

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's interests	Let's explore! Starting school / my new class / New Beginnings People who help us / Careers My family / PSED focus /relationships/feelings What am I good at? We're Going on a Bear Hunt by Michael Rosen	Marvellous Machines Bonfire night celebrations Little Red Hen –Harvest The Nativity Christmas Lists Letters to Father Christmas Room on the broom by Julia Donaldson	Long Ago / Chinese New Year The history of toys Where in the world. Chinese New Year Stories from the past. Yearly changes The gingerbread man	Ready, steady, grow. The great outdoors /Plants & Flowers / Weather / seasons Planting beans/seeds/Lifecycles Make a sculpture: Andy Goldsworthy What lives in our pond? Life cycles Reduce, Reuse & Recycle /Fun Science / Materials Where do we live in the UK / world? Superworm- Julia Donaldson / Jack and the beanstalk	Animal Safari Arts& Design focus Journeys World environment day / World Oceans Day National Pet Month World Health Day We're going on a Lion Hunt- David Axtell	On the Beach Where in the world shall we go? Send me a postcard! Marine life Fossils –Mary Anning Seasides in the past Compare: Now and then! Seaside art Reduce, Reuse & Recycle Sharing a shell- Julia Donaldson
High quality Texts (core book texts in each classroom)	Where's Spot? A bit Lost Harold and the Purple Crayon In Every House on every street. My Cat likes to hide in boxes. Mr Grumpys outing. Monkey Puzzle Owl Babies	You can't let and Elephant drive a digger. Car, car, truck jeep. No-Bot the Robot's New Bottom No-Bot the Robot with No Bottom Winnie's New Computer Chicken Clicking Peppa Pig's Family Computer	Chinese New Year When I was a child. My Grandma and me. Rosie's Hat Coming to England My two grandads	Non-fiction books on chicks Handa's Hen Jack and the Beanstalk Jaspers Beanstalk The very hungry caterpillar The runaway Pancake	Handa's Surprise, Rumble in the Jungle, We're Going on a Lion Hunt, Meerkat Mail, Things You Might See on an African Safari, Starry Safari	Bright Stanley, Douglas' Deep Sea Diary, Clumsy Crab, Sharing a Shell, My Friend Whale, Commotion in the Ocean, Harris the Hero, Wave, One is a Snail, ten is a Crab, Tiddler Sharing a Shell A home for a Pirate Pirates/Seaside
'Wow' Moments and Enrichment	Autumn Trail Remembrance Day Nurse /police officer/vet/soldier visit? National Poetry Day 01/10 Roald Dahl Day 13/09 Dot Day 16/09 Harvest Festival	Autumn Trail Guy Fawkes / Bonfire Diwali 14/11 Remembrance Day 11/11 Visit from the Police with cars, vans and Jet and Ben. Visit from the Fire Brigade. Christmas Time/Nativity	Chinese New Year 01.02.22 National Storytelling week 30thJan-6thFeb Zoom visit to the Oriental Museum for Chinese New Year.	Mother's Day 27.03.22 World Book Day 4.3.22 Easter 17.4.22 March-Women's History Month Pancake Day International Women's Day 08/03 St Patricks Day 17.03.22 Living Eggs 21.3.22 St Georges Day 23.4.22 Caterpillar garden in class	International Space Day 1.5.22 11 th May Astronomy Day 20 th May National Bee Day 29 th May National Biscuit Day 12-17 th June Healthy Eating Week	Under the Sea –singing songs and sea shanties Map work -Find the Treasure Father's Day 19.6.22 Pirate Day Ice –Cream Day End of year Possible trip to the Sea life Centre and beach.

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General Themes	Let's Explore	Marvellous Machines	Long Ago	Ready, steady, grow.	Animal Safari	On the Beach!
