



	Autumn 1 (8 Weeks) We Are Unique	Autumn 2 (7 Weeks) We Like to Celebrate	Spring 1 (5 Weeks) We Are Inspirational	Spring 2 (5 Weeks) We Celebrate New Life	Summer 1 (7 Weeks) We Are Explorers	Summer 2 (7 Weeks) We Are Imaginative
Calendar	4 th Sept (3-day week)	6 th Nov	8 th Jan	19 th Feb	8 th Apr	3 rd Jun
	11 th Sept	13 th Nov	15 th Jan	26 th Feb	15 th Apr	10 th Jun
	18 th Sept	20 th Nov	22 nd Jan	4 th Mar	22 nd Apr	17 th Jun
	25 th Sept	27 th Nov	29 th Jan	11 th Mar	29 th Apr	24 th Jun
	2 nd Oct	4 th Dec	5 th Feb	18 th Mar (4-day week)	6 th May (4-day week)	1 st Jul
	9 th Oct	11 th Dec			13 th May	8 th Jul
	16 th Oct	18 th Dec (4-day week)			20 th May	15 th Jul
	23 rd Oct					
Assessment	FS1 Baseline WellComm (Baseline) RBA WellComm (Baseline) Writing Assessment Little Wandle	FS1 Assessment Little Wandle Maths Assessment Writing Assessment	FS1A Baseline WellComm (Assessment Point 1) WellComm (Assessment Point 1) Little Wandle	FS1 Assessment Little Wandle Maths Assessment Writing Assessment	FS1A Baseline/Assessment WellComm (Assessment Point 2) WellComm (Assessment Point 2) Profile Data: Little Wandle Maths Assessment Writing Assessment	FS1 Assessment WellComm (End of Year Assessment Point) WellComm (End of Year Assessment Point) Little Wandle
Experience	Library Visit	Pantomime Church Nativity	Emergency Services Visit	Tropical World Caterpillars	Animal Workshop	Picnic in the Park
Key Events	Black History Month (October)	Bonfire Night 05.11 Remembrance Day 11.11 Diwali 12.11 Anti-Bullying 13-17.11 Children in Need 17.11 Halloween 31.11 Christmas 25.12	RSPB Big Garden Birdwatch 26-28.01 NSPCC Number Day 02.02 Safer Internet Day 06.02 Chinese New Year 10-11.02 Shrove Tuesday 13.02	Anti-Bullying 28.02 World Book Day 07.03 Mother's Day 10.03 British Science Week 08-17.03 Red Nose Day 15.03 Easter 31.03	Mental Health Week 13-20.05	Father's Day 16.06
Key Texts	Hugless Douglas Goes to Little School The Family Book Our Class Is A Family Colour Monster	Winnie The Witch Funny Bones How to Catch A Star Rama and Sita The Nativity Tale The Dinosaur That Pooped Christmas	Police Hospital/Paramedics/Doctors Fire Service Dentist Vets	The Very Hungry Caterpillar Norman The Slug with The Silly Shell Jasper's Beanstalk Titch We're Going on An Egg Hunt	Lost and Found Polar Bear, Polar Bear Monkey Puzzle? Rumble in The Jungle? Owl Babies? We're Going on a Bear Hunt Where's My Teddy?	The Gingerbread Man Goldilocks and The Three Bears The Three Little Pigs The Three Billy Goats Gruff Little Red Riding Hood Jack and the Beanstalk

