








Area of Learning	Autumn 1 - All About Me	Autumn 2 - Celebrations	Spring 1 - Wonderful World	Spring 2 - Spring into Change	Summer 1 - Our Roots and Homes	Summer 2 - Discover
Other Possible Themes	Baseline Assessments Settling in All About Me Gingerbread Man Investigating colour & patterns Seasonal Change - Autumn	Signs of Autumn Nursery Rhymes Fireworks - Bonfire Night Peter Pan Christmas	Winter/helping the birds Arts week focus Looking after our world/ ourselves Pancake Day	Signs of Spring Shapes Change in weather Easter	Growing - plants Where I Live Houses & Homes How I Have Grown What has changed since my parents were little?	Mini-beasts Lifecycles Around the World Summer Reflections
Enrichment Activities	Autumn Halloween Explore School Environment School Staff Family Members	Remembrance Day Nursery Rhyme Week Odd Socks (Anti-Bullying Week) Children in Need Nursery & Reception Nativity Performance Christmas Jumper Day Christmas Party Firefighters	Lunar New Year Number Day: Friday 6 Feb Shrove Tuesday Valentines Winter Arts Week Focus Dentist	World Book Day (5 th March) Mothering Sunday (15 th March) Reddish Vale Farm Easter Vets	Wild Garden Police	Father's Day (21 st June) Sports Day (23 rd June) Transition to school Lower Moss Wood Ambulance
<div>Communication and Language</div> <div></div> <div>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing and speech and language interventions.</div>	<div>Listening, Attention and Understanding</div> <div>Children will be able to understand how to listen carefully and know why it is important.</div> <div>Speaking</div> <div>Children will talk in front of small groups and their teacher offering their own ideas.</div>	<div>Listening, Attention and Understanding</div> <div>Children will begin to understand how and why questions.</div> <div>Speaking</div> <div>Children will use new vocabulary throughout the day.</div>	<div>Listening, Attention and Understanding</div> <div>Children will learn to ask questions to find out more.</div> <div>Speaking</div> <div>Children will talk in sentences using conjunctions, e.g. and, because.</div>	<div>Listening, Attention and Understanding</div> <div>Children will retell a story and follow a story without pictures or props.</div> <div>Speaking</div> <div>Children will engage in non-fiction books and to use new vocabulary in different contexts.</div>	<div>Listening, Attention and Understanding</div> <div>Children will be able to understand a question such as who, what, where, when, why and how.</div> <div>Speaking</div> <div>Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</div>	<div>Listening, Attention and Understanding</div> <div>Children will be able to have conversations with adults and peers with back-and-forth exchanges.</div> <div>Speaking</div> <div>Children will use talk in sentences using a range of tenses.</div>
	<div>Listening, Attention and Understanding:</div> <div>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</div> <div>Speaking:</div> <div>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</div>					
<div>Personal, Social and Emotional Development</div> <div></div> <div>Children develop their personal, social and emotional skills throughout the year through, circle times, social stories and diversity stories.</div>	<div>Self-Regulation</div> <div>Children will be able to follow one step instructions.</div> <div>Children will recognise different emotions.</div> <div>Children will focus during short whole class activities.</div> <div>Managing Self</div> <div>Children will learn to wash their hands independently.</div> <div>Building Relationships</div> <div>Children will seek support from adults and gain confidence to speak to peers and adults.</div>	<div>Self-Regulation</div> <div>Children will talk about how they are feeling and to consider others feelings.</div> <div>Managing Self</div> <div>Children will understand the need to have rules.</div> <div>Building Relationships</div> <div>Children will begin to develop friendships.</div>	<div>Self-Regulation</div> <div>Children will be able to focus during longer whole class lessons.</div> <div>Managing Self</div> <div>Children will begin to show resilience and perseverance in the face of a challenge.</div> <div>Building Relationships</div> <div>Children will be able to use taught strategies to support in turn taking.</div>	<div>Self-Regulation</div> <div>Children will identify and moderate their own feelings socially and emotionally.</div> <div>Managing Self</div> <div>Children will develop independence when dressing and undressing.</div> <div>Building Relationships</div> <div>Children will listen to the ideas of other children and agree on a solution and compromise.</div>	<div>Self-Regulation</div> <div>Children will be able to control their emotions using a range of techniques.</div> <div>Managing Self</div> <div>Children will manage their own basic needs independently.</div> <div>Children will learn to dress themselves independently.</div> <div>Building Relationships</div> <div>Children will learn to work as a group.</div>	<div>Self-Regulation</div> <div>Children will be able to follow instructions of three steps or more.</div> <div>Managing Self</div> <div>Children will show a 'can do' attitude.</div> <div>Children will understand the importance of healthy food choices.</div> <div>Building Relationships</div> <div>Children will have the confidence to communicate with adults around the school.</div>

