
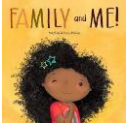







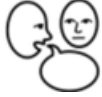



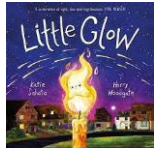






Autumn 1 – Incredible Me








Trips/Visitors/Parental Engagement		Celebrations and Experiences			Nursery Rhymes / Traditional Songs / Tongue Twisters		
Dojo and Donuts Books and Biscuits Pumpkin' Picking		Class rules and routines, Starting School, Autumn, Black History Month			Sing a Rainbow Twinkle Twinkl Chocolate Bar Head, Shoulders, Knees & Toes Finger Family I've Got a Body Frere Jacques Here We Go Round The Mulberry Bush		
	Week 1 2 nd September	Week 2 9 th September	Week 3 16 th September	Week 4 23 rd September	Week 5 30 th September	Week 6 7 th October	Week 7 14 th October
Week Commencing:							
Key Dates / Activities		Thursday 12th September – Dojo and Donuts	Wednesday 18th September – Books and Biscuits				Friday 18th October – Pumpkin Picking @ School Farm
Overall Topic theme	Me	Family	Feelings	Same/Different	Creativity/Talents	Friendship	Beliefs
Story Stimulus One book per week	Beatrix Potter 	Family and Me! by Michaela Dias-Hayes 	Colour Monster by Anna Llenas 	Odd Dog Out by Rob Biddulf 	The Dot by Peter H. Reynolds 	Together We Can by Caryl Hart 	All Are Welcome by Alexandra Penfold 
Key Vocabulary	School, Teacher, Class, Friends, School Dinner, Packed Lunch, Book Bag, Reading Book, Pencil, Coat	Family: Mum, Dad, Grandma, Grandad, Aunty, Uncle, Brother, Sister etc.	Feelings/Emotions: Happy, sad, worried, excited, nervous, angry, cross, etc.	Is it good to be different?	Imagination	Kind, help, share, taking turns, care, fun, play	Community, diversity
Phonics Focus Phase 2	s, a, t, p	i, n, m, d, g	o, c, k, ck, e	u, r, h, b, f	ff, ll, ll + 2 revisit lessons	<i>Phonics reading assessments</i>	Revisit - Gap analysis of assessments
Writing stimulus in provision	Baseline Children's interests	Baseline Children's interests	Baseline Children's interests	Name Writing	Name Writing	Name Writing	Name Writing

Composition Progression of Objectives	    <p>I can show a preference in a dominant hand. I can hold my pencil using pincer grip. I can give meaning to marks that I make. I can write some or all my name.</p>						
Mathematics	NCETM: Mastering Number: Subitising White Rose Getting to Know You	NCETM: Mastering Number: Counting, cardinality and ordinality White Rose Getting to Know You	NCETM: Mastering Number: Composition White Rose Match, Sort and Compare	NCETM: Mastering Number: Subitising White Rose Match, Sort and Compare	NCETM: Mastering Number: Comparison White Rose Talk about Measures and Patterns	NCETM: Mastering Number: Counting, cardinality and ordinality White Rose Talk about Measures and Patterns	NCETM: Mastering Number: Comparison White Rose It's Me 1, 2, 3
Overall Topic theme	Me	Family	Feelings	Same/Different	Creativity/Talents	Friendship	Beliefs
Personal, Social and Emotional Jigsaw – Week 1-6: Being Me in My World Week 7: Celebrating Difference	I understand how it feels to belong and that we are similar and different DM: See themselves as a valuable individual.	I can start to recognise and manage my feelings DM: Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally	I enjoy working with others to make school a good place to be DM: Build constructive and respectful relationships	I understand why it is good to be kind and use gentle hands DM: Manage their own needs. - personal hygiene	I am starting to understand children's rights and this means we should all be allowed to learn and play British Values	I am learning what being responsible means DM (3-4): Develop their sense of responsibility and membership of a community	I can identify something I am good at and understand everyone is good at different things DM: See themselves as a valuable individual.
Communication and Language Listening and Attention Ongoing progression steps	Raises hand to speak during carpet sessions. Takes turns talking to an adult. Will maintain sustained eye contact with the	Joins in with stories and rhymes they like. Follows a story with props and pictures to support. Begins to learn and	Begins to retell stories during play.	Shows an understanding of simple questions.	Follows one-step instructions directed to the group.	Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).	

	speaker whilst listening. Shows that they are listening by giving the speaker their full attention.	use new vocabulary with support.					
Communication and Language Speaking <i>Ongoing progression steps</i>	Interacts using their voice.	Greets adults in the setting politely and looking at them. Looks at someone when they are being spoken to.	Listens to longer stories and join in with familiar refrains; can remember what happens. Listens to songs with repetition and joins in.		Uses sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying "sheeps" instead of "sheep" or "goed" instead of "went").	Copies and practices and explores the meaning of new vocabulary taken from topics stories and non-fiction texts.	
Physical Development Gross Motor	Baseline – Getting changed, walking to the hall, expectations etc.	Personal Skills Exploring Footwork DM: Revise and refine the fundamental movement skills they have already acquired	Personal Skills Footwork DM: Revise and refine the fundamental movement skills they have already acquired	Personal Skills Footwork DM: Revise and refine the fundamental movement skills they have already acquired	Personal Skills Exploring One Leg Balance DM: Revise and refine the fundamental movement skills they have already acquired	Personal Skills One Leg DM: Revise and refine the fundamental movement skills they have already acquired	Personal Skills Leg DM: Revise and refine the fundamental movement skills they have already acquired
Understanding the World	Children respect special things in their own lives.	Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. DM: Talk about members of their immediate family and community.	To name and describe people who are familiar to them, people who help us at school. DM: Express their feelings and consider the feelings of others.	Talk about and understand changes in their own lifetime, by creating a personal timeline. DM: Begin to make sense of their own life-story and family's history.	Celebrating their differences and what they are good at – looking at famous athletes/artists etc and creating medals/certificates for what they think they are the best at.	Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn.	To find out about key historical events and why and how we celebrate today (Bonfire Night) DM: Comment on images of familiar situations in the past.