Reading for Pleasure Spine

	Autumn	Spring	Summer
Key Author	Jo Lindley Hello Autumn/ Hello Winter Hello Spring/ Hello Summer	Lily Murray Sheldon's New Shell The Girls Who Loves Bugs	Clara Anganuzzi Dear Earth Strong
Archaic Text	The Tale of Peter Rabbit The Magic Faraway Tree	The Tale of Peter Rabbit The Magic Faraway Tree	The Tale of Peter Rabbit The Magic Faraway Tree
Emotional Wellbeing	Hugasarus The Colour Monster	Fill A Bucket How Full Is Your Bucket?	I'm a Feel-O-Saur The Huge Bag of Worries
Events	The Christmas Story All the Colours of Christmas	The Story of Easter by Fiona Boon The Story of Easter by Alexa Tewkesbury	The Frog Olympics Ready Steady Mo
Diversity	The Family Book A Superpower Like Mine	The Don't Worry Book What Happened To You?	Be Who You Are Talking Is Not My Thing
Non-Linear	A Beautiful Oops Here We Are	When I Build with Blocks The Proudest Blue	The Lion Inside The Jolly Postman
Poetry	Caterpillar Cake The Puffin Book of Fantastic First Poems	Shark in The Park Poems Out Loud	What's in The Witches Kitchen Nature Trail

Characteristics of Effective Learning

Playing and Exploring Following own interests, showing curiosity, listening and communicating, making independent choices, making new friends and having a go	Active Learning Concentrating, persevering, correcting mistakes, taking risks, demonstrating enjoyment and enthusiasm, engaging in their imagination	Creating and Thinking Critically Following their own ideas and making links, reviewing their own progress, self-correcting, problem solving, concentrating for extended periods of time
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Communication and Language

Listening, Attention and Understanding Speaking	Listen and respond to a simple instruction (B-3) Sing songs and rhymes Understand how to listen carefully and why listening is important Develop social phrases	Start to say how they are feeling, using words as well as actions. (B-3) Develop their communication but may continue to have problems with irregular tenses and plurals Ask questions to find out more and to check they understand what has been said to them	Listen to other people's talk with interest but can easily be distracted by other things. (B-3) Pay attention to more than one thing at a time Articulate their ideas and thoughts in well-formed sentences	Start to develop conversation, often jumping from topic to topic. (B-3) Start a conversation with an adult or friend and continue it for many turns Connect one idea or action to another using a range of connectives	Understand simple questions about 'who', 'what', and 'where'. (B-3) Understand a question or instruction that has two parts Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Understand 'why' questions Uses longer sentences of four to six words Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
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Personal, Social and Emotional Development

<p>Self-Regulation Managing Self Building Relationships</p>	<p>Play with increasing confidence on their own and with other children. (B-3)</p> <p>Select and use activities and resources, with help when needed</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Show more confidence in new social situations</p> <p>Manage their own needs</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Build constructive and respectful relationships</p>	<p>Feel strong enough to express a range of emotions. (B-3)</p> <p>Talk about their feelings</p> <p>Play with one or more other children, extending and elaborating play ideas</p> <p>Develop their sense of responsibility and membership of community</p> <p>See themselves as a valuable individual</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspective of others</p>	<p>Increasingly follow rules, understanding why they are important</p> <p>Know and talk about the different factors that support their overall health and well-being</p>	<p>Remember rules without needing an adult to remind them</p> <p>Know and talk about the different factors that support their overall health and well-being</p>	<p>Understand gradually how others might be feeling</p> <p>Show resilience and perseverance in the face of challenge</p>	<p>Find solutions to conflicts and rivalries</p> <p>Talk with others to solve conflicts</p> <p>Show resilience and perseverance in the face of challenge</p>
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Physical Development

