Lighting candles on a Birthday cake and talking about their special day Use bee-bots on simple maps. Encourage the children to use navigational language Materials: Floating / Sinking – boat building Metallic / non-metallic objects**

		the children to a range of transport and where they can be found Magic Grandpa Adventures	the children to a range of transport and where they can be found	places on Google Earth – how are they similar/different? Look at the changes to Hatch Warren over time. Use bee-bots on simple maps. Encourage the children to use navigational language		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All about me**	**Autumn When I grow up Christmas**	**Winter In the past**	**Paddington Book Week Easter Spring**	**Spectacular stories**	**Under the sea Summer**
Expressive Arts and Design (Throughout the Year) • Making their own Play Dough • Wood Work • Child Led Art • Children's choice Role Play • Topic Based Music Planning • Home Challenges	The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs; beginning to mix colours Join in with role play games and use resources available for props; build models using construction equipment Sing call-and-response songs, so that children can echo phrases of songs you sing Self-portraits, take picture of children's creations and record them explaining what they did Provide opportunities to work together to develop and realise creative ideas Shape Printing Door Pictures Role-play	Leaf Animals Firework pictures in the style of Jackson Pollock Christmas decorations, Christmas cards, Christmas songs Observational Drawings and Watercolour Role Play Party's and Celebrations Role Play of the Nativity Christmas Craft Christmas Card Role-play	Cotton Bud Snowflakes Winter Scene in Chalk Collage of different outfits and uniforms Plaster of Paris Fossils Pizza making Role-play	Animals from around the world collage Map drawing Make patterns using different colours Pastel drawings of spring flowers Mother's Day crafts Easter crafts Book Week Themed Art Role-play	Use different textures and materials to make houses for the three little pigs or the three bears and bridges for the Gingerbread Man Provide children with a range of materials for children to construct with Role-play	Clay sea creatures Ocean sensory bottles End of Year Minibeast Canvas Father's Day Crafts Role-play