



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Starting School All About Me and my emotions	Autumn/ Winter Festivals and celebrations Nativity	People who help us Traditional Tales	The Animal Kingdom Insects	Superheroes Spring/ Summer	Fantasy Story Writing Growing
Experiences/ Visits	Autumn Walk Harvest Assembly Singing Assembly Achievement Assembly	Theatre Trip Nativity Production Church Service Forest School	Parent Visit? Trip to fire station	Live Caterpillars / ducks? Veterinary Nurse Visit? Easter Egg Hunt - Following a map	School Trip Spring/Summer Walk	Growing Cress Heads Sports Day Year 1 Visit
Literacy	<b>Writing</b>					
	Give meanings to marks as they draw.  Using mirrors to draw themselves and comparing similarities and differences.  Recognising and writing own name in print.  Hearing and writing the initial sounds in words.  Writing familiar words such as Mum and Dad.  Drawing pictures of their family.  Learning to write for a purpose e.g. making lists, labelling models.	Writing the initial and final sounds in words.  Segmenting and blending CVC words.  Writing labels and lists.  Christmas list  Labelling parts of a Halloween costume.  Firework labels (bang, wizz, pop)	Beginning to write simple sentences using finger spaces.  Labelling uniforms, professions etc  Designing emergency service vehicles  Beginning to write/tell simple stories - Scribing	Segmenting and blending CVC words containing digraphs.  Writing captions and labels using finger spaces and beginning to use punctuation.  Writing simple sentences which can be read by themselves and others.  Writing class Dear Zoo book  Using some tricky words when writing.	Recounting our school trip.  Beginning to extend sentences using simple connectives including 'and' and 'because'.  Writing character files.  Writing character descriptions.  Writing 'I can see' sentences about changing season.	Writing simple instructions inspired by our experiences of growing plants and knowledge of the lifecycles of animals.  Working more independently in preparation for Year 1.  Writing extended sentences.  Writing a story.  Beginning to make plausible attempts at more complex words.
	<b>Comprehension</b>					
	Enjoying rhyming and rhyming activities.  Listening to and joining in with group stories and poems.  Recognising own name and familiar signs and logos.	Beginning to be aware of the way stories are structured and suggesting how a story might end.	Describing main story settings, events and characters.	Using vocabulary and forms of speech that are influenced by their experiences of books.  Enjoying an increasing range of books.	Learning that information can be retrieved from books and computers.  Demonstrating an understanding when talking with others about what they have read.	



	<p>Looks at books independently, handling them carefully.</p>	<p>Listening to stories with increasing attention and recall.</p> <p>Showing an awareness of rhyme and alliteration.</p>																				
<b>Word Reading using Read Write Inc</b>																						
	<p>Set 1 sounds and letter formation.</p> <p>Oral segmenting and blending using "Fred talk" and "Fred talk games" to encourage a love of phonics</p>	<p>Children are assessed and given books and RWI daily sessions in a small group at their level.</p> <p>Segmenting the sounds in simple words and blending them back together.</p> <p>Most children will continue to focus on developing skills using the set 1 sounds and be reading ditties or red ditties some children may begin to learn set 2 sounds and be reading books above this level</p>	<p>Children continue to have daily phonics sessions at their RWI assessed level.</p> <p>Children will know their set 1 sounds, most children will learn set 2 sounds, some children will learn set 3 sounds. Learning will include developing confidence with segmenting the sounds in simple words and blending them back together.</p> <p>Using phonic knowledge to decode words and read them aloud accurately.</p> <p>Reading words and understanding simple sentences.</p> <p>Reading "red words", words that are trickier to phonetically decode with increasing difficulty.</p> <p>Minimum expectations for progress:</p> <table border="1" data-bbox="999 834 2128 890"> <tr> <td><b>Spring 1</b></td> <td><b>Spring 2</b></td> <td><b>Summer 1</b></td> <td><b>Summer 2</b></td> </tr> <tr> <td style="background-color: red; color: white;">Red ditties</td> <td style="background-color: green; color: white;">Green</td> <td style="background-color: green; color: white;">Green</td> <td style="background-color: purple; color: white;">Purple</td> </tr> </table> <p>NB: Many children will be reading at a higher level than the book bands above.</p> <p>The sequence for RWI progression is below:</p> <table border="1" data-bbox="999 983 2013 1035"> <tr> <td style="background-color: #d3d3d3;">Sound blending</td> <td style="background-color: red;">Red ditties</td> <td style="background-color: green;">Green</td> <td style="background-color: purple;">Purple</td> <td style="background-color: pink;">Pink</td> <td style="background-color: orange;">Orange</td> <td style="background-color: yellow;">Yellow</td> <td style="background-color: blue;">Blue</td> <td style="background-color: #d3d3d3;">Grey</td> </tr> </table>			<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	Red ditties	Green	Green	Purple	Sound blending	Red ditties	Green	Purple	Pink	Orange	Yellow	Blue	Grey
<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>																			
Red ditties	Green	Green	Purple																			
Sound blending	Red ditties	Green	Purple	Pink	Orange	Yellow	Blue	Grey														
<b>Number and Numerical Patterns</b>																						
<b>Mathematics</b>	<p><i>1-10</i> – Understanding the value of and ordering numbers.</p> <p><i>Counting</i> – How many people are in different families? Counting the members and comparing based on size or differences.</p> <p>Rolling a dice and counting out autumnal objects to that value.</p>	<p><i>1-10</i> – Ordering numbers 1-10 and finding 1 more than a given number.</p> <p><i>Addition</i> – Adding two single digit numbers using manipulatives.</p> <p><i>11-15</i> – Understanding the value of and ordering numbers.</p>	<p><i>16-20</i> – Understanding the value of and ordering numbers.</p> <p><i>1-10</i> – Finding 1 less than a given number.</p> <p><i>Subitise</i> – Recognise quantities without counting to 5.</p> <p><i>Number Bonds</i> – Automatically recall some number bonds to 5.</p>	<p><i>1-20</i> – Counting forwards/backwards and ordering numbers 1-20.</p> <p><i>1-20</i> – Finding 1 more and 1 less than a given number.</p> <p><i>Subtraction</i> – Subtracting two single digit numbers using manipulatives.</p>	<p><i>Addition</i> – Adding two single digit numbers using manipulatives and bar modelling to support.</p> <p><i>Number Bonds</i> – Automatically recall some number bonds to 10.</p> <p><i>Sharing</i> – Solving simple problems.</p> <p><i>Patterns</i> – Explore odd and even numbers.</p>	<p><i>Subtraction</i> – Subtracting two single digit numbers using manipulatives and bar modelling to support.</p> <p><i>Halving</i> – Solving simple problems.</p> <p><i>1-20</i> – Finding 1 more and 1 less than a given number.</p> <p><i>Quantities</i> – Estimating and comparing quantities.</p>																



