




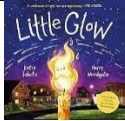
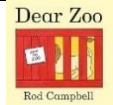

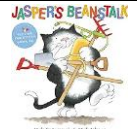
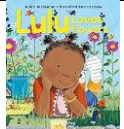

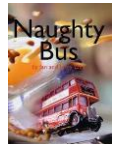

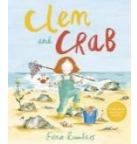


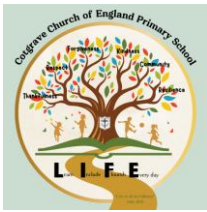


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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes 	Marvelous Me! Buttons/cutlery/ social stories/ environmental sounds/ counting songs and rhymes/ numbers 1-5/ 2D shape/ families/ environment/ colours/ shape	Celebrations Autumn Remembrance Birthdays - Diwali - Bonfire night - Christmas	Animals of the world Winter weather Birds Life cycles (animals) Animals and their young	Down at the bottom of the garden - Plants - From field to fork - Life cycles (plants)	Our Royal Family Countries – UK Maps Journeys	Holidays and Journeys Summer weather Beaches Holidays Transport
Core Texts 	  Owl Babies Colour Monster goes to school	  The Best Diwali Ever Little Glow	  Dear Zoo Hungry Caterpillar	  Jasper's Beanstalk Lulu loves flowers	  King's Pants Naughty Bus	  Clean up! Clem and Crab
Reading Spine for Storytime 	Starting school Only one you Super Duper you Lulu's First Day All are Welcome Goldilocks and the three bears Colour Monster	We're going on a leaf hunt Pumpkin soup Pattan's Pumpkin When's my birthday Mog' birthday Eight nights, eight lights Dear Santa	Rosa explores life cycles Monkey Puzzle Brown Bear, Brown Bear Polar Bear, polar bear Pablo at the zoo Farmer Duck Three Little Pigs Ruby's Chinese new year	Little Red Hen Tiny Seed 10 little seeds It starts with a seed The giant turnip Handa's Hen	Sleeping Beauty Maisy Goes to London We completely must go to London The Train Ride Martha's Map	Tiddler Somebody swallowed Stanley Going on a bear hunt The Gingerbread Man Billy's bucket Look what I've found at the seaside Lucy & Tom at the seaside
Song and Rhyme Spine 	Heads, shoulders knees and toes If you're happy and you know it Wheels on the bus 5 Little Speckled Frogs	Twinkle Twinkl little star 5 little men in a flying saucer	Three Little Pigs Incy Wincy Spider	Mary Mary Old Macdonald	Queen of Hearts London's Bridge	Row row your boat 1, 2, 3, 4, 5 once I caught a fish alive

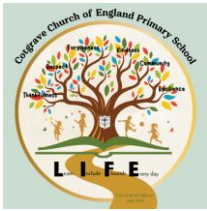


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<p>Visits/Visitors</p> 	<p>Church for Harvest Visit from Father Paul Culture box</p>	<p>Autumn Walk Nativity in church Pantomime visit</p>	<p>Lamb visit Caterpillars – Insect Lore Chinese New Year Celebrations</p>	<p>The Old Barn Farm Trip Giant Beanstalk Easter Celebrations (Easter service, Easter egg hunt)</p>	<p>Bus trip/journey</p>	<p>Whole School Production</p>
<p>Communication and Language</p> <p>Nursery</p> 	<p>Starts to listen to adults around them and will respond to very simple requests, usually on their own terms.</p> <p>Communicates through words and gestures and combines words to meaningful phrases and sentences.</p>	<p>More likely to listen to and respond to a simple request or instruction.</p> <p>Starts to understand more of the 'F1-specific' vocabulary.</p> <p>Communicates through words and gestures and combines words to meaningful phrases and sentences.</p>	<p>Responds to simple questions and attempts to answer by speaking, pointing or gesturing.</p> <p>Starts to engage in longer dialogues</p>	<p>Can listen for a longer period but will need prompting to maintain focus.</p> <p>Uses characters in their play but not necessarily the features of the characters or the events from a story.</p> <p>Starts to engage in longer dialogues.</p>	<p>Starts to use some new vocabulary and join in with songs, stories and rhymes.</p> <p>Demonstrates more confidence when using fantasy language in play.</p>	<p>Can remember the main events in a story and will follow a single instruction with little support.</p> <p>Demonstrates more confidence when using fantasy language in play.</p>
<p>Communication and Language</p> <p>Reception</p> 	<p>Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).</p> <p>Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with etc.</p>	<p>Demonstrates good listening through increased interaction.</p> <p>Starts to interact with more confidence.</p>	<p>Showing an understanding of a broader vocabulary.</p> <p>Starts to use more- appropriateness, structure and vocabulary.</p>	<p>Initiates interactions and shows an understanding of more complex questions.</p> <p>Uses more- complex vocabulary.</p>	<p>Begins to express own opinions and justify them.</p> <p>Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions,</p>