COEL	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: -Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: -Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: -Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
'Wow' Moments and Enrichment	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone –embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Browney Academy, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</i></p> <p>We will ensure that all children learn and develop well and are always kept healthy and safe.</p>					

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	Let's Explore!	Marvellous Machines	Long Ago	Ready, steady, grow.	Animal Safari	On the Beach
British Values	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. Right Respecting Articles	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Experienced through celebrations Right Respecting Articles	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules Right Respecting Articles	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. Right Respecting Articles	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We can play with who we want to play with. We listen with intrigue and value and respect the opinions of others. Right Respecting Articles	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment Opportunities	In House- Baseline data on entry within first two weeks. National Baseline data within 6 weeks of starting point Phonics assessments EYFS team meetings	Ongoing assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation where appropriate DEVELOPMENT CHECKPOINT. Phonics assessments	EYFS team meetings Phase meeting and internal moderations Continuous phonic and word reading assessments	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments DEVELOPMENT CHECKPOINT.	EYFS team meetings Continuous phonic and word reading assessments	Pupil progress meetings Reports Phonics assessments EYFS team meetings EOY data Bright star assessment
Parental Involvement	Pupil progress meetings Reports Phonics assessments EYFS team meetings Baseline and EOY data	Class dojo involvement Nativity Parents Evening Weekly homework and reading Star Moments	Class dojo involvement Weekly homework and reading Star Moments Chinese New Year Assembly	Parents Evening Class dojo involvement Weekly homework and reading Star Moments	Class dojo involvement Weekly homework and reading Star Moments	Class dojo involvement Weekly homework and reading Star Moments Parents Evening

BAME Main Characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families
Marvellous Machines	Long Ago! Chinese New Year	Once Upon a Time!	Let's Explore	Out of this World!
Handa's Surprise The other side Coming to England	Story of Chinese New Year Ten Town Characters Coming to England	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me?	Its ok to be different Happy to be me Millie gets her super ears Celebrate – Dotty Day Sponsored a guide dog	My pirate mums My two grandads The girl with two dads We are family My two grannies More people to love me Our class is a family Love makes a family Heather has two mummies

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<p>Communication and Language</p> <p>Talk to parents about what language/signs they speak/use at home, try and learn a few key words and celebrate multilingualism in your inclusive setting.</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Children take part in weekly 'Show and Tell' where they are encouraged to bring objects or photographs from home into school and talk to their peers about. The children are then encouraged to ask questions of each other.</p>					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Nursery Rhyme of the week, Word of the week and NELL interventions.</p> <p>Daily story time using high quality texts (from the EYFS core books list)</p>	<p>Text as a Stimulus: We're Going on a Bear Hunt – Michael Rosen RWI PHONICS set one sounds. Read individual letters by saying the sounds for each of them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Develop book-like vocabulary and language through hearing patterned texts. Actively listen to and retell stories. Participate in, memorise and perform simple action rhymes. Use marks or some letters for meaning. Begin to break speech into words when writing. Write labels and name.</p>	<p>Text as a Stimulus: ROOM ON THE BROOM By JULIA DONALDSON RWI PHONICS set one sounds Read a common exception words and tricky words. Read some letter groups that each represent one sound and say sounds for them. Grasp and use a wider range of structures in books and use these to aid participation. Look for clues in illustrations. Engage in extended conversations about stories. Memorise and perform more complex action rhymes and nursery rhymes. Use some letters in sequence to convey meaning, including cvc words. Orally rehearse writing. Write labels, lists and simple captions.