

Hinguar Primary School and Nursery

Progression of Skills - Reception

	Autumn 1 5.9.24 – 25.10.24 3/4.9.24 Inset days 7 wks	Autumn 2 4.11.24 – 20.12.24 19.11.24 – inset day 7 wks	Spring 1 6.1.25 – 13.2.25 14.2.25 – inset day 6 wks	Spring 2 25.2.24 – 4.4.25 24.2.25 – inset day 6 wks	Summer 1 22.4.25 – 23.5.25 5 wks	Summer 2 2.6.25 – 23.7.25 7 ½ wks
	All About Me		Once Upon a Time		Dreams and Memories	
General Theme	<u>All About Me</u> Starting school, My family, likes and dislikes Recognising emotions, Understanding rules, Staying safe Human body, senses William Addis – inventor of the toothbrush Pablo Picasso - portraits	<u>Me and the world</u> Children’s heritage (Ukraine, France) Maps Bonfire night Jackson Pollock Weather, hibernation Christmas Christmas Art	<u>Terrific Tales</u> Favourite tales Insect life cycles Recycling Planting Mini beasts Rodney (Rodrigo) McCoubrey – recycled art sculptures	<u>Superb Stories</u> Animals – farm, zoo, safari - compare Dinosaurs - fossils Crops/foods Habitats Climate – seasons Pattern printing – using different objects	<u>Aspirations/People who help us</u> What do I want to be when I grow up? Space – Mae Jemison Road safety Transport First Aid Knights and Princesses Mary Blair – castle art Kara Walker - silhouettes	<u>My Journey</u> Holidays The beach Sports/fitness Pirates If sharks disappeared (JC) Mr Men Transition/celebration
Possible Texts	The Colour Monster Worrysaurus The Invisible String Perfect Norman Meesha Makes Friends Funny Bones Harry and the dinosaurs go to school	Stickman Owl Babies Bonfire Story <u>What the Ladybird heard at Christmas (JC)</u> The Christmas Story The Elves and the Shoemaker Rama and Sita	<u>Jack and the Jellybean (JC)</u> The Very Hungry Caterpillar <u>Pigs might fly (JC)</u> Litterbug Doug Michael Recycle Poetry Basket The Little Red Hen	Supertato <u>Dinosaur that pooped the past (JC)</u> Going on a Lion Hunt Monkey Puzzle Easter Story	Opposites Astro girl, Look Up The Jolly Postman <u>I wanna Iguana (JC)</u> Zog and the Flying Doctor	<u>Sam and Dave dig a hole (JC)</u> The Princess and the Wizard The dinosaur that pooped a Pirate <u>If Sharks disappear (JC)</u> Guess how much I love you

	The Golden Rules Stories Little Red Riding Hood (JC)					I really want to win! Sharing a Shell Poetry Basket
Enrichment weeks and Wow moments	Introduce Sparky the Seahorse All about me bags Tour of the school Paint to different types of music (to emulate feelings) Self-portrait Body map Pantoustarus School family tree Nature walk Senses investigation Harvest Festival 1.10	Autumn walk Diwali 21.10.24 Nursery Rhyme week 11.11 – 15.11 Kite making Go-Jettors episodes Guy Fawkes, bonfire Night Christmas, Nativity Black History Month - Oct Remembrance Day Children in Need 22.11 Antibullying week 11.11 – 15.11	Chinese New Year 29.1.25 National story telling week 27.1 – 4.2 Planting a bean Internet safety day 11.2.25 Valentine's day Making a salad Recycled art – shape of an animal Children's mental health week 5.2 – 11.2 Ramadan starts 28.2.25	Food tasting – different fruits British Science Week 7.3 -16.3 Holi 16.3.25 World Book Day 6.3.25 Mother's Day 30.3.25 Ramadan ends 29.3.25 Eid 30.3.25	Post a letter Telescopes Visits from people of different occupations Shadows Silhouettes Dancing planet experiment Mental Health Week - May Walk to School Week 20.5.25	Father's Day 15.6.25 Treasure maps Crowns, shields Castles Create a dream catcher Healthy Eating Week 9.6.25
Assessment Opportunities	In-house assessments: Phonics, Maths, pencil grip, This is me, scissors RBA Baseline Analysis EYFS hub meetings	On-going formative assessments Autumn 2 analysis LW phonics assessment Pupil progress meetings Inhouse EYFS meeting Parent Conferences	On-going formative assessments LW phonics assessment This is me Inhouse EYFS meeting Internal moderation EYFS hub meetings	Spring 2 Analysis On-going formative assessments LW phonics assessment Inhouse EYFS meeting Parent Conferences	On-going formative assessments LW phonics assessment This is me Inhouse EYFS meeting Internal moderation EYFS hub meetings	Data for LA LW phonics assessment Inhouse EYFS meetings

