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|  | **Autumn 1**  **Baseline**  **WellComm**  **Phonics assessment** | **Autumn 2**  Phonics assessment | **Spring 1**  Phonics assessment | **Spring 2**  Phonics assessment | **Summer 1**  Phonics assessment | **Summer 2**  **Complete assessments and submit data**  **Summer trip TBC** |
| **Topic hook and texts.** | **Marvellous me**  **Elmer**  **Owl babies**  **The 3 little pigs**  **The colour monster** | **The King (Leading to the baby king**  **Changes – From Autumn to Winter**  **The Enormous Turnip**  **The snowy Day**  **The Nativity**  **Making friends** | **People who help us**  **(Superheroes)**  **Super worm**  **Fact books** | **Dinosaurs**  **Dinosaur Roar**  **The fossil hunter**  **Large fact book – dinosaurs**  **Dinosaurs Day out** | **Under the Sea**  **What the ladybird heard at the seaside**  **The snail and the whale** | **On the Farm**  **Jasper's beanstalk**  **Jack and the beanstalk**  **The very hungry caterpillar**  **Fact book – Fruit and vegetables** |
| **Predictable interests** | \*My family & my home  \*Starting school  \*Harvest festival  \*Grandparents Day - 5th Oct  World mental health day 10th Oct | \*Autumn / winter changes  \*Bonfire night 5th Nov  \*Remembrance Day 11th Nov  \*Advent  \*Christmas | \*Winter  \*New Year  \*Valentines 14th Feb  Shrove Tuesday 17th Feb  \*Chinese New Year 17th Feb  \*Ramadan 17th Feb-18th March | \*Spring  \*Easter  \*World book day 5th March  \*Mother's Day 15th Mar \*Eid 19th – 20th Mar | Early summer  Playing out | Summer  Minibeasts  \*Fathers Day 21st Jun  \*Sports Day |
| **Experiences/Visits and Visitors** | **Visitors** – other staff (Introductions for children to all staff.)  Grandma – what was like when you were a little girl?  **Parent link** – Send in a picture showing child sharing a favourite story with someone they love.  Welcomm assessments. | **Visitor** – Postman for Christmas letters.  Church visits  Take part in the Key Stage 1 Nativity  Write letters to Father Christmas.  Post office role play & elves workshop  **Parent Link**- Design a Christmas jumper | **Parent Link**-  Try Chinese Food  **Visitors** – The Emergency Services (Alex Dowling – Nurse) | **Parent Link**-  **Visit or visitor**– Forest experience  Mothers Day Church Service led by EYFS  Mum's and families invited to share the service with us. | **Experience** – Rock pool visit to school  **Parent Link**- Take a water themed photo to send in. Swimming, paddling pool play, dressed as a mermaid or sea creature. | **Visit** – Trip to Windmill Animal Farm  Dads afternoon tea  Visits to year 1  **Visitor** – gardener.  Children plant seeds.  **Experience** -Watch  caterpillars turn  into butterflies.  **Parent link** – Make a bug house for your garden.  Send in photographs. |
| **Characteristics of effective learning**  **\*Playing & exploring**  **\*Active learning**  **\*Creating and thinking critically**  *All aspects weave through all areas of learning throughout the year, but specifically....* | Realise their actions have an effect on the world around them – think about how others may feel and how others can make us feel.  Participate in known routines and understand the sequence of the day.  Guide their own thinking and actions – this could be repeating the phonics instructions for forming letters when attempting to write.  Respond to new experiences.  Bring their own interests into the setting.  Take part in pretend play.  Sort materials – for example at tidy up time. | Begin to make independent choices.  Bring their own interests and fascinations into the classroom – Sharing news, talking about events or experiences with adults or children, identifying things which excite them.  Understand they can correct their mistakes and begin to do so. For example, trying different puzzle pieces if the one they have chosen doesn’t fit.  Take part in pretend play. | Plan and think ahead about how they will explore or play with objects.  Make independent choices.  Participate in routines – known and new.  Show goal directed behaviour – children may plan how they are going to use resources or continuous provision for their play.  Correct their own mistakes.  Be confident to come up with their own ideas and make links between these. | Keep on trying when things are difficult.  Review their own progress when working towards a challenge or goal.  Be confident to come up with their own ideas.  Concentrate on achieving something that’s important to them.  Become increasingly able to control their attention and ignore distractions.  Begin to predict sequences because they understand routines. | Keep on trying when things are difficult.  Use pretend play to think beyond the here and now.  Be confident to come up with their own ideas. Make links between ideas.  Become increasingly able to control their attention and ignore distractions.  Begin to solve real life problems. | Keep on trying when things are difficult.  Use pretend play to think beyond the here and now.  Make links between different ideas.  Become increasingly able to control their attention and ignore distractions.  Solve real life problems. |