</p>	<p>Texts as a Stimulus: THE GINGERBREAD MAN RWI PHONICS revision of set one sounds Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Re-read what is written to check it makes sense. Recall key elements of books they have heard and read, including settings and characters. Discuss favourite stories, including detail about characters and events. Learn word play rhymes and simple poetry. Read simple phonetically regular captions and sentences. Spell words by identifying sounds and then writing the sound with the letter. Write simple sentences and captions with regular words, including some diagraphs. Form lower case letters correctly.</p>	<p>Texts as a Stimulus: Superworm/ Jack and the beanstalk RWI PHONICS set one sounds Re-read familiar books to develop confidence in word reading, fluency, understanding and enjoyment. Read simple sentences including diagraphs and common exception words. Understand cause and effect in books they have heard or read. Predict the endings of stories. Use vocabulary influenced by books. Learn and perform poetry. Write simple sentences with regular and irregular words, including those with diagraphs. Form lower case letters correctly. Explore upper case letters.</p>	<p>Texts as a Stimulus: We're going on a Lion Hunt RWI PHONICS set one sounds Predict the development of the plot and empathise with characters. Make links between texts. Use simple non-fiction books. Read sentences including diagraphs and tricky words. Demonstrate understanding when talking with others about what they have read. Write short compositions with more than one sentence, using capital letters and full stops. Form upper- and lower-case letters correctly.</p>	<p>Texts as a Stimulus: Sharing a shell RWI PHONICS set one sounds Name book characters and describe their qualities. Articulate the dilemmas the characters face. Write using a range of formats in play (lists, labels, captions, messages, diagrams, stories.) Use a range of common exception and tricky words. Read challenging sentences with increasing fluency and understanding. Use key vocabulary linked to texts. Write short compositions with more than one sentence, using capital letters, full stops and finger spaces. Form upper- and lower-case letters correctly.</p>
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						

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	Let's explore	Marvellous Machines	Long Ago!	Ready, steady, grow	Animal Safari	On the Beach
Personal, Social and Emotional Development	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Managing Self-regulation Making relationships	Talk about past and present events in their lives and in the lives of family members. Name features of the immediate school environment. Autumnal seasonal changes. Describe and explain changes: colour mixing, ice etc. Use programmable toys with increasing control. Know about how to care for animals. Colour mixing experiments: describe effects.	Understand that some places are special to members of their community. Recognise people have different beliefs and celebrate special times in different ways. Seasonal changes in winter. Name locality features on a simple route. Describe and explain changes of state/ materials. Name some special buildings in our community and explain their function. Describe family Christmas traditions. Making and sharing snacks.	Form positive attachments to adults and friendships with peers My Heritage Explore the word 'unique' together and how it means unlike anything else. Describe seasonal changes. Explore Chinese New Year celebrations.	Describe and recall the transition from caterpillars to butterflies. Know and demonstrate how to care for plants. Investigate the life cycle of bees and plants. Name plants and their parts. Describe how people change in the first four years of their life. Know that adults/ children were babies in the past. Seasonal changes in spring.	Engage in more complex and extended turn taking games. Read facial expressions and body language, extending the vocabulary of emotions. Articulate reasons for success or failure in a challenge. Understand and demonstrate strategies for conflict resolution. Know how to develop a successful friendship. Know how to be responsible and caring for the planet.	Show empathy and think about the feelings of others. Enjoy and engage in games where different children have different roles. Use strategies to resolve conflict in an appropriate manner. Consistently demonstrate sensible, controlled, behaviour. Feel confident in a range of social and school situations.
<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>						

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Physical development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Handwriting sessions accessed regularly once correct grip is established and through RWI daily sessions. Daily opportunities for Fine Motor Activities Autumn term (review for spring as an intervention) Gross motor Jump Start Jonny Weekly Lesson	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness by creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.					
