



"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." Matthew 5:16

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw PSHE	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
Themes	Living in the Wider World		Health and Wellbeing		Relationships	
	<p>Pupils should have the opportunity to learn: EYWW1: That people and other living things have needs and that they have responsibilities to meet them. EYWW2: That they belong to various groups and communities such as family and school. EYWW3: To help construct, and agree to follow, group and class rules and to understand how these rules help them. EYWW4: To consider how they can contribute to the life of the classroom.</p> <p>ELG: Self-Regulation Show an understanding of their feelings and those of others (EYH5 / EYR4 / EYWW1 / EYWW4) Begin to regulate behaviour accordingly (EYH5 / EYH6 / EYR3 / EYR4 / EYR5) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (EYR3 / EYWW3 / EYWW4) Give focussed attention to what the teacher is saying (EYR3 / EYWW4) Respond appropriately even when engaged in an activity and show the ability to follow instructions involving several ideas or actions. (EYR3 / EYWW4)</p>		<p>Pupils should have the opportunity to learn: EYH1: The importance of and how to maintain personal hygiene. EYH2: What constitutes a healthy lifestyle. EYH3: The benefits of exercise, rest, healthy eating and good dental health. EYH4: About growing and changing EYH5: About new opportunities and responsibilities that increasing independence may bring. EYH6: To recognise their shared responsibility for keeping themselves and others safe. EYH7: The names for the main parts of the body and the similarities and differences between boys and girls</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (EYH6) Explain the reasons for rules, know right from wrong and try to behave accordingly (EYR5 / EYWW4) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (EYH1 / EYH2 / EYH3 / EYWW4)</p>		<p>Pupils should have the opportunity to learn: EYR1: Which are their special people (family, friends, carers), and what makes them special EYR2: How special people should care for one another. EYR3: How to listen to other people and play and work cooperatively EYR4: Strategies to resolve simple arguments through negotiation EYR5: To recognise how their behaviour affects other people.</p> <p>ELG Building relationships Work and play cooperatively and take turns with others Form positive attachments and relationships Show sensitivities to other's needs</p>	
ELGs	<div>Statutory ELG: Self-Regulation Children at the expected level of development will: <ul style="list-style-type: none">- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</div>		<div>Statutory ELG: Managing Self Children at the expected level of development will: <ul style="list-style-type: none">- Explain the reasons for rules, know right from wrong and try to behave accordingly</div>			



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<p>CL</p> <p>Communication & Language</p> <p>Speaking</p>	<ul style="list-style-type: none"> • Begin to use longer sentences, sometimes using and because. • Talk about something that has happened yesterday • Ask lots of questions and answer questions. • Talk about what they are doing now and what might happen later or tomorrow. • Sometimes I can make myself really clear when I am trying to tell you something. • Use lots of new vocabulary about things that interest me. 	<ul style="list-style-type: none"> • Use a range of vocabulary to tell you about something I have made or done. • Use new words whilst I'm playing. • Pretends to be different people with appropriate dialogue. • Use words such as first, next, last when they tell you what they have done. Make up stories using what I know. • Make up silly rhymes. • Use alliteration (simple) Use different voices when telling stories. 	<ul style="list-style-type: none"> • Participate in small group, class and 1 to 1 discussions offering their own ideas, using new vocabulary. • Offer explanations for why things might happen, making use of new vocabulary from stories, nonfiction, rhymes and poems where appropriate • Express their ideas 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. • Being Imaginative and expressive - Links to speaking ELG • Invent, adapt and recount narratives and stories with their teacher and peers. • Perform songs, rhymes, poems and stories with others.
<p>Language / speech development / provision</p>	<ul style="list-style-type: none"> • New vocabulary; introduced through core texts, stories, Sounds Write and 'Word of the Day' - (Vocabulary Ninja) • 'Words in Action' - new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection. • Role play - life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported) • Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary. • Small group conversations with peers and teacher • Development of full sentence use (modelled and MTTT strategy and stem sentences) • Snack time used for language development of manners / full sentences / peer questioning • 10 second rule used by all staff allowing children an appropriate thinking and response time to questions. • Non-verbal communication cards for behaviour expectations. • Listening, attention and social communication skills 		
<p>More able children / Y1 ready</p>	<ul style="list-style-type: none"> • Concentrate on the person they are talking to. • Join sentences with a wide range of conjunctions. • Say words containing two or more syllables. • Partake in conversation with a class visitor. • Talk through a series of steps. • Demonstrate their ability to answer questions. • Respond back to a greeting • Use adult names correctly when responding 		
<p>Language / speech</p>	<ul style="list-style-type: none"> • New vocabulary; introduced through stories -Write Stuff English lessons, Word of the Day (Vocabulary Ninja)and Sounds Write Phonics • 'Words in Action' - new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection. • Role play - life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported) 		



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development provision	<ul style="list-style-type: none"> • Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary. • Helicopter stories • Small group conversations with peers and teacher • Development of full sentence use (modelled and MTTT strategy and stem sentences) • Ten second rule used by all staff allowing children an appropriate thinking and response time to questions. 	
Listening, attention and understanding (ELG)	<p>Through adult directed and independent activities, children have opportunities develop listening, attention and understanding in the following ways:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. Use new vocabulary throughout the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	
ELGs	<p>Statutory ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>Statutory ELG: Self-Regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.



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	<p>Statutory ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>Statutory ELG: Comprehension (Literacy)</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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>Statutory ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Statutory ELG: Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.