| **Communication and language** | Exploring boundaries and expectations for the classroom.  Games for listening skills.  Enjoy listening to stories and attempt to retell them in their own words.  Listen attentively and begin to make relevant responses and ask relevant questions.  Begin to learn and use a wide range of vocabulary.  Follow instructions.  Sing a large repertoire of songs and nursery rhymes.  Use full sentences to express their own thoughts and feelings. Use past and present tenses where possible. | Pay attention to more than 1 thing at a time.  Learn and use a wide range of vocabulary.  Sing a large repertoire of songs and rhymes. Including poems.  Have turn taking conversations with friends and adults.  Engage in story time.  Use intonation and pitch and changing volume when talking.  Develop social phrases such as ‘Good morning | Listen to a story and recall the key points.  Learn and use an ever expanding range of vocabulary.  Answer a 2 part question.  Learn and sing new songs and poems.  Engage with non fiction texts, explaining to others what they see and asking beginning to ask relevant questions.  Use intonation and pitch and changing volume when talking.  Participate in small group and whole class discussions.  Be confident to hold conversations with peers and adults. | Continue to learn and use a wide range of vocabulary.  Ask questions to find out more and clarify understanding.  Articulate their ideas and thoughts in well formed sentences.  Increase familiarity and understanding about stories.  Listen to stories and retell key parts with increasing detail using intonation, pitch and changing volume.  Use talk to help work out problems. | Talk with peers and adults to organise play.  Speak in well formed sentences.  Describe events and experiences in detail.  Explain how things might work and why things might happen.  Deep familiarity with a story they are able to retell in detail.  Use talk to help work out problems. | Use an increasing range of vocabulary with precision.  Connect ideas and actions using connectives such as ‘before’ ‘after’ ‘then’ and ‘now’.  Engage with both fiction and non fiction texts with increasing confidence, asking relevant questions to further knowledge. |
| **Personal, Social & Emotional** | Class rules and expectations.  Sharing and taking turns.  Caring for ourselves and others.  Making new relationships.  Use resources with the continuous provision to complete a task or challenge with support.  Be able to leave their adult.  Be able to say how they feel. | Develop relationships with adults and friendships with peers.  Understand classroom rules and expectations and know why we have them – adjusting behaviour accordingly.  Try new things with confidence and show some independence.  Identify and begin to moderate their own feelings, being aware of others.  Manage their own needs including personal hygiene. | Use resources within the continuous provision to complete tasks or challenges with independence.  Work and play cooperatively with friends  Understand classroom rules and expectations and know why we have them – adjusting behaviour accordingly.  Engage positively with new situations and experiences.  Give focussed attention to what the teacher says and respond appropriately.  Show sensitivity to the needs of others. | Use resources within the continuous provision to complete tasks or challenges with independence.  Choose how to use resources with the continuous provision.  See themselves as a valuable individual.  Include others, identifying when peers may be upset or alone.  Set and work towards simple goals.  Be able to wait for what they want.  Take turns in games. | Build and develop respectful relationships.  Talk about being scared and explore managed risk taking.  Develop resilience and perseverance when faced with challenges. | Road safety.  Work in partnership with peers to build, play and explore.  Show confidence and independence.  Be able to vocalise own needs and identify those of others. |