					DM: See themselves as a valuable individual.	DM: Understand the effect of changing seasons on the natural world around them.	
<i>Links to KS1</i>		<i>History: Significant people in their own locality.</i>	<i>History: Changes within living memory.</i>	<i>History: Changes within living memory.</i>	<i>RE: Talk about similarities and differences between themselves and others, among families, communities and traditions</i>	<i>Science: Observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.</i>	<i>Geography: Identify seasonal and daily weather patterns in the United Kingdom</i>
Expressive Arts & Design	<p><u>Mark Making / Drawing</u> Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made DM: Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p><u>Colour</u> Explore colours and how colours can be changed. Identify light and dark colours. DM: Explore colour and colour mixing.</p>	<p><u>Painting</u> Splatter painting in the style of Jackson Pollock DM: Explore paint, using brushes and other tools.</p>	<p><u>Printing</u> Printing with hands, feet and fingers DM: Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p><u>3D Work</u> Understanding: to know what transient art is. Transient art will continued to be offered in continuous provision. DM: Join different materials and explore different textures.</p>	<p><u>Cutting Skills</u> Using onehanded tools and equipment, for example, making snips in paper with scissors DM: PD 3-4: Use one handed tools and equipment</p>	<p><u>Mark Making / Drawing</u> Observational drawing - Pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. DM: Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>
<i>Links to KS1</i>	<i>Art: Mark-making using different drawing tools</i>	<i>Art: Build knowledge of all the primary and secondary colours</i>	<i>Art: Taking inspiration from artwork to influence their own pieces</i>	<i>Art: Observing and describing patterns and beginning to replicate them</i>	<i>Art: Talking to a peer or teacher about the artwork made</i>	<i>D&T: Demonstrating a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</i>	<i>Art: Exploring the use of observational drawing, to record what is seen.</i>

Autumn 2 – Winter Celebrations							
Trips/Visitors		Celebrations and Experiences			Nursery Rhymes / Traditional Songs / Tongue Twisters		
Fire Brigade Visit Hot Chocolate and Hotdogs around the campfire Books and Biscuits The Twinkly Nativity (PM) The Twinkly Nativity (AM) Christmas Craft		Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity			Leaves Our Falling 10 Little Fireworks We Wish You a Merry Christmas Rudolph The Red Nose Reindeer I'm a Little Snowman		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Week Commencing:	4 th November	11 th November	18 th November	25 th November	2 nd December	9 th December	16 th December
Key Dates / Activities	Monday 4 th November – Fire Brigade Visit Tuesday 5 th November – Hot Chocolate and Hotdogs around the campfire	Monday 11 th November – Remembrance Day Friday 15 th November – Children in Need	Tuesday 19 th November – Books and Biscuits				Thursday 19 th December – Christmas Crafts
Overall Topic theme	Guy Fawkes Safety	Remembrance Day	Winter	Arctic/Antarctic Inuit	Winter/Weather	Family	Christmas - Christianity
Story Stimulus One book per week	Little Glow by Katie Sahata 	Where the Poppies Now Grow by Hillary Robinson 	Stickman by Julia Donaldson 	Dot in the Snow by Corrinne Averiss 	The Snowman by Dianne Jackson (video clip) 	Hurry Santa by Julie Sykes 	That Christmas! by Richard Curtis 
Key Vocabulary	Flame, glow, blaze, rules, safety	Battleground, trenches, war, aerodrome, barricades	Stick, dog, run, snow, throw, swan, nest, river, sea, beach, travel, family tree, lonely,	Dot, snow, mum, soft, sea, paw, white, ice	Snow, snowman, coal, dance, scarf, socks, wellies, hat, shovel, melt	hurry, Santa, Christmas Eve, busiest, mouse, beard, late, tonight, mustn't, cat, delivering, presents, reindeer, fox, owl, jingle, bells, moon, sleigh, child, night,	Christmas, families, brussle sprouts, presents, fun, lunch, wash up, walk, grown-ups, worst, best, tv, neighbours, love