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	All About Me	Me and the world	Terrific Tales	Superb Stories	People who help us	My Journey
Our Values/British Values Assemblies, class discussions, behaviours demonstrated and taught within the school. All values will be practised throughout the year	Mutual Respect I know that we are special I respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are respected, and celebrated.	Mutual Tolerance I understand and respect the roles of people who help us. I listen to and respect other people's opinions and values I treat everybody equally. I will participate with respect when in a team	Rule of Law I can distinguish right from wrong I follow the law of our country. I recognise that expectations are clear and fair I understand there are consequences to actions	Individual Liberty I have the right to learn and to grow in confidence. I am respected as an individual I can make my own choices I am responsible for my actions	Democracy I have the right to voice my opinion I respect that others may have different opinions and listen with interest I can choose who and what I play within I will take part in votes and recognise the results	All British Values Fundamental British Values are not exclusive to being British and are shared by other democratic countries. Children will understand how these values underpin their beliefs in valuing and celebrating diversity in their community, the UK and the world.
Parent Engagement	1:1 drop-in session Parent-child settle sessions Taster lunch Open door policy Teacher's email Home/School agreement MCAS app	Nativity Parent Conference Open door policy Possible lines of development/WOW moment forms MCAS app	Open door policy Teacher's email Possible lines of development/WOW moment forms MCAS app	Parent Conference Open door policy Teacher's email Possible lines of development/WOW moment forms MCAS app	Open door policy Teacher's email Possible lines of development/WOW moment forms MCAS app	Open Afternoon Open door policy Teacher's email MCAS app

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Communication and Language Statutory Education Programme	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, Sharing weekend news/ Sparky’s diary/shared reading Show and Tell Listening activity - copycat croc, daily stories, sharing ideas, opinions and asking questions, group discussions, stories, singing, and speech and language interventions.	Wellcomm screening – if necessary S&L interventions Settling in activities Making friends Children talking about experiences that are familiar to them Singing nursery rhymes Sparky News Model communication in different situations Share ‘All about me’ bags Model talk routines through the day Colour Monster stories Familiar stories	S&L interventions Singing nursery rhymes Sparky News Daily story and discussion Model communication in different situations Develop children’s vocabulary, explaining unfamiliar words and concepts Understand how to listen carefully and why listening is important. Explore who, where and when questions	S&L interventions Singing nursery rhymes/action songs Sparky News Daily story and discussion Hot seating Story mapping Model communication in different situations Use new vocabulary through the day Extend children’s vocabulary, further explaining unfamiliar words and concepts Promote and model active listening skills Develop why and ‘how do you know’ questions	S&L interventions Singing nursery rhymes/action songs Sparky News Daily story and discussion Hot seating Story mapping discussions Model and further develop communication in different situations Extend children’s thinking Learn rhymes, poems and songs Describe events in more detail – begin to use sequencing, connectives when explaining ideas	S&L interventions Singing nursery rhymes/action songs Sparky News Daily Story and discussion Hot seating Story mapping discussions Show and Tell Model and further develop communication in different situations Encourage children to talk about a problem together and come up with ideas for how to solve it. Encourage children to have fun with rhyme	S&L interventions Singing nursery rhymes/action songs Sparky News Daily story and discussion Hot seating Story mapping discussions Show and Tell Model and further develop communication in different situations Give children problem solving words and phrases to use in their explanations Read aloud books to children that will extend their knowledge of the world and illustrate a current topic
Possible Vocabulary	Listening, Understanding and Attention: Listen, discuss, sentence, word, words, read, sound out, blend, segment louder, quieter, your turn, my turn, instruction, action, story, tale, fiction, non-fiction Question How, why, who, where, what, when					