| **Physical Development** | Move energetically in a variety of ways including rolling, crawling, walking, jumping, running, climbing.  Begin to hop and skip.  Develop core strength for sitting on chairs and on the floor. This may be obstacle courses or challenges in PE.  Squeeze, roll and manipulate different materials such as play dough.  Develop hand strength for writing and use of different tools.  Develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming. | Move in a variety of ways including rolling, crawling, walking, jumping, running, climbing, hopping and skipping.  Develop control and grace when moving in different ways.  Develop core strength.  Be able to balance.  Use hands and fingers in play dough to make specific shapes.  Develop hand strength for writing and effective use of different tools – being given opportunities to explore different tools. This may include hole punches, scissors, glue sticks, paint brushes, fingers and cutlery. | Combine different movements with ease and fluency.  Confidently and safely use a range of small and large apparatus, indoors and outdoors.  Develop overall body strength, balance, co-ordination and agility.  Develop hand strength for writing and use of different tools.  Cut up own lunch.  Negotiate space and obstacles safely. Consider the safety of themselves and others.  Choose appropriate tools for a task. | Confidently and safely use a range of small and large apparatus, indoors and outdoors.  Develop overall body strength, balance, co-ordination, agility and balance.  Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.  Begin to show / develop care and accuracy when drawing. | Develop the foundations of a handwriting style which is fast, accurate and efficient. Most importantly, an effective pencil grip which in most cases should be the tripod grip. (Children who are left-handed should be given opportunity to develop a grip which effective for them.)  Continue to develop core strength and overall body strength.  Balance  Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. | Develop the foundations of a handwriting style which is fast, accurate and efficient.  Continue to develop core strength and overall body strength.  Move confidently in a variety of ways including rolling, crawling, walking, jumping, running, climbing, hopping and skipping.  Develop control and grace when moving in different ways. |
| **Literacy and phonics** | Know that print has meaning.  Read from left to right and top to bottom.  Develop phonological awareness.  Know grphemes s, a, t, p, i, n, m, d, o, c, k, ck.  Be able to orally blend and segment small words.  Recognising name.  Verbally complete sentences and exchange words.  Read some individual letters by saying the sounds for them.  Demonstrate an understanding of what has been read to them. Use own words to retell stories which the children are familiar with. Including puppets. | More focus on Letter formation and recognition.  Know graphemes - e, u, r, h, b, f, ff, l, ll, s, ss.  Be able to orally blend and segment a growing range of words.  Name writing activities  Segment CVC and spell tricky words  Use some print and letter knowledge in early writing.  Write some or all of their name.  Write some letters accurately.  Phonetically plausible attempts at spelling word using phoneme fingers.  Read phase 2 tricky words.  Verbally complete sentences and exchange words.  Read individual letters by saying the sounds for them.  Blend sounds into words.  Read simple words and phrases which correspond to the child's phonic ability. | Introduction of phase 3 phonics.  CVC words  Understand that print can have different purposes.  Orally blend and segment phase 3 words.  Know and explain the different parts of a book.  Label pictures.  Use print to convey meaning.  Spell cvc words correctly.  Begin to writ sentences – verbally practiced first.  Blend sounds into words.  Read some digraphs and identify them in words.  Read phase 2 common exception words confidently.  Read simple phrases and sentences which correspond to the child's phonic ability.  Form known lower case letters correctly.  Retell stories and narratives in own words and use recently introduced vocabulary.  Anticipate key events in stories. | Writing a dictated sentence and use a capital letter and a full stop.  Spell words by identifying the sounds in them and representing them with letters.  Substitute words in sentences.  Write sentences which can be read by others using phonetically plausible strategies.  Write for different purposes, including within continuous provision.  Read some phase 3 common exception words.  Read simple phrases and sentences which correspond to the child's phonic ability.  Form known lower case letters correctly.  Retell stories, rhymes and poems. | Write sentences using phase 2 and 3 sounds including digraphs and trigraphs.  Write short sentences using a capital letter and full stop with support.  