			frozen, asleep, fire, Santa			snow, sky, time, horse, cockerel, sun, rising, Christmas Day, dawn,	
Phonics Focus Phase 3	1x recap and fluency lesson on phase 2 j, v, w, x	1x recap and fluency lesson on phase 2 y, z, zz, + 1 recap	1x recap and fluency lesson on phase 2 qu, ng, ch, sh	1x recap and fluency lesson on phase 2 th , th, ai, oa	1x recap and fluency lesson on phase 2 igh, ee, or, ar	oo, oo, oi, ur, ow <i>Phonics reading assessments</i>	air + Recap learning from gaps found in teacher assessment
Writing stimulus in provision	CVC Sentence Writing	Instructions	Diary entry	Setting description	Speech Bubbles	Lists	Instructions
Composition Progression of Objectives	 I can say what I can see.	 I can listen to the beginning phoneme.	 I can say the beginning phoneme.	 I can find the grapheme on the letter chart.	 I can write the beginning grapheme in the word.	 I can write the beginning and end grapheme in the word.	 I can write CVC words.
Mathematics	NCETM: Mastering Number: <i>Composition</i> White Rose It's Me 1, 2, 3	NCETM: Mastering Number: <i>Composition</i> White Rose Circles and Triangles	NCETM: Mastering Number: <i>Counting, cardinality and ordinality</i> White Rose 1, 2, 3, 4, 5	NCETM: Mastering Number: <i>Subitising</i> White Rose 1, 2, 3, 4, 5	NCETM: Mastering Number: <i>Counting, cardinality and ordinality</i> White Rose Shapes with 4 Sides	NCETM: Mastering Number: <i>Composition</i> White Rose Assessments	NCETM: Mastering Number: <i>Composition</i> White Rose Assessments
Personal, Social and Emotional	I understand that being different makes us all special DM UTW 3-4: Continue developing positive attitudes about	I know we are all different but the same in some ways DM UTW 3-4: Continue developing positive attitudes about	I can tell you why I think my home is special to me DM: Express their feelings and consider the feelings of others.	I can tell you how to be a kind friend DM: Build constructive and respectful relationships.	I know which words to use to stand up for myself when someone says or does something unkind DM: Build constructive and respectful relationships.	I understand that if I persevere I can tackle challenges DM: Show resilience and perseverance in the face of challenge.	I can tell you about a time I didn't give up until I achieved my goal DM: Show resilience and perseverance in the face of challenge.

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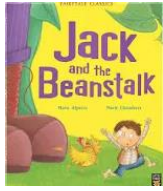
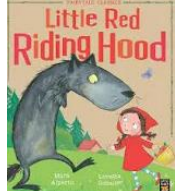
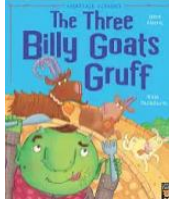
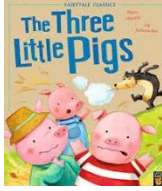
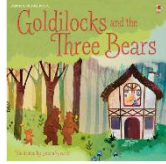

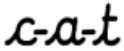



Week 6-7: Dreams and Goals	the differences between people.	the differences between people.					
<i>Links to KS1</i>	<i>RHE - To understand that we are all different but can still be friends.</i>	<i>RHE - To understand that we are all different but can still be friends.</i>					
Communication and Language <i>Listening and Attention</i>	Understands the expectation of listening carefully.		Learns songs as a whole-class to present to others. Begins to repeat familiar refrains in stories, e.g. "Run, run as fast as you can, you can't catch me, I'm the Gingerbread Man."	Can answer simple questions.	Follows simple two- step instructions. Responds to own name and will change their activity when encouraged to by adults.		
Communication and Language <i>Speaking</i>	Has confidence to express themselves using their voice.	Uses their manners when speaking to adults in the classroom setting. Raises hand to speak during carpet sessions.	Begins to retell stories in their play. Learns songs as a whole-class to present to others.	Explains something using simple sentences, including ordering, stating what happened and what might happen. Begins to use words to organise and sequence events.	Starts to link simple sentences. Uses some irregular plural nouns, e.g., "men", "teeth".	Uses new vocabulary/phrases in play and communication throughout the day.	
Physical Development	Social Skills	Social Skills Jumping and Landing	Social Skills Jumping and Landing	Social Skills Exploring Seating and Landing	Social Skills Seated	Social Skills Seated	Social Skills Review

<i>Gross Motor Development</i>	Exploring Jumping and Landing						
Understanding the World	Remembrance Day	Children in Need	Salt Dough Diya Lamps	To use technology to make observations or find information about different locations and places. Recognise, know, and describe features of Antarctica DM: Recognise some similarities and differences between life in this country and life in other countries.	Know and describe the seasonal weather. DM: Understand the effect of changing seasons on the natural world around them.	Children find out about key historical events and why and how we celebrate today (Christmas) DM: Recognise that people have different beliefs and celebrate special times in different ways.	Children find out about key historical events and why and how we celebrate today (Christmas) DM: Recognise that people have different beliefs and celebrate special times in different ways.
<i>Links to KS1</i>	<i>History: To find out about significant historical events</i>	<i>RE: To know about their own cultures and beliefs and those of other people</i>		<i>Geography: To understand geographical similarities and differences</i>	<i>Geography: Identify seasonal and daily weather patterns in the United Kingdom</i>	<i>History: To find out about significant historical events</i>	<i>History: To find out about significant historical events</i>
Expressive Arts & Design	<u>Being Imaginative</u> Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support	<u>Colour</u> Recognise and name colours. DM: Explore colour and colour mixing.	<u>Printing (Skill)</u> Printing with sponges and rollers, shapes. Inspiration Mondrian (primary colours) & Kandinsky (shapes) DM: Explore paint, using brushes and other tools.	<u>3D Work</u> Use simple joins when using different materials to create 3D work, e.g. Sellotape, masking tape, stick glue DM: Join different materials and explore different textures.	<u>Textiles and Materials</u> Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision. DM: Join different materials and explore different textures.	<u>Cutting Skills</u> Use scissors to cut in a straight line DM: PD 3-4: Use one handed tools and equipment	<u>Being Imaginative</u> Christmas Cards

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	play. Develop storylines through small-world or role-play. DM: Develop storylines in their pretend play						
<i>Links to KS1</i>	<i>Music: Playing and performing in solo and ensemble contexts</i>	<i>Art: Build knowledge of all the primary and secondary colours.</i>	<i>Art: : Observing and describing patterns and beginning to replicate them.</i>	<i>D&T: Design a product that uses a mechanism.</i>	<i>D&T: Design products that have a clear purpose and an intended user</i>	<i>D&T: Demonstrating a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</i>	