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PD Physical Develop ment	Fundamental movement Body management	Fundamental movement Body management	Creative movement Dance and Gymnastic	Cooperate and solve problems	Speed Agility Travel	Manipulation and coordination
PE Lessons	Ball Skills	Fitness	Dance	Working with Others	Throwing and Catching	Fun and Games
Self-Care	Children in Reception will further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none">Lining up and queuingMealtimes					
Physical - gross / fine motor	Continuous Provision (Outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening) Core skills / Stability Skills Foot strengthening – walking on tiptoes, heels, outer feet Static and dynamic balance – static balance with aid, then without, balancing on various body parts. Shoulder girth stability exercises – push ups against a wall, drawing vertical lines by keeping arm straight and bending knees. Body awareness exercises – log rolling, statues, star jumps, push ups, Movement from left to right – using hockey sticks to move quoits Spatial awareness – distance practice moving around hoops. Manipulative skills – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) , simple ball games, large motor movements such as waving ribbons. Dressing toys Locomotive Skills Parachute Games / simple flat obstacle course		(outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle, strengthening) Core skills / Stability Skills Foot strengthening – walking along lines on the floor Static and dynamic balance –balancing on various body parts, reducing number of contacts, 4-point kneeling position, high kneel position, half kneel positions. Shoulder girth stability exercises – pulling own weight along a bench, drawing circles and figures of 8 on a chalk board, Body awareness exercises – log rolling with a ball, bunny hops, sitting push ups. Movement from left to right –passing objects from left to right in teams, skittles from left to right. Spatial awareness – wall rolling with a ball between their body and the wall Manipulative skills – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) simple ball games, large motor movements such as waving ribbons. Dressing toys. Locomotive Skills Parachute Games / obstacle course introducing some different in height. Jumping and hopping Stability Skills – statues – balancing on different body parts develop muscle strength, ball skills		(outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening) Core skills / Stability Skills Foot strengthening – picking up objects with toes Static and dynamic balance – leg and arm extensions, walking forwards, backwards and sideways Shoulder girth stability exercises – painting using a roller (weighted), use of bats to develop shoulder strength Body awareness exercises – sitting pull ups, log rolling holding a ball Movement from left to right – using hockey sticks to move quoits Spatial awareness – throwing bean bags 360 from them, knocking down skittles from various points. Manipulative skills – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching), letter practise through practising scissor control, pencil grip at the top to make marks, developing spatial awareness through throwing Locomotive Skills Parachute Games / obstacle courses with increasing variety in heights and movement skills Running, walking, hopping and jumping changing direction as they travel, movement from left to right, bilateral motor movements, balls skills - kicking Stability Skills – dynamic balancing, shoulder girdle stability exercises,	
Range 5	Moving and Handling • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons Health and Self-Care Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or					



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	<p>movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>		
Range 6	<p>Moving and Handling 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 • 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 • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Health and Self-Care • Eats a healthy range of foodstuffs and understands need for variety in food • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</p>		
ELGs	<p>Statutory ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Statutory ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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>Statutory ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.



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Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1 2025-2026 Texts / Writing Units (Following plans from Literacy Shed)	Time For School The Gruffalo Oi Frog	Funnybones Binny's Diwali Lost and Found	The Way Back Home The Dinosaur that Pooped the Planet The Circles All Around	The Proudest Blue Brown Bear Elmer in the Wind	Jack and the Beanstalk The Three Little Pigs There's a Dragon in your Book	Rosie's Walk Dear Zoo Supertato
Cycle 2 2024-2025 Texts / Writing Units (Following plans from Literacy Shed)	Where's My Teddy? Tiddler Humpty Dumpty	Room on a Broom Owl Babies Stickman	How to Catch a Star The Marvellous Moon Map Whatever Next	Elmer (1w) The Rainbow Fish Beginning with Blue (1w) Hot Cross Bun (1w) Easter Story (1w)	Goldilocks Little Red Riding Hood The Last Wolf	Handa's Surprise The Hungry Caterpillar Jasper's Beanstalk (1w) Once upon a Raindrop
Story time texts	Age 3-4 We're Going on a Leaf Hunt, Fletcher's Leaves, Autumn, The Leaf Man, Books about Harvest, Nursery Rhymes	Age 3-4 Lost and Found, Little Penguin Lost, The Not So Brave Penguin, Be Brave Little Penguin, The Snowman,	Age 3-4 Aliens Love Underpants Seven ways to Catch A Moon The Smeds and Snoods Goodnight Spaceman Zoom Rocket Zoom, How to Catch a Star The Way	Age 3-4 The Rainbow Fish The Colour Monster, Elmer Little Red Riding Hood, Mouse Paint Matisse's Magical Snail Noah's Ark Bears Love Colour	Age 3-4 Billy Goats Gruff Three Little Pigs Goldilocks and the Three bears (Beware of the Bears), The Magic Porridge Pot (The Magic Pasta Pot), The Little Red Hen, Jack and the Beanstalk	Age 3-4 The Tiny Seed Oliver's Vegetables Kipper's Beanstalk, Peter Rabbit, Superworm, My Garden Harry's Garden Yucky Worms The Very Hungry Caterpillar, Jack and the Beanstalk,