Write sentences which can be read by others.  Confidently use phase 3 knowledge to write a range of words.  Write for different purposes within the continuous provision.  Read simple phrases and sentences which correspond to the child's phonic ability.  Form known lower case letters correctly.  Retell stories, rhymes and poems.  Say a sound for each letter of the alphabet and at least 10 digraphs, including some common exception words. | Sentence writing  Story writing.  Form lowercase and capital letters correctly, and match the names with the sounds.  Write phase 3 tricky words.  Write simple phrases and sentences which can be read by others and themselves.  Read simple phrases and sentences which correspond to the child's phonic ability.  Form known lower and upper case letters correctly.  Begin to use capital letters and full stops to write sentences.  Re read what they have written to make sure it makes sense. |
| **Maths** | Matching objects and pictures.  Identifying sets and sorting objects.  Create our own sorting rules.  Begin to compare including weight/mass, height, length.  Look for patterns and create some of our own.  Secure knowledge of 1, 2 and 3.  Identify circles and triangles and be able to describe them. | Become secure with 4, 5 and 6.  Subitise up to 6 with confidence.  Be able to find 1 more and 1 less than numbers 0-6.  Develop an awareness of other shapes and be able to describe them, if not name them.  Composition of 1-5 | Find 0-5.  Subitise 0-6.  Represent 0-6 with objects and marks.  Secure knowledge of 1 more or less 0-6.  Further explore mass and capacity, looking for and making balances.  Find 6, 7 and 8.  Be able to represent 0-8.  Find 1 more and 1 less than 0-8.  Further explore and compare length and height.  Recall number bonds for numbers 0-5. | Find and build 8, 9 ,10.  Compare number 0-10.  Represent 9 and 10 with objects and marks.  Conceptual subitising to 10.  Recognise and name 2D shapes. Be able to describe the qualities of 2D shapes.  Recognise and name 3D shapes.  Find 2D shapes within 3D shapes.  Recall number bonds for numbers up to 5.  Use 3D shapes to complete tasks and challenges in other areas of the curriculum. | Build numbers beyond 10.  Find and continue patterns within numbers up to 20.  Add and take away – find how many were added or taken away from a set and say how many now.  Select shapes for a purpose, manipulating and turning them as needed for the task.  Compose and decompose shapes.  Copy 2D shape pictures. Build own 2D shape pictures.  Explore sharing and grouping objects and numbers 0-20.  Identify number bonds for numbers 1-10. | Visualise, build and map – identify units ofrepeating patterns and create our own, explaining the rules used to create the pattern.  Deepen our understanding with consolidation of the previous units.  Automatically recall number bonds to 10’ |
| **Understanding the world** | Different materials and what they can be used for – roofs for the 3 little pigs.  Begin to make sense of own life story. | Diwali – Sunday 12th November  Story of Rama and Sita  Draw information from a simple map.  Use all our senses to explore natural materials. (outdoor learning)  Changes they notice.  Find out about similarities and differences about things now and in the past.  Recognise that people have different beliefs. | Simple family tree. Growing from a baby to an adult.  Making links between family members  Baking –pancakes Tuesday 13th Feb  Know some similarities and differences about different religious communities.  Use all our senses to explore natural materials. (outdoor learning)  Changes they notice.  Developing positive attitudes about the differences between people.  Interest in different occupations.  Spring learning-seasons | Fruit and vegetable tasting  Make fruit kebabs  Labelling different parts of the plant.  Grow cress.  Plant seeds and care for growing things.  Changes they notice.  Find out about similar and different countries in the world in comparison to where we live.  Understand that some places are special to members of their community.  Compare the past – era of the dinosaurs with our own. | Grow your own  Caterpillars  Tadpoles  Shadows –  Light and dark experiment/shadow puppets?  Changes they notice.  Summer learning seasons  Water safety.  Floating and sinking. | Science-  Packing to go on your holidays- make lists  What would you find in a rock pool compared to a pond  Sandcastles  Ice creams  Ice cream role play  Changes they notice.  Developing positive attitudes about the differences between people.  Talk about different countries. Barton’s place in the World.  Similarities/differences between life here and other countries. |