Trips/Visitors		Celebrations and Experiences				Nursery Rhymes / Traditional Songs / Tongue Twisters	
Library Visit Share a Story Event Local Area Walk Books and Biscuits		Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day, Big School's bird watch				When Goldilocks Went To The House Of The Bears Isn't It Funny How Bears Like Honey? The Farmer's in His Den	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Overall Topic theme	Traditional Tales						
Week Commencing	6th January	13th January	20th January	27th January	3rd February	10th February	
Story Stimulus	Jack and the Beanstalk	Little Red Riding Hood	The Three Billy Goats Gruff	The Three Little Pigs	Goldilocks and the Three Bears	The Gingerbread Man	
One book per week							

						
Key Dates / Activities		Monday 13th January – Library Visit	Tuesday 21st January – Peter Pan Panto Wednesday 22nd January - Local Area Walk Friday 24th January – Big School’s Bird Watch	Wednesday 29th January – Lunar New Year	Friday 7th February – NSPCC Number Day	Tuesday 11th February – Safer Internet Day Thursday 13th February – Books and Biscuits Friday 14th February – Valentines Day
Key Vocabulary	Beanstalk, Golden, beans, giant, harp, hen, cow, clouds, axe, eggs.	Red, Wolf, basket, ears, teeth, grandma, bed, eyes, woodcutter, house, forest, food.	Valley, small, Grass, goats, medium, big, bridge, troll, hooves	Little pigs, wolf, blow, straw, wood, Brick, house, roof, chimney, pot	Goldilocks, bears, baby, daddy, mummy, porridge, cottage, woods, spoon, bowl, bed, chair, milk, oven.	
Phonics Focus Phase 3 <u>Change TTR/TTW format</u> Lesson 1-blending Lesson 2-fluency and segmenting	1x recap and fluency lesson on Phase 2 qu, ng	1x recap and fluency lesson on Phase 2 ch, sh	1x recap and fluency lesson on Phase 2 th, th	1x recap and fluency lesson on Phase 2 ai, oa <i>Phonics reading assessments</i>	1x recap and fluency lesson on Phase 2 igh, ee	
Writing stimulus in provision	Talk for Writing - Narrative	Talk for Writing - Narrative	Talk for Writing - Narrative	Talk for Writing - Narrative	Talk for Writing - Narrative	Talk for Writing - Narrative
Composition Progression of Objectives	 I can segment words that are phonetically decodable.	 I can think of my own sentence.	 I can recognise and use tricky words within my sentence.	 I can use finger spaces correctly within my sentence.		

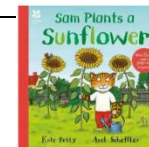
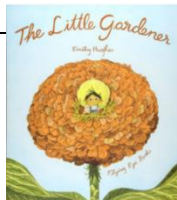
<p>Mathematics</p>	<p>NCETM: Mastering Number:</p> <p><i>Comparison</i></p> <p>White Rose Alive in 5</p>	<p>NCETM: Mastering Number:</p> <p><i>Counting, Cardinality and Ordinality</i></p> <p>White Rose Alive in 5</p>	<p>NCETM: Mastering Number:</p> <p><i>Comparison</i></p> <p>White Rose Mass and Capacity</p>	<p>NCETM: Mastering Number:</p> <p><i>Composition</i></p> <p>White Rose Growing 6,7,8</p>	<p>NCETM: Mastering Number:</p> <p><i>Composition</i></p> <p>White Rose Growing 6,7,8</p>	<p>White Rose Length, Height and Time</p>
<p>Personal, Social and Emotional</p> <p>Jigsaw – Week 1-4: Dreams and Goals Week 5: Healthy Me</p>	<p>I can set a goal and work towards it DM: Show resilience and perseverance in the face of challenge.</p>	<p>I can use kind words to encourage people DM: Build constructive and respectful relationships.</p>	<p>I understand the link between what I learn now and the job I might like to do when I'm older</p>	<p>I can say how I feel when I achieve a goal and know what it means to feel proud DM: Identify and moderate their own feelings socially and emotionally</p>	<p>I understand that I need to exercise to keep my body healthy DM: Know and talk about the different factors that support their overall health and wellbeing – regular physical activity</p>	
<p><i>Links to KS1</i></p>						
<p>Communication and Language</p> <p><i>Listening and Attention</i></p>	<p>Waits their turn when an adult is speaking to someone else in the environment with support. Understands why listening is important. Takes turns talking to a friend in the environment.</p>	<p>Engages in story time/ non-fiction and makes comments about what is happening. Listens to and talks about books, applying new knowledge and vocabulary.</p>	<p>Takes on different roles in their play. Acts out familiar stories in their own play. Learns rhymes and poems in small groups. Shows preference for favourite stories.</p>	<p>Follows two-step instructions that include prepositions.</p>	<p>Shows an understanding of a broader vocabulary.</p>	
<p>Communication and Language</p> <p><i>Speaking</i></p>	<p>Able to pronounce most phonemes accurately.</p>	<p>Contributes to a group discussion.</p>	<p>Takes on different roles in their play. Acts out familiar stories in their own play. Learns rhymes and</p>	<p>Uses observations in their speech to clarify meaning or give simple detail.</p>	<p>.Asks questions to check they understand what has been said to them.</p> <p>Begins to use and describe in the present tense when something is happening.</p>	


