

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	The Great Outdoors	Our Amazing world (Explorers)	Space	Amazing Creatures (Prehistoric)	The Deep
Learning Threads	Communication, Civilisation and Culture Legacy	Comparison	Comparison Chronology	Legacy	Chronology	Cause and Consequence Legacy
Focus topics	People who help us Similarities and differences Ourselves Being kind	Autumn (seasonal change) Where I live? Homes Christmas Divali Bonfire night	Winter (seasonal change) Year A- Antarctica/Arctic Ernest Shackleton Contrasting locality (Egypt) Year B- Nepal/Mount Everest Tenzing Norgay Contrasting locality (Africa) Customs around the world	Spring (seasonal change) Rockets Sun, moon and stars Light and dark Aliens	Dinosaurs-land, air and sea Insects Lifecycles Year A: Butterfly Year B: Frogs	Summer (seasonal change) On the sea By the river Wells (Year A) Moats (Year B) Water safety Creatures of the deep

'Wow' moments/key events	Baseline Little city visit Harvest Wellcomm Gildenacre	Nativity Local walk Remembrance day Helmingham hall Lights	Chinese New Year Food tasting around the world.(China) Pancake Day Wellcomm	Easter Mothers Day World Book Day Visit to a church	Lifecycles St George's Day	Transition Educational visit to the beach/ sea life centre
Key texts	Talk for Writing: Year A: Three Little Pigs Year B: Stuck in the Mud		Talk for writing: Year A: Polar Bear Polar Bear Year B: Handa's Surprise		Talk for Writing: Year A: The Very Hungry Caterpillar Year B: 'Way down deep in the deep blue sea' by Jan peck	
	Key Texts: Year A- You Choose- Nick Sharratt Here to help collection The colour monster Once there were giants Mog and The Vee EE Tee by Judith Kerr	Key Texts: Year A Each peach, pear, plum The Gruffalo Five minutes peace by Jill Murhpy A lonely planet Kids- A place called home The leaf Thief We're going on a leaf hunt by Steve Metzger	Key Texts: Year A Lost and Found Little People- Ernest Shackleton The Lights that Dance in the Night The Emperor's Egg- Jane Chapman Cleopatra and the cat who wouldn't listen One winter's night by Claire freedman	Key Texts: Year A Aliens love underpants Zoe and Beans- Pants on the Moon You Choose In Space-Nick Sharratt Bringing down the moon See inside space by Katie Daynes	Key Texts: Year A How to grow a dinosaur by Caryl Hart Ten terrible dinosaurs by Paul Strickland Dinosaur poems by Paul Cookson Sam's sandwich by David Pelham The crunching munching caterpillar	Key Texts: Year A Tikki Tikki Tembo The Ugly Duckling Sharing a shell Commotion in the Ocean The lighthouse keeper's lunch The storm whale The ocean home poem twinkl Summer by Gerda Muller Year B

	Going to the dentist by Anne Cirvardi Dr Roopa's The body book- The super skeleton Bobs blue period Year B Colour monster Peepo Here to help collection Little People- Florence Nightingale People need people by Benjamin Zephaniah It's ok to be different by Tod Parr The five senses by Nuria Roca	We're going on a bear hunt- Michael Rosen The scarecrow's wedding by Juila Donaldson A bear moves to a new home Year B The House that Jack Built Houses and Homes by pam Holden Funny bones Owl babies Home sweet home by Caroline Picher Peace at last by Jill Murphy Ferdie and the Falling leaves by Julia Rawlinson Leaf Man by Lois Ehlert Superworm- Julia Donaldson	Year B Little people- Tenzing Norgay Presha's mountain When I see the sun in Nepal by Deide King We're going on a lion Hunt We all went on safari- A counting journey through Tanzania Winter (signs of the seasons) Paul Humphry	How to catch a star by Oliver Jeffers Katie and the starry night by James Mayhew And then it's Spring by Julie Fogliano Year B Whatever Next https://www.twinkl.co.uk/book/ack-to-earth-with-a-bump The sea of tranquillity by Mark Haddon The darkest dark by Chris Hadfield The Way back home by Oliver Jeffers Q Pootle 5 The King who banned the dark Space poems by Gaby Morgan	My butterfly bouquet Little people- Mary Anning Year B Dinosaur Roar by Henrietta strickland Dinosaur Bones By Bob Barner Dinosaurs Galore by Giles The very lonely firefly by Eric Carle Oi Frog Godfrey the Frog Harry and The bucketful of dinosaurs Mad about Dinosaurs, Rumble in the Jungle, Farmyard Hullabaloo Giles Andreaz	The Gingerbread man The Three Billy Goats Gruff The princess and the wizard There is a sea in my bedroom by Margaret Wilde Ten friendly fish Whale gets stuck by Charles Fuge Pirate Pete - The Children's Poetry Archive Summer (signs of the seasons) by Paul Humphrey Ebb and Flo- (series)- and the greedy gulls Three little fish Barry Rainbow Fish I'm the biggest thing in the ocean
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		A new home- Jonny Lambert The super Happy Magic Forest- Julia Donaldson Mad about Mini- beasts		Man on the Moon- Simon Bartrum Goodnight Spaceman Zoom to the Moon Spring by Gerda Muller		
Key vocabulary	Emotion words e.g angry, unhappy, frightened, cheerful, confused similar different Skeleton senses	Season Autumn hibernation Architect Celebration Nativity Divali	Season Winter Explorer Resilient Persevere Similar different Country Customs Year A Polar Year B mountains	Season Spring Space Moon, earth, stars Aliens astronaut	Prehistoric Carnivore herbivore Omnivore Habitats Year A Life cycle Metamorphosis Chrysalis Year B Life cycle frogspawn Tadpole Froglet metamorphosis	Season Summer Beach coast sea waves River bank mouth flow Moat defence well
Literacy- Comprehension	Range 5 • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories					