	Revise and refine the fundamental movement skills they already have acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing.) Further develop the skills they need to manage the school day successfully (lining up, queuing, mealtimes, personal hygiene). Stack, align and balance blocks of different sizes. Thread, peg and sew on cards and boards. Cut along lines and around pictures, beginning to use increasing control. Participate in hand action songs. Develop mark making movements (lines, boxes, arches, circles) linked to letter formation. Use dominant hand to hold a pencil effectively and form letters correctly. Move safely in a large space, negotiating obstacles. Change direction and stop quickly.	Join and separate small construction kit components by clicking and twisting. Join with glue. Dig with trowels/hand forks. Using squashing techniques including rolling pins to achieve desired effects. Cut and turn along outlines. Travel in different ways with control and coordination. Move rhythmically to music. Observe the effects of exercise on the body. Develop confidence in fundamental movements Experience jumping, sliding, rolling, moving over, under and on apparatus Develop coordination and gross motor skills	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Weave, thread and tie. Carry and control small and large equipment. Understand how to use tools and equipment safely and accurately (e.g., scissors, hammers) Cut with definition and control, holding scissors correctly. Hold pencil in dynamic tripod grip near point. Know how to clean teeth and why this is important. Discuss and explain body changes during exercise. Count and move to beats of 8. Copy and repeat movement patterns. Climb safely on large equipment.	Use woodwork tools to cut, join safely under supervision. Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers. Control small games equipment when transporting, collecting and throwing. Climb on large scale equipment with increasing control. Control large scale gardening tools including watering cans. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects	Know and talk about the different factors that support their overall wellbeing (regular physical activity, health eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, road safety). Join effectively with tape and glue. Use fine mark making tools to create texture and pattern in malleable materials. Control printing tools to create a desired effect. Develop wrist and shoulder control. Dismantle objects and mechanisms using a range of hand actions. Hold and control pencil effectively in correct tripod grip. Use scissors confidently and for a purpose. Explore balance and manage own body including manipulating small objects. To stretch, reach, extend in a variety of ways and positions. To be able to control body and perform specific movements on command.	Stack and align irregular and natural objects. Use hand moulding and building techniques with malleable materials. Use fine pincer mark making (malleable) tools with precision. Hold pencil effectively in preparation for fluent writing Control large scale gardening tools. Demonstrate strength, balance, and control using PE equipment Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.
	CONTINUOUS PROVISION: Cooperation games ie. parachute games, climbing – outdoor equipment. Help individual children to develop good personal hygiene by providing regular reminders about thorough handwashing and toileting. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push, to revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					
ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.						

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	Let's Explore!	Marvellous Machines	Once Upon a Time!	Ready, steady, grow.	Animal Safari.	On the Beach
<p>Literacy Comprehension - Developing a passion for reading Children will have continuous access to the class core books and reading corner. Children encouraged to take a book to enjoy with an adult weekly as well as reading books once on the scheme.</p> <p>Word Reading Children will be working in different groups for Read Write Inc. Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.</p> <p>Writing Stories, books and the children's own experiences used as stimulus across the year Texts may CHANGE due to children's interests</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
	<p>Text as a Stimulus: We're going on a Bear Hunt by Michael Rosen RWI PHONICS set one sounds. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Develop book-like vocabulary and language through hearing patterned texts. Actively listen to and retell stories. Participate in, memorise and perform simple action rhymes. Use marks or some letters for meaning. Begin to break speech into words when writing. Write labels and name.</p>	<p>Text as a Stimulus: ROOM ON THE BROOM By JULIA DONALDSON RWI PHONICS set one sounds Read a common exception words and tricky words. Read some letter groups that each represent one sound and say sounds for them. Grasp and use a wider range of structures in books and use these to aid participation. Look for clues in illustrations. Engage in extended conversations about stories. Memorise and perform more complex action rhymes and nursery rhymes. Use some letters in sequence to convey meaning, including cvc words. Orally rehearse writing. Write labels, lists and simple captions.