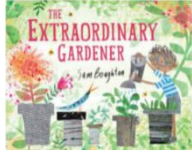






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			poems in small groups.			
Physical Development <i>Gross Motor Skills</i>	Cognitive Exploring Dynamic Balance	Cognitive On A Line	Cognitive On A Line	Cognitive Exploring Stance	Cognitive Stance	
Understanding the World	To find out how we can help animals and wildlife in winter. Big School's Birdwatch Week	To use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language.	Draw information from a simple map and identify landmarks of our local area walk. DM: Draw information from a simple map.	To explore the natural world around them. Let's find out about an animal – goats!	To find out about other countries and people through non-fiction texts, stories, visitors, celebrations. Lunar New Year 2024	
<i>Links to KS1</i>	<i>Science: identify and name a variety of common animals including birds</i>	<i>Computing: Create and debug simple programs</i>	<i>Geography: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i>		<i>History: Events that are significant nationally or globally.</i>	
Expressive Arts & Design	Mark Making / Drawing Show different emotions in their drawing e.g. happiness, sadness. DM: Draw with increasing complexity and detail, such as representing a face	Colour Create a wash background and combining colour in the style of Joan Miró DM: Explore colour and colour mixing	Printing Printing with natural objects DM 3-4: Use their imagination as they consider what they can do with different materials.	Patterns Creating simple repeating patterns using loose parts. Recognise patterns in the environment. DM: Explore a variety of artistic effects	Painting Create work to celebrate special days e.g Lunar New Year	

	with a circle and including details					
Links to KS1	Art: Exploring the use of observational drawing, to record what is seen.	Art: Showing different tones	Art: Observing and describing patterns and beginning to replicate them.	Art: Observing and describing patterns and beginning to replicate them.		

Spring 2 – Ready, Steady, Grow!							
Trips/Visitors			Celebrations and Experiences			Nursery Rhymes / Traditional Songs / Tongue Twisters	
Books and Biscuits Bring a Plant Event Local Area Walk Visit from a Dentist Easter Crafts <i>Formal parents evening</i>			World Book Day, Comic Relief, Mother's Day, Pancake Day, Easter			Rain Rain Go Away Mary Had a Little Lamb Peter Rabbit Mary Mary Quite Contrary Dingle Dangle Scarecrow	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Overall Topic theme	Planting and Gardening	Planting and Gardening	Planting and Gardening	Plant Life Cycles	Planting and Gardening	Easter	
Week Commencing:	24 th February	3 rd March	10 th March	17 th March	24 th March	31 st March	
Story Stimulus	The Little Gardener by Emily Hughes	The Secret Sky Garden by Linda Sarah and Fiona Lumbers	The Extraordinary Gardner by Sam Broughton	It Starts with a Seed by Laura Knowles	Sam Plants a Sunflower	We're Going on an Egg Hunt	



						<p>The Rhyming Rabbit</p> <p>The Great Eggscapade!</p> 
Key Dates/ Activities	Monday 24th February - Bring a Plant	Tuesday 4th March – Shrove Tuesday Thursday 6th March – World Book Day Dentist Visit TBC	Friday 15th March – Comic Relief Local Area Walk TBC		Sunday 30th March – Mother’s Day	Friday 4th April - Easter Craft Event Sunday 20th April - Easter
Key Vocabulary						
Phonics Focus Phase 3	1x recap and fluency lesson on beginning phase 3 or, ar	1x recap and fluency lesson on beginning phase 3 oo, oo	1x recap and fluency lesson on beginning phase 3 oi, ur	1x recap and fluency lesson on beginning phase 3 ow, air	1x recap and fluency lesson on beginning phase 3 ear, ure <i>Phonics reading assessments</i>	er + ? (gap analysis) <i>Phonics spelling assessments</i>
Writing stimulus in provision	Writing questions	Timetable – What did Oliver eat each day?	Labels and Captions	Instructions	Creative Writing	Easter Cards
Composition Progression of Objectives	 I can think of my own sentence.	 I can recognise and use tricky words within my sentence.	 I can use finger spaces correctly within my sentence.	 I can start each sentence with a capital letter.	 I can end my sentence with a full stop.	



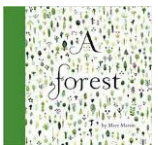
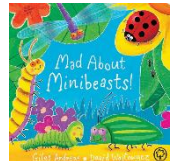


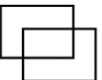

Curriculum Map Reception 2024/25

<p>Mathematics</p>	<p>NCETM: Mastering Number: <i>Composition</i></p> <p>White Rose Length, Height and Time</p>	<p>NCETM: Mastering Number: <i>Counting, Cardinality and Ordinality</i></p> <p>White Rose Building 9 and 10</p>	<p>NCETM: Mastering Number: <i>Subitising</i></p> <p>White Rose Building 9 and 10</p>	<p>NCETM: Mastering Number: <i>Subitising</i></p> <p>White Rose Exploring 3D Shapes</p>	<p>NCETM: Mastering Number: <i>Composition</i></p> <p>White Rose Exploring 3D Shapes</p>	<p>NCETM: Mastering Number: <i>Composition</i></p> <p>White Rose Assessment</p>
<p>Personal, Social and Emotional</p> <p>Jigsaw – Week 1-5: Healthy Me Week 6: Relationships</p>	<p>I understand how moving and resting are good for my body DM: Know and talk about the different factors that support their overall health and wellbeing – regular physical activity</p>	<p>I know which foods are healthy and not so healthy and can make healthy eating choices DM: Know and talk about the different factors that support their overall health and wellbeing – healthy eating</p>	<p>I know how to help myself go to sleep and understand why sleep is good for me DM: Know and talk about the different factors that support their overall health and wellbeing – having a good sleep routine</p>	<p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet DM: Manage their own needs. - personal hygiene</p>	<p>I know who my safe adults are and how to stay safe if they are not close by me DM: Know and talk about the different factors that support their overall health and wellbeing</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong DM: See themselves as a valuable individual.</p>
<p><i>Links to KS1</i></p>					<p><i>RHE - To explore different types of families and who to ask for help. To identify who can help when we feel unhappy or unsafe.</i></p>	
<p>Physical Development</p> <p><i>Gross Motor Skills</i></p>	<p>Creative Skills Exploring Ball Skills</p>	<p>Creative Skills Ball Skills</p>	<p>Creative Skills Ball Skills</p>	<p>Creative Skills Exploring Counter Balance</p>	<p>Creative Skills With a Partner</p>	<p>Creative Skills With a Partner</p>

