

Areas of Learning	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Getting to know you		Outer Space Celebrations/Christmas		Chinese New Year, Welcome to Winter		Let it Grow Easter		Super heroes/ Minibeasts		On the High Seas Inventions	
Book Focus - Literacy Tree	Change Sings Where the wild things are Cave Baby Look Up		Look Up (cont) Astro Girl Toys in Space		Stella and the Seagull (beach/recycling) The Odd Egg		Peace on Earth I want my hat back		Here we are Dragon Post (letter writing) Stanley's Stick		Iggy Peck Architect Dadaji's Paint brush	
Other Books	Starting School All About Me, Enormous Turnip, Little Red Hen, On the Farm (non-fiction)		Little Red Riding Hood, Goldilocks and the three bears, Owl Babies, Gingerbread Man, Jolly Christmas Postman, The Nativity Story		Stick Man, Whatever Next!		Oliver's Vegetables, The Tiny Seed The Easter Story,		,The Very Hungry Caterpillar, Anansi, Non- fiction books (spiders, mini beasts, plants) Super Milly		The Night Pirates Non- fiction/ocean animals. The Lost Whale The Singing Mermaid Izzy Gizzmo	
Ongoing book skills and enjoyment	Reading books to go home, one to share with an adult, one linked to phonics phase, reading records to communicate, school record for practitioners, 1:1 weekly reading with adult in school minimum for all children; books throughout provision, in all areas of learning; reading areas inside and outside, inviting and calm; Variety of text types available; stories shared at least once a day- often more; poems, rhymes, songs shared throughout the day; buddy reading with Y6: daily independent reading time and children to offer book suggestions; mystery readers; mystery books to go home and share for all the class; joys of reading modelled explicitly by practitioners.											
Special events, visitors	Meeting adults in the school, Mystery Reader, Y6 Buddies		Nativity Play, Church Service, Pantomime/Storyteller		Winter walk around school		Planting the garden, Church service		Botanic Gardens		Storyteller	
Personal, Social and Emotional Development	Rec Golden Rules. Beginning and Belonging MMR 1 BBF	Yr 1 Rights and Responsibilities CIT RR12	Rec My Body and Growing Up HSL1 BGF	Yr 1 My Emotions MMR5 ME12 Anti-bullying MMR7 AB12 (second half)	Rec Family and Friends (incl. anti-bullying) MMR2 FFF	Yr 1 Citizenship and communities CIT DC12	Rec Keeping Safe (incl. drug education) HSL 2 KSF	Yr 1 Drug Education HSL8 DE12	Rec Identities and Diversities Cit1 IDF Me and my World Cit2 MWF	Yr 1 Personal Safety HSL PS12 Relationships & Sex Education HSL RS2	Rec Healthy Lifestyles HSL3 HLF My Emotions MMR3 MEF	Yr 1 Digital Lifestyles Managing Change MMR8 MC12