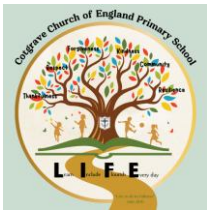


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						<p>offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express 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>
<p>Personal social and emotional development</p> <p>Nursery</p> 	<p>Knows what is expected in school in very simple terms, e.g. where we put our coat, we sit down when we eat, we listen to stories together.</p> <p>Finds comfort in the familiar. Knows what comforts them and how to soothe themselves when necessary.</p> <p>Forms an attachment with an adult in the setting.</p>	<p>Asserts themselves as an individual person with likes and dislikes.</p> <p>Aware that things don't always go their way and when they are upset finds an adult with help them.</p> <p>Plays alongside other children.</p>	<p>Finds what they want to play with and stays with the activity for longer periods of time.</p> <p>Starts to show a preference.</p> <p>Starts to comply with the boundaries of school, knowing there are rules.</p> <p>Starts to 'dip' into others' play.</p>	<p>More aware of the choices around them and the other children around them and starting to interact.</p> <p>Demonstrates more confidence in the school setting, being less upset or nervous with unfamiliar people or events.</p> <p>Is more aware of others in the setting and starts to interact during play.</p>	<p>Starts to be more confident to play with others and notices when other children are happy and sad.</p> <p>More aware of others around them and the need to take account of others around them.</p> <p>Is interested in other children's play and may start to observe with interest and join in the game.</p>	<p>Starting to show responsibility for their own feelings and their own play.</p> <p>Able to manage a task, seeing it through from beginning to end.</p> <p>Joins in with others' play.</p>

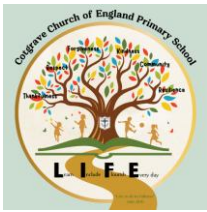


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<p>Personal social and emotional development</p> <p>Reception</p> 	<p>Begins to develop confidence and cooperation.</p> <p>Begins to develop confidence with peers and sustained interest in play.</p> <p>Manages coat, toilet with help, and cutlery with support.</p> <p>Shows friendly behaviour, contributing to increasingly positive play and relationships. Begins to respond to adults well.</p>	<p>Shows an increasing ability to share, recognise emotions of self and show good manners.</p> <p>Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently.</p> <p>Initiates play, recognises some emotions better and follows instructions.</p>	<p>Begins to find ways to resolve conflicts.</p> <p>Cooperates increasingly with routines. Develops confidence in new situations.</p> <p>Understands classroom expectations.</p> <p>Identifies when they require support or help. Starts to play in a group more effectively.</p>	<p>Starts to consider the feelings of others.</p> <p>Has a growing positive self-image.</p> <p>Shows increased understanding of behaviour Expectations and why the Expectations exist.</p> <p>Increasingly able to share, take turns and respond positively to other children.</p>	<p>Begins to understand how others might be feeling – to show empathy.</p> <p>Shows increased confidence and resilience and this can include supporting peers.</p> <p>Starts to understand the needs of other children and their own feelings.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p>
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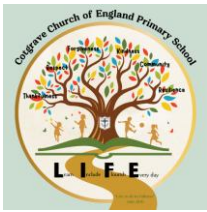