<p>Understanding the World</p>	<p>To name some common British plants.</p>	<p>To know the correct basic scientific vocabulary to describe parts of plants. DM: Plant seeds and care for growing plants.</p>	<p>To know that plants grow from a seed. Know that plants need water, soil and sun to grow. DM: Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>To know and be able to explain a simple lifecycle, E.g., sunflower.. DM: Understand the key features of the life cycle of a plant. *Grow a Plant event – Sunflower Growing* *Gardening in our F2 Garden*</p>	<p>To understand the events in the Easter story.</p>
<p><i>Links to KS1</i></p>	<p><i>Science: Identify and describe the basic structure of a variety of common flowering plants</i></p>	<p><i>Science: Identify and describe the basic structure of a variety of common flowering plants</i></p>	<p><i>Science: Identify and describe the basic structure of a variety of common flowering plants</i></p>		<p><i>Geography: Identify seasonal and daily weather patterns in the United Kingdom</i></p>
<p>RE – Jigsaw -</p>	<p>To recognise the features of Spring.</p>	<p>To describe what happens to animals in Spring.</p>	<p>To discuss Easter.</p>	<p>To discuss why Easter is important to Christians.</p>	<p>To discuss what happens to Jesus in the Easter story. To understand the events in the Easter Story.</p>
<p>Expressive Arts & Design</p>	<p><u>Cutting Skills</u> Use scissors independently DM: PD 3-4: Use one handed tools and equipment</p>	<p><u>Joining Techniques</u> To create a plant using everyday materials. DM EAD 3-4: Use their imagination as they consider what they can do with different materials.</p>	<p><u>Programme Design – Purple Mash</u> To create artwork using technology.</p>	<p><u>Drawing Skills – Technique</u> Observational drawing – House Plant DM: Draw with increasing complexity and detail</p>	<p><u>Painting</u> Paint through observation. Evaluate their own work and suggest how work could be improved DM: Return to and build on their previous learning, refining ideas and developing their ability to represent them. <u>Easter Chick Cards</u> Easter Baskets</p>

					Mother's Day Cards		
<i>Links to KS1</i>	<i>D&T: Demonstrating a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</i>	<i>Art: Combining materials</i>		<i>D&T: Exploring the use of observational drawing, to record what is seen</i>		<i>Art: Combining materials</i>	

Summer 1 – (Specific to the local area of the school) What a Wonderful Place to Live!						
Trips/Visitors		Celebrations and Experiences			Nursery Rhymes / Traditional Songs / Tongue Twisters	
Sherwood Forest Trip Sensory Adventure Books and Biscuits		World Art Day, International Museum Day, World Biscuit Day, World Food Safety day.			Incy Wincy Spider How Much Wood Can Wood Cutter Cut? Baby Bumble Bee Tiny Tim There's a Worm At The Bottom Of The Garden	
	Week 1	Week 2	Week 3	Week 4	Week 5	
Overall Topic theme	World Art Day School Trips	Sherwood Forest Robin Hood	Sherwood Forest Major Oak	Trees Deforestation	Minibeasts	
Week Commencing:	21st April	28th April	5th May	12th May	19th May	

	BANK HOLIDAY MONDAY		BANK HOLIDAY MONDAY		
Key Dates/ Activities		Sherwood Forest Trip TBC		Tuesday 13th May – Books and Biscuits	
Story Stimulus		Disney: Robin Hood 	The Oak Tree by Julia Donaldson 	A Forest by Marc Martin 	Mad About Mini-Beasts! by Giles Andreae 
Key Vocabulary		Outlaw, stole, Sherwood Forest, medieval, rich, poor, the great oak, Archer, legend	Hollow, acorn, bark, tall, squirrel, trunk, habitat	Forest, woodland, lumberjack, deforestation, greedy, city, pollution	Wriggling, scuttling, munching, jumping, flying, crawling, slithering
Phonics Focus Phase 3/4	Use gap analysis of Phase 3 Phonics assessments to plan and teach one grapheme daily, increasing expectation towards Y1 lesson plan format - If there are minimal gaps begin Phase 4 within Summer 1.				
Writing stimulus in provision	Creative Writing	Invisible Ink Messages to Maid Marian.	Bark / Leaf Rubbing Fact File	Persuasive Writing – Stop cutting down trees!	Poetry
Composition Progression of Objectives	 I can write my letters on the line.		 I can read my sentence to check it makes sense.	 I can use conjunctions within my sentence (and/but/or/so/because).	 I can use adjectives within my sentence.
Mathematics	NCETM: Mastering Number Comparison White Rose	NCETM: Mastering Number Subitising using a Rekenrek White Rose	White Rose How Many Now?	White Rose Manipulate, Compose and Decompose	White Rose Manipulate, Compose and Decompose

