









Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Planned Themes	All about me	People who help us & Celebrations	Discovering Donaldson	Around the world	Amazing animals	Our natural world
Possible areas of interest linked to this:	All about me All about my family My five senses Where we live/ location Autumn	Real life heroes / historic heroes People who help us Do we all celebrate the same things? Birthdays, Diwali, Bonfire night, Christmas	Habitats Spring creatures Mythical creatures Woodland and habitats	Do we all have the same routine? Hot and cold climates Holidays Different food Journeys and transport	Pets, zoo animals, farm animals, jungle animals and sea creatures.	Insects, habitats and natural environments. Creatures that crawl and fly Lifecycles
Curriculum Enrichment/ Key dates	Stephany's pumpkin patch Harvest service	Diwali Bonfire night Remembrance day Children in need Christmas EYFS Nativity Christmas jumper day Community visits Stories around the Christmas tree	Chinese new year Whinlatter forest Gruffalo trail	Easter service Easter	Claire's cool creatures Farm visit	Bug hotel building End of year celebration
Literacy Core Texts						



Communication & Language:	Autumn Term	Spring Term	Summer Term
Listening, Attention and Understanding	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and song, paying attention to how they sound.</p> <p>Engage with non-fiction books.</p> <p>people who help us books.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell stories once they have developed a deep understanding of the text, some as repetition and some in their own words.</p> <p>Learn new rhymes, poems and songs.</p> <p>Listen to and talk about selected non fiction to develop new knowledge and vocabulary.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. (When being read to and during whole class/ small groups discussions).</p> <p>Hold conversations when engaged in back and forth exchanges with staff and peers.</p>
Speaking	<p>Use new vocabulary through the day.</p> <p>Articulate ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of conjunctions.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Use talk to describe how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p>	<p>Participate in small group and one-to-one discussions offering their own ideas and using new vocabulary.</p> <p>Offer explanations for why things might happen, making use of vocabulary from stories, poem and rhymes where appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences.</p> <p>Using past, present and future tenses.</p> <p>Making use of conjunctions with modelling and support.</p>



Personal, Social & Emotional Development:	Autumn Term	Spring Term	Summer Term
Self Regulation	Express their feelings and consider the feelings of others. Develop appropriate ways to be assertive. Talk with others to resolve conflict. SCARF:AT1: Getting help.	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. SCARF SPT1: Keeping my body safe.	Show an understanding of their feelings and those of others. Begin to regulate their behavior accordingly. Being able to wait for what they want and control their immediate impulses where appropriate. Give focused attention when given instructions. Show an ability to follow instructions involving several ideas or actions. SCARF Sum1: Keeping by body healthy – food, exercise, sleep.
Managing Self Links to DT	Remember the rules and understand why they are important. Show resilience and perseverance. Be increasingly independent in meeting their own care needs. Manage their own needs including putting on own coat, getting a drink and going to the toilet. SCARF AT1: What makes me special. SCARF AT2: Showing kindness.	Be independent in meeting their own care needs: washing hands before lunch/ after the toilet etc. Talk about ways to look after their teeth. To understand the principles of a varied and healthy diet. Talk about which foods we should have more/less of to stay healthy. To discuss ways to stay safe online including sensible amounts of screen time. SCARF SPT2: Safe secrets and touches.	Be confident to try new activities and show independence and resilience in the face of a challenge. Explain the reasons for rules, know right from wrong and behave accordingly. Manage their own basic hygiene and personal needs, including dressing going to the toilet and understanding the importance of healthy food choices. Explore the different fruits and vegetables using senses. I know where different fruits and vegetables are grown. A good understanding of the foods we need to stay healthy. SCARF Sum1: Growth Mindset.



			SCARF Sum2: Cycles.
Building Relationships	<p>Develop sense of responsibility and membership of a community.</p> <p>Become more outgoing in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Build constructive and respectful relationships.</p> <p>SCARF AT1: People close to me.</p> <p>SCARF AT2: Similarities and difference.</p> <p>SCARF AT2: Celebrating difference.</p>	<p>See themselves as a valuable individual. Express their feelings and consider the feelings of others.</p> <p>SCARF SpT1: People who help to keep us safe.</p> <p>SCARF SpT2: Looking after things: friends, environment, money</p>	<p>Work and play cooperatively, taking turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own needs and the needs of others.</p> <p>SCARF Sum2: Life stages.</p> <p>SCARF Sum2: Girls and boys: similarities & differences.</p>
Links to PHSE	<p>SCARF AT1: All about me unit.</p> <p>SCARF AT2: Valuing difference.</p>	<p>SpT1: Keeping safe.</p> <p>SpT2: Rights and respect.</p>	<p>Sum1: Being my best.</p> <p>Sum2: Growing and changing.</p>