Ongoing skills in PSED	<i>Seeing themselves as valuable individuals; become familiar with children’s interests, explore and value them; build constructive and respectful relationships- encourage children to listen to others, ensure play involves sharing and turn-taking; model and encourage kindness; encourage friendships; have high expectations of following instructions; understand the reasons for rules; express feelings and consider those of others; model, highlight and praise good behaviour; children to express feelings when hurt or upset; support and recognise achievements; reflection and evaluation of work; set goals and work to achieve them; support problem solving- making mistakes is part of learning and developing resilience; healthy, independent self- care.</i>											
Communication and Language	Songs, rhymes and poems- sharing familiar rhymes, actions. School role play	Post office role play, listening well Space Station Special box	Chinese New Year role play, Winter theme		Garden centre, Growing Changes		Puppets Expert Showcase		Role play Seaside Inventions			
Ongoing skills in communication and language	<i>Promote and model active listening, including eye contact and being ‘ready’ to listen; identify, explain and explore new vocabulary including within daily interactions; ask questions to find out more and check understanding; talk in complete sentences; support children by rephrasing what children say- model not correct; narrate own and children’s actions and problem solving; model connecting thoughts and ideas (and, because, so, with) extend children’s thoughts and ideas; describe events in detail, using sequencing language; develop social phrases and respond appropriately; listen to, talk about and retell stories; listen to, join in with, learn and adapt songs, actions, rhymes and poems; listen and respond to non-fiction texts.</i>											
Physical Development/ PE	Using the equipment in our garden safely, Self-care OAA Stage 1 planning Balls skills 1-6	Ball skills 7-12 Dance (Space)	Gymnastics Stage 1 planning Yoga		Fitness Stage 1 planning Rugby FUNdamentals stage 1 planning		Multi-skills Stage 1 planning Football FUNdamentals Stage 1 planning Preparing for Sports Day		Tennis Stage 1 planning Yr1 Balanceability Yr 2 Scootability			
Ongoing skills PD	<i>Daily activity- Gross motor session focussing on upper arm and shoulder strength, move and rotate their lower arms and wrists independently, name writing/handwriting Lifting, carrying, pushing, pulling themselves up on the monkey bars; wheeled resources for children to balance, sit and ride on, push and pull. Water, sand and mud kitchen- pouring, stirring, moulding, patting, pinching; dressing and undressing dolls; manipulating small world resources; making models with construction and junk materials; mark making with a wide variety of resources and equipment; using knives and forks; drawing club; handwashing and toileting, dressing and undressing themselves, coats and shoes; eating and drinking with good manners in a group.</i>											
Literacy -Rec	Rec Name recogniti on and writing, listening to stories and respondi	Yr 1 Signage, poems, notes/ thought-bubbles/ diary entries, blurb/pu	Rec Retelling and respondi ng to familiar stories. Initial sounds,	Yr 1 Non-chro nological reports, Dialogue, diaries, re-telling (oral dictation)	Rec Initial sounds, segmenti ng and blending, CVC words. Reading	Yr 1 Own version narrative s Lists, thought bubbles, speech bubbles,	Rec Reading and writing instructio ns lists, descripti ons, captions,	Yr 1 Instructio ns, poetry, poetry reviews, biographi es, celebrati	Rec Storytelli ng and making books, CVCC, CCVC words	Yr 1 Non-narr ative poem, poster, leaflets, letters of advice, note-boo	Rec Writing and reading clues, invitation s Story writing.	Yr 1 Fact files Labels, character compariso ns, character descriptio ns,

Maths- White Rose	Rec Getting to know you Just Like me! Match and sort Compare amounts Compare size, mass, capacity Exploring pattern	Yr 1 Place value within 10, Addition and subtraction	Rec It's Me 1,2,3 Circles and triangles triangles 1,2,3,4,5 Shapes with 4 sides.	Year 1 Addition and subtraction, Shape, Consolidation	Rec Alive in 5! Mass and capacity Growing 6,7,8	Yr 1 Place value within 20, Addition and subtraction, Place value within 50,	Rec Length and height and time Building 9 and 10 3D shape	Yr1 Place value within 50, Length and height, Mass and volume	Rec To 20 and beyond How many now? Manipulate, compose and decompose	Yr 1 Multiplication and division, Fractions, Position and direction	Rec Sharing and Grouping Visualise, Build and Map Make connections	Yr 1 Place value (within 100), Money, Time
Maths	Number- anything can be counted; say number names in order; match one number name to each action/object/sound; say how many after counting- the last number is the total (cardinal counting principle); estimating amounts; count out an amount from a larger group; build counting into everyday routines; counting songs, rhymes and stories; number and counting games; provide additional resources to support counting; subitise small amounts in different arrangements- show without counting; use of 5 and 10 frames; represent amounts in different ways- range of visual models; match numeral to value; staircase patterns/Numicon; emphasise parts within a whole (eg 8 eggs in a nest, 4 hatched, 4 unhatched); play games involving partitioning and recombining sets; make intentional mistakes for children to correct. Shape, space and measure- select, rotate and manipulate shapes; copy and create pictures and patterns; increasingly challenging jigsaws; compose and decompose shapes so children can see shapes within shapes; find 2D shapes within 3D shapes; make and test predictions when comparing size, weight and capacity.											
Understanding the World	Families- sharing photographs, our school environment, the jobs people do, our homes and community. Changes in Autumn, planting bulbs for Spring. E safety Jobs, people, communities, families	Bonfire Night, Autumn and nocturnal animals, Hanukkah, Diwali and Christmas	Observing winter, dressing for cold weather, ice Antarctica Making journeys, exploring materials, using the internet Exploring the traditions of Chinese New Year	Planting seeds Life cycles of plants Parts of a plant Observing the changes in Spring.	Maps, globes, different countries/ traditions, sharing languages. Objects from around the world. Technology walk of the school. E safety	Oceans, animals, habitats and lifecycles. Mermaids and pirates. Seaside and the park in the past- photos/films/stories and objects. Ask other adults at school, parents, grandparents. Inventions						