	To 20 and Beyond	To 20 and Beyond				
Personal, Social and Emotional Jigsaw – Week 1-5: Relationships Week 6: Changing Me	I know how to make friends to stop myself from feeling lonely DM: Show resilience and perseverance in the face of challenge.	I can think of ways to solve problems and stay friends DM: Show resilience and perseverance in the face of challenge.	I am starting to understand the impact of unkind words DM: Express their feelings and consider the feelings of others. Think about the perspectives of others.	I can use Calm Me time to manage my feelings DM: Express their feelings and consider the feelings of others.	I know how to be a good friend DM: Build constructive and respectful relationships. Think about the perspectives of others.	
Communication and Language <i>Listening and Attention</i>	Plays and listens to friends at the same time. Shows that you have listened by commenting on something that has been said.	Remembers key points from a story told without props or pictures.	Innovates stories into their own everyday play. Listens carefully to rhymes poems, and songs, paying attention to how they sound. Learns rhymes, poems and songs. Understands rhyme and makes up their own, e.g., 'Humpty Dumpty sat on a wall, Humpty Dumpty kicked a ball'.	Can answer more-complex questions.	Responds to a string of requests one after another (not quickly).	
Communication and Language <i>Speaking</i>	Speaks at an appropriate volume.	Waits their turn when an adult is speaking to someone else in the environment with support. Uses their manners when speaking to peers and other adults in the school environment. Develops social phrases, e.g., 'Good Morning', 'How are you?'.	Innovates stories into their own everyday play. Learns rhymes, poems and songs. Actively engages in story time.	Plans what they will say before starting to converse. Uses words accurately to organise and sequence events.	Begins to use and describe in past tense something that has happened.	
Physical Development	Physical Skills	Physical Skills Sending and Receiving	Physical Skills Sending and Receiving	Physical Skills	Physical Skills	

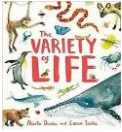



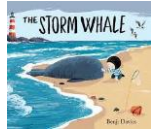
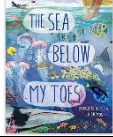
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<i>Gross Motor</i>	Exploring Sending and Receiving			Exploring Reaction and Response	Reaction and Response	
Understanding the World	To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. DM: Explore collections of materials with similar and/or different properties.	To know that you can find out information from different sources e.g. internet, books (Robin Hood) DM: Understands that some historical events were before them, their parents and their grandparents.	To know that you can find out information from different sources e.g. internet, books (The Major Oak) DM: Takes an interest in and comments on images of familiar situations from the past.	To understand the importance of trees in our environment. DM: Recognise some environments that are different from the one in which they live.	To make close observations of animals in the natural world (describing habitats in Sherwood Forest) DM: Understands animals have similar features to live in a specific habitat.	
<i>Links to KS1</i>	<i>Science: Identify and name a variety of everyday materials</i>	<i>History: Significant historical events in their own locality.</i>	<i>History: Significant historical events in their own locality.</i>	<i>Geography: Understand the processes that give rise to key physical and human geographical features of the world</i>	<i>Science: Observing closely, identifying and classifying</i>	
Expressive Arts & Design	<u>Painting</u> Abstract Painting - Make art with Luna! (Kandinsky) DM: Hold a smaller paint brush correctly to support control and precision.	<u>3D Work</u> Stick Bow and Arrow Craft DM: Creates objects for a given purpose.	<u>Mark Making / Drawing</u> Observational drawing – The Major Oak DM: Draw with increasing complexity and detail	<u>Textiles and Materials</u> (Skill) Weaving (natural and manmade materials) DM: Join different materials and explore different textures.	<u>3D Work</u> Making own props to retell a story. Cardboard tube minibeast. DM EAD 3-4: Use their imagination as they consider what they can do with different materials.	

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<i>Links to KS1</i>	<i>Art and Design: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<i>Art and Design: Produce creative work, exploring their ideas and recording their experiences</i>	<i>Art and Design: Exploring the use of observational drawing, to record what is seen</i>	<i>D&T: Making simple joins</i>	<i>D&T: Demonstrating a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</i>	
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Summer 2 – Splish, Splash, Splosh!		
Trips/Visitors	Celebrations and Experiences	Nursery Rhymes / Traditional Songs / Tongue Twisters
Books and Biscuits Splash Party!	Healthy Eating Week, Father's Day, Sports Day, Transition	Row Row Row Your Boat The Day I Went to Sea The Big Ship Sails Oh, I Do Like To Be Beside The Seaside My Bonnie Lies Over The Ocean A Sailor Went To Sea

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Overall Topic theme	Animals around the world	Zoo Working/jobs	Pollution	Sea Creatures	Sea Creatures/Pets Weather	Sea Creatures	Transition
Week Commencing:	9th June	16th June	23rd June	30th June	7th July	14th July	21st July
Story Stimulus One book weekly	The Variety of Life by Nicola Davies 	Lost and Found by Oliver Jeffers 	The Odd Fish by Naomi Jones 	Commotion in the Ocean by Giles Andreae 	Storm Whale by Benji Davies 	The Sea Below My Toes by Charlotte Guillain 	Transition Week
Key Dates/ Activities	Father's Day – 15th June Healthy Eating Week	Thursday 19th June - Books and Biscuits			Friday 11th July - Splash Party		
Drawing Club Vocabulary	Shark Prey Predator Marine Vision	Soared, periscope, tearful, glimpse, Delightful, harbour	Reef, Current, Pollution Whirlpools Fins School of Fish	Walrus Tusks Blubber Bellow Strong	Storm Beach Raged Shore Island Lonely	ASSESSMENT WEEK	TRANSITION WEEK
Phonics Focus Phase 4	Phase 4 – CCVC e.g. tr, st, gr, cr, br, dr, fr, bl, fl, gl, pl, cl, sl, sp, tw, sm, pr			Phase 4 - CVCC e.g. nd, mp, nt, lk, lf, lp, nk, lt, ft	Phase - CVCC <i>Phonics spelling assessments</i>	Adjacent consonants anywhere in a word e.g. st <i>Phonics reading assessments</i>	Adjacent consonants anywhere in a word
Writing stimulus in provision	Animal 'Fact File'	Speech Bubbles	Postcards	Acrostic Poetry	How to look after a whale	Fish facts!	
Composition Progression of Objectives	<i>Consolidation of Composition objectives and applying these to genre writing.</i>						
Mathematics	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose	Gap analysis/ arithmetic skills

