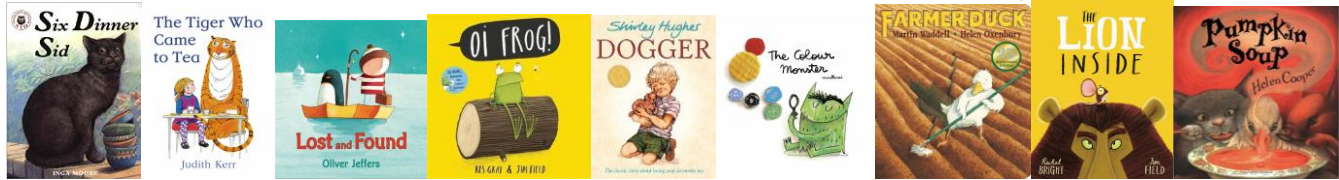
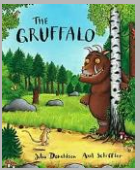
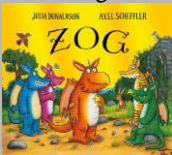
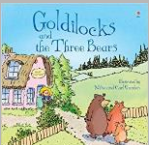

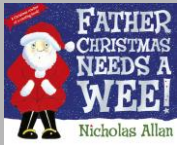

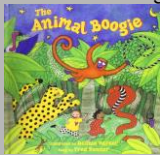

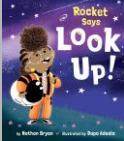

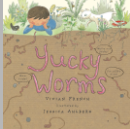
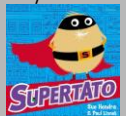

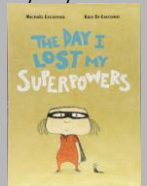





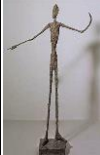

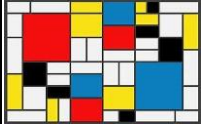




	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (8 weeks)
Topic	Who am I?	Where will a story take you?	Why is Africa Amazing?	How far away is the moon?	Why are bugs brilliant?	What is your Superpower?
Reading for Pleasure	<p><i>Books from the 'Basket of Brilliant Books': A collection of children's literary classic picture books</i></p> 					
Reading across the curriculum (a selection of some of the books/extracts studied across the curriculum)	<p><i>The Gruffalo</i></p>  <p><i>Zog</i></p> 	<p><i>Goldilocks and the three bears</i></p>  <p><i>Jack and the Beanstalk</i></p>  <p><i>Father Christmas needs a wee</i></p> 	<p><i>Handas surprise</i></p>  <p><i>The Animal Boogie</i></p> 	<p><i>Whatever Next</i></p>  <p><i>Look up</i></p> 	<p><i>Bug hotel</i></p>  <p><i>Yucky worms</i></p> 	<p><i>Supertato</i></p>  <p><i>George saves the world by lunchtime</i></p>  <p><i>The day I lost my superpowers</i></p> 
Role play area theme	Home corner/ Gruffalo cafe	Puppet show/ Christmas nativity	Safari Jeep	Space station/ Rocket	Garden centre	Superhero HQ
Focus Nursery Rhyme	<ul style="list-style-type: none"> • Head shoulders knees and toes • Days of the week song 	<ul style="list-style-type: none"> • Jingle bells • Goldilocks went to the house of the bears • He'll be climbing up the beanstalk 	<ul style="list-style-type: none"> • Down in the jungle • 5 Little Monkeys 	<ul style="list-style-type: none"> • 5 little men in a flying saucer • Twinkle twinkle little star 	<ul style="list-style-type: none"> • Incy wincy spider • 5 little speckled frogs 	<ul style="list-style-type: none"> • 10 green bottles • Graduation song
Communication and Language	Learn new vocabulary/ Use new vocabulary through the day/ Use new vocabulary in different contexts.					

<p>(developed throughout the year through high quality interactions)</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail/ Develop social phrases.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Learn rhymes, poems and songs/ Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Engage in non-fiction books.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in storytimes/ Listen to and talk about stories to build familiarity and understanding.</p>					
<p>Physical Development (developed throughout the whole academic year)</p>	<p>Further develop the skills they need to manage the school day successfully: • lining up / queuing • mealtimes</p> <p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility.</p> <p>Develop their small motor skills.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop overall body-strength, balance, coordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					
<p>Real Foundations PE Scheme </p>	<p>Pirate theme: Static balance one leg</p> <p>Jungle theme: Static balance</p>	<p>Tightrope theme: Static balance stance</p> <p>Cat theme: Static balance floor work</p>	<p>Train theme: Dynamic balance on a line</p> <p>Space theme: Jumping and landing</p>	<p>Bike theme: Footwork</p> <p>Seaside theme: Counter balance with a partner</p>	<p>Juggling theme: Sending and receiving</p> <p>Clown theme: Ball skills</p>	<p>Squirrel theme: Agility (Ball chasing)</p> <p>Fairytale theme: Agility (Reaction/ Response)</p>