Ongoing skills in Understanding the world	<i>Children to talk about people who are familiar to them, members of their family and community. Observe, handle, explore and comment on objects and images from the past and around the world; compare and contrast characters from stories, including figures from the past; use maps in games/explorations/investigations/walks and draw simple information from them; understand that some places are special and that people have different beliefs and celebrations; recognise similarities and differences between lives; explore the natural world describing what they see, hear and feel when outside; recognise differences in environments and understand the effect of changing seasons.</i>					
Science (Yr1/2)	Animals including humans: All about me (Year 1 topic)	Exploring Everyday Materials 1 (Year 1)	Living things and their habitats (Year 2)	Plants: Hierarchical teaching (plants year 1 and year 2)	Animals including humans: Growth (Year 2)	Living things and their habitats: Habitats around the world (Year 2)
History (Yr1/2)		Who was Grace Darling and what did she do? events beyond living memory that are significant nationally or globally		Have people always travelled like me? events beyond living memory that are significant nationally or globally (First Airplane flight) (Christopher		What has happened where I live? significant historical events, people and places in their own locality.
Geography (yr1/2)	Global: How diverse is our world? name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		Comparative: What is Madagascar like? use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		Local: Where do I live? use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical	

									features of its surrounding environment. NEW FIELD WORK objecting to map local roads- observational skills			
RE - Understanding Christianity	Rec UC Creation DDeeper Unit How can we care for the world? Creation UC Incarnati on D.Deeper Unit Why are we unique and precious?	Yr 1 UC CreationC ore Unit Who made the world? UC God Core Unit What do Christians believe God is like? Parables of the Lost	Rec UC Incarnati on DDeeper Unit Why are we unique and precious? UC Incarnati on Core Unit Why do Christians perform Nativity plays?	Yr 1 UC God Core Unit What do Christians believe God is like? Parables of the Lost UC Incarnati on Core Unit Why does Christma s matter to Christians ? Luke’s gospel	Rec UC Salvation D.Deeper Unit How can we help others when we need it?	Yr 1 EP Judaism Mitzvot / tzedakah Why is learning to do good deeds so importan t to Jewish people?	Rec UC Salvation Core Unit Why do Christians put a cross in an Easter Garden?	Yr 1 UC Salvation Core Unit Why does Easter matter to Christians ?	Rec Buildings of faith What makes some places sacred to believers ?	Yr 1 EP Judaism Teffillah Why do Jewish families say so many prayers and blessings ?	Rec Stories and Holy Books Why are religious stories special to believers ?	Yr 1 EP Islam Allah How do some Muslims show Allah is compassi onate and merciful?
Expressive Art and Design	Self-portraits, family pictures, cutting skills, singing and using percussion instruments.		Firework sounds and pictures/models. Song and Nativity performance.		Mixing colours, listening to music, junk modelling.		Transient art with loose parts, outside with natural objects. Easter egg designs.		Making masks, puppets and performing. Making instruments and playing instruments.		Junk vehicles, houses, puppets, hats Making mobiles, flags, songs, making thank-you cards	