	<p>PSHE: Super Me: What's your superpower? Wellbeing warriors My treasure chest Our class puzzle</p> <p>Positive Relationships: Let's be friends Kind vs Unkind Behaviours</p> <p>Mottram Values - Kindness Co-operation</p>	<p>PSHE: Positive Relationships: My solution wheel I love them because</p> <p>Staying Safe: Staying safe online Can I eat it? Staying safe when out and about Staying safe by the road Things that are hot</p> <p>Mottram Values - Honesty</p>	<p>PSHE: Working Together: My turn-taking wand How they might be feeling? Show and share Island rescue: teamwork</p> <p>How I feel: Regulating Reggie My opinions</p> <p>Mottram Values - Determination</p>	<p>PSHE: How I feel: My magic box Loose parts-feeling faces</p> <p>My Body: Healthy Habits A balanced diet My healthy smile</p>	<p>PSHE: Me and My World: People who help us in the community Families around the world When I grow up Looking after our world</p> <p>Look What I Can Do?: Which way should I go? Me and my clothes</p>	<p>PSHE: Look What I Can Do?: Our class tidy up</p> <p>Reach For The Stars: Building resilience I believe in me I can persevere Going for goal I heard the magic word</p> <p>Mottram Values - Determination</p>
	<p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>					
	<p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>					
<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Finger Gym activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing.</p>	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p> <p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor: 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p>	<p>Gross Motor Children will jump and land safely from a height.</p> <p>Fine Motor Children will use cutlery appropriately.</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes.</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will form letters correctly using a tripod grip.</p>
<p>Literacy</p> 	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will segment and blend sounds together to read words.</p> <p>Writing Children will give meanings to the marks they make.</p>	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <p>Writing Children will form letters correctly.</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Writing Children will write words representing the sounds with a letter/letters.</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read words containing the harder to read and spell words and digraphs.</p> <p>Writing Children will write labels/[phrases representing the sounds with a letter/letters.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and harder to read and spell words.</p> <p>Writing Children will write words which are spelt phonetically.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds.</p>

<div>Possible Book Focus'</div>	The Gingerbread Man Elmer the Elephant Pumpkin Soup Shark in the Park series. Room on the Broom	Not a Stick Stick Man Jesus' Christmas Party Dear Santa We're going on an Elf Chase	Birds to Spot My First Book of Garden Birds Welcome To Our World – A Celebration of Children Everywhere	The Three Billy Goats Gruff The Odd Egg Come on, Rain! When Spring Comes	Once There Were Giants Jack and the Beanstalk The Hungry Caterpillar Lulu Loves Flowers The Growing Story Dogger – Shirley Hughes	The Amazing Life Cycle of Butterflies Where, Oh Where, is Rosie's Chick? The Dot Out and About: Minibeast Explorer Meet the Minibeasts
	<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					
<div>Mathematics</div> <div></div> <div>White Rose maths</div>	<p>Number Children will have a deep understanding of 1-3.</p> <p>Numerical Patterns Children will verbally say which group has more or less.</p>	<p>Number Children will have a deep understanding of numbers 1-5.</p> <p>Numerical Patterns Children will compare equal and unequal groups.</p>	<p>Number Children will have a deep understanding of numbers 1-8.</p> <p>Numerical Patterns Children will understand and explore the difference between odd and even numbers.</p>	<p>Number Children will have a deep understanding of numbers 1-10.</p> <p>Numerical Patterns Children will add and subtract using number sentences.</p>	<p>Number Children will revise number bonds to 5.</p> <p>Numerical Patterns Children will share quantities equally.</p>	<p>Number Children will know number bonds to 10, including doubling facts.</p> <p>Numerical Patterns Children will be able to count beyond 20 and higher.</p>
	<p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
