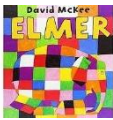

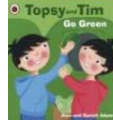
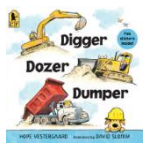
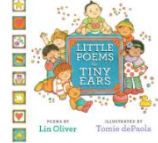
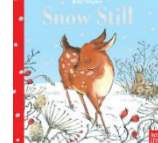


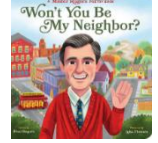



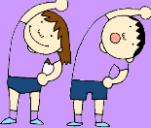












	AUTUMN 1 6 weeks	AUTUMN 2 7 weeks	SPRING 1 6 weeks	SPRING 2 6 weeks	SUMMER 1 5 weeks	SUMMER 2 7 weeks
THEME	Journeys	Lights and Sounds Diwali	Once Upon a Time	Out of this world	Around the World	Superheroes
Key Texts	Meeko and the Little Nursery Ten Little Pirates Pirates love underpants The Train Ride Dinos on the bus I'm the Tractor Driver We're going on a Bear Hunt	Owl Babies Little Glow Handa's Noisy night Good Day, Good Night WOW! It's night time Cuddly Dudley The Christmas Story	Humpty Dumpty Jack and Jill Little Red Riding Hood The Elves and the shoemaker The magic porridge pot Jack and the Beanstalk	Aliens Love Underpants Princess Smartypants Billy and the Dragon The Gruffalo No-Bot! QPoolte 5	Granny went to market Hairly McClairy Little Red Hen Elmer Hooray for Fish	Real Life Superheroes Ten Little Superheroes Superbat Pom Pom is super SuperDuck My Mum the Superhero I'm a Superhero
Our World Values	We are all different! Valuing myself and others What is special about me What is special about other people		Is it Fair? Being Kind Following rules Sharing and taking turns		Planet Protectors: Living things and their needs Showing care for plants and wildlife	
						
Poetry						
Communication and Language	Ongoing and Everyday Skills and Knowledge					
<p>Listening, Attention and Understanding</p> <p>Speaking</p> 	<p>I am learning to: Enjoy listening to longer stories and remember much of what happens. Use a wider range of vocabulary. Use a question or instruction that has two parts. Understand why questions Sing a repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication Use longer sentences of four to six words. Express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play</p>					
Oracy Physical Cognitive Linguistic Social & Emotional	<p>To watch a familiar adult's face when they are talking/singing. Express needs clearly to a familiar adult through voice or gesture.</p> 	<p>To begin to maintain eye contact with a familiar adult. To speak in a short sentence consisting of up to 3 or 4 words. To express their feelings using words (sad, angry, happy) as well as actions. Take turns in a conversation with a peer.</p>	<p>To instigate or participate in a conversation with a familiar adult. To begin to ask simple questions to have their needs met. To communicate their likes and dislikes in a simple sentence (the start of stating an opinion) Can start a simple conversation with a familiar adult or friend. Take turns in a conversation with a peer.</p>	<p>To maintain eye contact when talking about a topic of interest. Join phrases with and To use longer sentences of 4 or 6 words. To express a point of view. Can start a conversation with a familiar adult or friend continuing it for many turns.</p>	<p>To speak clearly so they can be heard by peers and familiar adults. To use talk to organise themselves and their play. Say words that belong to the same category e.g as many animals as they can think of Can start a conversation with a familiar adult or friend continuing it for many turns.</p>	<p>Use correct pronunciation of most sounds and words To begin to use gestures and speech to recite familiar stories To ask questions to clarify their understanding. Uses words that have been introduced through stories, modelling or subject specific vocabulary.</p>