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						Show sensitivity to their own and to others' needs.
Physical Development Nursery 	<p>Shows some control over their body.</p> <p>Uses a range of tools and equipment.</p>	<p>Shows some control over their choice of tools.</p> <p>Uses a range of tools and equipment with some control.</p>	<p>Shows increasing development of control over trickier tools, e.g. a flag, a spade.</p> <p>Starts to recognise the changes they can make using tools and equipment.</p>	<p>Starts to control the body to work with others.</p> <p>Shows more fine motor control with tools.</p>	<p>Shows good control in large movements like changing direction when running.</p> <p>Shows finer control with smaller tools whilst still needing some help with tricky things like buttons.</p>	<p>Begins to control smaller tools.</p> <p>Demonstrates more control of the tools being used, e.g. can make more- controlled marks with crayons and pencils.</p>
Physical Development Reception 	<p>Shows an increasing awareness of what their own body can do.</p> <p>Engages with physical play.</p> <p>Begins to make marks and shapes using simple equipment.</p>	<p>Becomes increasingly aware of the space around them and what they can do in the space.</p> <p>Uses a wider range of equipment to make more refined shapes and marks, models and construction.</p>	<p>Refines the way they move in the space around them.</p> <p>Adds more detail to shapes and objects created as control increases.</p>	<p>Shows more confidence and proficiency in their movements and in using objects and equipment.</p> <p>Shows increased control with a range of tools to create more complex shapes, objects and writing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p>	
Literacy Nursery	<p>Likes to read a book with an adult.</p>	<p>Talks about the pictures and what is happening.</p>	<p>Knows where to find the story on the page.</p>	<p>Can identify some signage in the classroom.</p>	<p>Can talk about the characters in a story.</p>	<p>Can talk about the story events in simple terms.</p>

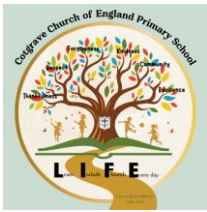


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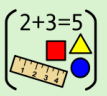
	<p>Makes marks and draws with a range of tools and equipment.</p> <p>Identifies environmental sounds and can copy/repeat some.</p>	<p>Can say what their marks mean.</p> <p>Identifies instrumental sounds and can copy/repeat some.</p>	<p>Shows consideration when mark making. Starts to take their time changing their tool as the marks progress.</p> <p>Explores different ways of making sounds with their bodies, sings songs and rhymes independently.</p>	<p>Can copy with increasing control.</p> <p>Hears initial sound phonemes and applies knowledge to alliteration.</p>	<p>Starts to make shapes that are recognisable as pre-letter shapes. Starts to write name as a shape.</p> <p>Explores and creates sound words. Claps syllables in words.</p>	<p>Writes their name as a shape (physical link) and identifies their name.</p> <p>Reads some meaningful key words and can orally segment and blend words.</p>
<p style="text-align: center;">Literacy</p> <p style="text-align: center;">Reception</p> 	<p>Shows an interest in reading, often choosing a book to look at themselves or with friends.</p> <p>Has the confidence to mark make using their physical skills to increase control over tools and equipment.</p> <p>Makes marks as part of their play.</p> <p>Reads some meaningful key words and can orally segment and blend words.</p> <p>Begins to link graphemes and phonemes.</p>	<p>Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.</p> <p>Makes marks consistently as part of their play and can talk about the meaning of their marks.</p> <p>Links phonemes to every letter of the alphabet and begins to blend them in words. Reads Set 1 red words (RWI).</p>	<p>Answers questions about the content of a book and shows an interest in reading by themselves.</p> <p>Starts to understand sentence structure.</p> <p>Shows some phonic awareness. Is good at oral rehearsal.</p> <p>Begin to read with some fluency CVC (Word time words) and captions and recognises some diagraphs.</p> <p>Identifies rhymes.</p>	<p>Shows a preference for a book, story type, genre, author.</p> <p>Chooses to read to friends.</p> <p>Likes to join in with reading in class.</p> <p>Composes a sentence well with some sentence structure more consistently used.</p> <p>Shows more phonic awareness. Demonstrates physical control.</p> <p>Begins to apply knowledge of long vowels in their reading of sentences.</p>	<p>Answers more complex questions about books and stories.</p> <p>Writes recognisable letters and words and reads back what has been written.</p> <p>Fluently reads words and sentences containing Set 1 letters and Red Words.</p> <p>Completes rhyming strings.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>