<p>Personal, Social and Emotional Development (developed throughout the whole academic year)</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs. • Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</p> <p><i>Books used to support the curriculum:</i></p> 					
<p>Phonics (following Little Wandle phonics scheme)</p> 	<p>Phonics: s a t p i n m d g o c k c k e u r h b f l <i>is / the</i></p>	<p>Phonics: ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sit) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) <i>put* pull* full* as and has his her go no to into she push* he of we me be</i></p>	<p>Phonics: ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words <i>was you they my by all are sure pure</i></p>	<p>Phonics: Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end <i>Review all tricky words taught so far</i></p>	<p>Phonics: Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est <i>said so have like some come love do were here little says there when what one out today</i></p>	<p>Phonics: Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words <i>Review all taught so far</i></p>
<p>Literacy</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>

<p>Mathematics</p> 	<p>Weeks 1-3: Getting to Know You</p> <ul style="list-style-type: none"> Settling In Areas of Provision Getting to know the children Key time of day Class Routines Exploring Provision Positional Language <p>Weeks 4-6: Just Like Me!</p> <p>Number:</p> <ul style="list-style-type: none"> Match and Sort Compare Amounts <p>Measure, shape & Spatial Thinking:</p> <ul style="list-style-type: none"> Compare Size, Mass and Capacity Exploring Pattern <p>Week 7: ASSESSMENT</p>	<p>Weeks 1-3: It's Me 1,2,3!</p> <p>Number:</p> <ul style="list-style-type: none"> Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 <p>Measure, shape & Spatial Thinking:</p> <ul style="list-style-type: none"> Circles & Triangles Positional Language <p>Weeks 4-6: Light & Dark</p> <p>Number:</p> <ul style="list-style-type: none"> Representing numbers to 5 One more and less <p>Measure, shape & Spatial Thinking:</p> <ul style="list-style-type: none"> Shapes with 4 sides Time <p>Week 7: ASSESSMENT</p>	<p>Weeks 1-3: Alive in 5!</p> <p>Number:</p> <ul style="list-style-type: none"> Introducing zero Comparing numbers to 5 Composition of 4 & 5 <p>Measure, shape & Spatial Thinking:</p> <ul style="list-style-type: none"> Compare Mass (2) Compare Capacity (2) <p>Week 4-6: Growing 6, 7, 8</p> <p>Number:</p> <ul style="list-style-type: none"> 6, 7 & 8 Combining 2 amounts Making Pairs <p>Measure, shape & Spatial Thinking:</p> <ul style="list-style-type: none"> Length & Height Time 	<p>Week 1-3: Building 9 & 10</p> <p>Number:</p> <ul style="list-style-type: none"> Counting to 9 & 10 Comparing number to 10 Bonds to 10 <p>Measure, shape & Spatial Thinking:</p> <ul style="list-style-type: none"> 3D Shapes Spatial Awareness Patterns <p>Week 4-5: REVIEW</p> <ul style="list-style-type: none"> Number formation Bonds to 5 Bonds to 10 Shapes One more/less Comparing numbers <p>Week 6: ASSESSMENT</p>	<p>Week 1-3: To 20 and Beyond</p> <p>Number:</p> <ul style="list-style-type: none"> Building numbers beyond 10 Counting patterns beyond 10 <p>Spatial Reasoning:</p> <ul style="list-style-type: none"> Spatial reasoning (1) Match, rotate, manipulate <p>Week 4-6: First, Then, Now</p> <p>Number:</p> <ul style="list-style-type: none"> Adding more Taking away <p>Spatial reasoning:</p> <ul style="list-style-type: none"> Spatial reasoning (2) Compose and decompose 	<p>Week 1: ASSESSMENT</p> <p>Week 2-4: Find my pattern</p> <p>Number:</p> <ul style="list-style-type: none"> Doubling Sharing and grouping Even and odd <p>Spatial reasoning:</p> <ul style="list-style-type: none"> Spatial reasoning (3) Visualise and build <p>Week 5-7: On the move</p> <p>Number:</p> <ul style="list-style-type: none"> Deepening understanding Patterns and relationships <p>Spatial reasoning:</p> <ul style="list-style-type: none"> Spatial reasoning (4) Mapping
<p>Understanding the World</p> <p>(Geography, History, Science and RE)</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Explore the natural world around them.</p>	<p>Describe what they see, hear and feel whilst outside.</p>
<p>Understand the effect of changing seasons on the natural world around them.</p>						
<p>Expressive Arts and Design</p> <p>(Art, D&T and Music)</p>	<p>People and bodies Artist: Antony Gormley</p> 	<p>People and bodies Artist: Alberto Giacometti</p> 	<p>Colour and texture Artist: Pollock</p> 	<p>Colour and texture Artist: Mondrian</p>  <p>Colour Wheel</p>	<p>Fruit, vegetables/still life Artist: Giuseppe Arcimboldo</p> 	<p>Fruit, vegetables/still life Artist: Paul Cezanne</p> 