	AUTUMN 1 6 weeks	AUTUMN 2 7 weeks	SPRING 1 6 weeks	SPRING 2 6 weeks	SUMMER 1 5 weeks	SUMMER 2 7 weeks
THEME	Journeys	Lights and Sounds Diwali	Once Upon a Time	Out of this world	Around the World	Superheroes
Personal, Social and Emotional Development Self-regulation Managing Self Building Relationship 	Ongoing and Everyday Skills and Knowledge					
	I am learning to: Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in a safe context of their setting. Show more confidence in a new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings. Begin to understand how others might be feeling.					
	Relationships: Families and Friendships	Relationships: Safe Relationships Relationships: Respecting ourselves and others	Living in the wider world: Belonging to a community	Living in the wider world: Media Literacy and digital resilience Living in the wider world: Money and work	Health and Wellbeing: Physical health and Mental wellbeing	Health and Wellbeing: Growing and Changing Health and Wellbeing: Keeping Safe
Physical Development Gross Motor	Moving:	Moving:	Ball Skills:	Gymnastics:	Dance:	Athletics:
Physical Development Fine Motor 	Crossing the mid-line: Draw a horizontal line across a page without having to switch hands Sits cross legged on the carpet. Thread small beads onto a string. Complete a tap a shape picture. Hand and Finger Strength Presses on a frog hopper with each digit on dominant hand. Picks up small objects such as a coin with pincer grip. Turns coins with held with all five fingers without dropping. Moves coin from palm to pincer grip. Threading, sewing, pouring, stirring, dancing the scarves, using spray bottles, dressing and undressing dolls					
Physical Development Fine Motor: Scissor Skills	I am learning to: Hold scissors, learning how to open and close the blades. Start snipping paper.	I am learning to: Snip paper with scissors moving forward	I am learning to: Cut straight lines	I am learning to: Cut a curved line	I am learning to: Cut circle shapes	I am learning to: Cut square shapes
Physical Development Handwriting 	Foundation 1 Developing gross motor skills Unit 1: Whole body responses to the language of movement Unit 2: Large movements with equipment Unit 4: Large movements with malleable materials Review and Assessment	Foundation 1 Developing fine motor skills Unit 5: Hand and finger play Unit 9: Using one-handed tools and equipment Unit 10: Hand responses to music Review and Assessment	Foundation 2 Developing Patterns Unit 1: Dots Unit 2: Straight lines and crosses Unit 3: Circles Unit 4: Waves Unit 5: Joined straight lines Unit 6: Joined straight lines Review and Assessment	Foundation 2 Developing Patterns Unit 7: Angled patterns Unit 8: Eights Unit 9: Spirals Unit 10: Left to right orientation Unit 11: Mix of patterns Unit 12: Review of patterns Review and Assessment	Foundation 2 Introducing Letter formation Unit 13: Introducing long-legged giraffe letters: l Unit 14: Practising long-legged giraffe letters: l, i Unit 15: Practising long-legged giraffe letters: u, t Review and Assessment	Foundation 2 Introducing Letter formation Unit 16: Practising long-legged giraffe letters: j, y Unit 17: Practising long-legged giraffe letters: l, l, t, u, j, y Review and Assessment
Literacy Comprehension	I am learning to: Enjoy looking at books. Enjoys listening to stories. Enjoys rhyming books and nursery rhymes.	I am learning to: Know how to hold a book the correct way around. Know how to turn the pages from front to back. Know that the words in the book have meaning	I am learning to: Know the names of the different parts of a book. Know that we read English text from left to right and from top to bottom.	I am learning to: Name the characters in a story that has been read to me. Talk about the story, beginning to recall the beginning, middle and end.	I am learning to: Recall the beginning, middle and end of a story. Say what I liked and didn't like about a story.	I am learning to: Engage in extended conversations about stories, learning new vocabulary.
Literacy Writing 	I am learning to: Holds mark making tools Draws freely	I am learning to: Begins to draw recognisable objects and names what has been drawn	I am learning to: Traces letters in name, starting and finishing in the right place Uses scribble writing moving from left to right Draws recognizable pictures	I am learning to: Copies letters in name, starting and finishing in the right place Gives meaning to scribble writing	I am learning to: Writes some letters of their name independently Begins to form long legged ladder letters correctly	I am learning to: Writes letters in forename independently Forms long legged ladder letters correctly Writes taught sounds when writing