	<p>Speaking: Group, friend, partner, rhyme, story, poem, non-fiction, fiction, perform, performance, stage, drama, movement, audience, props, role play, word, words, vocabulary, song, lyrics, sound, number. Because, so, but, then, if, when, after, before, first, last, fortunately, unfortunately, suddenly, finally. Once upon a time, one day, long ago; Once there was... They lived happily ever after, and that was the end of... Playtime, lunchtime, registration, home time, PE, story time, phonics, Literacy, Maths. Hello, How are you?; Would you like to play with me? What would like to play; Please can you help me? Have a nice day/evening/afternoon Goodbye; Please; Thank you</p>
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General Theme	All About Me	Me and the world	Terrific Tales	Superb Stories	People who help us	My Journey
Personal, Social and Emotional Development Statutory Education Programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Whole EYFS Focus – PSED is developed throughout the year through high quality interactions, Sharing ideas, opinions and asking questions, listening to others, modelling negotiation skills, In the moment planning- using children's' ideas, Star of the day, promoting the Golden Rules, encouraging teamwork, listening and discussing morals within stories	Introduction to a new setting Recognise and understand class boundaries and routines Provide support for personal needs See themselves as a valued individual Being part of a community Build relationships with others Realise their actions have consequences Begin to identify emotions Identify what makes a good friend Talk about children's right to privacy – link to Pantosuarus	Encourage children to express their feelings Provide strategies to aid children to moderate their different emotions Develop problem-solving skills to build resilience in the face of difficulty Develop negotiating skills when taking turns and sharing Begin to demonstrate what makes a good friend Feelings of self as part of the wider world Develop children's independence with their personal needs Explore how to clean teeth	Develop children's understanding of individuals' qualities, similarities and differences Identify and recognise how to show respect for one another Celebrate similarities and differences Encourage children to think about the perspectives of others – to help them adapt their behaviour Help children to set their own goals and how to achieve them Discuss how children can keep themselves healthy	Develop team work Develop children's sharing and cooperation skills within play Celebrate kindness, politeness and regulation of behaviours Talk with children about exercise, healthy eating and the importance of sleep Looking after pets Looking After our Planet	Develop how children can keep themselves safe – Pantosuarus, stranger danger, who to ask for help Extend children's understanding of how others may feel, and how they can help Develop children's reflections and evaluation skills on their own work Discuss skills and attributes need to achieve their goals Discuss decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.	Continue to have high expectations for children following instructions, class rules and routines Give praise for children choosing the correct behaviours Revisit that mistakes are an important part of learning Discuss children's memories of the year Explore aspirations Prepare children for their transition to year 1
Possible Vocabulary	Self-Regulation: Feelings, emotions, comfortable, uncomfortable, happy, sad, angry, worried, lonely, safe, special people, birthday, same, similar, different, private, like/dislike, difficult, special, friends, share, take turns, calm, kind, helpful, gentle, right choices, unkind, bully, respect					

Managing Self: hygiene, clean, wash, healthy, unhealthy, behaviour, rules, golden values, right, wrong, independent, resilient, challenge, perseverance, try, have a go

Building relationships: friend, same, similar, different, relationship, family, respect, adult, grown up, teacher, child, belief, like, dislike, difficult, easy, challenge, feel, responsibility, rights, private, public, special, compromise, timer, wait, share, turn taking

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Physical Development Statutory Education Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence					
Fine Motor Skills Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Threading, cutting, weaving, playdough, building with Lego, using tweezers, tap-a-shape, pouring with jugs Manipulate objects with good fine motor skills Free access to mark-making resources Develop drawing lines and circles using gross motor movements Develop pencil grip, control and pressure Model how to use cutlery, open lunch boxes	Daily fine motor activity in continuous provision Use tools to effect changes to material Developing control of fine motor skills Developed a preference for dominant hand Free access to mark-making resources Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation	Daily fine motor activity in continuous provision Beginning to form some letters correctly Handles tools, objects, construction and malleable materials with increasing control Free access to mark-making resources Encourage children to draw freely Develop control when using scissors	Daily fine motor activity in continuous provision Holds pencil effectively with comfortable grip Forms recognisable letters most correctly formed Free access to mark-making resources Draws recognisable pictures Cuts along a straight line with scissors with control	Daily fine motor activity in continuous provision Develop pencil grip and letter formation Uses one hand consistently for fine motor tasks Free access to mark-making resources Draws with increased detail Begins to cut along a curved line independently Is able to use cutlery with increased control and independence	Daily fine motor activity in continuous provision Free access to mark-making resources Forms most letters correctly Has developed control when colouring inside of the lines Builds intricately with small construction resources Is able to use cutlery independently
Possible Vocabulary	Cut, snip, shape, roll, dough disco, pencil, pen, ruler, scissors, paintbrush, paint, left/right hand, tripod grip. Cutlery, spoon, fork, knife, zip, unzip, neat, finger space, accurate, care, careful, writing, drawing, handwriting, line, book, page, paper, pour, pouring,					