Music	Rec Songs, Rhymes and clapping games	Yr 1 Musical Conversations (sing up trial)	Rec Celebration music Christmas songs and nativity play	Yr 1 Christmas performances songs	Rec Music and movement	Yr 1 British Songs and sounds	Rec Musical Stories	Yr 1 African call and response	Rec Transport	Yr 1 Djembe	Rec Big Band	Yr 1 Djembe
Art (Yr1/2)	Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. Drawing & Collage				Expressive Painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life. Painting				Stick Transformation Project Explore how you can transform a familiar object into new and fun forms. Drawing			
DT (Yr1/2)			Cooking and Nutrition Balanced Diet Mechanisms Fairyground Rides		Structures Baby Bear’s chair						Mechanisms Moving Monsters Textiles Pouches	
Ongoing skills in Expressive art and design	Explore, use and refine skills and use of materials and tools; return to and build on previous learning and ideas; working collaboratively; colour mixing. Sing in a group/individually; listen, move to, talk about and respond to music, expressing feelings; watch and talk about performances of music/dance/drama; explore and engage in music making and dance in group or solo performances; develop storylines in role play.											
Phonics Little Wandle Letters and Sounds (Rec)	Rec Initial assessment/Baseline Phase 2 phonemes, graphemes (s,a,t,p,i,n,g,o,c,k,ck,e,u,r,h,b,d,f,l)	Yr1 New graphemes – ay, ou, ie, ea New graphemes – oy, ir, ue, aw New graphemes – wh, ph, ew, oe, au, ey New Graphemes: a_e, e_e, i_e, o_e, u_e	Rec New graphemes: (ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/	Yr 1 Alternative pronunciations: a, y, ch, ou Alternative spellings: /ai/ /c/ Alternative spellings: /ee/ /ch/ Review: /ee/ /ch/ /ai/ /c/ oh, their, people	Rec New graphemes (ai, ee, igh, oa, oo, oo, ar, or, er, ow, oi, ear, air, er) words with double letters: dd mm tt bb rr gg pp ff Longer words	Yr 1 Alternative spellings: /oo/(y)/o o/ /n/ Alternative spellings: /ow/ /ng/ Revision Alternative spellings: /oi/ /r/ Alternative	Rec Review phase 3 Words words with two or more digraphs longer words ending in –ing compound words longer words with s in	Yr 1 Alternative spellings: /ear/ /sh/ Alternative spellings: /air/ /v/ Revision Alternative spellings: /or/ /w/ Alternative spellings: /ur/ /e/ Revision	Rec Phase 4 Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC, Longer words Compound words root words ending in: –ing, –ed /t/,	Yr1 The sound ‘-zh’ spelt ‘-s’. Suffixes ‘-ment’, ‘-ness’ and ‘-ful’. Suffixes ‘-less’ and ‘-ly’ Words ending in ‘-tion’. Using contractions.	Rec Long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending –s /s/ Phase 4 words ending –s	Yr 1 Alternative spellings /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer

		Alternative pronunciations: i, o, c, g, u Alternative pronunciations: ow, ie, ea, er	added at the end (bags)	Alternative spellings: /igh/ /f/ Alternative spellings: /oa/ /m/		spellings: /ar/ /s/ Revision	the middle /z/ s words ending –s words with –es at end /z/		–ed /id/ /ed/ –est	Using apostrophes to mark possession.	/z/ Phase 4 words ending –es longer words –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Phase 4 words ending in: –s /s/, –s /z/, –es longer words	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious or/ augh our oar ore daughter pour oar more
Handwriting	Letterjoin 1-12	Letterjoin 13-26	Letterjoin 27-38	Letterjoin 39-48	Letterjoin 49-60	Letterjoin 61-70						
Ongoing skills in phonics	Daily practise of reading individual sounds and actions, blending sounds into words, reading letter groups- diagraphs and trigraphs, and doing actions; reading tricky and common exception words; rhyming songs and games; games and activities involving initial sounds; segmenting and blending simple words, children’s names; reading phrases and sentences made up of known letter sounds, including some longer words- rabbit/herself/sitting											
Computing	COMPUTING SYSTEMS AND NETWORKS: Technology around us Online Safety Health, well-being and lifestyle Copyright and ownership	COMPUTING SYSTEMS AND NETWORKS: Information technology around us Online safety Health, Well-being and Lifestyle Online bullying	CREATING MEDIA: Digital Painting Self-image and identity Online reputation	CREATING MEDIA: Digital photography Managing online information Online reputation	PROGRAMMING A: Moving a robot Online relationships Online bullying	PROGRAMMING A: Robot algorithms Online reputation						

Home Learning	Self-care, putting on coats, shoes, washing hands etc. Draw yourself in your uniform, finding rhyming words in books/pictures/around the house.	Can you tell us about a celebration special to you? Name writing. Phase 2 sounds and tricky words.	Making up alien words, what is the funniest one you can make? Phase 3 sounds and tricky words	What plants can you see growing near your home? Draw a park or garden or make a model. Begin a class journal for the children to add writing and drawings to.	Tell someone in your family a traditional tale, what technology do you use at home? Phase 4 tricky words	Can you find out a fact about your favourite sea creature and share it with the class. We can add these together to make a class non-fiction book. Ask a grown up what it was like going to the park/seaside when they were young. Bring in pictures.
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