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	RECEPTION Funny Bones The Mega Magic Hair Swap Only One You All Kinds of People Happy in Our Skin The Name Jar Whoever you are What happened to you? Super Duper You! Tree: Seasons Come, Seasons Go Pumpkin Soup Autumn / Ourselves / People Who Help Us - Topic Box including non-fiction DLR	RECEPTION Wonderland Polar Express Christmas Jolly Postman Stick Man The Great Explorer Papa Penguin The Snowflake Time to Move South for Winter I Definitely Don't Like Winter Winter / Christmas- Topic Box including non-fiction DLR	Back Home On the Moon Whatever Next RECEPTION Whatever Next! Q Pootle5 How to Catch a Star The Way Back Home Rain Before Rainbows Astro Girl Look Up Beegu Neil Armstrong Mae Jemison Counting on Katherine Here We Are One Giant Leap Man on the Moon Space - Topic Box including non-fiction DL	RECEPTION The Colour Monster The Day the Crayons Quit (series) The Crayons' Book of Colours Brown Bear Brown Bear Mixed Elmer and the Rainbow How to Catch a Rainbow How Do You Make a Rainbow? The World Made a Rainbow Colours, Colours Everywhere Colour Chinese New Year / Spring -Topic Box including non-fiction DLR	RECEPTION On the Way Home You Choose Fairy Tales Traditional Tales - Goldilocks / The 3 Little Pigs The 3 Billy Goats Gruff The Gingerbread Man The Little Red Hen Chicken Licken The Princess and the Pea etc. The Tiger Who Came to Tea The Great Fairy tale Disaster Mixed Up Fairy Tales Traditional Tales / Rhymes - Topic Box DLR	RECEPTION Jack and the Beanstalk Jim and the Beanstalk The Enormous Turnip Oliver's Vegetables Fruit Salad Grandpa's Garden Eco Girl The Secret Sky Garden I am the Seed that Grew the Tree The Tiny Seed The Very Hungry Caterpillar Growing Frogs Plants / Minibeasts / Lifecycles / Summer - Topic Box including non-fiction DLR
Rhymes and Songs Age 3-4	Rhymes containing short sentences and/ or slower paced: Humpty Dumpty Baba black sheep Twinkle Twinkle Little Star Row, row row your boat Rain, rain go away Pat a cake Little Miss Muffett Star light Star bright Jack and Jill	Action Songs: Brush your teeth Heads Shoulders knees and toes If you're happy and your know it Sleeping bunnies Dingle dangle Scarecrow Wind the bobbin up The Farmer's in his den	Rhymes containing longer sentences: The grand old duke of York This little piggy went to market The bear went over the mountain Down in the jungle Incy wincy spider I'm a little teapot The wheels on the bus Old McDonald had a farm Miss Molly had a dolly	Counting Songs: 5 little Speckled frogs 5 Little Ducks 5 little men in a flying saucer 1,2,3,4,5 once I caught a fish alive Two little dickie birds Three Blind Mice 5 current buns 5 Little monkeys jumping on the bed One finger one thumb		Rhymes containing short sentences and/ or slower paced: Humpty Dumpty Baba black sheep Twinkle Twinkle Little Star Row, row row your boat Rain, rain go away Pat a cake Little Miss Muffett Star light Star bright Jack and Jill Polly put the kettle on



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	Polly put the kettle on		Mary had a little lamb		
Rhymes and Songs Reception	Recap Nursery Rhymes from Nursery Spring/Summer	Variation of songs from Nursery: Twinkle, twinkle chocolate bar Incy, wincy spider clibed up a tree Baba blue sheep 5 little monkeys swinging from a tree	Counting Songs: 1,2, buckle my shoe Ten Green Bottles Ten in a bed 10 fat sausages This old man One potato, two potato Hickory dickory dock One finger, one thumb	Complex Language: Mary mary, quite contrary Goosy goosy gander The big ship sails Dr Foster went to Gloucester I know an old lady who swallowed a fly Here we go round the Mulberry bush	Cultural Songs and Rhymes: Frere Jacques Ring a ring of roses Hot cross buns Are you sleeping? Oranges and lemons London Bridge is falling down The animals went in two by two Jambo Bobby Shaftoe's gone to sea



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<p>Phonics</p> <p>Sounds Write</p>	<p>THE INITIAL CODE</p> <p>Skills: To segment, blend and manipulate sounds in words with the structure: CVC</p> <p>Code: Unit 1 a, I, m, s, t Unit 2 n, o, p Unit 3 b, c, g, h Unit 4 d, e, f, e Unit 5 k, l, r, u Unit 6 j, w, z Unit 7 x, y, ff, ll, ss, zz</p> <p>Conceptual knowledge: Sounds can be represented by spellings with one letter</p> <p>Unit 7 - Some spellings are written with double consonants</p> <p>High Frequency words introduced: Is, a, the, I, for, of, off, are, was, all</p>	<p>THE INITIAL CODE</p> <p>Skills: To segment, blend and manipulate sounds in words with the structure: VCC & CVCC - 2 consonants in the final position. 3- & 4-sound words</p> <p>Code - No new code knowledge Unit 8 VCC and CVCC Unit 9 CCVC - 2 consonants in initial position Unit 10 CCVC, CVCCC, and CCCVC - 3 adjacent consonants 5-sound words Unit 11 sh, ch, th, ck, wh, ng, <q> <u></p> <p>Conceptual knowledge: Some spellings are written with two different letters <q> and <u> represent the sounds /k/ and /w/</p> <p>Assess students before moving onto the next units</p> <p>High Frequency words introduced: Come, some, to < th> their, these, <wh> what, where, who</p>	<p>THE INITIAL CODE</p> <p>Consolidation Bridging Lessons</p> <p>Skills: To segment, blend and manipulate sounds in words up to 5-sound words.</p> <p>Code: Unit 11 sh, ch, th, ck, wh, ng, <q> <u></p> <p>Conceptual knowledge: Some spellings are written with two different letters <q> and <u> represent the sounds /k/ and /w/</p>
<p>High Frequency & Common Exception Words (CEW)</p>	<p>By the end of the Initial Code pupils will be able to read thirty-two of the first 100 high-frequency words (see below) shown in the list by decoding them. Until they are covered in the programme, whenever they appear in text, tell the pupils what sound(s) the unknown spelling(s) represent(s) to allow them to decode the word for themselves. For example, if a pupil, working in the Initial Code at around Unit 7 or Unit 8, is trying to read the word 'back' but hasn't yet been introduced to the spelling alternative for /k/, the teacher runs their pencil under the and says, "This is one sound. It's /k/. Say /k/ here."</p>		