<p>Gross Motor Skills</p> <p>Weekly PE lesson</p> <p>Swimming lesson in the Summer term</p>	<p>Free access to outdoor area throughout the day</p> <p>Provide regular reminders about thorough handwashing and toileting</p> <p>Support for individual children to develop personal hygiene skills</p> <p>Explore different ways of moving</p> <p>Continue to use large-muscle movements to wave flags and streamers, paint and make marks to aid fine motor skill development</p> <p>Cooperation games such as parachute, duck, duck, goose</p>	<p>Free access to outdoor area throughout the day</p> <p>Ball skills- throwing and catching</p> <p>Encourage digging within the mud and sand pits</p> <p>Crates play – building and climbing</p> <p>Provide opportunities to move that require quick changes of speed and direction</p> <p>Move to different types of music</p>	<p>Free access to outdoor area throughout the day</p> <p>Create obstacle courses that demand a range of movements to complete</p> <p>Encourage children to use a range of equipment</p> <p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills</p>	<p>Free access to outdoor area throughout the day</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle</p> <p>Introduce gymnastics – use of gym equipment</p>	<p>Free access to outdoor area throughout the day</p> <p>Encourage precision and accuracy when performing movements</p> <p>When children are active and get out of breath – discuss why this may be happening</p> <p>Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further</p>	<p>Free access to outdoor area throughout the day</p> <p>Races and team games involving gross motor movements</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Model precise vocabulary to describe movement and directionality, and encourage children to use it</p>
<p>Possible Vocabulary</p>	<p>Independence, resilience, perseverance, challenge, rules, space, obstacles, safely, balance, coordination, walking, side-step running, jumping, dancing, hopping, skipping, gallop climbing, marching, dribbling, opponents, stance, point, support, lean body part names, control, grace, copy, forwards, backwards fluid, fluidity, minimum, wobble, apart, together, roll, rebound bounce, pushing rolling catch throw overarm chase underarm opposite partner, direction, react, equipment, respond, line up, ride, peddle, safety, pedestrian, road, traffic lights, pedestrian crossing, travers, rope swing, swing, hammock, hills, tunnels, mounds, tree platform, observe, exercise, sustain pathways, taking turns, score team, create, explore express, rhythm, sequence, high, low, over, under, apparatus, health, wellbeing, fast, slows, speed-up slowdown</p>					

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General Theme	All About Me	Me and the world	Terrific Tales	Superb Stories	People who help us	My Journey
Literacy Statutory Education Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Comprehension - Developing a passion for reading	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using story maps. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Enjoys an increasing range of books. Encourage children to complete Literacy Education City activity.	Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to LW. Make the books available for children to share at school and at home. Encourage children to complete Literacy Education City activity Sign-post children/parents to LW online reader. Children to self-choose a book from	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events Share books from different cultures Encourage children to complete Literacy Education City activity Sign-post children/parents to LW online reader. Children to self-choose a book from	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Encourage children to complete Literacy Education City activity. Sign-post children/parents to LW online reader. Children to self-choose a book from the class library to take home.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Encourage children to complete Literacy Education City activity. Sign-post children/parents to LW online reader. Children to self-choose a book from