| **RE**  Questful RE | Topics:  I am special  Harvest  Special people  Christmas | | Topics:  Stories Jesus heard  Stories Jesus told  Easter | | Topics:  Friendship  Special places  Prayer  Special times | |
| **Spirituality** | Special people in our lives.  Who are the people who love and care for you?  At Christmas we remember another special person – Jesus, who came to show love to the world.  Jesus grew up to be a kind and loving person.  Just like children are special to their families, Jesus was special to Mary and Joseph.  Spiritual feelings at Christmas -  Wonder – How do you feel when you see twinkling lights?  How do you feel when you give someone a present?  How do you feel when someone hugs you?  All of those warm, happy feelings are part of spirituality – something inside us which connects us to love, joy and each other.  Make a Kinndness display. Children given star and draw inside one way which they could be kind to someone else. | | Stories – Jesus listened to stories from the bible.  We learn about love, courage and kindness when we listen to stories.  When Jesus grew up he told stories called parables. They were simple stories but they had a hidden meaning, like a secret treasure.  E.g. The lost sheep – God loves everyone, even they feel lost.  The good Samaritan – We should be kind to everyone, not just our friends.  The mustard seed – Even something very small can grow into something amazing.  Jesus’ stories help us think about how we can love, care and grow.  Act out stories and ‘wonder’.  What does this story teach us about love? | |  | |
| **Expressive arts and design** | Charanga unit: Me – Listen and respond, Pat a cake song game, learn the name action song, sing and perform.  Learn to sing nursery rhymes and action songs.  Portrait  Singing - head and shoulders, knees and toes.  Nursery rhymes.  Experiment with natural resources to print.  Explore different materials freely.  Develop own ideas and decide which materials to use to express them.  Explore artwork by Mondrian – closed lines, and create our own.  Watch and talk about dance and express feelings.  Use artists work Bridget Riley, Kandinsky and Paul Klee to explore line.  Making marks, wavy, zig zag, straight, curved.  Links to gross motor and fine motor activities. | Charanga unit: My Stories – Sing nursery rhymes and action songs, listen and respond to different styles of music, play some instruments, singing and perform.  Christmas songs – learn and join in.  Make a crib or bed for a baby or king - structures- DT  Christmas crafts – include a skill in the making.  Mixing colours to make fireworks.  Rangoli patterns  Diwali music  Christingle  Nursery rhymes and songs.  Andy Goldsworth- Autumn Walk  Create collaborative art | Music Charanga Unit: Everyone – Singing along with familiar songs, improvising, using instruments and playing them with a song.  Learn to sing more nursery rhymes and action songs.  Look at different portraits- and different family members  Nursery rhymes and songs.  Ipads- how to take a picture.  Complex stories using small world.  Make imaginative and complex small worlds.  Innovate nursery rhymes and songs  Return to and build on previous learning. | Music Charanga Unit: Our World – Listening and responding to different styles of music, learning to play instruments along to a song, singing and performing.  Learn to sing more nursery rhymes and action songs.  Paint/exploration using vegetables.  Observational drawings of fruit and vegetables using different media.  Van Gough – sunflowers  Begin to revisit and refine.  Nursery rhymes and songs.  Sing in a group and/or on own. | Music Charanga Unit: Big Bear Funk – Listening to and appraising music, improvisation using voice and instruments, playing instruments along to a song, riff based composition, sharing and performing what has been explored.  Create your own pet minibeast with made up features from lots of different minibeasts. Add other materials.  Hand print spiders.  Nursery rhymes and songs.  Innovate nursery rhymes and songs  Play instruments with control and express feelings – nature walk  Collaborative art project where we edit and refine.  Matisse – sunshine art | Music Charanga Unit: Reflect, rewind, replay – Listen and appraise, use voices and instruments, revisit previous learning, riff based composition, perform and share our learning.  Design their own windmill using different materials.  Make and evaluate it.  Nursery rhymes and songs.  Summer performance –  Parents in.  Sculpture- summer items made out of clay.  Explore sunflowers by Van Gogh and create own art with different media including paint, play dough, chalks, pastels. |