
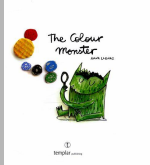
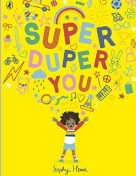

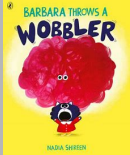
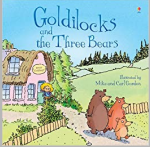


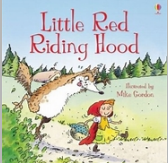
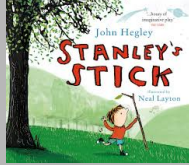
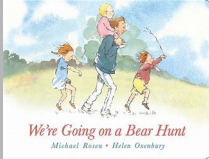
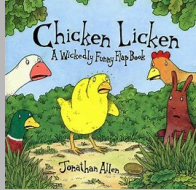


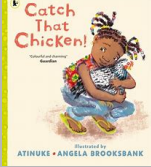
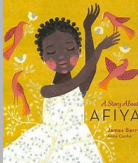


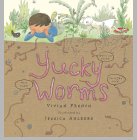
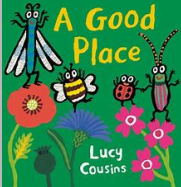
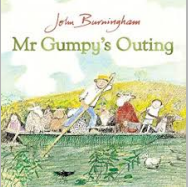
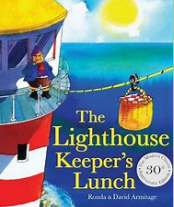
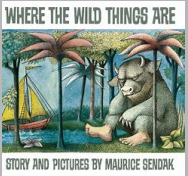
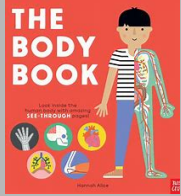

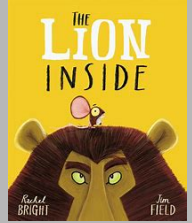







	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Topic	Who am I?	Where will a story take you?	What are the seasons?	Why is Africa Amazing?	Why are bugs brilliant?	What's your journey?
Reading for Pleasure	<p><i>Books from the 'Basket of 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 Colour Monster</i></p>  <p><i>Super Duper You</i></p>  <p><i>Our Class is a Family</i></p>  <p><i>Barbara Throws a Wobler</i></p> 	<p><i>Goldilocks and the three Bears</i></p>  <p><i>Jack and the Beanstalk</i></p>  <p><i>The Three Little Pigs</i></p>  <p><i>Little Red Riding Hood</i></p> 	<p><i>Stanley Stick</i></p>  <p><i>We're Going on a Bear Hunt</i></p>  <p><i>Chicken Licken</i></p> 	<p><i>Africa Amazing Africa</i></p>  <p><i>Handas Surprise</i></p>  <p><i>Catch That Chicken!</i></p>  <p><i>A Story of Afiya</i></p> 	<p><i>Do You Love Bugs?</i></p>  <p><i>Bug hotel</i></p>  <p><i>Yucky worms</i></p>  <p><i>A Good Place</i></p> 	<p><i>Mr Gumpy's Outing</i></p>  <p><i>The Lighthouse Keeper's Lunch</i></p>  <p><i>Where the Wild Things Are</i></p> 


