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| --- | --- | --- | --- | --- | --- | --- |
| Growth Mindset | AUTUMN 1Wonderful Me/Colour | AUTUMN 2Who is Julia Donaldson? | SPRING 1Toy Story | SPRING 2Once Upon A Time | SUMMER 1Animals | SUMMER 2Wonderful World/Journeys |
| Focused weeks |  |  |  |  |  |  |
| Themes/lines of enquiry/core text | I look like this.Elmer and WilburLittle Red Riding HoodAlfies FeetBlue BalloonMixed Up ChameleonPumpkin SoupLeaf Man | GruffaloGruffalos ChildRoom on the BroomStick ManChristmas Stories | To Infinity and beyond with Buzz.Woody and Jessy Week.Dinosaurs and volcanoes | Goldilocks3 pigsSnow whiteGingerbread ManJack and the Beanstalk | Farm AnimalsAnimals from hot and cold countriesAnimals under the seaLittle Red HenGoing on A Bear HuntOwl BabiesSharing a ShellHandas SurprisePete Penguin | Looking at transport and different ways to travel around the world and thinking about transitions to new classes. Naughty BusTrain RideAnna Hibiscus SongGrandmas Beach |
| Communication and Language | Understand how to listen carefully and why listening is important.Engage in story times.Listen attentively and respond to what they hear with relevant questions and comments and actions when being read to and during whole class discussions and small group interactions. | Ask questions to find out more and to check they understand what has been said to them.Develop social phrases.Engage in story time.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 teachers and peers. | Articulate their ideas and thoughts in well-formed sentences.Connect one idea or action to another using a range of connectives. Engage in in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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. | Describe events in some detailUse talk to help work out problems and organise thinking and activities explain how things work and why they might happen.Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate | Listen to and talk about stories to build familiarity and understanding.Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and 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. | Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.Use new vocabulary in different contexts.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 |
| Personal Social and Emotional Development | See themselves as a valuable individual.Build constructive and respectful relationships.Express their feelings and consider the feelings of others, regulate behaviour accordingly.Work and play cooperatively and take turns with othersGive focused attention to what the teacher says.Self-Regulation Managing Self Building Relationships | Show resilience and perseverance in the face of challenge.Identify and moderate their own feelings socially and emotionally.Be confident to try new activitiesManage own basic hygiene and personal needs. Self-Regulation Managing Self Building Relationships | Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordinglySet and work towards simple goalsConfident to try new activities,Explain the reasons for rulesManage own basic hygiene and personal needs Self-Regulation Managing Self Building Relationships | Think about the perspectives of others.Manage their own needs.Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordinglySet and work towards simple goalsConfident to try new activities,Explain the reasons for rulesManage own basic hygiene and personal needs Self-Regulation Managing Self Building Relationships | Show sensitivity to their own and to others’ needsBe confident to try new activities and show independence, resilience and perseverance in the faces of challengeGive 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 actionsSelf-Regulation Managing Self Building Relationships |
| Physical Development | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygieneDevelop fine motor skills- holding pencil correctly, using scissors etcGross Motor SkillsFine Motor Skills | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.Develop fine motor skills- holding pencil correctly, using scissors etcGross Motor SkillsFine Motor Skills | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.Develop fine motor skills Gross Motor SkillsFine Motor Skills | Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.Gross Motor Skills Fine Motor Skills | Combine different movements with ease and fluencyDevelop the foundations of a handwriting style which is fast, accurate and efficient.Gross Motor SkillsFine Motor Kills | Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Gross Motor Skills Fine Motor Skills |
| PE PASSPORT THEME | Dance – People who Help UsNet Wall skills | Gym – FlightLocomotion | Dance – The CircusTarget games | Gym Travelling, Stretching & CurlingObject manipulation | Dance (link to animal theme)Target Games | AthleticsStrike and Field skills |
