Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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
Family photo day – children to bring in photos of their families. Photo's to be added to Role Play Area.	Christmas Performance				
Black History Week Focus All Types of Families	World Religions	Different places around the world	Easter Show Racism the Red Card		
Stay and Play for families	Winter Performance		Stay and Read sessions		Sport Event Class Assemblies
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
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
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.
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	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	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	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-	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
	What If We Were All The Same? Seasons - Autumn Family — Are they all the same? Family photo day — children to bring in photos of their families. Photo's to be added to Role Play Area. Black History Week Focus All Types of Families Stay and Play for families National Baseline data RWI assessments GLD Projections Staggered Start Parents' Maths Workshop Parents' Phonics Workshop 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. Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups.	What if We Were All The Same? Seasons - Autumn Family – Are they all the same? Eamily photo day – children to bring in photos of their families. Photo's to be added to Role Play Area. Black History Week Focus All Types of Families World Religions Winter Performance National Baseline data RWI assessments GLD Projections National Baseline data RWI assessments GLD Projections Staggered Start Parents' Maths Workshop Parents' Maths Workshop Parents' Phonics Workshop 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. Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups.	What If We Were All The Same? Seasons - Autumn Family – Are they all the same? Family photo day – children to bring in photos of their families. Photo's to be added to Role Play Area. Black History Week Focus All Types of Families National Baseline data RWI assessments GLD Projections Stageered Start Parents' Maths Workshop Parents' Parents evening in house moderation in sight Assessments and analysis RWI assessments and interventing lin house moderation in sight Assessments and analysis RWI assessments and regrouping Parents Evening Parents' Maths Workshop Parents' Parent reading session 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. 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. Understand how to listen carefully and why listening is important. Engage in story times. Fingage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Parents pinstructions. Perfect Poetry Auturn Halloween Division Christmas Christmas Christmas Performance Christmas Performance Christmas Performance Christmas Performance Different places around the world Different places around the world Phase meetings and internal moderations moderations RWI assessments and regrouping Analysis of intervention data Parents Evening Parent reading session Parents Evening Par	Mate If We Were All The Same? Perfect Poetry Autumn Halloween Diwait Bonfire Night Christmas Halloween Diwait Halloween Diwait Bonfire Night Christmas Halloween Diwait H	Note of the Were All I he Same? Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Autumn Family - Are they all the same Seasons - Are they all the same and seasons Parents - Are they all the same and seasons Parents - Are they all the same and seasons Parents - Are they all the same and seasons Parents - Are they all the same and seasons Parents - Are they all the same and seasons Parents - Are they all the same and seasons Parents - Are they all the same and seasons Parents - Are they all the same and seasons Parents - Are they all the same and seasons Parents - Are they all the same and seasons Parents - Are they all the same and seasons Parents - Are they all the same and seasons Parents - Are the same and seasons Parents - Are t

	Understand 'when' questions and	Start a conversation with peers and	Begin to use past tense.	Ask questions to find out more and	Use language to reason.	with the text; some as exact
	begin to respond to 'why'	familiar adults and continue for	Begin to recount past events.	check understanding.		repetition and some in their
	questions.	many turns.		Articulate their ideas and thoughts		own words.
	Use sentences 4-6 words.	Develop social phrases		in well-formed sentences.		Speak in well-formed
	Use talk to organise play.	Develop social privaces		Listen to and talk about selected		sentences with some detail.
	ose talk to organise play.			non-fiction to develop a deep		Use new vocabulary in
				familiarity with new knowledge and		different contexts.
				vocabulary		Use past, present, and future
				Begin to connect one idea or action		tenses in conversation with
				to another using a range of		peers and adults. Use
				l		'
				connectives.		conjunctions to extend and
			<u> </u>	Describe events in some detail.		articulate their ideas.