</p>	<p>Texts as a Stimulus: THE GINGERBREAD MAN and other traditional stories. RWI PHONICS set one sounds Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words. Re-read what is written to check it makes sense. Recall key elements of books they have heard and read, including settings and characters. Discuss favourite stories, including detail about characters and events. Learn word play rhymes and simple poetry. Read simple phonetically regular captions and sentences. Spell words by identifying sounds and then writing the sound with the letter. Write simple sentences and captions with regular words, including some diagraphs. Form lower case letters correctly.</p>	<p>Texts as a Stimulus: Super worm/ Jack and the Beanstalk RWI PHONICS set one sounds Re-read familiar books to develop confidence in word reading, fluency, understanding and enjoyment. Read simple sentences including diagraphs and common exception words. Understand cause and effect in books they have heard or read. Predict the endings of stories. Use vocabulary influenced by books. Learn and perform poetry. Write simple sentences with regular and irregular words, including those with diagraphs. Form lower case letters correctly. Explore upper case letters.</p>	<p>Texts as a Stimulus: We're going on a Lion Hunt RWI PHONICS set one sounds Predict the development of the plot and empathise with characters. Make links between texts. Use simple non-fiction books. Read sentences including diagraphs and tricky words. Demonstrate understanding when talking with others about what they have read. Write short compositions with more than one sentence, using capital letters and full stops. Form upper- and lower-case letters correctly.</p>	<p>Texts as a Stimulus: Sharing a shell RWI PHONICS set one sounds Name book characters and describe their qualities. Articulate the dilemmas the characters face. Write using a range of formats in play (lists, labels, captions, messages, diagrams, stories.) Use a range of common exception and tricky words. Read challenging sentences with increasing fluency and understanding. Use key vocabulary linked to texts. Write short compositions with more than one sentence, using capital letters, full stops and finger spaces. Form upper- and lower-case letters correctly.</p>
<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>						

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Maths "Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Using the NCEM scheme children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Count forwards to 10, naming the number after and counting on from a given number. Count sets of objects or actions, demonstrating the cardinal rule within 5. Number composition to 5. Recognise commonality and make sets. Recognise numerals 0-5. Qualitative comparison of length and height. Complete AB visual linear patterns. Sort using one criterion. Narrate the pattern of the school day using now, next, after playtime, after lunch, before home time etc.	Subitise-3 Count beyond 10. Count backwards within 10, understanding the number before and counting back from a given number. Number composition 5-10. Recognise numerals 6-10. Compare quantities in groups. Use positional language with 3D shapes. Qualitative comparison of mass and capacity. Make AB transient linear patterns. Sort using different criteria, recognising the odd one out in a set. Say one more or one less than a number to 5. Practically add within 5.	Subitise- 5. Compose and decompose shapes so that children recognise that a shape can have other shapes within it, just as numbers. Count forwards and backwards within 20. Compare length and height qualitatively. Composition 6,7,8 partitioning and recombining. Explore number bonds to 5. Practically subtract within 5. Narrate the pattern of a week using today, tomorrow, yesterday. Design with 2D shapes. Make 2D shapes out of other 2D shapes.	Automatically recall number bonds to 5. Explore number bonds 6-10. Make comparison of length and height using non-standard measures. Demonstrate understanding of the composition 6,7,8 by pair wise and five wise patterns on 10s frame. Recall and apply double facts. Perform simple addition and subtraction calculations. Know value of coins. Continue and create circular and symmetrical designs with 2D and 3D shapes. Design with 2D shapes- exploring problems and properties. Sort 2D shapes according to properties. Narrate the pattern of a week using the names of the days.	Subitise beyond 5. Count by rote beyond 20. Begin to recognise decade numbers. Demonstrate understanding of the composition of 9 and 10 by partitioning and recombining and pair wise and five wise patterns on 10s frame. Add and subtract within 10. Explore odd and even numbers. Halve and share within 10. Solve problems involving addition and subtraction and money. Describe the properties of 3D shapes. Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday.	Count by rote 20+ Recall and apply doubles and halves within 10. Use the part-whole method to calculate and solve problems. Solve problems involving halving, sharing and doubling. Identify patterns when exploring odd and even numbers. Continue and create more complex linear patterns. Sort 3D shapes according to their properties. Measure mass and capacity using simple non-standard measures
ELG: Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5; -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Let's Explore	Marvellous Machines	Long Ago	Ready, steady, grow.	Animal Safari	On the Beach