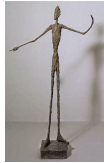

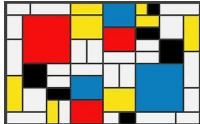


	<p><i>The Perfect Fit</i></p>  <p><i>We Are Family</i></p>  <p><i>Not Now Bernard</i></p>  <p><i>The Body Book</i></p> 	<p><i>Once Upon a Fairytale</i></p>  <p><i>The Hairy Toe</i></p>  <p><i>A Squash and a Squeeze</i></p> 	<p><i>Farmer Duck</i></p>  <p><i>One Year With Kipper</i></p> 	<p><i>Elmer</i></p>  <p><i>Giraffes Can't Dance</i></p> 	<p><i>The Very Hungry Caterpillar</i></p>  <p><i>How Many Bugs In a Box</i></p>  <p><i>Tad</i></p> 	<p><i>Jabari Jumps</i></p>  <p><i>Tilda Tries Again</i></p>  <p><i>The Lion Inside</i></p> 
<p><b>Focus Nursery Rhyme</b></p>	<ul style="list-style-type: none"> <li>• <i>Head shoulders knees and toes</i></li> <li>• <i>If You're Happy and You Know It</i></li> <li>• <i>Head, Shoulders, Knees and Toes</i></li> <li>• <i>I Can Sing a Rainbow</i></li> <li>• <i>When I Was One I Sucked My Thumb</i></li> <li>• <i>Brush Your Teeth</i></li> <li>• <i>One, Two, Buckle My Shoe</i></li> <li>• <i>Cobbler, Cobbler, Mend My Shoe</i></li> <li>• <i>I Am the Baker Man</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Jingle bells</i></li> <li>• <i>When Goldilocks went to the house of the bears</i></li> <li>• <i>He'll be climbing up the beanstalk</i></li> <li>• <i>The Animals Went in Two by Two</i></li> <li>• <i>Baa, Baa, Black Sheep</i></li> <li>• <i>Hickory, Dickory Dock</i></li> <li>• <i>London Bridge is Falling Down</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Twinkle twinkle little star</i></li> <li>• <i>We're Marching in Our Wellingtons</i></li> <li>• <i>Oats and Beans and Barley Grow</i></li> <li>• <i>The North Wind Doth Blow</i></li> <li>• <i>It's Raining, It's Pouring</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Incy Wincy Spider</i></li> <li>• <i>5 little Speckled Frogs</i></li> <li>• <i>Wiggly Woo</i></li> <li>• <i>Froggy Went a-Courting</i></li> <li>• <i>Here is the Beehive</i></li> <li>• <i>There Was An Old Lady Who Swallowed a Fly</i></li> <li>• <i>Incy Wincy Spider</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>10 Green Bottles</i></li> <li>• <i>The Big Ship Sails</i></li> <li>• <i>Bobby Shafto's Gone to Sea</i></li> <li>• <i>5 little men in a flying saucer</i></li> <li>• <i>The Bear Went Over the Mountain</i></li> <li>• <i>Horsie, Horsie, Don't You Stop</i></li> <li>• <i>A Sailor Went to Sea, Sea, Sea</i></li> </ul>	
<p><b>Communication and Language</b> (developed throughout the</p>	<p>Learn new vocabulary/ Use new vocabulary through the day/ Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them.</p>					

<p>year through high quality interactions)</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><b>Physical Development</b> (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><b>Physical Development fine motor skills</b></p>	<p>Circles &amp; spirals - Lessons 1-5 Lines &amp; diagonals - Lessons 6-10 Jellies &amp; zig-zags - Lessons 11-15 Loopies &amp; waves - Lessons 16-20</p>	<p>i, l and t - Lessons 21-25 u, w and e - Lessons 26-30 c &amp; o - Lessons 31-35 a &amp; d - Lessons 36-40 n, m &amp; h - Lessons 41-45 j &amp; y - Lessons 46-50 g &amp; q - Lessons 51-55</p>	<p>b, p and k - Lessons 56-60 v, s and r - Lessons 61-65 f, x &amp; z - Lessons 66-70</p> <p>Repeat: i, l and t - Lessons 21-25 u, w and e - Lessons 26-30</p>	<p>c &amp; o - Lessons 31-35 a &amp; d - Lessons 36-40 n, m &amp; h - Lessons 41-45 j &amp; y - Lessons 46-50 g &amp; q - Lessons 51-55</p>	<p>b, p and k - Lessons 56-60 v, s and r - Lessons 61-65 f, x &amp; z - Lessons 66-70</p> <p>Repeat: i, l and t - Lessons 21-25 u, w and e - Lessons 26-30 c &amp; o - Lessons 31-35 a &amp; d - Lessons 36-40</p>	<p>n, m &amp; h - Lessons 41-45 j &amp; y - Lessons 46-50 g &amp; q - Lessons 51-55</p> <p>Review and practise any letters the children are finding difficult to form</p>
<p><b>Real Foundations</b></p>	<p>Pirate theme: Static balance one leg</p> <p>Jungle theme:</p>	<p>Tightrope theme: Static balance stance</p> <p>Cat theme:</p>	<p>Train theme: Dynamic balance on a line</p> <p>Space theme:</p>	<p>Bike theme: Footwork</p> <p>Seaside theme:</p>	<p>Juggling theme: Sending and receiving</p> <p>Clown theme:</p>	<p>Squirrel theme: Agility (Ball chasing)</p> <p>Fairytale theme:</p>