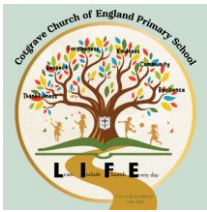


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						Write simple phrases and sentences that can be read by others.
Phonics Nursery 	Identifies environmental sounds and can copy/repeat some.	Identifies instrumental sounds and can copy/repeat some.	Explores different ways of making sounds with their bodies, sings songs and rhymes independently.	Hears initial sound phonemes and applies knowledge to alliteration.	Explores and creates sound words. Claps syllables in words. Reads some meaningful key words and can orally segment and blend words. Introduce the RWI set 1 picture cards focusing on the picture for single sounds only	
Phonics Reception 	<p>Reads some meaningful key words and can orally segment and blend words.</p> <p>Beginning to link graphemes and phonemes.</p> <p>Teach Set 1 sounds m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, i, h, r, j</p>	<p>Links phonemes to every letter of the alphabet and beginning to blend them in words.</p> <p>Teach Set 1 sounds v, y, w, x, z</p> <p>Recognise all Set 1 sounds plus sh, ch, th, Set 1 red words (RWI).</p>	<p>Fluently reads CVC word time (1.1 – 1.7) cards and captions.</p> <p>Identifies rhymes.</p> <p>Review Set 1 sounds</p> <p>Teach remaining Set 1 diagraphs qu, ng, nk, qu, ff, ll, ss, zz</p> <p>Recognise Set 2 sounds ay, ee, igh,</p>	<p>Beginning to apply knowledge of long vowels in their reading of sentences.</p> <p>Review and teach set 2 sounds ay, ee, igh, ow, oo, oo</p>	<p>Fluently reads words and sentences containing Set 1 and Set 2 letters and Red words</p> <p>Completes rhyming strings</p> <p>Review set 1 and 2 sounds</p> <p>Teach set 2 sounds ar, or, air, ir, ou, oy</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>
Mathematics Nursery 	<p>Points in sequence to a number of objects.</p> <p>Counts rhythmically and can count in songs and rhymes.</p>	<p>Starts to use some number names and starts to ascribe names to objects in a rhythmical way.</p> <p>Starts to use number comparison language.</p>	<p>Can identify one and two objects when asked.</p> <p>Enjoys counting as far as they can and uses numbers in their play.</p> <p>Can sort using simple criteria.</p>	<p>Can subitise and count to three.</p> <p>Can say what number comes next when counting and singing number songs.</p> <p>Starts to identify simple patterns.</p>	<p>Counts up to five, starting to understand cardinal principle.</p> <p>Can use 'more than' to identify different groups.</p>	<p>Uses number in play.</p> <p>Can identify numerals to five.</p> <p>Can identify when two groups have the same number.</p>

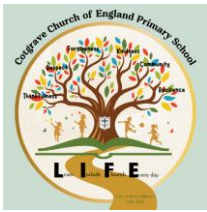


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	Can build using different equipment of different sizes and shapes.	Can talk about their models and what they used to build their models, identifying different bricks and colours, for example.			Can make simple comparisons.	Starts to use simple shape names.
<p>Mathematics</p> <p>Reception</p> 	<p>Counts objects and selects the numeral card (1–5).</p> <p>Uses the language of counting confidently and as part of play.</p> <p>Identifies simple 2D shapes in the environment.</p>	<p>Uses five frames and talks about the significance of the formation.</p> <p>Counts the total number of objects in two groups.</p> <p>Starts to understand one more and one less.</p> <p>Knows that the world is made of 2D and 3D shapes.</p> <p>Recognises 2D shapes and their properties.</p>	<p>Subitises to five. Counts on without starting at 1.</p> <p>Identifies pattern in the number system: e.g. finds all the numbers that include 5 on a 100 square, explores odds and evens and doubles.</p> <p>Knows some units of measure.</p>	<p>Uses 10 frames and talks about the arrangements. Starts to estimate.</p> <p>Uses more, fewer, less when talking about numbers and quantities.</p> <p>Uses language of time when talking about the day and events in their life.</p> <p>Recognises some 3D shapes.</p>	<p>Orders, identifies, subitises, combines and manipulates numbers to 10.</p> <p>Knows 1 more/less than.</p> <p>Recognises mathematical features of some shapes. Starts to explore problems including shape.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise up to 5.</p> <p>Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Understanding the World</p> <p>Nursery</p>	<p>Starts to be curious about the people around them. Shows interest in characters in stories and also people in school.</p> <p>Shows interest and curiosity in very simple similarities and differences between people and places.</p>	<p>Shows an interest and curiosity in the people in their family and can tell us some simple facts about their family. Recognises some families have similar features.</p> <p>Starts to use simple language about the passage of time.</p>			<p>Starts to know there are other countries in the world</p> <p>Comments on photographs and images and can talk about similarities and differences in simple terms.</p>	