	Learn new vocabulary		nes and songs, paying attention to how they		abulary in different contexts	
	Use new vocabulary through the da				k about stories to build familiarity and understand	
	Can talk about feelings.	Beginning to express their feelings	Show pride in achievements.	Can make choices and communicate	Beginning to know that children think and	Able to identify and moderate
and Emotional	Welcome distractions when upset. Increasingly follow the 3 R Values	and consider the perspectives of others.	Understand behavioural expectations of	what they need. Begin to show persistence when	respond in different ways to them. Can talk about their own abilities positively.	own feelings. See themselves as a unique
Development Self-regulation	· ,	Begin to take turns and share	the setting. Can explain right from wrong and try to	faced with challenges.	Confident to try new activities	and valued individual.
Self-regulation	Can express likes and dislikes.	resources.	behave accordingly.	Can keep play going by co-	Show resilience and perseverance.	Can seek out a challenge and
	Independently organise belongings.	Independently choose where they	Manage their own needs.	operating, listening, speaking, and	Show resilience and perseverance.	enjoy the process.
	Manage own personal hygiene.	would like to play.	Can identify kindness.	explaining.		Show sensitivity to others'
	Develop friendships with peers.	Continue to build constructive and	Seek others to share activities and	Can reflect on the work of others		needs and feelings.
		respectful relationships.	experiences.	and self-evaluate their own work.	SCARF – Being My Best	
	SCARF – Me and My Relationships	SCARF – Valuing Difference	SCARF – Keeping Safe	SCARF – Rights and Resepcts		SCARF – Growing and Changing
Physical	Revise and refine the fundamental	Children can negotiate space and	Set and work towards simple goals,	Learning to progress towards a	Work and play co-operatively and take turns	Negotiate space and obstacles
Development	movement skills they have already	obstacles safely, demonstrate	being able to wait for what they want	more fluent style of moving with	with others. Form positive attachments to	safely, with consideration for
	acquired: rolling, crawling,	strength, balance and co-ordination.	and control their immediate impulses	developing style and grace.	adults and friendships with peer. Be confident	themselves and others.
(A)	walking, jumping, running,	Move energetically through skipping,	when appropriate. Work and play co-		to try new activities and show independence,	Demonstrate strength, balance
9 9	hopping, skipping, climbing.	running, hopping, jumping and	operatively and take turms with others.		resilience and perseverance in the face of	and co-ordination when
@ &		dancing.			challenge.	playing. Move energetically,
						such as running, jumping, dancing, skipping, hopping and
			Complete PE - Games			climbing.
			(ball skills and team work)		Complete PE – Team work/Commando Joe	ciiribirig.
	Complete PE – Gymnastics	Complete PE - Dance				
	Different ways of moving and	i ·				
	travelling			Complete PE – Dance		Complete PE –
						Games/Athletics
	Dayslan the averall hady st	rength co ordination balance and agili	thy peeded to engage successfully with future	e physical adjugation sossions and other	physical disciplines including dance, gymnastics,	sport and swimming
					iting, paintbrushes, scissors, knives, forks, and spe	
	·	·		gested tools, periclis for drawing and wi	itilig, pallitbrusiles, scissors, kilives, forks, aliu spi	JOH.
		gth to achieve a good posture when sitt	ing at a table of Sitting of the 1100f.			
	Develop overall body-streng	gth, balance, co-ordination, and agility.				