<p>PE Scheme</p> 	Static balance	Static balance floor work	Jumping and landing	Counter balance with a partner	Ball skills	Agility (Reaction/Response)
<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>PSED Jigsaws</p> 	<p>Being Me In My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Celebrating Difference Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p>Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Relationships Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>
<p>Phonics (following Little Wandle phonics scheme)</p> 	<p>Phonics: s a t p i n m d g o c k ck e u r h b f l <i>is I 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 -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 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><b>Literacy</b></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>Write their name and names of family members.</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><b>Mathematics</b></p> 	<p><b>Weeks 1-3:</b> Getting to Know You</p> <ul style="list-style-type: none"> <li>• Settling In</li> <li>• Areas of Provision</li> <li>• Getting to know the children</li> <li>• Key time of day</li> <li>• Class Routines</li> <li>• Exploring Provision</li> <li>• Positional Language</li> </ul> <p><b>Weeks 4-6:</b> Just Like Me!</p> <p>Number:</p> <ul style="list-style-type: none"> <li>• Match and Sort</li> <li>• Compare Amounts</li> </ul> <p>Measure, shape &amp; Spatial Thinking:</p> <ul style="list-style-type: none"> <li>• Compare Size, Mass and Capacity</li> <li>• Exploring Pattern</li> </ul> <p><b>Week 7:</b> ASSESSMENT</p>	<p><b>Weeks 1-3:</b> It's Me 1,2,3!</p> <p>Number:</p> <ul style="list-style-type: none"> <li>• Representing 1, 2 &amp; 3</li> <li>• Comparing 1, 2 &amp; 3</li> <li>• Composition of 1, 2 &amp; 3</li> </ul> <p>Measure, shape &amp; Spatial Thinking:</p> <ul style="list-style-type: none"> <li>• Circles &amp; Triangles</li> <li>• Positional Language</li> </ul> <p><b>Weeks 4-6:</b> Light &amp; Dark</p> <p>Number:</p> <ul style="list-style-type: none"> <li>• Representing numbers to 5</li> <li>• One more and less</li> </ul> <p>Measure, shape &amp; Spatial Thinking:</p> <ul style="list-style-type: none"> <li>• Shapes with 4 sides</li> <li>• Time</li> </ul> <p><b>Week 7:</b> ASSESSMENT</p>	<p><b>Weeks 1-3:</b> Alive in 5!</p> <p>Number:</p> <ul style="list-style-type: none"> <li>• Introducing zero</li> <li>• Comparing numbers to 5</li> <li>• Composition of 4 &amp; 5</li> </ul> <p>Measure, shape &amp; Spatial Thinking:</p> <ul style="list-style-type: none"> <li>• Compare Mass (2)</li> <li>• Compare Capacity (2)</li> </ul> <p><b>Week 4-6:</b> Growing 6, 7, 8</p> <p>Number:</p> <ul style="list-style-type: none"> <li>• 6, 7 &amp; 8</li> <li>• Combining 2 amounts</li> <li>• Making Pairs</li> </ul> <p>Measure, shape &amp; Spatial Thinking:</p> <ul style="list-style-type: none"> <li>• Length &amp; Height</li> <li>• Time</li> </ul>	<p><b>Week 1-3:</b> Building 9 &amp; 10</p> <p>Number:</p> <ul style="list-style-type: none"> <li>• Counting to 9 &amp; 10</li> <li>• Comparing number to 10</li> <li>• Bonds to 10</li> </ul> <p>Measure, shape &amp; Spatial Thinking:</p> <ul style="list-style-type: none"> <li>• 3D Shapes</li> <li>• Spatial Awareness</li> <li>• Patterns</li> </ul> <p><b>Week 4-5:</b> REVIEW</p> <ul style="list-style-type: none"> <li>• Number formation</li> <li>• Bonds to 5</li> <li>• Bonds to 10</li> <li>• Shapes</li> <li>• One more/less</li> <li>• Comparing numbers</li> </ul> <p><b>Week 6:</b> ASSESSMENT</p>	<p><b>Week 1-3:</b> To 20 and Beyond</p> <p>Number:</p> <ul style="list-style-type: none"> <li>• Building numbers beyond 10</li> <li>• Counting patterns beyond 10</li> </ul> <p>Spatial Reasoning:</p> <ul style="list-style-type: none"> <li>• Spatial reasoning (1)</li> <li>• Match, rotate, manipulate</li> </ul> <p><b>Week 4-6:</b> First, Then, Now</p> <p>Number:</p> <ul style="list-style-type: none"> <li>• Adding more</li> <li>• Taking away</li> </ul> <p>Spatial reasoning:</p> <ul style="list-style-type: none"> <li>• Spatial reasoning (2)</li> <li>• Compose and decompose</li> </ul>	<p><b>Week 1:</b> ASSESSMENT</p> <p><b>Week 2-4:</b> Find my pattern</p> <p>Number:</p> <ul style="list-style-type: none"> <li>• Doubling</li> <li>• Sharing and grouping</li> <li>• Even and odd</li> </ul> <p>Spatial reasoning:</p> <ul style="list-style-type: none"> <li>• Spatial reasoning (3)</li> <li>• Visualise and build</li> </ul> <p><b>Week 5-7:</b> On the move</p> <p>Number:</p> <ul style="list-style-type: none"> <li>• Deepening understanding</li> <li>• Patterns and relationships</li> </ul> <p>Spatial reasoning:</p> <ul style="list-style-type: none"> <li>• Spatial reasoning (4)</li> <li>• Mapping</li> </ul>
<p><b>Understanding the World</b></p> <p>(Geography, History and Science)</p>	<p>Talk about members of their immediate family and community Name and describe people who are familiar to them.</p> <p>Discuss how we can look after our teeth.</p> <p>Make a timeline of their lives.</p>	<p>Look at books based in the past, e.g Peepo and compare it to living now. Make maps of Little Red Riding Hood's journey. Follow a simple map to find treasure.</p> <p>Draw information from a simple map.</p> <p>Go on an Autumn walk</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Looking at the changing state of water.</p> <p>Discuss the seasons and the changes that occur.</p>	<p>Look at maps of the UK and Africa.</p> <p>Compare the UK to the continent of Africa.</p> <p>Recognise some similarities and differences between life in this country and life in the continent of Africa.</p>	<p>Go on a minibeast hunt and create observational drawings. Create a wormery and a bug hotel.</p> <p>Look at the lifecycle of a frog and butterfly.</p>	<p>Go on a summer walk and describe what they see, hear and feel. Talk about the lives of the people around them and their roles in society - Discuss different kinds of jobs</p>