	conversations about stories, learning new vocabulary. Sign-post children/parents to LW online reader. Children to self-choose a book from the class library to take home.	Sign-post children/parents to LW online reader. Children to self-choose a book from the class library to take home.	the class library to take home.	the class library to take home.		the class library to take home.
Possible Vocabulary	Listen, discuss, sentence, word, words, read, sound out, blend, segment louder, quieter, your turn, my turn, instruction, action, , tale, fiction, non-fiction, retell, narrative, rhyme, poem, , helicopter stories, word, words, vocabulary, predict, because, so , but, then, if, when, after, before, first, last, fortunately, unfortunately, suddenly, finally, beginning, middle, end , text/story map, box up, blurb, index, contents, title, author illustrator, fact, character, setting, event, build up, resolution, ending, exclamation mark, question mark ,Once upon a time, one day, long long ago, Once there was... They lived happily ever after, and that was the end of... Question How, why, who, where, what, when What do you think? What do you think happened next/before?					
Word Reading Supplemented by Little Wandle Scheme	<p>LW – Phase 2 graphemes</p> <p>Tricky words: is I the</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make soundblending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>LW – Phase 2 graphemes</p> <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags) <p>Tricky words: put pull full as and has his her go no to into she push he of we me be</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound.</p>	<p>LW – Phase 3 graphemes</p> <ul style="list-style-type: none"> • words with double letters • longer words <p>Tricky words: was you they my by all are sure pure</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings Help children to become familiar with letter groups, such as ai ee igh</p>	<p>LW – Review Phase 3</p> <ul style="list-style-type: none"> • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end <p>Tricky words: review all tricky words so far</p> <p>Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books Listen to children read some longer words made up of</p>	<p>LW -Phase 4</p> <p>Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/, –ed /id/ /ed/, –est <p>Tricky words: said so have like some come love do were here little says there when what one out today</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet Distinguishing capital letters and lowercase</p>	<p>LW – Phase 4</p> <p>Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words <p>Tricky words: Review all tricky words</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC, CCVC CCCVC CCV CCVCC words confidently Reads longer words and compound words</p>

		Help children to become familiar with letter groups, such as 'th', 'sh', 'ch'. Provide opportunities for children to read words containing familiar letter groups		letter-sound correspondences they know: 'rabbit', 'letter' 'hammer'	letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	End of term assessments
Possible Vocabulary	Listen, discuss, sentence, word, words, read, sound out, blend, segment louder, quieter, your turn, my turn, instruction, action, cover, title page, tale, fiction, non-fiction, retell, narrative, rhyme, poem, information book, traditional tale, label, poster, caption, syllable, Tricky word, word, words, vocabulary, predict, because, so, but, then, if, when, after, before, first, last, fortunately, unfortunately, suddenly, finally, beginning, middle, end, text/story map, blurb, index, contents, title, author, illustrator, fact, character, setting, event, build up, resolution, ending, Once upon a time, one day, long ago, Once there was... They lived happily ever after, and that was the end of... Question How, why, who, where, what, when What do you think? What do you think happened next/before? Letters, alphabet, phonics, Little Wandle, blend, segment, sound out, fluent, fluency, read, sound buttons, phoneme, grapheme, digraph – 2 letters to make 1 sound, trigraph – 3 letters to 1 sound Same sound – different spelling. Same spelling different sound					
Writing – possible activities Jane Considine integrated into writing	Name writing Perfect Norman This is me assessments Class rules poster Dominant hand, tripod grip, mark making, giving meaning to marks. Develop letter formation. Use initial sounds to label characters/images Shopping lists. Writing initial sounds, begin to write simple labels, list, and captions.	Stickman What the Ladybird heard a Christmas Nativity Story Labelling a character Speech bubbles Nativity invitation Write a letter to Santa Word hunts Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area Help children identify the sound that is	Jack and the Jellybean Pigs might Fly Litterbug Doug Draw a troll Story map of story – make innovations to the story Wanted poster of troll/wolf CVC words/simple sentences Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.	Supertato The dinosaur that pooped the past Going on a Lion Hunt Comic strip – beginning, middle, end – label/simple sentences Write a recipe Keep a food diary Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany images	Look Up, Astro girl Zog and the Doctor The Jolly Postman I wanna Iguana Sequence the story/change the ending Job descriptions/facts about jobs Write a letter Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form	The Princess and the Wizard The dinosaur that pooped a pirate If sharks disappear Sam and Dave dig a hole Party invitation Write a postcard Write treasure map clues Animal factfile Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning

		tricky to spell. Sequence the story Write CVC words and captions			lower-case and capital letters correctly. Rhyming words.	to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Use writing for own interests.
Possible Vocabulary	Pencil, pen, write, trace, draw, letter, alphabet, phonics, grip, mark make, segment the sounds, sentence, line, book, capital letter, full stop, finger space, re-read, lowercase, exclamation mark, question mark, letter formation					