Literacy -	Listen and enjoy sharing a range of	Experience and respond to different	Use picture clues to help read a simple	Retell stories in the correct	Correctly sequence a story or event using	Play influenced by experience
· · · · · · · · · · · · · · · · · · ·	books.	types of books, e.g., story books,	text.	sequence, draw on language	pictures and/or captions.	of books - act out stories
	Hold a book correctly, handle with	factual/ <mark>real-world books</mark> , rhyming				through role play activities,
	Hold a book correctly, handle with care.			patterns of stories.		through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and

	Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play. Identify a rhyming pair	Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
Literacy – Word Reading	RWI – Whole Class Sessions Read 16 sounds set 1 Word Reading: Hears and says the initial sounds in words. Begins to segments the sounds in simple words and blend them together and knows which letters represent some of them. Recognise some familiar words in print, e.g., own name or advertising logos.	RWI - Differentiated groups Read all 25 Set 1 single letter sounds Blend sounds into words orally Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	RWI - Differentiated groups Read all 25 Set 1 single letter sounds Blend sounds to read words Read short Ditty stories Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter— sound correspondences and, where necessary, a few exception words.	RWI - Differentiated groups Read 31 sounds (Set 1 Special Friends) Read Red Storybooks Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read phrases and sentences made up of words with known letter— sound correspondences and, where necessary, a few exception words.	RWI - Differentiated groups Read 35 sounds (4 double consonants) Read Green Storybooks Word Reading: Read most letter groups that each represent one sound and say sounds for them. Read phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words.	RWI - Differentiated groups Read 41 sounds (first 6 Set 2 sounds) Read Green Storybooks Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
	Re-read books to build up their con	fidence in word reading, their fluency ar	nd their understanding and enjoyment. Rea	d books consistent with their phonic kn	owledge.	
Literacy - Writing	Emergent writing: Aware that writing communicates meaning. Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Write their name copying it from a name card or try to write it from memory. Draws lines and circles, ladder letter patterns, copy shapes, letters and pictures. Orally segment sounds in simple words.	Emergent writing: Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Use appropriate letters for initial sounds. Write letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.	Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently. Spell irregular words I and the correctly. Handwriting: Write from left to right and top to bottom. Begin to form recognisable letters.	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently. Spell some irregular common (tricky) words e.g. she, he, my, I, the, no, to.	Emergent writing: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Emergent writing: Show awareness of the different audience for writing. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.

	Hand	writing N.B. T	he letters childi	name co a word th Shows a	rrectly. Recog nere is a space dominant har	nd.	e, phon	ics phases and	other letters w	hich chilc	effec letter ascer	writing: Holds tively to form rs. Know how to nders and description we been taught	recognisable to form clear					Spelling: Spell work drawing on known known grapheme correspondences. Make phonetical attempts when work with the words e.g., he, shindependently. Handwriting: Use confidently to work can be clearly reconstruction.	vledge of e s. ly plausible vriting more vn words e.g. nds vmmon (tricky) he, we, be, me e a pencil rite letters that cognised and
Mathematics	Autumn	W-14	Works	Wate		Work of	Spring	Week 11	Week 12	Week	, 13	Week 14	Week 15						
	Focus Set 1	Week 1 Subitising Subitising within 3 Week 6	Week 2 Counting continuous Focus on counting skills Week 7	Week 3 Composition Explore how all numbers are made of 1s Focus on composition of 3 and 4 Week 8	Week 4 Subitising Subitise objects and sounds Week 9	Week 5 Comparison Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than Week 10	Focus Set 3	Subitising Subitise within 5 focusing on die patterns Match numerals to quantities within 5	Week 12 Counting, crainability and cardinality and condinality and the staincase pattern See that each number is one more than the previous number	Compos Focus on 5		Composition Focus on 6 and 7 as '5 and a bit'	Composition Compare sets and use anguage of comparison: more than, fewer than, an equal number to Make unequal sets equal	Summer 1 Focus Set 3	Counting, ordinality and cardinality Counting – larger sets and things that cannot be seen		Week 23 Composition Composition – '5 a bit'		Comparison Comparison – linke to ordinality Play track games
