

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Interests/Lines of Enquiry	What If We Were All The Same? Seasons - Autumn Family – Are they all the same?	Perfect Poetry Autumn Halloween Diwali Bonfire Night Christmas	How Can We Be Kind to the World? Winter Arctic Chinese New Year	How Can We Be Kind to the World? Transport Pancake Day Easter Eid	How Did People Live Once Upon A Time? Life cycles – Traditional Tales	How Did People Live Once Upon A Time? Growing and Changing Traditional Tales
WOW Events	Family photo day – children to bring in photos of their families. Photo’s to be added to Role Play Area.	Christmas Performance				
Diversity Links	Black History Week Focus All Types of Families	World Religions	Different places around the world	Easter Show Racism the Red Card		
Enrichment Opportunities	Stay and Play for families	Winter Performance		Stay and Read sessions		Sport Event Class Assemblies
Opportunities for Assessment	National Baseline data RWI assessments GLD Projections	On going assessments Baseline analysis Pupil progress meetings Parents evening info Phase team meetings In house moderation Insight Assessments and analysis RWI assessments and regrouping	Phase meetings and internal moderations RWI assessments and regrouping Analysis of intervention data	Pupil progress meetings Parents evening info Phase team meetings Insight Assessments and analysis RWI assessments and regrouping Analysis of intervention data	Phase team meetings RWI assessment and regrouping Analysis of intervention data	Pupil progress meetings Reports Phase team meetings EYFSP RWI assessments
Parental Involvement	Staggered Start Parents’ Maths Workshop Parents’ Phonics Workshop	Winter Performance Parents Evening Parent reading session	Parent reading session Parents’ Maths Workshop Parents Evening	Phonics workshop Parent reading session	Parent reading session	Parent reading session
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.	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.	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.	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.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	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.
Communication and Language 	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation.	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity

	Understand ‘when’ questions and begin to respond to ‘why’ questions. Use sentences 4-6 words. Use talk to organise play.	Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Begin to use past tense. Begin to recount past events.	Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Use language to reason.	with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary Use new vocabulary through the day Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.					
Personal, Social and Emotional Development Self-regulation 	Can talk about feelings. Welcome distractions when upset. Increasingly follow the 3 R Values of Robert Shaw and class rules. Can express likes and dislikes. Independently organise belongings. Manage own personal hygiene. Develop friendships with peers. SCARF – Me and My Relationships	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships. SCARF – Valuing Difference	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences. SCARF – Keeping Safe	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. SCARF – Rights and Resepcts	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance. SCARF – Being My Best	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others’ needs and feelings. SCARF – Growing and Changing
Physical Development 	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Complete PE – Gymnastics Different ways of moving and travelling	Children can negotiate space and obstacles safely, demonstrate strength, balance and co-ordination. Move energetically through skipping, running, hopping, jumping and dancing. Complete PE - Dance	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Work and play co-operatively and take turms with others. Complete PE - Games (ball skills and team work)	Learning to progress towards a more fluent style of moving with developing style and grace. Complete PE – Dance	Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peer. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Complete PE – Team work/Commando Joe	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically, such as running, jumping, dancing, skipping, hopping and climbing. Complete PE – Games/Athletics
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.					
Literacy - Comprehension	Listen and enjoy sharing a range of books. Hold a book correctly, handle with care.	Experience and respond to different types of books, e.g., story books, factual/ real-world books , rhyming and non-rhyming stories, realistic and fantasy stories .	Use picture clues to help read a simple text.	Retell stories in the correct sequence, draw on language patterns of stories.	Correctly sequence a story or event using pictures and/or captions.	Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and

		Handwriting: Form letters from their name correctly. Recognise that after a word there is a space. Shows a dominant hand.		Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.		Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using special friends Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.																																																																																																						
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Understanding the World	History: Remembers and talks about significant events from own experiences. Recognise and describe special times and events for family or friends. Science: Explore the differences between a baby, toddler and child. Learn the importance of looking after our body RE: Name and describe people who are familiar to them. Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.	History: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Comment on images of familiar situations in the past. Science: Explore the natural world around us Describe what we see, hear and feel whilst outside. RE: Recognise that people have different beliefs and celebrate special times in different ways eg: Christmas Day, Diwali. Ask questions, use different sources to find answers including books.	History: Compare and Contrast characters from stories including figures from the past (David Attenborough/Rocket) Science: Explore the natural world around us. Recognise that some environments are different to the one in which we live. Understand the effect of changing seasons and environmental impact on the natural world around us. Animals- know how to care for animals including local wildlife and endangered species.	History: Explore methods of travel from the past and present Science: Explore the forces push and pull RE: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Geography: Habitats Recognise, know, and describe features of different places. Look	History: Order experiences in relation to themselves and others, including stories. Science: Understand the key features of the life cycle of a plant or animal. RE: Understand that some places are special to members of their community. Geography: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Draw information from a simple map and identify landmarks of our local area. Computing:	History: Talk about and understand changes in their own lifetime, by creating a personal timeline. Science: explore the properties of materials RE: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.																																																																																																						

	Geography: Recognise that we have different types of houses and homes. Compare the similarities and differences to homes around the world. Digital:	Geography: Recognise some similarities and differences between life in this country and life in other countries. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica. Digital:	RE: Understand that some places are special to members of our community. Geography: Habitats (woodland and ocean) Begin to understand the effect their behaviour can have on the environment. Digital: Draw winter scene on Sketches School	closely at similarities and differences. Digital: White Rose 1 min maths		Geography: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites. Computing:
	Begin to develop a sense of <u>continuity and change</u> by being able to compare and contrast characters from stories throughout the year, including figures from the past. Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. Describe images of familiar situations in the past using books					
	Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.					
Expressive Arts and Design 	Art; Portrait skills – drawing themselves, observational work, Music; Remember and sing entire songs. Charanga Songs: Develop storylines in their pretend play.	Art; Using different media for pictures; chalks, pastels, charcoal Music; Sing in a group or on their own, increasingly matching the pitch and following the melody. Christmas Performance Charanga Songs: Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.	Art; Digital art skills Music; Makes music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to Charanga Songs: Explore and engage in music making and dance, performing solo or in groups.	Art; Colour wheel and exploring mixing paints Transform Art scheme - painting Music; Create collaboratively sharing ideas, resources, and skills. Charanga Songs: Make use of props and materials when role playing characters in narratives and stories.	Art; Artist study – Kandinsky Transform Art scheme - sketching Music; Listen attentively, move to, and talk about music, expressing their feelings and responses. Charanga Songs: Make use of props and materials when role playing characters in narratives and stories.	Art; Artist Study – Van Gogh Transform Art Scheme – printing and sculpture Music; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music Charanga Songs Watch and talk about dance and performance art, expressing their feelings and responses. Make use of props and materials when role playing characters in narratives and stories.
	DT – Develop skills for effective and safe use of tools. Join different materials and explore different textures		DT – Explore the use of resources to create moving parts Return to and build on their previous learning, refining ideas and developing their ability to represent them.		DT – Manipulate tools and resources to create a desired outcome Share their creations, explaining the process they have used.	
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.					