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	<p>By following the Sounds~Write programme sequentially all the way through the Initial Code it is possible to have pupils reading any of the thirty-two words below:</p> <table><tr><td>2 and VCC U8</td><td>6 in VC U2</td><td>10 it VC U1</td><td>14 on VC U2</td></tr><tr><td>18 at VC U1</td><td>20 but CVC U5</td><td>21 that CVC U11</td><td>22 with CVC U11</td></tr><tr><td>25 can CVC U3</td><td>27 up VC U5</td><td>28 had CVC U4</td><td>34 this CVC U11</td></tr><tr><td>36 went CVCC U8</td><td>41 not CVC U2</td><td>42 then CVC U11</td><td>48 mum CVC U5</td></tr><tr><td>50 them CVC U11</td><td>54 dad CVC U4</td><td>55 big CVC U3</td><td>56 when CVC U11</td></tr><tr><td>57 it's VCC U8</td><td>64 will CVC U7</td><td>66 back CVC U11</td><td>67 from CCVC U9</td></tr><tr><td>69 him CVC U3</td><td>71 get CVC U4</td><td>72 just CVCC U8</td><td>77 got CVC U3</td></tr><tr><td>91 if VC U4</td><td>92 help CVCC U8</td><td>96 off VC U7</td><td>100 an VC U2</td></tr></table> <p>[The number preceding the words in the list refers to place in which the word appears in the list of 100 high-frequency words in Letters and Sounds. C = consonant, V = vowel and U = Unit in the S~W programme.]</p>				2 and VCC U8	6 in VC U2	10 it VC U1	14 on VC U2	18 at VC U1	20 but CVC U5	21 that CVC U11	22 with CVC U11	25 can CVC U3	27 up VC U5	28 had CVC U4	34 this CVC U11	36 went CVCC U8	41 not CVC U2	42 then CVC U11	48 mum CVC U5	50 them CVC U11	54 dad CVC U4	55 big CVC U3	56 when CVC U11	57 it's VCC U8	64 will CVC U7	66 back CVC U11	67 from CCVC U9	69 him CVC U3	71 get CVC U4	72 just CVCC U8	77 got CVC U3	91 if VC U4	92 help CVCC U8	96 off VC U7	100 an VC U2
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<div>Reading</div> <div>Assessment focus (in bold)</div>	<ul style="list-style-type: none">Sing nursery rhymes and songs. Join in with rhymes.Recognise alliteration at a basic level.Clap out 2-3 syllable.Join in with favourite stories.Predict what will happen next in a story. Know that stories have a beginning, middle and end. Listen to stories and talk about them. Discuss the settings and characters as well as the important events in a story.Recognise their own name and words that are important to them such as mam, favourite foods and shops.Hold books the correct way up and treat books carefully.Know that books can give information.Know that the words can tell you information. <p>Autumn</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.	<ul style="list-style-type: none">Identify words that rhyme.Hear and say the initial sound in words when a word is said to them.Sound out each of the sounds and put them together to read a word.Read short sentences.Use favourite stories to help children create their own stories.Share a range of books, comics, stories, rhymes, poems, fact books, and magazines.Look in books to find information. Read signs.Choose their own books.Identify rhyming words. <p>Spring Checkpoint Assessment:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.Read some letter groups that each represent one sound and say the sounds for them.Read a few common exception words matched to the school's phonics programme.Read simple phrases and sentences made up of words with known letter sounds and correspondences and where necessary, a few exception words.Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<p>Summer Assessment (ELG) - Comprehension</p> <ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Anticipate key events in stories.Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none">Says a sound for each letter in the alphabet for at least 10 diagraphs.Read words consistent with their phonic knowledge by sound blending.Read aloud simple sentences and books that areconsistent with their phonics knowledge, including some common exception words.																																	



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More able/ Yr 1 ready	<ul style="list-style-type: none"> • Read words with more than one syllable • Describe the main events in a story they have read. • Knows how to handle and hold a book, turn pages correctly and knows key parts of the book such as author, cover title, illustrator, contents page. • Chooses and reads book independently. • Decode words using phonics knowledge (up to Unit 11) • Read some common exception words, alone and in context by sight. • Reads and understands simple sentences • Use expression when reading beginning to address the use of punctuation and changing their voice for dialog • Beginning to read nonsense words. • Can retell a familiar story with increasing detail and sequence • Can make predictions and begin to base these on evidence from the text. • Can answer simple questions about the text orally and begin to answer them in shared or independently
Whole class reading	<ul style="list-style-type: none"> • Write Stuff' core text - a story per week as a focus for language, new vocabulary and writing activities • Poems / rhymes / non-fiction and fiction books balanced across the week and used to embed new words. • Daily Storytime (at least two per day on top of the weekly text) • Guided reading comprehension via questioning. (Basic VIPERS skills) • Non-fiction is used at the start of a topic to introduce technical vocabulary
Individual Reading (Decodable Readers)	<ol style="list-style-type: none"> 1) This set is comprised of thirteen 8-page books and one sixteen-page book. These match the Units 1 - 11 of the initial code. Reception children will read through all of these before moving onto the Extended Code in Y1. 2) Dandelion Readers are decodable reading books in line with the Sounds Write Units. Set 2 and 3 are books following the units, but have an increased number of words per page, which allows for slight differentiation and variation when continuing on the same unit.