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THEME	Journeys	Lights and Sounds Diwali	Once Upon a Time	Out of this world	Around the World	Superheroes
					Uses letters strings moving from left to right and moving down the page	
Literacy Word Reading 	I am learning to: Hear and names a variety of sounds	I am learning to: Spots words that rhyme Recognise words with the same initial sound	I am learning to: Recognise words with the same initial sound Clap syllables in a word Suggest a matching rhyming word	I am learning to: Identify an object when orally segmented Says the initial sound in a word Names the pictures on Set 1 sound cards	I am learning to: Identify an object when orally segmented Orally blends sounds into words Begins to orally segment CVC words into sounds Know the first 16 set 1 single sounds	I am learning to: Orally blends CVC words Orally segments CVC words Know the first 25 set 1 single sound. Begin to blend sounds to read simple CV and CVC words
Maths Number Numerical Patterns 	Number and Numerical Patterns Verbally count to 5 Subitise to 2 Represent quantities to 2 on fingers Know how to count objects accurately Count up to 3 objects correctly Know when objects are the same Find objects that are the same Match objects into pairs. Find an object that is different from another Talk about why it is different. Sort objects into two groups. Know when there are more and fewer.	Number and Numerical Patterns Count objects and sounds accurately to 5 Verbally count to 10 Say number names backwards Know that I have 5 fingers on one hand Subitise to 4 Revisit more than or fewer than by looking Use fingers to represent quantities to 5 Begin to recognize numerals to 3 Order numbers to 3	Number and Numerical Patterns Use my fingers to quickly show quantities to 5 Count 5 objects accurately. Count backwards from 5. Recognise numerals to 5 Match numerals to quantities to 5 Order numbers to 5 Help to build towers in order from 1-5 squares Use more than and fewer than to describe quantities Know when there are equal amounts	Number and Numerical Patterns Use my fingers to show quantities to 5 Verbally count to 10 Verbally count backwards from 10 Order numbers to 5 Subitise to 5 Recognise numerals to 6 Know when there are more, fewer or equal amounts.	Number and Numerical Patterns Count sounds Revisit rules of counting Count 6 objects accurately Use my fingers to show quantities to 6 Verbally count to 12 Count backwards from 10 Order numbers to 6 Recognise numerals to 7 Know when there are more, fewer or equal amounts	Number and Numerical Patterns Verbally count to 15 Count backwards from 12 Count 10 objects accurately. Order numbers to 7 Recognise numerals to 7 Use my fingers to show quantities to 6
Maths SSM	Patterns	Circles and Triangles Positional Language	Shapes with 4 sides	Mass and Capacity Sequencing Events:	Length, height and time	3D shapes
Understanding the World Science: The Natural World 	Animals and Plants Humans	Lights and Sounds	Materials and their Properties	Forces	Animals	Plants
Understanding the World Geography: The Natural World 	Seasonal Changes Knowledge Knows the names of Autumn and Winter. Knows that the current season is Autumn/Winter. Knows the names of different weather types Know the weather types associated with Autumn and Winter. Skills Observes and identifies the weather on a current day. Talk about and describe the weather in the current season.		Seasonal Changes Knowledge Know that the current season is Winter/ Spring Know which weather type is associated with Winter and Spring Skills Observes and identifies the weather on a current day. Talk about and describe the weather in the current season.		Seasonal Changes Knowledge Know that the current season is Spring/ Summer Know which weather type is associated with Spring and Summer Know the types of clothing I should wear in Summer Skills Describe how the weather has changed from Winter to Summer Dress appropriately for hot weather e.g sun hat and sun cream Knows why it is important to wear a sun hat in summer Begins to talk about the reasons for wearing certain clothes.	
	My Home and School		My Local Area		Hot and Cold Countries	
Outdoor Learning Experiences	Safety Talk and Walk Create a Going on a Bear Hunt Trail 50 Things Make a leave face	Collect fire wood Sit around an open fire Make a windy day streamer	Go on a colour scavenger hunt Use a screw driver to tighten a screw	Make a flower potion Build a den	Use a screw driver to tighten a screw Construct a birds nest Find a bug	Go to the library Make and wear a crown
Understanding the World History: Past and Present 		Changes within Living Memory: Growing Up		Changes within Living Memory:		Historical Enquiry