| PE PASSPORT FOR PE SESSIONSDevelop 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, word reading and writing | Read individual letters by saying the sounds for them.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.Say a sound for each letter in the alphabetWrite recognisable letters, most of which are correctly formed | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.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.Say a sound for each letter in the alphabetRead words consistent with their phonic knowledge by sound-blending.Write recognisable letters, most of which are correctly formed. | Read some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to the school’s phonic programme.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.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.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 | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.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.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.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 | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.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.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.Write recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter | Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.Re-read what they have written to check that it makes sense.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.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.Write simple phrases and sentences that can be read by others. |
| Phonics | Phase 1/2**Phonics for Reading-****Phase 1 :** Blend cv words orally e.g. at, it, in, upBlend cvc words orally e.g. top, run, bed, ratPhase 1 rhyme and rhythm/alliteration.(Environmental print)**Phase 2 :** Blend VC using phonemes s,a,t,p,i,n e.g. at, in, is, itBlend CVC words using phonemes 😊 s,a,t,p,i,n e.g. sit, pit, pat, pan, tip**😊** m,d,g,o e.g. dog, mad , gap😊 Read tricky words the to no go into**Phonics for Writing:****Phase 1** :Segment cv words orally e.g. at, it, in, upSegment cvc words orally e.g. top, run, bed, rat**Phase 2 :** Segment and write/ use magnetic letters VC words using graphemes s,a,t,p,i,n e.g. at, in, is, itSegment and write CVC words using graphemes 😊 s,a,t,p,i,n e.g. sit, pit, pat, pan, tip**😊** m,d,g,o e.g. dog, mad , gap | Phase 2**Phonics for Reading-****Phase 2 :** Blend CVC words using phonemes taught in Autumn 1 **AND** 😊 c,k, ck,e,u,r e.g. sock, neck, rock😊h, b,f,ff,l,ll,ss e.g. huff, hiss, bill😊 Recap all Phase 2 😊 Read tricky words the to no go into**Phonics for Writing:****Phase 2 :** Segment and write/use magnetic letters CVC words using graphemes taught in Autumn 1 **AND** 😊 c,k, ck,e,u,r e.g. sock, neck, rock😊h, b,f,ff,l,ll,ss e.g. huff, hiss, bill😊 Recap all Phase 2  | Phase 2/3**Phonics for Reading**-**Phase 3 :** Blend CVC words using phonemes taught in Autumn Term **AND****😊** j,v, w,x,y,z,zz,qu e.g buzz, vet, quick**😊** ch, sh, th, ng e.g. chip, shop, this, then, song**Phonics for Writing:****Phase 3 :** Segment and write/use magnetic letters CVC words using graphemes taught in Autumn Term **AND****😊** j,v, w,x,y,z,zz,qu e.g buzz, vet, quick**😊** ch, sh, th, ng e.g. chip, shop, this, then, song😊 Spell tricky words : the to no go into | Phase 3**Phonics for Reading-****Phase 3 :** Blend CVC words using phonemes taught in Autumn Term and Spring 1 **AND**😊ai, ee, igh, oa, oo e.g. rain, teeth, night, coat, boot, good.😊 ar, or, ur, ow, oi e.g. cart, fork, curl, down, soil😊 ear, air, ure, er e.g. hear, fear, chair, sure, cure, shower, tower**Phonics for Writing:****Phase 3 :** Segment and write/use magnetic letters CVC words using graphemes taught in Autumn Term and Spring 1 **AND**😊ai, ee, igh, oa, oo e.g. rain, teeth, night, coat, boot, good.😊 ar, or, ur, ow, oi e.g. cart, fork, curl, down, soil😊 ear, air, ure, er e.g. hear, fear, chair, sure, cure, shower, tower😊 Spell tricky words : the to no go into | Phase 3/4**Phonics for Reading-****Phase 2/ 3 consolidation:** **Begin Phase 4 :** 😊Blend CVCC e.g. paint, tights, boils, shelf, toast😊 CCVC words using all graphemes covered in Phases 2 and 3 e.g. spoon, clown, float, sweet**Phonics for Writing:****Phase 2/ 3 consolidation:** **Begin Phase 4 :** 😊Segment and write CVCC e.g. paint, tights, boils, shelf, toast😊 CCVC words using all graphemes covered in Phases 2 and 3 e.g. spoon, clown, float, sweet😊 Spell tricky words he, she, we, me, be was | Phase 3/4**Phonics for Reading-**😊Blend CCVCC, CCCVC, CCCVCC words using all graphemes covered in Phases 2 and 3e.g. frost, street, scrunch😊 Blend words with more than one syllable e.g. turnip, sister, cooking**Phonics for Writing:****Phase2/ 3 consolidation:** **Begin Phase 4 :** 😊Segment and write CCVCC, CCCVC, CCCVCC words using all graphemes covered in Phases 2 and 3e.g. frost, street, scrunch😊 Segment words with more than one syllable e.g. turnip, sister, cooking😊 Spell tricky words  |