		and describe what they see, hear and feel.	Go on a winter walk and describe what they see, hear and feel.	Go on a spring walk and describe what they see, hear and feel.		
RE	NY F1: <i>Which stories are special and why?</i>	NY F2: <i>Which people are special and why?</i>  Link to Nativity	NY F3: <i>Which places are special and why?</i>	NY F4: <i>Which times are special and why?</i>  UC: Salvation - Christians remember Jesus' last week at Easter	NY F5 <i>Where do we belong?</i>  UC: Incarnation- Christians believe God came to Earth in Human form as Jesus	NY F6: <i>What is special about our world?</i>  UC: Christians believe God is the Creator of the universe and we should look after it
Expressive Arts and Design  (Art, D&T and Music)	People and bodies Artist: Antony Gormley 	People and bodies Artist: Alberto Giacometti 	Colour and texture Artist: Pollock 	Colour and texture Artist: Mondrian  Colour Wheel	Fruit, vegetables/still life Artist: Giuseppe Arcimboldo 	Fruit, vegetables/still life Artist: Paul Cezanne 
	<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>					
	Create rhythms using instruments and body percussion  Keep a steady pulse when playing, moving or singing  Tap rhythms to accompany words (syllabic)	Sing in a group or on their own, increasingly matching the pitch and following the melody.e.g nursery rhymes and christmas songs  Explore and engage in music making and dance, performing solo or in groups  Watch and talk about dance and performance art, expressing their feelings and responses.	Move to the sound of instruments and move in time to the pulse  Create music based on a theme (eg sound scaping)  Associate genres of music with characters and stories  Combining movement and singing eg marching and singing or tapping a drum and singing	Play instruments with expression and follow direction (eg fast, slow, loud, quiet, stopping and starting together)	Find and record sounds  Pitch match with melodic shape	Listen to a variety of music from different genres and periods  Describe changes in music and compare pieces of music (eg fast, slow)  Listen attentively, move to and talk about music, expressing their feelings and responses
Musician of the month	Musician of the month: September - Kate Bush October - Babatunde Olatunji	Musician of the month: November - Gustav Holst December - Fisherman's Friends	Musician of the month: January - David Bowie February - Hans Zimmer	Musician of the month: March - Elvis Presley	Musician of the month: April - Kishori Amonkar May - Anna Clyne	Musician of the month: June - Bob Marley July - Lord Kitchener
Enrichment	Autumn walk  Visit from the dentist	Winter walk  Visit to church for Christmas Service  Christmas celebrations	Fruit tasting  Farmer visit  Chinese New Year Day  Spring walk	Visit to church for Easter Service  Easter celebrations	Visit to church to learn about Baptism  Butterfly release	Summer walk  Transition  Sports Day

<b>Key Dates</b>	9th to 22nd September - Fair Trade Fortnight	11th November - Remembrance Day	5th to 11th February - Children's Mental Health Week	22nd April - Earth Day	12th to 18th May - Christian Aid Week	17th to 21st June - Refugee Week
	5th October - National Poetry Day 10th October - World Mental Health Day	13th to 17th November - Anti-Bullying Week	6th February - Safer Internet Day 7th March - World Book Day 8th to 17th March - British Science Week			June - Pride Month June (dates TBC) - National School Sports Week
<b>Whole school values</b>	Respect					
	Thankfulness	Perseverance		Forgiveness		

Red indicates Global Neighbours themes