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Sounds-Write decodable readers (fiction, Initial Code)

The 24 decodable readers enable children to practise the literacy skills they are learning and thereby gain fluency in reading, all while they enjoy the colourfully-illustrated stories. They are matched to the Sounds-Write units.



Illustrated by Celia Acres



Sam got a pip. 'Put it in the bin, Sam.'
But Sam did not.

1

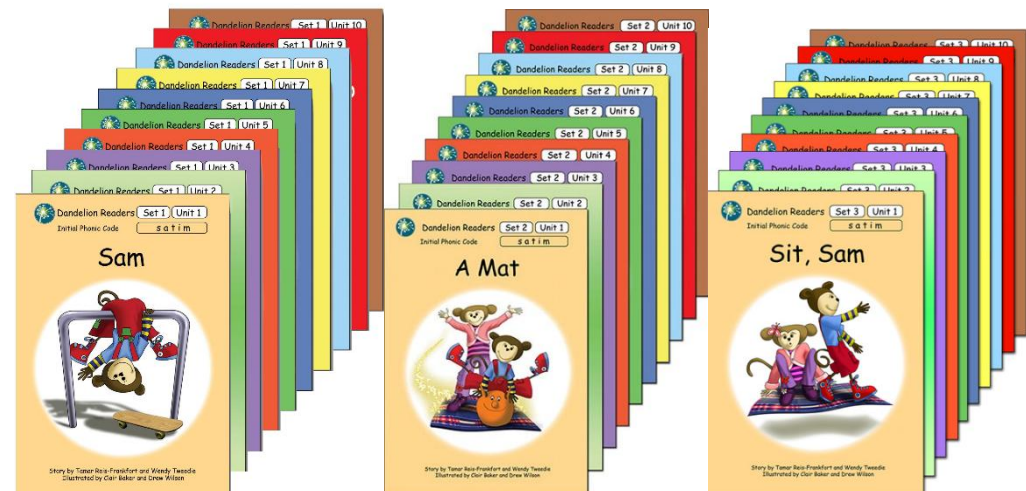


Illustrated by Judith Wardle



'A nest!' yelled Jess. 'A nest with eggs in it!' 'Shush!' said Tim. 'You shook the branches with the bat and the mum dashed off. Hands off the nest, Jess, or she'll not come back. Let's get Dad.'

2



3) This set is comprised by ten sixteen-page readers, these are all our titles for the Initial Code Units 8 - 11.

Other independent reading:

- Read and Relax area in the Reception environment.
- Outdoor read and relax area.
- Resources labelled with pictures / words



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Modelled reading/ parent support	<ul style="list-style-type: none"> Weekly reading book closely matched to phonic stage. Sounds Write Workshop/ information sent home for parents Letter join – handwriting/ letter formation practise sent home as weekly home work 		
<p>Writing</p> <p>Writing Assessment</p>	<ul style="list-style-type: none"> Sometimes, they can identify what their paintings or drawing mean. When they see writing, they can say what they think it means. Make lines and marks with a pencil. Copy some of the letters of their name. Use Letter-Join programme to teach letter formation and send home sounds/ letters to practise. (Linked to Sounds Write phonics lessons). 	<ul style="list-style-type: none"> Say what the marks, letters and pictures they make mean. Know that when a word is written down and the letters used make a word I have said. Say each sound in a short word and put them together to say the word. Know the names of the letters of the alphabet. Begin to use letters in writing. Write their own name. Write labels for role play areas. Write a short caption to record what they have done. Try to write short sentences. Word writing – initial sounds. <p>Spring assessment check</p> <ul style="list-style-type: none"> Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check it makes sense. 	<p>Summer assessment ELG – Writing</p> <ul style="list-style-type: none"> 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. Begin to write some CEW Write first name and surname.
Teacher led writing opportunities	<ul style="list-style-type: none"> Daily English lessons following 'Write Stuff' planning. Writing linked to the core texts as listed above. Lists, captions, labels, postcards, letters, postcards, poems, fact files Letter formation / handwriting practice following the 'Letter join' programme. 		
Writing Continuous provision	<ul style="list-style-type: none"> Stories in role play area and in environment Vocabulary-rich environment Wondrous words which are embedded in writing tasks Talk-rich activities Peer models for talk Modelled writing e.g. for days of the week Range of resources to write with <ul style="list-style-type: none"> Resources to make mini books e.g. paper stapled together, small pictures Opportunities to write on paper and digitally 		



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	<ul style="list-style-type: none"> • Model authorship and spelling in action • Model how to segment sounds • Wide range of role play writing opportunities • Opportunities for drama • Sharing writing together • Rhythm and rhyme • Make links to other areas e.g. in the mud kitchen, children could be encouraged to write a recipe • Teacher acts as scribe to model writing. • Helicopter stories
More able / Y1 ready	<p>Children demonstrate they can:</p> <ul style="list-style-type: none"> • Sit correctly at a table with 4 legs on the floor. • Hold a pencil in tripod grip. • Form lower- and upper-case letters correctly. • Write some common words correctly. • Name the letters of the alphabet. • Use finger spaces, capital letters and full stops. • Write for a range of purposes. • Write 'I' as a capital letter. • Add 's' to pluralise nouns. • Write in the line and use the full width of the page. • Hold a sentence and write a sentence from dictation. • Use some adjectives in their writing. • Begin to use some conjunctions. Make their writing makes sense.
ELGs	<div> <p>Statutory ELG: Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. </div> <div> <p>Statutory ELG: Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. </div>