| Maths | WHITE ROSE + NUMBER BLOCKS**Baseline / Getting to know you!** (2 weeks)Opportunities for settling in, introducing areas of provision and getting to know the children including baseline**Just like Me! Unit**(3 weeks)***Number :*** Match and sortCompare amounts***Measure, Shape and Spatial Thinking :*** *Compare size, mass & capacity**Exploring pattern***It’s Me 1, 2, 3! Unit…starts**(2 weeks)***Number :*** Representing 1,2 & 3Comparing 1,2 & 3Composition of 1,2 & 3***Measure, Shape and Spatial Thinking :*** Circle and trianglesPositional language | WHITE ROSE + NUMBER BLOCKS**It’s Me 1, 2, 3! Unit…continued**(1 weeks)***Number :*** Representing 1,2 & 3Comparing 1,2 & 3Composition of 1,2 & 3***Measure, Shape and Spatial Thinking :*** Circle and trianglesPositional language**Light and Dark unit**(3 weeks)***Number :*** Representing numbers to 5One more and one less***Measure, Shape and Spatial Thinking :*** Shapes with 4 sidesTime**Consolidation**(2 weeks)**Christmas Maths**1 week | WHITE ROSE + NUMBER BLOCKS**Alive in 5!**(3 weeks)***Number :*** Introducing ZeroComparing Numbers to 5Composition of 4 & 5***Measure, Shape and Spatial Thinking :*** Compare mass Compare capacity **Growing 6,7,8**(3 weeks)***Number :*** 6,7 & 8Making PairsCombining 2 groups***Measure, Shape and Spatial Thinking :*** Length & HeightTime  | WHITE ROSE + NUMBER BLOCKS**Building 9 and 10**(3 weeks)***Number :*** 9 & 10Comparing numbers to 10Bonds to 10***Measure, Shape and Spatial Thinking :***3D shapePattern (2)**Consolidation** (3 weeks) | WHITE ROSE + NUMBER BLOCKS**To 20 and beyond**(3 weeks)***Number :*** Building numbers beyond 10Counting patterns beyond 10***Measure, Shape and Spatial Thinking :*** Match, rotate, manipulate**First then now…**(3 weeks)***Number :*** Adding moreTaking away***Measure, Shape and Spatial Thinking :*** Compose and decompose | WHITE ROSE + NUMBER BLOCKS**Find my pattern**(3 weeks)***Number :*** DoublingSharing and grouping, Even and odd ***Measure, Shape and Spatial Thinking :*** Visualise and build**On the move** (3 weeks)***Number :*** Deepening understanding, Patterns and relationships***Measure, Shape and Spatial Thinking :*** Mapping**Consolidation** (2 weeks) |
| Understanding of the World | Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society.Name and describe people who are familiar to them.Know some similarities and differences between in the past and now.Explore the natural world around them., making observations and drawing pictures of animals and plants.Important changes and SeasonsThe Natural World People, Culture and CommunitiesPast and Present | Recognise that people have different beliefs and celebrate special times in different ways.Recognise some similarities and differences between life in this country and life in other countries.Explore the natural world around them., making observations and drawing pictures of animals and plants.Understand the important processes and changes in the natural world around them, including seasons and changing states of matter The Natural World People, Culture and CommunitiesPast and Present | Recognise some environments that are different to the one in which they live.Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in classUnderstand the past through settings, characters and events encountered in books read in class and storytelling.The Natural World People, Culture and Communities Past and Present | Understand that some places are special to members of their community.Describe immediate environmentsSimilarities and difference between different religious and cultural communitiesExplain similarities and differences between life in this country and life in other countries.Draw information from a simple map.The Natural World People, Culture and Communities Past and Present | Explore the natural world around them.Draw information from a simple map.Similarities and differences between the natural world around them and contrasting environmentsUnderstand the important processes and changes in the natural world around them, including seasons and changing states of matterThe Natural World People, Culture and Communities Past and Present | Comment on images of familiar situations in the past.Compare and contrast characters from stories, including figures from the past.The Natural World People, Culture and Communities Past and Present |
| Expressive Art and Design | Develop storylines in their pretend play.Creating with Materials Being imaginative | Sing in a group or on their own, increasingly matching the pitch and following the melody. Creating with Materials Being imaginative | Return to and build on their previous learning, refining ideas and developing their ability to represent them Creating with Materials Being imaginative | Create collaboratively sharing ideas, resources, and skills. Creating with Materials Being imaginative | Listen attentively, move to and talk about music, expressing their feelings and responses. Creating with Materials Being imaginative | Watch and talk about dance and performance art, expressing their feelings and responsesCreating with Materials Being imaginative |
