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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Term** | **One** | **Two** | **One** | **Two** | **One** | **Two** |
| **Theme** | **Marvellous Me** | **Party Time!** | **Open the Toybox** | **Ahoy There! (Pirates)** | **How does your Garden Grow?** | **Passports Ready!** |
| **Hooks for Learning** | * Starting my new class/New Beginnings
* How have I changed?
* My family
* What am I good at?
* How do I make others feel?
* Being kind / staying safe What do the signs around us tell us?
* What places do we know and can we find in our town?
* Is our town famous for something?
* What is your favourite part of our town?
 | * What do you celebrate?
* What celebrations have you been to?
* Do we all celebrate the same celebrations?
* Why do we celebrate things?
* What makes a celebration special?
* Let us celebrate our differences – what are they?
 | * What is your favourite toy?
* Who might have played with these toys?
* What toys did our parents/grandparents play with?
* How do the different toys move?
* What are toys made of?
 | * What does x mark on the map?
* Whose ship is this?
* Where might a pirate bury their treasure?
* What is treasure?
* Which is the best ship for a pirate?
 | * What grows in my garden?
* Why are trees so big?
* How can I grow my own vegetables?
* Which fruits grow in our country and which do not?
* How did it become a butterfly?
* How do animals change as they grow?
* What does everything need to help it grow?
 | * Where do you go on holiday when its holiday time?
* Have you flown on an aeroplane?
* Where do people go on their holidays?
* What do people do on their holiday?
* What clothes do we need for very hot days?
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| **Predictable Interests / Learning experiences** | New routines/ expectations AutumnBodies/skeletonsFamilies/homesBuildings/ShopsRec/RiverFire Engine Visit/Police Visit | Bonfire nightChristmasBirthdayChildren in Need | Old/new toysFavourite toysTeddy bear’s picnic | Treasure mapsMaking boatsFloating/sinkingTreasure boxesPirate flags | Butterfly gardenChicksGrowing things in school garden. | TravelDifferent environments Different animals |
| **Text links** | * Owl Babies
* The Colour Monster
* The Lion Inside by R Bright
* Freddie and the Fairy by J Donaldson
* Aliens love Underpants
* Funnybones
* I’m a Feel-O-Saur by Lezlie Evans
* Neon Leon by Jane Clarke
* The Koala who Could by Rachel Bright
 | * Sparks in the Sky
* Nativity Story
* Elmer’s Birthday
* You be you Linda Kranz
* Only one you Linda Kranz
* The Squirrels who Squabbled by Rachel Bright
* Let’s Celebrate K DePalma & M Peluso
* The Jolly Postman
 | * Dogger
* Old Bear
* I love you, Blue Kangaree
* Harry and the Bucketful of Dinosaurs
* Toys in Space
* Traction Man
* Stanley’s Stick
* The Naughty Bus
* Non-fiction books
 | * Pirate post
* The night pirates
* Martha Maps it out
* Pirates love Underpants
* Mrs Pirate
* Molly Rogers – pirate girl
* Never mess with a pirate princess
* How to be a pirate in 10 easy steps
* Billy and the pirates
* Captain Flinn and the pirate dinosaurs
* Non fiction books
 | * Each Peach Pear Plum
* Stuck
* The Giving Tree
* Jack and the Beanstalk
* The Very Hungry Caterpillar
* The Enormous Turnip
* Pip & Egg by Alex Latimer
* The World Came to my Place Today by Dr Jo Readman
* Non Fiction Books
 | * The Snail and the Whale
* Busy Holiday
* What the ladybird heard on Holiday
* Mr Grumpy’s Outing
* Katie Morag; Island Stories
* Handa’s Surprise
* The World Around Me by Charlotte Guilan
* Home by Carson Ellis
* My World, Your World by Melanie Walsh
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| **Vocabulary**  | Name body parts.Feelings wordsFamily member namesDescriptive words for buildings, structures and feelings.Names of different buildings | Festival names and words.Descriptive words to describe the celebrations and how they made you feel. | Descriptive words for the toys – sensory words – textures, weightPast and present words – old/new | Names of characteristics eg fierceDescriptive language for pirate shipsDirectional/positial voac – treasure maps | Words to describe growth – enormous, hugeWords to describe the lifecycles.Plant and animal names. | Descriptive words for other environments.Descriptive words for how other environments and travel makes you feel – excited, scared |
| **KS1 Links**  | Local Area StudyAnimals including HumansDrawing maps | CelebrationsPSHE - diversity | ToysMaterials | Drawing Maps Significant figures (Anne Bonnney/Blackbeard)Science – floating/sinking | PlantsSeasonal changesDT cooking and nutrition | Hot and cold PlacesDrawing MapsThe seaside/RecyclingContrasting Locality |
| **RE Unit**  | F4 – Being Special – Where do we belong? | F2 Why do Christians perform Nativity plays at Christmas? | F1 – Why is the word God so important to Christians? | F3 – Why do Christians put a cross in an Easter Garden? | F6 - Which stories are special and why? |