<p>Gross Motor Skills Fine Motor Skills</p>	<p>Use large muscle-movements</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Further develop the skills they need to manage the school day successfully</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (B-3)</p> <p>Be increasingly independent as they get dressed or undressed</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and agility</p>	<p>Show a preference for a dominant hand</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Further develop and refine a range of ball skills</p>	<p>Collaborate with others to manage large items</p> <p>Develop overall body-strength, balance, co-ordination and agility</p>	<p>Continue to develop their movement, balancing, riding and ball skills</p> <p>Revise and refine the fundamental movement skills they have already acquired</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>
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		needed to engage successfully with future PE lessons and other physical disciplines				
Get Set 4 PE	Introduction to PE Unit 1	Introduction to PE Unit 2	Ball Skills Unit 1	Ball Skills Unit 2	Fundamentals Unit 1	Games Unit 1
Literacy						
Comprehension Word Reading Writing	<p>Enjoys songs and rhymes. (B-3)</p> <p>Repeat words and phrases from familiar stories. (B-3)</p> <p>Engage in extended conversations about stories</p> <p>Read individual letters by saying the sounds for them</p>	<p>Ask questions about the bppk. Make comments and shares their own ideas. (B-3)</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (B-3)</p> <p>Understand the five key concepts about print</p> <p>Blend sounds into words</p> <p>Read some letter groups that represent one sound and say sounds for them</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Develop their phonological awareness</p> <p>Read a few common exception words</p> <p>Read simple phrases and sentences</p>	<p>Write some or all of their name</p> <p>Read a few common exception words</p> <p>Read simple phrases and sentences</p>	<p>Write some or all of their name</p> <p>User some of their print and letter knowledge in their early writing</p> <p>Read simple phrases and sentences</p>	<p>Write some or all of their name</p> <p>Write some letters accurately</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>
Phonics Little Wandle	<p>Simple Sounds Listening and Attention Skills</p> <p>Phase 2</p>	<p>Simple Sounds Listening and Attention Skills</p> <p>Phase 2</p>	<p>Simple Sounds Developing Phonological Awareness</p> <p>Phase 3</p>	<p>Simple Sounds Developing Phonological Awareness</p> <p>Phase 3</p>	<p>Simple Sounds Phonemic Awareness</p> <p>Phase 4</p>	<p>Simple Sounds Phonemic Awareness</p> <p>Phase 4</p>
Maths						
Number Numerical Patterns	<p>Count in everyday contexts, sometimes skipping numbers- 1-2-3-5'. (B-3)</p> <p>Say one number for each item in order</p> <p>Count objects, actions and sounds</p>	<p>React to changes of amount in a group of up to three items. (B-3)</p> <p>Develop fast recognition of up to 3 objects without having to count them individually</p>	<p>Show 'finger numbers' up to 5</p> <p>Link numerals with their cardinal number value</p> <p>Explore the composition of numbers to 10</p>	<p>Compare quantities using language 'more than' and 'fewer than'</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Subitise</p>	<p>Talk about and explore 2D and 3D shapes</p> <p>Link numerals with their cardinal number value</p> <p>Count beyond 10</p> <p>Compare numbers</p>	<p>Solve real world mathematical problems with numbers up to 5</p> <p>Count beyond 10</p> <p>Compare numbers</p> <p>Explore the composition of numbers to 10</p>

	Continue, copy and create repeating patterns Compare capacity	Extend and create ABAB patterns Notice and correct an error in a repeating pattern Subitise Link numerals with their cardinal number value Compare numbers Explore the composition of numbers to 10	Compare length, weight and capacity	Link numerals with their cardinal number value Compare numbers Explore the composition of numbers to 10 Continue, copy and create repeating patterns	Explore the composition of numbers to 10 Develop spatial reasoning skills	Continue, copy and create repeating patterns
Maths NCETM	Colour, Sorting, Matching, Number Nursery Rhymes RBA Identifying gaps in early mathematical skills Compare Size, Mass and Capacity Make Simple Patterns	Numbers 1 and 2 Subitising (2) Patterns, Number Nursery Rhymes Subitising Counting, Cardinality and Ordinality Composition Comparison Geometry and Spatial Thinking Time	Numbers 3, 4 and 5 Subitising, Composition, Number Nursery Rhymes Counting, Ordinality and Cardinality Composition Compare Mass Compare Capacity Length and Height	Height, Length, Size, Quantity, Number, Nursery Rhymes Subitising Counting, Ordinality and Cardinality Composition Comparison Time 3D Shape Pattern	Time, Positional Language, 2D/3D shapes, Number Nursery Rhymes Counting, Ordinality and Cardinality Comparison Composition Subitising Spatial Reasoning	Number Composition, What comes after? What comes before? Numbers to 5, Number Nursery Rhymes Cardinality, Ordinality and Counting Subitising Composition Comparison Patterns and Relationships
Understanding the World						
Past and Present History	Make connections between the features of their family and other families. (B-3) Begin to make sense of their own life story and family's history Talk about members of their immediate family and community	Notice differences between people. (B-3) Continue developing positive attitudes about the differences between people Comment on images of familiar situations in the past	Show interest in different occupations Name and describe people who are familiar to them	Begin to make sense of their own life story and family's history Talk about members of their immediate family and community	Continue developing positive attitudes about the differences between people Comment on images of familiar situations in the past	Show interest in different occupations Compare and contrast characters from stories, including figures from the past
People, Culture and Communities Geography	Talk about what they see, using a wide vocabulary Recognise some similarities and differences between life in	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Continue developing positive attitudes about the differences between people	Talk about what they see, using a wide vocabulary Recognise that some environments are different	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Continue developing positive attitudes about the differences between people