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General Theme	All About Me	Me and the world	Terrific Tales	Superb Stories	People who help us	My Journey
Mathematics Statutory Education Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
White Rose Scheme	Baseline assessments Counting rhymes and songs, subitising, 1:1 correspondence Match, Sort and Compare Match, sort and compare objects and amounts Identify a rule Talk about measure and patterns Compare amounts Compare size, mass and capacity Explore patterns It's Me 1,2,3 Representing, comparing, and composition of 1, 2, 3	Circles and Triangles Identify and compare circles and triangle 1, 2, 3, 4, 5 Representing numbers to 5 One more, one less Comparing numbers to 5 Composition of 4 and 5 Composition of 1,2, 3, 4, 5 Shapes with 4 sides Identify and name 4 sided shapes Combine 4 sided shapes Time – day and night Alive in 5 Recap composition - 5	Mass and Capacity Growing 6,7,8 Representing and composition of 6, 7, 8 Combining 2 amounts Making pairs Estimate, order compare, discuss and explore capacity, weight, height and lengths Time - Sequence daily events	Length, height and time Building 9 and 10 Comparing numbers to 10 Composition of 9 and 10 Number bonds to 10 3D shapes Spatial Awareness How Many Now? Sharing and Grouping Doubling, sharing, and grouping Odd and even	To 20 and beyond Build numbers beyond 10 Counting patterns beyond 10 Spatial reasoning – match, rotate and manipulate Manipulate, Compose and Decompose Spatial reasoning – compose and decompose Revisit patterns Visualise, Map and Build Spatial reasoning – visualise and build	Money Coin recognition and values Combinations to total 10p Change from 10p Revisit Measures Describe, compare capacities, weights, lengths Estimate, compare and order lengths Make Connections Deepening understanding – explore number and strategies Patterns and relationships Spatial reasoning - mapping
Possible Vocabulary	Number: Number, number sentence, number bonds, more than, less/fewer than, subitise, count, add, addition, subtract, takeaway, minus, subtraction, total, all together, equals, double, double facts, share, half/halves, order, digits, number line, dice, die, five frame, ten frame, counters, part, part-whole model, recall, remember, counting on and counting back.					

	<p>Number Patterns: Behind, in front of, next to, in between, underneath, even, odd, pattern, repeating pattern, same as equal to, more, less, fewer heavier, lighter, measuring jug, cylinder, full, empty, fill, half-empty, half-full, money, coin, pence, note, pound, o'clock, time 2d shape, 3d shape, square, triangle, rectangle, circle, hexagon, pentagon, octagon, face, curved, flat, corner, straight, roll, slide, stack, cube, cuboid, cylinder, sphere, cone, edges, tall, taller, tallest, short, shorter, shortest, long, longer, longest, short, shorter, shortest Largest, Smallest</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	All About Me	Me and the world	Terrific Tales	Superb Stories	People who help us	My Journey
Understanding the World Statutory Education Programme	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension</p>					
	<p>All about Me bags – children talk about what is special about them and their lives Tour the school – so children are aware of their environment Identify their family and people who are special to them Recognise similarities and differences between individuals and families Have resources that demonstrate difference families and cultures Begin to discuss the past, present and</p>	<p>Develop children's understanding of cultures from around the world Research children's heritage Explore maps and what they show – create a map of the school or local area Share stories/songs from different cultures Discuss Christmas – including past and present, different rituals Explore the story of Jesus</p>	<p>Develop children's understanding of chronology – sequencing stories, lifecycles of insects Plant a bean – discuss how to grow a plant. Build a bug hotel Discuss recycling and what children can do to help save the planet Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes</p>	<p>Explore and compare animals and their habitats from farms, zoos, safari Explore how to take care of animals Visit a farm Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate Discuss foods – where they come from Discuss dinosaurs and explore the</p>	<p>Introduce children to the different occupations people have Explore transport related to occupations, land, sea and air Use Google Maps to show the earth – looking at how the land and sea is differentiated Observe and interact with natural processes – light and shadows, ice melting, magnets</p>	<p>Compare and contrast holidays to the beach Explore materials which float and sink Identify places of worship and places which are special to the community Discuss whether prince and princesses are real Explore pirates and their lives Discuss children's memories and aspiration of within the year Listen to how children communicate their</p>