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Maths	Autumn 1		Autumn 2			Spring 1	Spring 2	Summer 1		Summer 2	
White Rose Maths Phase	Getting to know you Baseline Assessments	Just like Me!	It's me 123!	Light and Dark	Alive in 5	Growing 6,7,8	Building 9 & 10	To 20 and beyond	First Then Now	Find my pattern	On the move
Number	Opportunities for settling in, introducing the areas of provision and getting to know the children	Match and sort Compare amounts	Representing 1,2,& 3 Comparing 1,2,& 3 Composition of 1,2 & 3	Representing numbers to 5 One more and less	Introducing zero Comparing numbers to 5 Composition of 4 & 5	6,7,& 8 Combining 2 amounts Making pairs	Counting to 9 & 10 Comparing numbers to 10 Bonds to 10	Building numbers beyond 10 Counting patterns beyond 10	Adding more Taking away	Doubling Sharing and Grouping Even and odd	Deepening Understanding Patterns and relationships
Measure, shape and special thinking	Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language	Compare size, mass and capacity	Circles and triangles Positional language	Shapes with 4 sides Time	Compare Mass (2) Compare Capacity (2)	Length and height Time	3D Shapes Patterns	Spatial Reasoning (1) Match, rotate, manipulate	Spatial reasoning (2)	Spatial Reasoning (3) Visualise and build	Spatial Reasoning (4) Mapping
Exceeding expectations / Y1 Ready	<p>Number</p> <ul style="list-style-type: none"> Write digits 0-9 accurately, have experience of representing two digit numbers, count forwards and backwards in tens, count forwards and backwards in 2's, work systematically when finding number bonds, begin to understand the commutative law, begin to know when subtracting you start at the biggest number, order non-consecutive numbers, count forwards and backwards from different starting points <p>Shape space and measure</p> <ul style="list-style-type: none"> Recognise coins and know how many pennies are in 1p, 2p, 5p, 10p. Know and sequence days of the week / months of the year, read o'clock times, understand the chronology of the day, name and describe 2d shapes, name and describe 3d shapes, measure objects using different apparatus <p>Problem Solving</p> <ul style="list-style-type: none"> Select the appropriate apparatus with increasing independence, use maths as an integral part of activities, begin to identify deliberate mistakes, <p>Communicating</p> <ul style="list-style-type: none"> Discuss the strategies they have used, be able to write one number per box when recording <p>Reasoning</p> <ul style="list-style-type: none"> Draw simple conclusions from their work and describe how and why they have completed a task, recognise and use a simple pattern or relationship. 										



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UW Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Cycle 1 2025- 2026	<p>Animals Including Humans</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment RANGE • Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation</p>	<p>Living Things & their Habitats</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment RANGE • Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation</p>	<p>Everyday Materials</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work</p> <p>Range 6 • Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another</p>	<p>Animals Including</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment RANGE • Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation</p>	<p>Plants</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment RANGE • Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation</p>	<p>Seasonal Change</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment RANGE • Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation</p>



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<p>Cycle 2 2026- 2027</p>	<p>Animals Including Humans</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment RANGE • Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation</p>	<p>Seasonal Change</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment RANGE • Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation</p>	<p>Everyday Materials Working Scientifically / Scientific Enquiry</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work</p> <p>Range 6 • Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another</p>	<p>Animals Including Humans</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment RANGE • Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation</p>	<p>Plants</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment RANGE • Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation</p>	<p>Living Things & their Habitats</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment RANGE • Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation</p>
<p>Working like a scientist.</p>	<p>Make simple records of what they notice (with help where necessary), demonstrate curiosity about how things behave, ask questions about things to test, talk about ideas for testing how things behave, Use senses to look closely at how things behave, carry out simple tests with adult support, use simple equipment to observe, talk about what I have done and what I noticed, talk about whether something makes a difference</p>					



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	History	Geography	History	Geography	History	Geography
Cycle 1 2025-2026 History (Past and Present) Geography (People, Culture and Communities)	My Local Area (school / village) Range 5 <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Range 6 <ul style="list-style-type: none"> Enjoys joining in with family customs and routines 	Could a polar bear bear the desert or a camel cope in the cold? Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment Range 6 Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes	Significant Individuals Range 5 Remembers and talks about significant events in their own experience <ul style="list-style-type: none"> Shows interest in different occupations and ways of life indoors and outdoors Range 6 Talks about past and present events in their own Positive Relationships: what adults might do.	Comparing Countries of the UK Range 5 <ul style="list-style-type: none"> -Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Range 6 Looks closely at similarities, differences, patterns and change in nature <ul style="list-style-type: none"> Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another 	Toys & Games Range 5 Remembers and talks about significant events in their own experience <ul style="list-style-type: none"> Shows interest in different occupations and ways of life indoors and outdoors Range 6 Talks about past and present events in their own Positive Relationships: what adults might do.	Making maps and fieldwork Range 5 <ul style="list-style-type: none"> -Developing an understanding of growth, decay and changes over time -Begin to understand the effect their behaviour can have on the environment Range 6 Looks closely at similarities, differences, patterns and change in nature <ul style="list-style-type: none"> Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes



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	<ul style="list-style-type: none"> Talks about past and present events in their own Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 					
Cycle 2 2026-2027	<p>Great Fire of London</p> <p>Range 5 Remembers and talks about significant events in their own experience</p> <ul style="list-style-type: none"> Shows interest in different occupations and ways of life indoors and outdoors <p>Range 6 Talks about past and present events in their own Positive Relationships: what adults might do.</p>	<p>My Local Area (School / Village)</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <ul style="list-style-type: none"> Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment <p>Range 6 -Talks about the features of their own immediate environment and how environments might vary from one another</p> <p>-Makes observations of animals and plants and explains why some things occur, and talks about changes.</p>	<p>Fantastic Firsts</p> <p>Range 5 Remembers and talks about significant events in their own experience</p> <ul style="list-style-type: none"> Shows interest in different occupations and ways of life indoors and outdoors <p>Range 6 Talks about past and present events in their own Positive Relationships: what adults might do.</p>	<p>How different would my life be if I lived in Kenya? (Non-European contrast)</p> <p>Range 5 -Shows interest in the lives of people who are familiar to them</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines <p>-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Range 6 Looks closely at similarities, differences, patterns and change in nature</p> <ul style="list-style-type: none"> Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another 	<p>Local Area Study (Castles)</p> <p>Range 5</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 	<p>Our Weather</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Shows care and concern for living things and the environment</p> <p>Begin to understand the effect their behaviour can have on the environment</p> <p>Range 6 Looks closely at similarities, differences, patterns and change in nature</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>Talks about the features of their own immediate environment and how</p>



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				Makes observations of animals and plants and explains why some things occur, and talks about changes	Range 6 <ul style="list-style-type: none">• Enjoys joining in with family customs and routines• Talks about past and present events in their own• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes
RE	Special Books EYFS Bring in their special / favourite books. invite a staff member to talk about a special book they have. Look at different special books from different religions. Special People REC Children to talk about their families and make a button portrait. Take a walk into Ingleton – place of worship, shop, and a service (docs) ask people in the community to talk about what their jobs / roles are. Invite the head teacher / another teacher from school or a religious leader to come and talk about who is special to them, their beliefs and a little bit about themselves F1 Why is the word God so important to Christians? F2 Why do Christians perform Nativity plays at Christmas?	Special Times EYFS Children to share their special objects from home. Ask parents to contribute by sending in photos of their special objects with reasons why Being Special: where do we belong? Recall bible stories Share memories of special occasions What happens at a traditional Christian Baptism? REC Special Times REC Show the children a range of objects that would give clues to different times of the school day. Discuss why each signifies a special time. Ask children what special times they have at home and record in picture form with simple caption Watch a video about special times and focus on the clothes people wear. Plan and hold a celebration of the children’s choice – it could be a birthday. Hold a special times parent session to share all of the work they have done and share a special time with their family in school. F4: Being special: Where do we belong? Spring 2: F3 Why do Christians put a cross on an Easter Garden?	Special Places and Objects EYFS Look at special times in children’s lives – their birthday, holidays, first day of nursery / school. Discuss feelings associated with this. Special times diary – in school and ask families to contribute to a home example Special Places REC Take a walk around the whole school building and talk about special places within school. Create a simple caption of their favourite. Visit a place of worship and talk about its features, explore the building. Think about our world being a special place – show lots of photos of fantastic people places etc chn to record their thinking. Work together to create a special area in the outdoor area or enchanted garden – it could be an existing one or creating a new area. Work together to create a special area in the classroom – it could be enhancing an existing one or creating a new area F6 Which stories are special and why?			



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			F5 Which places are special and why?
RE Celebrations	Studies through links and patterns in their own experiences, showing curiosity about objects, events and people, using sense to explore the world around them, representing experiences in play, acting out experiences of others. Recall events from Bible stories shared in collective worship. Perform in the Nativity at Christmas. Take part in church services for Harvest, Christmas and Easter. When possible, invite guests from the local area to talk about their different faiths and communities.		
	Judaism - Rosh Hashana Hinduism - Onam Christianity - Christmas (December) Islam - Mawlid al-Nabi (October) Sikhism - Guru Nanak Urparab (November)	Buddhism - Bodhi day (Jan) Hinduism - Rama Navami Hinduism - Holi (Colour run?) Christianity - Easter Sikhism - Nam Karan	Hinduism - Raksha Bandhan Buddhism - Wesak (May) Judaism - Shavout Islam - Dhu Al-Hijja Christianity - Bible stories