	this country and life in other countries	Recognise that people have different beliefs and celebrate special times in different ways	Understand that some places are special to members of their community	from the one in which they live	Draw information from a simple map	Draw information from a simple map
The Natural World Science	Explore and respond to different natural phenomena in their setting and on trips. (B-3) Use all their senses in hands-on exploration of natural materials Explore how things work Explore the natural world around them	Begin to understand the need to respect and care for the natural environment and all living things Describe what they see, hear and feel whilst outside	Talk about what they see, using a wide vocabulary Understand the effect of changing seasons on the natural world around them	Plant seeds and care for growing plants Understand the key features of the life cycle of a plant or animal Understand the effect of changing seasons on the natural world around them	Explore collections of materials with similar and/or different properties Describe what they see, hear and feel whilst outside	Explore and talk about different forces they can feel Talk about the differences between materials and changes they notice Explore the natural world around themes
Expressive Arts and Design						
Creating with Materials Being Imaginative and Expressive	Listen with increased attention to sounds. Listen attentively, move to and talk about music, expressing their feelings and responses.	Respond to what they have heard, expressing their thoughts and feelings. Watch and talk about dance and performance art, expressing their feelings and responses.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Create collaboratively, sharing ideas, resources and skills.	Shows different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Create collaboratively, sharing ideas, resources and skills.	Play instruments with increasing control to express their feelings and ideas. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Respond to what they have heard, expressing their thoughts and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Artist	Frida Kahlo (Self Portraits using pencils and paint)	Georgia O'Keefe (Poppy paintings)	Claude Monet (Collage)	Wassily Kandinsky (Colour mixing and shapes)	Barbara Hepworth (Sculptures using clay)	Vincent Van Gough (Sunflowers)
Nursery Rhymes	Humpty Dumpty Wind the Bobbin Up Old McDonald Incy Wincy Spider 1, 2, 3, 4, 5, Once I Caught a Fish Alive The Wheels on the Bus	5 Little Ducks One Little Elephant Balancing 5 Little Men in a Flying Saucer The Grand Old Duke of York The Tractor Song Christmas Songs	Feel the Beat Row, Row, Row Your Boat 5 Little Monkeys Down at the Station 10 Fat Sausages Here We Go Round The Mulberry Bush	If You're Happy and You Know It 5 Currant Buns Down in the Jungle Five Little Speckled Frogs Little Peter Rabbit	One Finger, One Thumb Penguin Dance A Sailor Went to Sea When You Want to Make a Spell 10 Green Bottles The Bear Went Over the Mountain	Dinosaurs Ten in the Bed Head, Shoulders, Knees and Toes Hokey Cokey One Man Went to Mow
Kapow - Music	Exploring Sound	Celebration Music	Music and Movement	Transport	Big Band	Musical Stories