	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p>					
	<p>Create rhythms using instruments and body percussion</p> <p>Keep a steady pulse when playing, moving or singing</p> <p>Tap rhythms to accompany words (syllabic)</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.e.g nursery rhymes and christmas songs</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Move to the sound of instruments and move in time to the pulse</p> <p>Create music based on a theme (eg sound scaping)</p> <p>Associate genres of music with characters and stories</p> <p>Combining movement and singing eg marching and singing or tapping a drum and singing</p>	<p>Play instruments with expression and follow direction (eg fast, slow, loud, quiet, stopping and starting together)</p>	<p>Find and record sounds</p> <p>Pitch match with melodic shape</p>	<p>Listen to a variety of music from different genres and periods</p> <p>Describe changes in music and compare pieces of music (eg fast, slow)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p>
Musician of the month	<p>Musician of the month: September - Stevie Wonder October - Tracey Chapman</p>	<p>Musician of the month: November - Bjork December - Tchaikovsky</p>	<p>Musician of the month: January - Freddie Mercury February - Nusrat Fateh Ali Khan</p>	<p>Musician of the month: March - Florence Price April - Abba</p>	<p>Musician of the month: May - Beethoven</p>	<p>Musician of the month: June - Gong Kebyar July - Damon Albarn</p>
Religious Education	<p>NY F1: Which stories are special and why?</p>	<p>NY F2: Which people are special and why?</p> <p>Link to Nativity</p>	<p>NY F3: Which places are special and why?</p>	<p>NY F4: Which times are special and why?</p> <p>UC: Salvation - Christians remember Jesus' last week at Easter</p>	<p>NY F5 Where do we belong?</p> <p>UC: Incarnation- Christians believe God came to Earth in Human form as Jesus</p>	<p>NY F6:: What is special about our world?</p> <p>UC: Christians believe God is the Creator of the universe and we should look after it</p>
Extra-curricular		<p>EYFS Lego Club - Wednesdays</p>				
Key Dates	<p>Roald Dahl Day 13th Sept</p>	<p>National Recycling Week 7th - 11th Nov</p>	<p>Chinese New Year 22nd Jan</p>	<p>World book Day 2nd March</p>	<p>VE Day 8th May</p>	<p>World Environment Day 5th June</p>

	<p>Black History Month- October</p> <p>World Teachers Day 5th Oct</p> <p>National Poetry Day 6th Oct</p> <p>Diwali 24th Oct</p> <p>Harvest Festival</p> <p>Parents evening</p>	<p>Bonfire Night 5th Nov</p> <p>Remembrance Day 11th Nov</p> <p>Anti-bullying Week 14th Nov</p> <p>Road Safety Week 14th Nov</p> <p>Nativity performance</p>	<p>Children's Mental Health Week 7th - 14th Feb</p> <p>Safer Internet Day 7th Feb</p> <p>LGBT History Month- February</p> <p>Valentines day 14th Feb</p>	<p>International Women's Day 8th March</p> <p>British Science Week 10th - 19th March</p> <p>Mothers Day 19th March</p> <p>Easter Sunday 9th April</p> <p>World Heritage day 18th April</p> <p>Parents evening</p>	<p>Walk to School Week 20th - 25th May</p>	<p>D-Day 6th June</p> <p>World Oceans Day 8th June</p> <p>Queen's Official Birthday 10th June</p> <p>Fathers Day 18th June</p> <p>Sports Day</p> <p>Moving Along Day</p> <p>Celebration Assembly</p>
Enrichment	<p>Autumn Walk</p> <p>Gruffalo Hunt</p> <p>Superteams Day</p>	<p>Beanstalk Growing</p> <p>Visit to Church for Christmas Service</p> <p>Christmas Celebrations</p>	<p>Fruit tasting</p> <p>Farmer Visit</p> <p>Chinese New Year Day</p> <p>Local Walk</p>	<p>Space Day</p> <p>Visit to Church for Easter Service</p> <p>Easter Celebrations</p>	<p>Visit to Church to learn about Baptism</p> <p>Butterfly release</p> <p>Tropical World Visit</p>	<p>Superhero Day</p> <p>Transition</p> <p>Sports Day</p>
Whole school values	Respect					
	Thankfulness		Perseverance		Forgiveness	

Red indicates Global Neighbours themes