<p>Understanding the world Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>Talk about past and present events in their lives and in the lives of family members. Describe and represent the home Name features of the immediate school environment. Name locality features on a simple route. Autumnal seasonal changes. Describe and explain changes: colour mixing, ice etc. Use programmable toys with increasing control. Know about endangered animals and how to care for animals. Colour mixing experiments: describe effects. Science - Senses</p>	<p>Understand that some places are special to members of their community. Recognise people have different beliefs and celebrate special times in different ways. Seasonal changes in winter. Describe and explain changes of state/ materials. Name some special buildings in our community and explain their function. Describe family Christmas traditions. Science - Magnets</p>	<p>Compare photo's old and new. Compare toys from the past. Describe how people change in the first four years of their life. Know that adults/ children were babies in the past. Through role play and small world re-enactment. Describe seasonal changes. Explore Chinese New Year celebrations. Science – Describe simply how weather changes as the seasons change.</p>	<p>Describe and recall the transition from caterpillars to butterflies. Know and demonstrate how to care for plants. Investigate the life cycle of bees and plants. Name plants and their parts. Seasonal changes in spring. Science – Life cycles</p>	<p>Talk about animals. Demonstrate care and concern for living things. Know about similarities and differences in relation to living things. Make observations about animals and explains why some things occur/change.</p>	<p>Recognise some environments that are different to the one in which they live. Know about similarities and differences in relation to objects and materials Observe changes in materials over time. Observe what happens to water when it is poured, sprinkled, mixed, stirred and squirted. Explore and investigate objects and materials using all senses Describe natural and manmade beach detritus and know the dangers to wildlife from manmade rubbish. Understand how to look after the oceans and recycle. Know similarities and differences between past and now through experience and books. Science- Water investigations</p>
<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Let's Explore	Marvellous Machines	Long ago	Ready, steady, grow	Animal Safari	On the Beach
Expressive Arts and Design Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Work will be displayed and celebrated in the classroom lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Stack, align and balance with bricks and blocks on a range of scales. Draw familiar people from memory, with attention to detail. Enact domestic routines and brief family narratives using props. Explore and engage in music making and dance, performing solo or in groups. Mark the pulse of pieces of music using body percussion. Copy, memorise and perform a repertoire of simple hand-action songs. Listen to and discuss a range of music linked to feelings and emotions. Sing songs and nursery rhymes. Colour mixing the primary colours with Tux Paint and Purple Mash. Music Charanga – Me Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Develop storylines in their pretend play. Create new colours by mixing green, brown, orange and yellow: predict and narrate the effects. Icing sugar poppies. Draw familiar landmarks and people from memory. Generate short narratives about the environment using small world prop. Mark the beat and imitate rhythms with tapping and striking instruments. Perform a short repertoire of short nursery rhymes, repetitive songs and Christmas songs. Know further action songs and story ring games by heart. Twist and wrap sticks to make magic wands. Jackson Pollack digital art. Print accurately with paint to achieve a desired effect and describe design choices Music Charanga- My Stories Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Dance with large arm movements using props-fabric and ribbons for Chinese New Year. Create new colours by layering and overlapping blue, green and white translucent materials. Retell episodes from a known story in role or small world play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Imitate more complex rhythm patterns with tapping instruments. Name and use a range of instruments. Music Charanga- Everyone Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Locate and reproduce geometric patterns in the natural environment. Make increasingly detailed observational drawings. Draw single or a sequence of images from the imagination to illustrate a story. Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. Retell episodes from a known story with dialogue using small world props. Memorise a short, choreographed dance sequence to accompany songs in pairs or groups. Name and use a range of musical instruments with increasing control. Music Charanga- Our World Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Know how to join materials to make objects with a purpose. Select reclaimed materials to collage representationally or with a design idea and explain choices. Move with rhythm both on the spot and when travelling, using hands and feet to mark the beat. Echo simple short rhythmic phrases with untuned percussion. Change tempo and dynamics while playing instruments. Music Charanga- Big Bear Funk Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	Create representations of Andy Goldsworthy Art. Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Model 2D/3D boats. Make detailed and observational drawings of natural found objects and living things matching colours. Shape and mould wet clay with hand tools to create effects. Use dance gestures and movements to tell a story. Use body percussion and instrumental sound effects to tell a story. Music Charanga – Reflect, Rewind, Replay All the learning is focused on revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; -Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and –when appropriate – try to move in time with music.						