<div>Understanding the World</div> <div></div>	<p>History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities Outdoor Adventures: Children will describe what they see, hear and feel whilst outside.</p> <p>Science: The Natural World Children will understand the terms 'same' and 'different'.</p>	<p>History: Past and Present Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and Communities Outdoor Adventures: They will explore the natural world around them, noting the weather and the changing seasons (to run all year)</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p>	<p>History: Past and Present Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and Communities Round the World: Children will recognise some environments that are different from the one in which they live.</p> <p>Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p> <p>Geography: People, Culture and Communities Round the World: Children will understand that some places are special to members of their community</p> <p>Science: The Natural World Children will make observations about plants discussing similarities and differences.</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Children will compare themselves as babies to how they are now, noticing how they have changed</p> <p>Geography: People, Culture and Communities Exploring Maps: Children will draw information from a simple map.</p> <p>Science: The Natural World Children will make observations about animals discussing similarities and differences.</p>	<p>History: Past and Present Children will know about the past through settings, characters and events.</p> <p>Geography: People, Culture and Communities Exploring Maps: Children will create their own maps.</p> <p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.</p>

	<p>RE: People, Culture and Communities What makes us special? (Christianity) Children will be able to talk about how and why they are special.</p> <p>They can talk about who helps us (families & school staff), why we should help others (Value – Kindness & Co-operation)</p>	<p>RE: People, Culture and Communities What are special times? Why is Christmas Special for Christians? (Christianity) Children will be able to talk about how and why Diwali and Christmas are celebrated and how Jesus helped.</p>	<p>RE: People, Culture and Communities Being Special: Where do we belong? (Christianity, Hindu Dharma, Islam)</p> <p>The children will learn about key religious symbols for Christians, Muslims and Hindus.</p> <p>The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby and how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan</p>	<p>RE: People, Culture and Communities Why is Easter special for Christians? What makes the world special? (Christianity)</p> <p>Children will learn about a special time for Christians, Easter.</p> <p>Children will learn what is special about our world, how Christians believe it was created and how and why we should take care of it.</p>	<p>RE: People, Culture and Communities Which places are special and why? (Christianity & Islam) Why are some things special?</p> <p>Children will talk about places that are special to them. They will find out about special places in our community and why churches and mosques are special.</p> <p>They will find out why items such as prayer beads, candles and books are special.</p>	<p>RE: People, Culture and Communities Which stories are special and why? (Christianity, Judaism and Islam)</p> <p>Children will find out why some books are special and how they are treated.</p> <p>They will share their favourite stories.</p> <p>They will find out what we can learn from different stories.</p>
	<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
<div>Expressive Arts and Design</div> <div></div>	<p>Music: Being Imaginative Children will sing and perform nursery rhymes, learning about dynamics and how to change their voices.</p> <p>Charanga unit – Me!</p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours.</p>	<p>Music: Being Imaginative Children will experiment with different instruments and their sounds, learning how to play the different types of instruments.</p> <p>Charanga unit – My Stories</p> <p>Art & Design: Creating with Materials Children will experiment with different textures.</p>	<p>Music: Being Imaginative Children will create narratives based around stories.</p> <p>Charanga unit – Everyone!</p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.</p>	<p>Music: Being Imaginative Children will move in time to the music.</p> <p>Charanga unit – Our World</p> <p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.</p>	<p>Music: Being Imaginative Children will play an instrument following a musical pattern, changing the tempo and dynamics of their music.</p> <p>Charanga unit – Big Bear Funk! Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Music: Being Imaginative Children will invent their own narratives, stories and poems.</p> <p>Charanga unit – Reflect, rewind and replay!</p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p>
	<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					