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Technology	<p>EYFS Internet safety Operating simple equipment such as CD players Show skill in making toys works such as pressing a button Use cameras on Ipad Made a book on iPads about sounds at school Recording stories / verbal instructions. Purple Mash Activities: 2beat, 2 paint a picture</p> <p>REC Internet safety Interact with age appropriate software. Purple Mash activities: PINS all about me, PINS - seasons, 2 publish - making classroom signs, 2 beat, Simple City, Maths City, Toy Shop, All About Me Purple Mash lessons on the computers/iPads: Com & Lang. / PSED</p>	<p>EYFS Knowing that we can use the internet to help us find things out. Purple Mash Activities: 2beat, 2 paint a picture</p> <p>REC Interact with age appropriate software. Purple Mash activities: Slideshow - create photos of transport, draw simple - city map, mash cams - pilot, train driver, race driver, 2design - make transport, Maths City - car race, 2paint project - bus, race car, steam train, 2 beat, 2Go</p> <p>Purple Mash lessons: Rec. Literacy / Maths</p>	<p>EYFS Internet safety Day Interact with age appropriate software Purple Mash Activities: 2beat, 2 paint a picture</p> <p>REC Internet safety Day Interact with age appropriate software. Know how to use things like a digital microspore, cameras on an ipad. Purple Mash activities: 2go - simple coding, 2create a story, pairs, dinosaur paint projects, 2beat Purple Mash lessons: Rec. EAD</p>	<p>EYFS Interact with age appropriate software Purple Mash Activities: 2beat, 2 paint a picture</p> <p>REC Internet safety Coding with Bee bots Recognise where technology is used Select the correct technology for their use. Introduction of algorithms as following as set of instructions in the correct order. Using grids as simple coding - moving a toy from one place to another. Purple Mash activities: 2count pictogram, number paint projects, paint projects linked to theme, mash cams, 2beat - explore safari sounds, 2explore - using instruments Purple Mash lessons: Rec. UW</p>	<p>EYFS Interact with age appropriate software Purple Mash Activities: 2beat, 2 paint a picture</p> <p>REC Interact with age appropriate software. Using paint programs to produce a recognisable representation of an object or picture. Purple Mash activities: Topic pack (PINS), mini beasts garden growing, baby animals, a fishmetic game, mini mash environments, 2 email, 2 respond, 2 beat, Maths City The Farm, Topic Packs - Growing, baby animals Purple Mash lessons: Rec. UW</p>	<p>EYFS Interact with age appropriate software Purple Mash Activities: 2beat, 2 paint a picture</p> <p>REC Purple Mash activities: Talking stories - Sally's seaside, paint projects - beach huts, rockpools, Simple City game, 2 connect - seaside places, 2 create a story - seaside theme, seaside jigsaws, 2 create a story, 2beat, Talking stories = Sally's Seaside Adventure, 2 Go, 2email, 2 publish</p> <p>Purple Mash lessons: Physical Development/ PSED</p>
Festivals and themed days	<p>Harvest Festival Roald Dahl Day British Food Fortnight Black History Month World Smile Day</p>	<p>Halloween Bonfire Night Children's Day</p>	<p>Chinese New Year Shrove Tuesday Mother's Day Safer internet day Valentine's day Mental Health Awareness Comic Relief</p>	<p>Fair Trade Fortnight World Book Day Science week</p>	<p>World Environment Day/ World Oceans Day National Pet Month World Health Day National Numeracy Day</p>	<p>Father's Day Children's Art Day National Insect Week</p>
Parental Involvement	<p>Meet the Teacher Workshop Stay and Play</p>	<p>Stay and Play Nativity</p>	<p>Educational visit ?</p>	<p>Stay and Play Parent Consultation</p>	<p>Stay and Play Library Time</p>	<p>Stay and Play Parent Consultation</p>



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	Harvest service	Parent Consultation		Easter service	Transition Meetings	Summer Educational Visit
ELGs	<div> <div> Statutory ELG: Past and Present Children at the expected level of development will: <ul style="list-style-type: none"> - 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. </div> <div> Statutory ELG: People, Culture and Communities Children at the expected level of development will: <ul style="list-style-type: none"> - 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. </div> <div> Statutory ELG: The Natural World Children at the expected level of development will: <ul style="list-style-type: none"> - 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. </div> <div> Statutory ELG: None Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice. </div> </div>					



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EAD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kapow	Art	DT	Art	DT	Art	DT
<p>Creating with Materials</p> <p>Art/DT</p> <p>(Reception Planning)</p>	<p>Drawing</p> <p>Marvellous marks</p> <p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p> <p>Artist study - Mondrian/ Matisse</p>	<p>Cooking and nutrition</p> <p>Soup</p> <p>In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.</p>	<p>Painting and mixed media</p> <p>Paint my world</p> <p>Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p> <p>Artist study - Yayoi Kusama / Kandinsky</p>	<p>Structures</p> <p>Junk modelling</p> <p>In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p>	<p>Sculpture and 3D</p> <p>Creation station</p> <p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p> <p>Artist Study - Andy Goldsworthy/ Van Gogh</p>	<p>Textiles</p> <p>Bookmarks</p> <p>Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p>
<p>EXT:</p> <p>Seasonal Activities linked to Kapow</p>	<p>Autumn craft:</p> <p>Nature wreaths</p> <p>Winter craft:</p> <p>Threaded snowflakes</p> <p>Christmas craft:</p> <p>Salt dough decorations</p>	<p>Autumn:</p> <p>Hibernation boxes</p> <p>Christmas:</p> <p>Sliding Santa chimneys</p> <p>Christmas cards and calendar</p> <p>Art</p>	<p>Easter craft:</p> <p>Egg Threading</p> <p>Spring craft:</p> <p>Petal mandala suncatchers</p>	<p>Spring:</p> <p>Flower threading</p> <p>Easter:</p> <p>Hanging egg decoration</p>	<p>Summer craft:</p> <p>Salt painting</p>	<p>Summer:</p> <p>Designing a rainbow salad</p> <p>Summer:</p> <p>Making a rainbow salad</p>
<p>Music</p> <p>Being Imaginative and Expressive</p>	<p>Exploring Music</p> <p>Kapow Unit</p>	<p>Nativity</p>	<p>Music and Movement</p> <p>Kapow Unit</p>	<p>Music Stories</p> <p>Kapow Unit</p>	<p>Transport</p> <p>Kapow Unit</p>	<p>Big Band</p> <p>Kapow Unit</p>
<p>Range 5</p>	<p>Creating with Materials</p> <p>Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an</p>					



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	<p>understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose</p> <p><u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme</p>
Range 6 REC	<p><u>Creating with Materials</u></p> <p>Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts</p> <p><u>Being imaginative and expressive</u></p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p>
ELGs	<div> <p>Statutory ELG: Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. </div> <div> <p>Statutory ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. </div>



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