Physical Development	Autumn Term	Spring Term	Summer Term
Gross Motor	<p>Revise and refine fundamental movement skills: rolling, crawling, walking, jumping, hopping, skipping & climbing.</p> <p>Progress towards a more fluent style of moving.</p> <p>Developing control and grace.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p>Develop overall body strength, co ordination, balance and agility.</p> <p>Develop confidence, precision and accuracy when engaging in ball games.</p> <p>Negotiate space and obstacles safely with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p>



						Move energetically: running, jumping, dancing, hopping, skipping and climbing.
Fine Motor	Use one handed tools for equipment e.g: paper snips with scissors. Use comfortable control and a good grip when using pens and pencils. Show a preference for a dominant hand. Be increasingly independent when dressing and undressing themselves. e.g putting on coats and doing up zips. Develop small motor skills to use a wide range of tools competently, safely and confidently. E.g. pencils, paintbrushes, scissors, knives, forks and spoons.		Develop the foundations of a hand writing style which is fast, accurate and efficient.			Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Links to PE Units	Me & myself	Movement & development	Throwing & catching	Ball skills	Fun & games	Working with others

English	Autumn Term	Spring Term	Summer Term
Word Reading	Develop their phonological awareness to: Count or clap syllables in a word. Recognise words with the same initial sound. Begin to read individual letters by saying the sounds for them. Begin to blend sounds in to words so they can read short words made of known sounds.	Develop their phonological awareness to: Begin to use sound buttons to identify how many sounds are in a word. RWI – blend sounds to read words, read short ditty stories. Intro in to set 2 sounds. Read set 1.3 – 1.7 with increasing fluency. Read some red words by sight: the, I, no, my, of, for, he. Can supply words with the same initial	Develop their phonological awareness to: Recognise and use rhyme in daily conversation. Use sound buttons to segment and read words. Can identify words containing the same diagraph or triagraph e.g. –ay, - may, -day, – play Say a sound for each letter in the alphabet and at least 10 diagraphs inc sh, ch, th,



	<p>Begin to read CVC words using known letter sounds.</p> <p>RWI - read all set 1 sounds, blend sounds in to words orally.</p> <p>Read set 1.3 -1.7 with increasing fluency (after oral blending confidentially).</p>	<p>sound. Recognise all taught Set 1 including some diagraphs (special friends).</p> <p>Re- read phonetically decodable books to build up their confidence in words reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds in to words, so that they can read short words made up of known letters – sound correspondence.</p> <p>Read simple sentences containing known letter sound correspondences containing 1 or 2 common words.</p>	<p>ck, ll, ff, ss, zz, ng, nk</p> <p>Read set two sounds and red words.</p> <p>Read words consistent with their phonetic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonetic knowledge, including some common exception words.</p>
Comprehension	<p>Ask questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat vocabulary in the context of a story.</p> <p>Has favourite books and seeks them out to share with an adult, another child or to look at alone.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in small world, home corner, role play areas.</p> <p>Request favourite poems and stories.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way and repeating known phrases from the text.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
Writing	<p>Form lower case letters and capital letters correctly.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Spell words by identifying the sounds and then writing the sounds with the corresponding letter.</p> <p>Copy full name either independently</p>	<p>Make good attempts at writing a short sentence with words with known sounds.</p> <p>To begin to show awareness of a capital letter and a full stop in independent writing.</p> <p>Form many lower case letters correctly.</p> <p>Begin to use capital letters, finger space and full stops in independent writing.</p>	<p>Use a capital letter at the start and a full stop at the end of a sentence.</p> <p>Use finger spaces most of the time.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>