	• Talks about events and principal characters in stories and suggests how the story might end • <i>Beginning to understand how and why questions.</i> Range 6 • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • <i>Beginning to understand humour eg nonsense rhymes and jokes.</i> • <i>Able to follow a story without pictures or prompts.</i> • <i>Listens and responds to ideas expressed by others in conversation or discussion.</i> • <i>Understands questions such as who, why, when, where, how.</i>					
Literacy – Word Reading	Nursery - No sounds taught in Autumn 1 Rhyme time – listening, syllables, rhyming, alliteration and sound knowledge.	Nursery Tuning into sounds - s, a, t, p, i, n, m Rhyme time – listening, syllables, rhyming, alliteration and sound knowledge.	Nursery Tuning into sounds -d, o, g, c, k, e Rhyme time – listening, syllables, rhyming, alliteration and sound knowledge.	Nursery Tuning into sounds - u, r, h, b, f, l Rhyme time – listening, syllables, rhyming, alliteration and sound knowledge.	Nursery Tuning into sounds - j, v, w, y, z, qu, ch Rhyme time – listening, syllables, rhyming, alliteration and sound knowledge.	Nursery Tuning into sounds - ck, x, sh, th, ng, nk Rhyme time – listening, syllables, rhyming, alliteration and sound knowledge.

	Reception – Little Wandle - Autumn 1 – Phase 2 Graphemes (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l Tricky words – is, I, the	Reception – Little Wandle – Autumn 2 – Phase 2 and 3 Graphemes – ff, ll, ss, j, v, w, x, y, z, zz, qu, words with s at the end, ch, sh, th, ng, nk Tricky Words – put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	Reception – Little Wandle – Spring 1 – Phase 3 Graphemes - ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters and longer words. Tricky Words – was, you, they, my, by, all, are, sure, pure	Reception – Little Wandle – Spring 2 – Phase 3 Graphemes – Review all phase 3 graphemes, longer words, words with double letters, words with two or more digraphs, words ending in –ing, compound words, longer words, words ending in –s, words with –es at end. Tricky words – Review all taught so far. Secure spelling of tricky words.	Reception – Little Wandle – Summer 1 – Phase 4 - Words with adjacent consonants including cvcc, ccvc, ccvcc, cccvc, cccvc. Longer words, compound words, root words ending in –ing, -ed, and est. Tricky Words – said, so, have like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.	Reception – Little Wandle – Summer 2 – Phase 4 – Words with adjacent consonants and long vowel sounds including - cvcc, ccvc, ccvcc, cccvc, cccvc. Words ending in –s, es, longer words, root words ending in –ing, -ed, and est. Tricky words – Review all words taught so far. Secure spelling.
Literacy - Writing	Handwriting There is a clearly sequenced progression in handwriting and is developmentally appropriate to the individual child. Letter formation will be taught in discrete lessons as well as introduced when the phonic sound is being taught. Gross and fine motor skills are developed first so that children can control their movements, and their proprioception skills have developed. The patterns of letters will be taught large scale using various mark making tools first so that children's cognitive overload is less. The writing framework is used as a guide and teaching of writing is based on research					