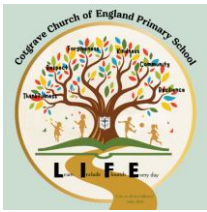


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	<p>Starts to explore the environment around them with curiosity.</p>		<p>Starts to notice when things have changed with support from an adult.</p>	<p>Recognises simple features like tree, river, beach and also places that might be significant to people like church, temple, etc.</p> <p>Starts to understand they can influence their environment and make changes to the space around them.</p>		
<p>Understanding the World</p> <p>Reception</p> 	<p>Talks about their own family and the people around them, describing features about them.</p> <p>Knows features of their own environment.</p> <p>Notices features of the immediate environment.</p>	<p>Starts to talk about the passage of time and understands significant events in their own timeline.</p> <p>Knows that there are different and significant celebrations.</p> <p>Starts to talk about changes like the weather.</p>	<p>Starts to understand events outside their own timeline.</p> <p>Understands 'different'.</p> <p>Knows there are locations beyond their own and that these are represented in different ways.</p> <p>Starts to show curiosity and wonder when involved in investigations.</p>	<p>Talks about events of personal significance.</p> <p>Starts to understand 'similarity'.</p> <p>Shows some understanding of difference.</p>	<p>Sequences events using time-specific vocabulary.</p> <p>Identifies some features of personal significance and some features that others find significant.</p> <p>Starts to talk about the passage of time in relation to changes.</p> <p>Knows some features of a different environment and what makes it different.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on</p>

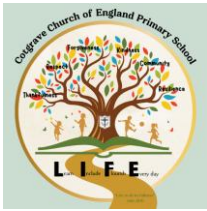


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					<p>knowledge from stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Expressive Arts and Design</p> <p>Nursery</p> 	<p>Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music.</p> <p>Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.</p>	<p>Imaginatively plays with small world and in the role play developing ideas and scenarios. Likes listening to music and responds to songs and music.</p> <p>Experiments with marks and mark making using colour, texture and senses.</p>	<p>Shows a preference for types and methods of expression and shows more control when expressing themselves.</p> <p>Makes more-deliberate use of materials and colour with more-deliberate exploration of colour and changes.</p>		
<p>Expressive Arts and Design</p> <p>Reception</p>	<p>Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.</p> <p>Begins to understand colour, shape and space. Knows how to put things together in a basic way.</p>	<p>Devises their own role play with greater sophistication.</p> <p>Music becomes more melodic and meaningful.</p> <p>Talks about music, what it sounds like and what it makes them think of.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>		



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			Makes creations that are more clearly representational and have a more easily identifiable purpose.	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>		
<p>Religious Education</p> <p>Nursery and Reception</p> 	<p>F2 Which people are special and why</p> <p>UC – Creation (Harvest)</p>	<p>F4 Which times are special and why</p> <p>Diwali for Sikhs and Hindus Birthdays</p> <p>UC – Incarnation</p> <p>Why do Christians perform Nativity plays?</p>	<p>Which stories are special and why? (F1)</p> <p>Bible stories: Jonah and the whale Daniel in the lion's den David and Goliath Noah and the ark The lost sheep The wise and foolish builders</p>	<p>Salvation (UC)</p> <p>Why do Christians put a cross in an Easter garden?</p> <p>Jesus' death and resurrection for Christians</p>	<p>Which stories are special and why? (F1)</p> <p>Bible stories: Blind man healed Water into wine</p> <p>Our wonderful world: how can we care for living things and the earth? (F6)</p> <p>How can we care for living things and the earth? Stories about care for animals: Muhammed and the ant</p>	<p>What places are special and why? (F3)</p> <p>Homes Church Belonging: who are we and how do we belong? (F5) Baptism (enact in church) Aqiqah in Islam</p>
<p>Events/Key Dates</p>	<p>Harvest Festival Friday Forest Schools</p>	<p>Friday Forest Schools</p>	<p>Lamb Visit</p>			



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A small icon of a calendar grid. The days of the week are labeled 'M Tu W Th F Sa Su'. There are several red 'X' marks on the grid, indicating specific dates.						
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