	<p>or from a name label.</p> <p>Physical development – use a range of small tools competently and confidently.</p>	<p>Physical development –develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Physical development – hold a pencil effectively in preparation for fluent writing. Use the tripod grip in almost all cases.</p>
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Maths	Autumn Term	Spring Term	Summer Term
White Rose Maths	<p>Match, sort and compare</p> <p>Talk about measure and patterns</p> <p>It's me 1, 2, 3</p> <p>Circles and triangles</p> <p>1,2, 3, 4, 5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and Capacity</p> <p>Growing 6,7,8</p> <p>Length, height and time</p> <p>Building 9 and 10</p> <p>Explore 3D Shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p> <p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p> <p>Consolidation</p>
Mastering Number	<p><u>Subtising:</u> Within 3 and within 5.</p> <p><u>Cardinality, Counting and Ordering:</u></p> <p>Counting sequence Cardinality</p> <p>1:1 correspondence. Cardinality of 5 Dice patterns Numerals to 5.</p> <p><u>Composition:</u> Within 4 and Whole and Part.</p> <p><u>Comparison:</u></p> <p>More than Fewer than.</p> <p>Matching.</p>	<p><u>Subtising:</u> 5 and more Conceptual subitising and doubles.</p> <p><u>Cardinality, Counting and Ordering:</u></p> <p>Counting beyond 20 Show me (fingers)</p> <p>Link cardinality to numeral.</p> <p>Within 10 Counting Pattern beyond 20.</p> <p><u>Composition:</u></p> <p>Within 6 Hidden parts 5 and a bit.</p> <p>Odd and Even Composition of numbers to 10.</p> <p><u>Comparison:</u></p>	<p><u>Subtising:</u> When to subitise Different arrangements. Consolidation.</p> <p><u>Cardinality, Counting and Ordering:</u></p> <p>Beyond 20. Consolidation.</p> <p><u>Composition:</u></p> <p>Composition of numbers to 10. Consolidation.</p> <p><u>Comparison:</u></p> <p>Order sets.</p>



		Equal and unequal “howmanyness” of a number. Position of numbers.	Consolidation.
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Understanding the World	Autumn Term	Spring Term	Summer Term
Past and Present Links to NC History People, Culture & Communities Links to NC Computing and Geography	Me – my timeline My family and me – past and present Remembrance day Bonfire night Christmas Diwali My community – people who help us Birthdays Computing – overview	Easter – lent Transport through time Kapow – spot the difference, past and present Kapow – around the world Computing – overview	Summer – seasonal changes Bug hotel – how can we welcome animals on the school ground. Seasonal dress/ sun protection Farm animals, zoo animals, pets, insects, sea creatures, jungle animals
The Natural World Links to NC Science and Geography	My Body – all about me Autumn – seasonal changes Harvest Winter – seasonal changes	Life cycles Seasonal changes – spring Hot and cold	Habitats- animals on the school ground.

Science	Autumn Term	Spring Term	Summer Term
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	<p><u>All About Me/Autumn</u> Understanding the world Talk about members of their immediate family and community. Name and describe people who are familiar to them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them – leaves falling off trees, cold, frost. Explore the outdoor environment and talk about the local area – Rockcliffe as a village. Talk about key places and simple routes such as the journey from home to school.</p> <p><u>People who help us</u> Understanding the world Talk about the lives of the people around them and their roles in society. Know some similarities and differences between different religious and cultural communities in their country, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class/ storytelling. Talk about the lives of the people around them and their roles in society Compare and contrast characters from stories</p>	<p><u>Discovering Donaldson</u> Understanding the world Using all their senses in hands-on exploration of natural materials Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe the immediate environment using observation, discussion, stories, non-fiction texts and maps. Talk about what they see, using a wide vocabulary Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><u>Around the world</u> Understanding the world British Science Week March 6-15. The theme for 2026 will be "Curiosity: what's your question?", focusing on encouraging people to explore their curiosity about the world and how to find answers. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Talk about what they see, using a wide vocabulary</p>	<p><u>Amazing animals</u> Understanding the world Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe the immediate environment using observation, discussion, stories, non-fiction texts and maps.</p> <p><u>Our Natural world</u> Understanding the world Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe the immediate environment using observation, discussion, stories, non-fiction texts and maps Explore the natural world around them, making observations and drawing pictures Recognise that some environments are different to the one in which they live.</p>
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Expressive Arts and Design	Autumn Term	Spring Term	Summer Term
<p>Creating with Materials</p> <p>Links to NC Art & DT</p>	<p>Art: - Autumn Nature wreaths. - Winter Craft – Threaded snowflakes. - Christmas Craft – Salt Dough decorations.</p> <p>DT – Christmas sliding pictures. Simple mechanism sliding Santa chimney picture.</p>	<p>Art –Spring Craft – Petal Mandala sun catchers. - Spring Craft – Easter: Egg threading. Drawing – Marvellous marks</p> <p>DT - Structures-junk modelling Explore and learn about various types of permanent and temporary join-combination of materials and joining techniques.</p>	<p>Art – Summer Craft – Salt painting.</p> <p>Craft and Design – Let’s get crafty</p> <p>Painting and mixed media – Paint my world</p> <p>DT Cooking and nutrition- making a rainbow salad. Explore what it means to have a healthy balanced diet. They design and make their own rainbow salad combination.</p>
<p>Being imaginative & Expressive</p> <p>Links to NC Music</p>	<p>Music – Harvest Songs -The farmer plants his seeds. -Dingle dangle scarecrow. - Oats and beans and barley grow.</p> <p>EYFS Nativity</p>	<p>Music – Use music to help with core skills -Wind the bobbin up -5 little speckled frogs/ 10 currant buns/ 10 green bottles -Days of the week -Alphabet song</p> <p>Easter songs -Spring chicken -Sleeping bunnies - I had a little chicken</p>	<p>Music – Instrument recognition -Name some popular instruments. -Identify the action needed to play- hit, strum, pluck, shake. -Junk model to create instruments Use our bodies to create music -Identify different ways our bodies can make music. -Play Simon says to make different sounds. -Use our bodies to create different sounds to match a picture.</p>