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| **Early Years Progression** |
|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Communication** **and Language** | **Reception** | **Reception** | **Reception** |
| * Follows instructions without visual clues
* Asks simple questions about stories or themselves
* Describes how they made a model or did an activity
* Describes events that have happened although tenses may not be accurate
* Uses sentences of between 4-6 words
 | * Listens to the opinions of others in a small group.
* Follows longer, more complex instructions
* Retells simple stories sometimes using the vocabulary from books
* Understands who, what, where, how and why questions
* Sometimes uses tenses correctly
* Ask questions about events in the past or future & uses vocabulary associated with the events
 | * Uses language to imagine and recreate roles and experiences in play situations
* Links statements and sticks to a main theme or intention
* May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span
* Understands a range of complex sentence structures including negatives, plurals and tense markers
* Listens and responds to ideas expressed by others in conversation or discussion
* Understands questions such as who; why; when; where and how
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| **Personal, Social and Emotional Development** |  |  |  |
| * Show more confidence in new social situations.
* Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
* Understand why rules are important.
* Talk with others to solve conflicts.
* Talk about their feelings using words like ‘angry’ and ‘worried’
* Understand gradually how others might be feeling.
* Make healthy choices about food, drink, activity and tooth brushing.
* Express their feelings and consider the feelings of others.
 | * See themselves as a valuable individual.
* Build constructive and respectful relationships.
* Express their feelings and consider the feelings of others.
* Manage their own needs.
* Personal hygiene
 | * Show resilience and perseverance in the face of challenge.
* Identify and moderate their own feelings socially and emotionally
* Think about the perspectives of others.
* Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity

•healthy eating •tooth brushing• sensible amounts of ‘screen time’ •having a good sleep routine• being a safe pedestrian |
| **Physical Development** |  |  |  |
| * Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.
* Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.
* Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
 | * Begins to negotiate space successfully when playing racing and chasing games.
* Revise and refine the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping climbing.
* Progress towards a more fluent style of moving with developing control.
* Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors ,knives, forks and spoons.
 | * Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
* Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
* Handles tools, objects, construction and malleable materials safely and with increasing control and intention
* Begins to use anticlockwise movement and retrace vertical lines
* Begins to form recognisable letters independently
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| **Literacy****Read2Write is followed** |  |  |  |
| * Write some or all the letters of their name.
* Develop understanding of 5 key concepts about print.
 | * Begins to write letters to represent initial sound of words.
* Extended conversations about stories, learning new vocabulary.
* Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
 | * Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
* Spell words by identifying the sounds and then writing the sound with letter/s.
* Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
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| **Mathematics****White Rose Maths Scheme is used alongside Hamilton Trust** | **Autumn Term** | **Spring Term** | **Summer Term** |
| * Engages in subitising numbers to four or five
* Uses spatial language
* Spots patterns in the environment
* Enjoys tackling problems involving prediction and comparisons
 | * Estimates numbers of things
* Increasingly confident at putting numerals in order 0 to 10
* Counts out up to 10 objects from a larger group
* Matches the numeral with a group of items)
* Begins to conceptually subitise larger numbers
* Chooses familiar objects to create and recreate repeating patterns
* increasingly able to order and sequence events using everyday language related to time
 | * Count beyond ten.
* Understand the ‘one more than/one less than’ relationship between consecutive numbers.
* Automatically recall number bonds for numbers 0–5 and some to 10.
* Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
* Compare length, weight and capacity.
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| **Understanding the World** |  |  |  |
| * Begin to make sense of their own life-story and family’s history.
* Show interest in different occupations.
* Talk about what they see, using a wide vocabulary.
* Understand the key features of the life cycle of a plant and an animal.
 | * Begin to know that there are different countries in the world.
* Talk about members of their immediate family and community.
* Understand that some places are special to members of their community.
 | * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
* Compare and contrast characters from stories, including figures from the past.
* Recognise that people have different beliefs and celebrate special times in different ways.
* Describe what they see, hear and feel whilst outside.
* Understand the effect of changing seasons on the natural world around them.
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| **Expressive Arts and Design** |  |  |  |
| * Develops an understanding of using lines to enclose a space and begins to use drawings to represent things.
* Use a variety of construction materials in different ways.
* Use tools for a purpose.
* Uses available resources to create props or creates imaginary ones to support play.
* Plays alongside other children who are engaged in the same theme
 | * Begin to build a collection of songs and actions.
* Uses tools to explore and develop their thinking around their interests.
* Creates representations of both imaginary and real-life ideas, events, people and objects.
* Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.
* Begins to use combinations of art forms.
 | * Develop storylines in their pretend play.
* Explore and engage in music making and dance, performing solo or in groups.
* Create collaboratively, sharing ideas, resources and skills.
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| **Early Learning Goals for the end of year assessment** |
| **Communication and Language** | **Personal, social, emotional development** | **Physical****Development** | **Literacy** | **Maths** | **Understanding the World** | **Expressive arts and design** |
| **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

**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. | **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.

**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**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. | **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.

**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.
 | **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.

**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.

**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. | **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.

**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.
 | **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

**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.

**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.
 | **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.

**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.
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