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THEME	Journeys	Lights and Sounds Diwali	Once Upon a Time	Out of this world	Around the World	Superheroes
 Understanding the World RE: People, Culture and Communities	F5: Being special: where do we belong? (Living) (Christians and Muslims)	F4: Which times are special and why? (Expressing) (Christians, Muslims and Hindus)	F1: What stories are special and why? (Believing) (Christians and Muslims)	F2: Which people are special and why? (Believing) (Christians and Muslims)	F3: Which places are special and why (Expressing) (Christians and Muslims)	F6: What is special about our world? (Living) (Creation and how we look after the world)
 Computing	Systems and Networks Technology in school and at home (role play) e-Safety – What is online safety?	Creating Media Mark and Pattern making (unplugged and plugged) e-Safety – What is online safety?	Programming Introduction to Instructions (unplugged) e-Safety – Using Kind words / Taking Turns	Data and Information Sorting toys (unplugged) e-Safety – Using Kind words / Taking Turns	Creating Media Shape Making (plugged and unplugged) e-Safety - Who can help you?	Programming Giving Instructions (unplugged) e-Safety - Who can help you?
Expressive Arts and Design Art: Creating with Materials	Drawing and Painting: Self-portraits	Jackson Pollock: Exploring Colour	Wassily Kandinsky: Lines and Circles	Printing: Stamping Planets	Claude Monet: Observing and Representing	Collage: Tearing and Ripping Superhero Cape
Observational Drawing	Pumpkins	Object linked to theme (Torches)	Hats and Gloves	Daffodils	Fruit and vegetable	Shells
Expressive Arts and Design DT: Creating with Materials	Materials and Structures: Joining Materials	Mechanisms: Exploring mechanisms	Textiles: Design and make shoes	Materials and Structures: Build spaceship out of stacking blocks	Textiles: Weaving Design, Make and evaluate a magic carpet	Food and Nutrition: Design, make and talk about a sandwich
Expressive Arts and Design Music	Agreed songs for Nursery children to learn: The Wheels on the Bus, Wind the Bobbin up, Twinkle, Twinkl					
	The Wheels on the Bus Twinkle Twinkle Wind The Bobbin Up Baa Baa Black Sheep Row, Row, Row Your Boat	1,2,3,4,5, Once a caught a Fish Alive Five Little Ducks Hickory Dickory Dock Old MacDonald Five Little Monkeys	Head, Shoulders, Knees and Toes The Hockey Cockey Pat-a-cake Rock-a-bye Baby If you're Happy and You Know it	Ring O'Roses This Old Man I'm a Little Teapot The Grand Old Duke of York	Recap and Review all Nursery rhymes learnt	
	I am learning to: Sing songs along with an adult.	I am learning to: Begin to remember songs and nursery rhymes. Sing the pitch of a tone sung by another person.	I am learning to: Remember songs and nursery rhymes. Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs	I am learning to: To listen with increased attention to songs Remember songs and nursery rhymes. Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs Create my own songs	I am learning to: Explore playing different instruments To listen with increased attention to songs Respond to songs that they have heard, expressing thoughts and feelings	I am learning to: Play instruments with increasing control. Play instruments to express my feelings. To listen with increased attention to songs Respond to songs that they have heard, expressing thoughts and feelings
Whole School Events	Multicultural Week	Remembrance	Book Week		Science Day Gemma's Farm	Health Week Sports Day
Parental Involvement	Curriculum Meeting Healthy Schools Workshop	Nativity Performance		Easter Crafts	Phonics Workshop Southchurch Library Visit	Induction Meeting for Reception Teddy Bears Picnic