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Begin arithmetic session 1x weekly for children on track	Sharing and Grouping	Sharing and Grouping	Visualise, Build and Map	Visualise, Build and Map	Make Connections	Assessment	
<p>Personal, Social and Emotional</p> <p>Jigsaw – Week 1-4: Changing Me</p>	<p>I can tell you some things I can do and foods I can eat to be healthy DM: Know and talk about the different factors that support their overall health and wellbeing – regular physical activity and healthy eating</p>	<p>I understand that we all grow from babies to adults DM UTW 3-4: Understand the key features of the life cycle of a plant and an animal</p>	<p>I can express how I feel about moving to Year 1 DM: Express their feelings and consider the feelings of others.</p>	<p>I can talk about my worries and/or the things I am looking forward to about being in Year 1 DM: Express their feelings and consider the feelings of others.</p>	<p>I can share my memories of the best bits of this year in Reception DM: Express their feelings and consider the feelings of others.</p>	<p><i>RHE</i> - To recognise that all families are different.</p>	<p><i>RHE</i> - To recognise the importance of saying sorry and forgiveness.</p>
<i>Links to KS1</i>		<i>Science/RHE - LO: To discuss how children grow and change.</i>					
<p>Communication and Language</p> <p><i>Listening and Attention</i></p>	<p>Shows that they have listened by adding to something the speaker has said. Decides whether they agree or not with the points made by the speaker. Responds to other pupils' opinions.</p>	<p>Builds a picture in the mind about the story (and expresses this).</p>	<p>Listens to and talks about stories to build familiarity and understanding. Retells the story, once they have developed a deep familiarity with the text; some with exact repetition and some in their own words. Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Can use simple questions. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Follows a series of instructions directed to them as a group.</p>		

<p>Communication and Language</p> <p><i>Speaking</i></p>	<p>Explores new vocabulary, sounds and intonation.</p>	<p>Responds to others by building on what the speaker has said. Contributes purposefully to a class discussion.</p>	<p>Listens to and talks about stories to build familiarity and understanding.</p> <p>Retells the story, once they have developed a deep familiarity with the text; some with exact repetition and some in their own words.</p> <p>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Describes events with some detail. Uses talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Articulates their ideas and thoughts in well-formed sentences.</p>		
<p>Physical Development</p> <p><i>Gross Development</i></p>	<p>Health and Fitness Exploring Ball Chasing</p>	<p>Health and Fitness Ball Chasing</p>	<p>Health and Fitness Ball Chasing</p>	<p>Health and Fitness Exploring Floor Work</p>	<p>Health and Fitness Floor Work</p>	<p>Health and Fitness Floor Work</p>	
<p>Understanding the World</p>	<p>To know and explain where a range of animals live e.g. talk about animals which live in hot /cold places. Describe different habitats. Exploring animals and labelling them. Exploring what animals need to survive and how</p>	<p>Fathers' Day – 16th June</p> <p>DM: Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them</p>	<p>To look at the effect that plastic pollution has on the ocean, and the animals that live there.</p> <p>DM: Recognise some environments that are different from the one in which they live.</p>	<p>To use technology to make observations or find information about different sea creatures. Adults modelling using technology. Children having access to the technology to find information.</p>	<p>To use and make maps to compare and describe places.</p> <p>DM: Draw information from a simple map.</p>	<p>To prepare for transitioning into Year 1.</p>	<p>Transition Week</p>

	<p>that changes depending on the environment they are in.</p> <p>DM: Recognise some environments that are different from the one in which they live. Understand the need to respect and care for the natural environment and all living things.</p>						
<i>Links to KS1</i>	<i>Science: Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</i>		<i>Science: Understand human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i>	<i>Computing: Use technology to retrieve information</i>	<i>Geography: Devise a simple map; and use and construct basic symbols in a key</i>		
Expressive Arts & Design	<p><u>Mark Making / Drawing</u></p> <p>Observational Drawing – Animals DM: Draw with increasing complexity and detail</p> <p>Father’s Day Cards</p>	<p><u>Colour</u></p> <p>Choosing a particular colour for a purpose DM EAD 3-4: Explore colour.</p>	<p><u>Painting</u></p> <p>Paint through observation. Evaluate their own work and suggest how work could be improved DM: Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p><u>Printing</u></p> <p>Create using their own ideas and explain their choices DM: Create collaboratively, sharing ideas, resources and skills.</p>	<p><u>Cutting Skills</u></p> <p>Use scissors independently DM: PD 3-4: Use one handed tools and equipment</p>	<p><u>3D Work</u></p> <p>Select tools and techniques needed to assemble and join materials DM EAD 3-4: Join different materials and explore different textures.</p>	TRANSITION WEEK

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<p><i>Links to KS1</i></p>	<p><i>D&T: Exploring the use of observational drawing, to record what is seen</i></p>	<p><i>D&T: Identifying colours in pictures and on objects.</i></p>	<p><i>Art: Talking to a peer or teacher about the artwork made.</i></p>	<p><i>Art: Expressing and sharing opinions about artwork.</i></p>	<p><i>D&T: Demonstrating a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</i></p>	<p><i>D&T: Making simple joins</i></p>	
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