| Music | **Charanga – Me!**Nursery rhymes and action songs:Pat-a-cake,1, 2, 3, 4, 5, Once I Caught a Fish AliveThis Old ManFive Little DucksName SongThings For FingersClassical piece of music : [https://www.youtube.com/ watch?v=LVOcn4JSINw](https://www.youtube.com/%20watch?v=LVOcn4JSINw)Autumn Jazz!Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds | **Christmas Nativity Songs**Classical piece of music : The Nutcracker by Pyotr Ilyich TchaikovskyOngoing :Children to create music with a variety of instruments to accompany their dances and represent sounds | **Charanga – My stories**Nursery rhymes and action songs:I’m A Little TeapotThe Grand Old Duke Of YorkRing O’ RosesHickory Dickory DockNot Too DifficultThe ABC SongClassical piece of music: The Planets by *Gustav Holst*Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds | **Charanga – Everyone!**Wind The Bobbin UpRock-a-bye BabyFive Little Monkeys Jumping On The BedTwinkle TwinkleIf You're Happy And You Know ItHead, Shoulders, Knees And ToesClassical piece of music: Four Seasons ‘Spring’ by *Vivaldi*Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds | **Charanga – Our World** Nursery rhymes and action songs:Old MacdonaldIncy Wincy SpiderBaa Baa Black SheepRow, Row, Row Your BoatThe Wheels On The BusThe Hokey CokeyClassical piece of music: The Lark ascending by *Vaughn Williams*Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds | **Charanga - Big Bear Funk****Transition Unit for Year 1**Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songsPlaying instruments within the songImprovisation using voices and instrumentsClassical piece of music: Symphony No 5 by Ludwig Beethoven.Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds |
| Religious Education-Blackburn scheme |  I am specialWhy do we have friends?*Harvest-Saying thank you to God at harvest time*Understanding Christianity – Why is the word God so important? |  ChristmasHow do we celebrate Jesus’ birthday?Understanding Christianity – Why do Christians perform Nativity plays at Christmas? |  Stories Jesus told Why did Jesus tell us stories?Listening to the stories Jesus heard | EasterBible story – The Easter storyBible story – The good samaritan Understanding Christianity – Why do Christians put a cross in an Easter garden? | Special PlacesSpecial What makes a place special and holy? What is prayer?  | Special Times How do we celebrate special times? |
| PSHE -SCARF | ***Families and Friendships***Black History Month October8th October -Young Minds Day (Hello Yellow) | ***Growing and Changing******Respecting Ourselves and others***Anti-bullying week 11th – 14th NovRoad Safety Week 16th – 21st Nov | ***Media & Digital Resilience*** Safer Internet Day 8th March***Safe Relationships*** | ***Belonging to a Community***Linked to Easter and belonging to a Christian Community | ***Keeping Safe*** | ***Physical Haelth & Mental Well-being***Fit Fortnight***Money and Work***Money Week 14th – 18th JuneYoung Enterprise Competition |
| Extra-Curricular Enrichment | * Church -harvest
 | * Church-Christmas
 |  | * Church-Easter
 | * Trip
 |  |
| **Christian Values / Worship** | Christian Value : GenerosityWorship :Mon : In hall Roots & Fruits – JPTues : Class Worship – Jack in the Box / SCARF -AMWeds : Prayers, Praise & SUMO – SC & LTThurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy WATER AID - SHFri : Celebration - JP | Christian Values : CreativityWorship :Mon : In hall Roots & Fruits – JPTues : Class Worship – Jack in the Box / SCARF -AMWeds : Prayers, Praise & SUMO – SC & LTThurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy WATER AID - SHFri : Celebration - JP | Christian Values : Worship :Worship :Mon : In hall Roots & Fruits – JPTues : Class Worship – Jack in the Box / SCARF -AMWeds : Prayers, Praise & SUMO – SC & LTThurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy WATER AID - SHFri : Celebration - JP | Christian Values :Worship :Mon : In hall Roots & Fruits – JPTues : Class Worship – Jack in the Box / SCARF -AMWeds : Prayers, Praise & SUMO – SC & LTThurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy WATER AID - SHFri : Celebration - JP | Christian Values : Worship :Mon : In hall Roots & Fruits – JPTues : Class Worship – Jack in the Box / SCARF -AMWeds : Prayers, Praise & SUMO – SC & LTThurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy WATER AID - SHFri : Celebration - JP | Christian Values:Worship :Mon : In hall Roots & Fruits – JPTues : Class Worship – Jack in the Box / SCARF -AMWeds : Prayers, Praise & SUMO – SC & LTThurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy WATER AID - SHFri : Celebration - JP |
| Assessment | * Baseline assessments
* EY tracker
* Moderation
 | * EY tracker
* Pupil Progress
* Floorbook input
* Moderation
 | * Floorbook input
* Moderation
 | * Spring tracker
* Pupil Progress
* Floorbook input
* Moderation
 | * EYFS profile
* Floorbook input
* Moderation
 | * Summer data
* Reports
* Pupi Progress
* Year 1 transition meeting
 |