	Nursery To build muscle memory needed for forming letters. To strengthen core and upper body muscles To strengthen hand and finger muscles and dexterity To use different tools to mark make on a large scale Forms simple shapes (circle, line, cross) Imitates simple patterns when modelled Shows improved hand eye coordination To begin to assign meaning to some of the marks they make	Nursery To build muscle memory needed for forming letters. To strengthen core and upper body muscles To strengthen hand and finger muscles and dexterity To use different tools to mark make on a large scale Uses more controlled movements Begins to assign meaning to marks Draws circles and crosses with increasing accuracy To assign meaning to the marks they make	Nursery To build muscle memory needed for forming letters. To strengthen core and upper body muscles To strengthen hand and finger muscles and dexterity To use different tools to mark make on different scales Copies simple shapes confidently Shows readiness for more complex forms Beins to control directionality (top to bottom, left to right) To use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
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	Reception Gives meaning to their drawings and paintings Starts to develop phonic knowledge by linking sounds to letters, naming and sounding the letters taught in phonics Large scale letter formation patterns using variety of mark making tools Recognise their name and the shape of the letters.	Reception Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together, using the sounds taught. Starts to develop phonic knowledge by linking sounds to letters, naming and sounding the letters taught in phonics	Reception Developing the ability to segment the sounds in words and blend them together, using the sounds taught. Continues to develop phonic knowledge by linking sounds to letters, naming and sounding the letters taught in phonics To write simple phonetically plausible words. To write simple phrases such as 'The red bus.' Learn to spell I to Letter formation	Reception Continues to develop phonic knowledge by linking sounds to letters, naming and sounding the letters taught in phonics Start to write simple sentences and phrases and begin to use full stops and finger spaces. Letter formation	Reception Continues to develop phonic knowledge by linking sounds to letters, naming and sounding the letters taught in phonics To write sentences that can be read by others. Letter formation	Reception ELG: Writing Children at the expected level of development will: - 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.
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Maths	Continuous Provision <i>Daily routine</i> - Days, date, weather, months, seasons, birthdays, special occasions. Counting children attending. Timetables.					
Maths White Rose Maths.	Baseline Assessment Units covered Nursery More than, fewer than, same Compare and sort collections Explore repeats Units covered Reception Match, sort and compare Talk about measures and patterns	Units covered Nursery Hear and say number names Begin to order number names Explore and build with shapes and objects I see 1,2,3 Units covered Reception It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Units covered Nursery Show me 1,2,3 Move and label 1,2,3 Join in with repeats Explore position and routes Units covered Reception Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time	Units covered Nursery Explore position and space Explore own patterns Take and give 1,2,3 Match talk, push and pull Units covered Reception Length, height and time Building 9 and 10 Explore 3D shapes	Units covered Nursery Talk about dots Start to puzzle Make games and actions Show me 5 Units covered Reception To 20 and beyond How many more? Manipulate, compose and decompose Sharing and grouping	Units covered Nursery Lead on own repeats Making patterns together My own pattern Stop at 1,2,3,4,5 Match, sort and compare Units covered Reception Sharing and grouping Visualise, build and map Make connections Consolidation

Communication and Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, whole class and small group discussions, RSHE sessions, story sessions, singing, and speech and language interventions. Individual speech and language assessments carried out where required.					
	Understand how to listen carefully and why listening is important	Links to festivals, children's experiences, talking about shared experiences.	Links to festivals, children's experiences, talking about shared experiences.	Links to festivals, children's experiences, talking about shared experiences.	Links to festivals, children's experiences, talking about shared experiences.	Links to children's experiences, talking about shared experiences.
	Develop social phrases e.g good morning	Develop social phrases	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words linked to our topics	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words linked to our topics	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words linked to our topics	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words linked to our topics
	Use Makaton to sign good morning and good afternoon.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and	Christmas songs				

	some in their own words Harvest Songs Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words linked to our topics Ask questions to find out more and to check they understand what has been said to them. Who? Where? When? Nativity Songs	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words linked to our topics Ask questions to find out more and to check they understand what has been said to them. Who? Where? When? Nativity Songs	and some in their own words Ask questions to find out more and to check they understand what has been said to them. Why?	Ask questions to find out more and to check they understand what has been said to them. How do you know?	and some in their own words Ask questions to find out more and to check they understand what has been said to them.	Ask questions to find out more and to check they understand what has been said to them.
Physical Development	Gross (Dance and Gymnastics)	Gross (Gymnastics)	Gross (Invasion Games)	Gross (Ball Skills) Negotiates space successfully when	Gross (Sports Day practice)	Gross (Ball skills-throwing and

	Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Travels with confidence and skill around, under, over and through balancing and climbing equipment	Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles · Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk	Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing	playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk	Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	catching, partner and team games) Sports day-athletic style activities- position and direction, accurate aiming to a target, races Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
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			direction to avoid obstacles			
	Fine Fine motor skills are assessed termly and activities are planned to match the child's level of development. Activities are provided daily matched to the child's need but fine motor skills are also incorporated through the continuous provision and enhancements. It is also linked to the development of writing through Reception .					
Personal, Social and emotional development	Self-Regulation: Children at the expected level of development will: • 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 to follow instructions involving several ideas or actions.					
	Colour monster Express their feelings and consider the feelings of others See themselves as a valuable individual.	Colour monster Identify and moderate their own feelings socially and emotionally Follow 2 part instructions focus	Colour monster Develop strategies to help regulate behaviour (Zones of regulation)	Follow 3 part instructions focus	Whole class games that involve waiting and controlling immediate impulses. Simon says Duck Duck Goose Musical Statues	Follow instructions involving several ideas or actions
	Managing Self: Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 13 • 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					

	Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing	Know and talk about the different factors that support their overall health and wellbeing: • being a safe pedestrian Rules and expectations	Understand that we need to show resilience and perseverance in the face of challenge (explorers)		Be confident to try new activities (sports day)	Understand why rules are in place.
	Building Relationships: Children at the expected level of development will: • 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.					
	Build constructive and respectful relationships.		To be able to work together (explorers)			
KUW Links to KS1/2 topics History Explorers Prehistoric Space	Past and present Show interest in the lives of people who are familiar with them. Talk about members of		To talk about an explorer from the past Who were they? What did they do? When did they live? What skills did they show?	To be able to talk about people who have been into Space or landed on the moon.	To understand that dinosaurs lived a long time ago.	To identify how beach holidays have changed over time. To use photos and videos to identify changes.

	their immediate family and community.		To recognise that that things happened before they were born.			
Links to KS1/2 topics Geography Paddington The Deep It's a small world	People, Culture and Communities Know that other children do not always enjoy the same things, and are sensitive to this	To describe their own local area and where they live. To draw simple maps/ representations of their house or school. To understand that people have different celebrations	To recognise that there are other countries and communities in the world. To recognise similarities and differences between the countries			To describe contrasting areas. To draw maps to represent familiar places in stories. To read stories from different cultures
Links to KS1/2 topics Science Paddington The Deep Prehistoric Disease Elements (Geog) Space Mummies and Tombs	The Natural World	To identify the changes around them in Autumn. Describe what they see, hear and feel whilst outside	To identify the changes around them in Winter. To identify features of the environments. To understand how things melt	To identify the changes around them in Spring. To observe and interact with natural processes, such as light travelling through transparent	To identify that animals live in different habitats (homes) To understand the changes that frog/butterfly goes through and use the term lifecycle. To understand that living things	To identify the changes around them in Summer. To use geographical vocabulary to describe features. To understand how things melt

				material or an object casting a shadow To understand that space is all around them. To understand that in Space there are the stars, the moon and the sun.	have different diets.	
Expressive Arts and Design Links to KS1/2 topics Art/DT Paddington Explorers Prehistoric It's a small world The Great outdoors Space Mummies and Tombs	Creating with Materials: To show different emotions in their drawings and paintings- Nursery To explore, use and refine a variety of artistic effects to express their ideas and feelings. – collage, paint, pens- Reception	Create collaboratively, sharing ideas, resources and skills. (Building homes,) To join different materials and explore different textures. (junk modelling)	Landscapes To learn how to mix 2 primary colours to make new colour- Nursery To develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate- Reception	Create collaboratively, sharing ideas, resources and skills To join different materials Year A (rockets) Design and make their own parachute using a variety of media materials, Year B (capsule landings)	To use different techniques and media creatively to represent own ideas To use clay to create own models	To use paint mixing techniques to create own seascape/river scene To look at works from famous artists and discuss Year A Hokusai – Great Wave off Kanagawa Year B The riverbank by Claude Monet

Links to KS1/2 Topics Music Bang! Crash! Boom! Explorers The deep Space Mummies and Tombs	To draw a face with increasing complexity and detail- Nursery					
	To observe features and add more refined details- Reception					
	Being Imaginative and Expressive: To respond to what they have heard, expressing their thoughts and feelings- Nursery Listen attentively, move to and talk about music, expressing their feelings and responses (, Music and	To respond to what they have heard, expressing their thoughts and feelings fireworks- Nursery Listen attentively, move to and talk about music, expressing their feelings and responses – fireworks Reception Learn songs and follow a melody (Christmas)	Listen attentively, move to and talk about music, expressing their feelings and responses (Chinese new year and dragon dance) Listen attentively, move to and talk about music, expressing their feelings and responses (African/Egyptian music) Explore and engage in dance performing solo or	Listen and respond to Fly me to the Moon by Frank Sinatra Babylon Zoo- Spaceman	To rehearse and perform dinosaur songs (dinosaur roar) Listen attentively, move to and talk about music, expressing their feelings and responses (Animal Bop)	To rehearse and sing sea shanties and songs

	emotions) Reception Play instruments with increasing control to express their feelings and ideas.- Nursery To explore and engage in music making- Reception		in groups following traditional dances from around the world			
Kapow! Music units	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Assessment	Baseline Nursery and Reception Welcomm	Data drop	Welcomm	Data drop	Welcomm	Data Drop EYFS profile