	Set 2	Focus on counting skills Focus on the 'five-ness o 5' using one hand and th die pattern for 5		Composition Explore the concept of whole and part	Composition Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	Spring 2 Focus	Week 16 Counting, ordinality and cardinality Focus on the 'staircase' pattern and ordering numbers	Comparison Focus on ordering of numbers to 8 Use language of less that	Comp Focus on 7	position	Week 19 Composition Doubles – explore how some numbers can be made with 2 equal parts	Composition Sorting numbers according to attributes - odd and even numbers	Summer 2 Set 4	Week 26 Subitise to 5 Introduce the rekenrek	Review and assess Automatic recall of bonds to 5	Review and assec Composition of numbers to 10	Review and assess Comparison	Review and assess Number patterns
	about experi Recog times friend Science betwee Learn after of RE: Na are fa Knows make about	iences. Inise and description and events for s. The Explore the en a baby, to the important body The ame and description and description to the some of the them unique some of the ences in relations.	vents from ow cribe special or family or e differences oddler and chil ace of looking cribe people w	n when talk events in lives of ot have learn Comment situations d. Science: around u Describe whilst out ho RE: Reco different times in contract times in c	nt about throut on images of a in the past. Explore the rais what we see, tside. gnise that people is and cellifferent ways a Day, Diwali. Sent sources to	est/present es and in the es and in the g people they ugh books. If familiar enatural world hear and feel expelebrate special	Science aroun Recog differed Under seaso the national Anima	the past (Dav borough/Roc ce: Explore the d us. gnise that some ent to the one rstand the efforts and enviro atural world a als- know how ling local wildle	ories including id ket) The natural worles environmente in which we lect of changing mental impactories in mental impactories in which we lect of changing mental impactories in which we will be a supplemental	ld its are live. g ct on	Scient pull RE: U curio about communication specion through the control of the c	the past and past and past and past and interest people within nunity and in cal places and e	value of being ted in finding out their own other countries -events or objects on texts, stories, is.	Science Under a plan RE: Ur member Geogr the di E.g., w Draw	rstand the key fe t or animal. Inderstand that so pers of their com- raphy: Comment fferent parts of weather, hill, hou information from	eatures of the literatures of the literatures of the literatures are namunity. It and ask questing the local community are not a simple map	fe cycle of special to ons about unity. h, shop. and	History: Talk abounderstand chan own lifetime, by personal timeline Science: explore of materials RE: Understand theing curious and finding out about their own commother countries and events or obthrough non-fictistories, visitors, constants, constants	the properties the value of d interested in t people within unity and in special places jects — ion texts,

	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:	
	Comment and ask questions about	their immediate environment, other pla		hey have learnt about. Describe images	s of familiar situations in the past using books		
			understand the effect of the changing season grants and plants. Understan		Describe what they see, hear, and feel outside. natural environment and all living things.		
Expressive Arts and Design	Art; Portrait skills – drawing themselves, observational work, Music; Remember and sing entire	Art; Using different media for pictures; chalks, pastels, charcoal Music; Sing in a group or on their	Art; Digital art skills	Art; Colour wheel and exploring mixing paints Transform Art scheme - painting	Art; Artist study – Kandinsky Transform Art scheme - sketching	Art; Artist Study – Van Gogh Transform Art Scheme – printing and sculpture	
	songs. Charanga Songs:	own, increasingly matching the pitch and following the melody. Christmas Performance Charanga Songs:	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	Music; Create collaboratively sharing ideas, resources, and skills.	Music; Listen attentively, move to, and talk about music, expressing their feelings and responses.	Music; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music	
	Develop storylines in their pretend play.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a	Charanga Songs:	Charanga Songs:	Charanga Songs:	Charanga Songs	
		park.	Explore and engage in music making and dance, performing solo or in groups.	Make use of props and materials when role playing characters in narratives and stories.	Make use of props and materials when role playing characters in narratives and stories.	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	
	DT – Develop skills for effective and Join different materials and explore		DT – Explore the use of resources to creat Return to and build on their previous lear their ability to represent them.		DT – Manipulate tools and resources to create a desired outcome Share their creations, explaining the process they have used.		
		variety of artistic effects to express their sic making and dance, performing solo o	ideas and feelings r in groups. Singing – well known nursery rl	nymes, familiar songs and chants.			