	<p>future e.g. birthdays, life experiences</p> <p>Develop children’s sense of community within different groups</p> <p>Tasting breads from different cultures</p> <p>Use children’s senses to explore the environment – senses walk, treasure hunts</p>	<p>Identify the story behind Bonfire Night</p> <p>Discuss firework safety</p> <p>Introduce animals who hibernate and the reason why</p> <p>Look at differences in the weather – ice, snow, rain,</p> <p>Explore the force of the wind by making kites</p>	<p>Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in</p> <p>Make a salad</p>	<p>environment they would have lived in</p> <p>Palaeontologist - Othniel Charles Marsh</p> <p>Compare and contrast the UK to other countries – using specific vocabulary</p> <p>Observe and interact with natural processes – sound vibrating</p> <p>Discuss Easter and relevant rituals</p> <p>Make bird feeders</p>	<p>Discover space and space travel – look at NASA</p> <p>Explore Mae Jemison – the first black female astronaut</p>	<p>understanding of their own environment and contrasting environments through conversation and in play</p>
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Possible Vocabulary	<p>Past and Present: After, before, calendar, change, clue, day, grandparent, great grandparent, lifetime, long ago, memory, week, month, new/recent, now, old, parent, remember, the future, the past, the present, then, today, tomorrow, week, What? Who? Year, past, yesterday, same, different, similar to, now, before, after, next, Autumn, Winter, Spring, Summer, History, setting, character, event, role, community, society</p> <p>People, Culture and Communities: Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, above, around, atlases, Autumn, backwards, bedroom, chimney, city, cold, destination, different, door, dry, factory, farm, forwards, garage, garden, globes, harbour, hill, holiday, home, hot, house, lake, left, maps, mountain, office, port, rain, right, river, road, roof, school, sea, seasons, shop, similar, snow, Spring, street, Summer, town, traffic lights, under, village, weather, wet, wind, window, Winter, technology, programme, move, direction forwards, backwards, route, same, different, similar then, now, before, after, next, Church, Jesus, religion, Easter, Christmas, celebration, belief, believe, Christianity, Islam, Judaism, Ramadan, Eid, Mosque, Koran, Torah, bible, Synagogue, symbol, cross, crescent, Star of David, Rama and Sita, Diwali, Chinese new year, holiday, destination, hill, mountain, sea, lake, river, seasons, winter, wet, cold, snow, street, school, traffic lights, roof, garage, right above, teacher, cleaner, dentist, weather, spring, dry, rain, house, church, window, chimney, garden, forwards, under, caretaker, police officer, vet, nurse, house, wind, home, road, door, bedroom, left, backwards, directions, around, headteacher, doctor home, fire engine, police car, ambulance, astronaut, space</p> <p>The Natural World: Animals including Humans: head, eyes, nose, mouth, ears, hands, fingers, feet, toes, arm, leg, animal, herbivore, face, carnivore, hair, omnivore, leg, human, knee, arm, fish, elbow, birds, back, Plants: tree, leaf, flower, stem, seed, tree, petals, trunk, fruit, branch, roots, leaves, bulb, flowers, Materials: material, wood, glass, paper, hard, soft, metal, rock, plastic, glass, soft, fabric, smooth, shiny, rough, recycle, sustainable, eco-friendly</p>
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	<p>Seasonal Changes: Summer, day, Spring, dark, Autumn, light, Winter, night, Season, Moon Sun, Forces, Earth & Space Earth, Moon ,Sun, star, planet, planet names, NASA, space Sound, Light & Electricity: loud, quiet, loud, quiet, volume, sound, button, switch, lever</p> <p>Above, around, atlases, map, backwards, bedroom, chimney, city, cold, destination, different, door, dry, factory, farm, forwards, garage, garden, globes, harbour, hill, holiday, home, hot, house, lake, left, maps, mountain, office, port, rain, right, river, road, roof, school, sea, seasons, shop, similar, snow, street, town, traffic lights, under, village, weather, wet, wind, windy, window cottage, village hall leaves, twigs, bark, gravel, stones, grasses, straw, seeds,sand, sieve, coarse, stony, gritty, rough, smooth, mould, pour, and sculpt, water wet, water, ice, cold, warm drip, splash, trickle, flow, full, empty, fill, half-empty, half-full, float, sink, liquid Investigation, variation, temperature</p>					
Celebrations and Festivals	Harvest Festival 1.10	Black History Month – Oct Diwali 21.10.24 Fireworks 5.11 Remembrance Day 11.11 Nursery Rhyme week 11.11 – 15.11 Antibullying week 11.11 – 15.11 Children in Need 22.11 St Andrew’s Day 30.11 Hannukah 25.12 – 2.1 Christmas 25 th	New Year’s Day Chinese New Year 29.1.25 Burns Night 25.1.24 National story telling week 27.1 – 4.2 Children’s mental health week 5.2 – 11.2 Internet safety day 11.2.25 Valentine’s Day 14.2 Ramadan starts 28.2.25	St David’s Day 1.3. Shrove Tuesday 4.3.25 Ash Wednesday 5.3.25 World Book Day 6.3.25 British Science Week 7.3 -16.3 St Patrick’s Day 17.3. Holi 25.3. Mother’s Day 30.3.25 Ramadan ends 29.3.25 Eid 30.3.25	St George’s Day 23.4 Walk to School Week 20.5.25	Father’s Day 15.6 Healthy Eating Week 9.6.25