Religious Education	Autumn Term	Spring Term	Summer Term
Key Learning/ Questful RE	<p>EYFS 2 Harvest: Why do people of faith say thank you to God at Harvest time?</p> <p>EYFS 1 I am Special: Why are we all different and Special?</p> <p>Unit on Diwali- Why do Hindus light candles at Diwali?</p> <p>EYFS 4 Christmas: How do Christians celebrate Jesus birthday?</p>	<p>EYFS 5 Stories Jesus heard: What stories did Jesus hear when he was a child?</p> <p>EYFS 6 Stories Jesus told: Why did Jesus tell stories?</p> <p>EYFS 7 Easter: Why do Christians believe Easter is all about love?</p>	<p>EYFS 9 Special Places: What makes a place holy?</p> <p>EYFS 11 Special Times: How do you celebrate special times?</p>
Key dates/ Events	<p>4th-10th Space Week (Awe and Wonder)</p> <p>October 20th – Diwali</p> <p>November 1st- All Saints Day</p> <p>10th-14th November- Anti-bullying week</p> <p>November 30th- Advent</p> <p>December 8th- Bodhi Day- Collective Worship</p> <p>Themes: Sharing; leadership; caring for others; self-sacrifice; Buddhism.</p> <p>December 14-22nd Hanukkah</p> <p>December 25th Christmas</p>	<p>March 17th-21st Ramadan</p> <p>March 15th- Mother's Day</p> <p>March 18th- Global Recycling Day (Courageous Advocacy?)</p> <p>April 3rd-5th Easter</p>	<p>May 20th- World Bee Day (Courageous Advocacy? Can we leave a section of wild grass for the bees/ plant wild flowers?)</p> <p>June 20th- World Refugee Day</p> <p>June 21st- Father's Day</p> <p>July- Plastic- free July?</p>



	<u>Collective Worship Focus</u> <ul style="list-style-type: none"> - Harvest Festival – Date tbc - RE Week- Suggested date 29.09.25 Christianity around the world. - Week before October half term- Diwali- Children can share their learning December 8th Bodhi Day - https://www.bbc.co.uk/teach/school-radio/articles/zy9vp4j - Christmas Service- Date tbc 	<u>Collective Worship Focus-</u> Ramadan and Eid- https://www.bbc.co.uk/teach/school-radio/articles/z7bt7yc Easter Service – Date tbc	
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Computing	Autumn Term		Spring Term		Summer Term	
Key Learning	Barefoot Computing- Awesome Autumn Technology around us	Barefoot Computing: Winter Warmers. Toys Coding Critters	Barefoot Computing: Busy Bodies Head, Shoulders, Knees and toes Music Creation	Barefoot Computing - Springtime Cooking: -Pizza _ Jam sandwich	Barefoot Computing: Boats Ahoy Art	Barefoot Computing: Summer fun Lego Building Crazy Characters