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Expressive Arts and Design Statutory Education Programme	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Musicians and composers to explore: Nigel Herd Alan Menken Frank Lesser McCarthy and Lennon John Williams Hans Zimmer Charanga to supplement exploration of music	Pablo Picasso – portraits Self-portraits in Pablo Picasso style Draw around each other – label body parts Singing nursery rhymes and familiar songs Explore musical instruments – sound, rhythm Self-selection on the mark-making table Access to mark-making outdoors Role-play/small world play resources for children to act/narrate stories and experiences Construction toys for children to build	Jackson Pollock – create firework pictures in this style Diwali salt dough lamps Colour mixing with paints Call and response songs, learn Christmas songs Nativity Create puppets to retell stories Retell stories – acting parts out Owl art Self-selection on the mark-making table Role-play/small world play resources for children to act/narrate stories and experiences Construction toys for children to build	Symmetrical butterflies Whole class caterpillar art Rodney (Rodrigo) McCoubrey – recycled art sculptures Use large construction/junk modelling to make a beanstalk Spider painting – blow paint through straws to create spiders Whole Class drama Self-selection on the mark-making table Role-play/small world play resources for children to act/narrate stories and experiences Construction toys for children to build	Superhero masks and capes Superhero or Supervillain models Printing using objects Mother’s Day cards Play Djembe drums Salt dough fossils/bones Construct dens for different animals using large scale construction Observation drawing of flowers/vegetables Whole Class drama Self-selection on the mark-making table Role-play/small world play resources for children to act/narrate stories and experiences Construction toys for children to build	Kara Walker – silhouettes, shadow drawing Junk modelling – make a mode of transport – police car, fire engine Create a space rocket from large scale construction Use chalk and black paper to create constellations Whole Class drama Self-selection on the mark-making table Role-play/small world play resources for children to act/narrate stories and experiences Construction toys for children to build	Make crowns, castles, shields using a range of textures and materials Mary Blair – castle art Design a bucket and spade Making dream catchers Pirate maps – tea staining Father’s Day cards Whole Class drama Self-selection on the mark-making table Role-play/small world play resources for children to act/narrate stories and experiences Construction toys for children to build

Possible Vocabulary	<p>Creating with Materials: Name construction kits used e.g. Lego, Duplo, Mobilo etc. Use prepositional language behind, in front of, next to, in between, underneath. join, assemble, construct, build, detail, plan, hole punch staple, sew, weave, scissors, nail, hammer, nuts and bolts, saw goggles, screw, screwdriver, stack, enclose, glue gun, glue, treasury tag, elastic band, paper clip, evaluate, 2D, 3D, solid, taller, smaller, wider, bigger, longer, harder, safety</p> <p>To encourage use language associated with creative activities: weaving in, out, under, over, through, behind, paint, draw, collage, print, model, sculpture</p> <p>To encourage them to name materials and equipment: eg brush, printer, stamper, charcoal, pastel, clay, ink, watercolour, powder paint artist, material, pattern Paper, cardboard, paint, chalk, oil pastel, shaving foam, porridge, beans, dough, soap flakes, snow dough, clay, plasticine, mod rock, salt dough to cook, jelly, ice, straws, lentils, rice, bears, beads, pipe cleaners, pegs rolling pins cookie cutters cutlery, baking sheets, bun trays, sweetie trays, ricer, garlic press, masher, material, colour</p> <p>Being Imaginative and Expressive: Listen, cd player, , loud, soft, pitch, quiet, pattern, rhythm, beat lyrics, song, ,sing, story, play, stop, pause, melody, rhyme Stage, performance, audience, pantomime, ballet, puppet show Instruments: wood block, bells, xylophone, tambourine, maracas, shaker, chime bar, above, around, atlases, map, backwards, bedroom, chimney, city, cold, destination, different, door, dry, factory, farm, forwards, garage, garden, globes, harbour, hill, holiday, home, hot, house, lake, left, maps, mountain, office, port, rain, right, river, road, roof, school, sea, seasons, shop, similar, snow, street, town, traffic lights, under, village, weather, wet, wind, windy, window cottage, village hall, doll, family,</p>
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