			<i>Doubling</i> – Solving simple problems.			
<b>Space, Shape and Measures</b>						
	<i>Height</i> – Measuring height/hands and making comparisons.	<i>Time</i> – Identifying personal and communal celebrations. Knowing key times of the day. Taking part in timing activities, how long is a second? 10 seconds? A minute? <i>Money</i> – Recognising coins and using language related to money.	<i>Weight</i> – Ordering and comparing a selection of ingredients according to their weight. <i>3D Shapes</i> – Creating models and using mathematical terms to describe shapes. <i>Pattern</i> – Making a sandwich using repeating ingredients.	<i>2D Shapes</i> – Making a bridge/home for a troll and naming the shapes used. <i>Length</i> – Ordering a selection of sticks/straw according to their length, longest to shortest. Measuring the longest pieces. <i>Capacity</i> – Measuring capacity and ordering a selection of porridge bowls according to capacity.	<i>Prepositional Language</i> – Using positional and directional language.	<i>Time</i> – Knowing and ordering the days of the week using language related to time. <i>Length</i> – Ordering and comparing a range of vehicles. Using non-standard units to measure them.
<b>Personal, Social and Emotional Development</b>	Children will be encouraged to express their own feelings. Join in with circle activities and parachute games. Managing own basic hygiene before cooking activities – Colour Monster cakes. Trying new activities and selecting resources independently. Learning the routines of the school day. Make class rules together and take photographs of great role models. Participating in turn taking games with adult support.	Discuss how to be a good friend. Support children with making friends and sharing resources. Develop confidence to speak in a familiar group. Develop listening skills – Listening on the carpet and during assembly. Developing patience when needs are not immediately met. Develop resilience when facing a challenge.	Understand what is right and wrong/being responsible for your actions. Support children to understand other people’s emotions and how they can help others. Develop listening skills – Listening on the carpet and during assembly. To be able to eat healthy and know the importance of a healthy lifestyle.	Playing cooperatively on the bikes and scooters, taking turns with others and solving disagreements more independently. Develop confidence to work independently. Transition into year 1.		



	<b>SEAL: New Beginnings</b>	<b>SEAL: Getting on and Falling Out</b> <b>SEAL: Bullying</b>	<b>SEAL: Going for Goals</b>	<b>SEAL: Good to be Me</b>	<b>SEAL: Relationships</b>	<b>SEAL: Changes</b>
Communication and Language	Throughout the year children will: <ul style="list-style-type: none"> <li>- Follow instructions involving several ideas or actions</li> <li>- Answer how and why questions about their experiences or in response to stories or events                             <ul style="list-style-type: none"> <li>- Learn new vocabulary related to focus books and experiences</li> </ul> </li> <li>- Learn to speak with confidence during group discussion and whole class circle times                             <ul style="list-style-type: none"> <li>- Use past, present and future forms accurately when talking</li> </ul> </li> </ul>					
Physical Development	<b>Moving and Handling</b>					
	Children will be encouraged to develop their pencil control through fun mark making activities.  Children will be using a range of malleable materials during play.  Develop cutting skills.  Move energetically when playing games.  Negotiate space successfully.  Ensure children can use large construction safely and with control.  Bike Time and Gross Motor Sessions	Developing control when using tools and small equipment.  Practice pencil control and cursive letter formation.  Develop cutting skills.  Use cutlery independently.  Develop strength, control and co-ordination when using the outdoor physical trail.  Develop control over an object, throwing and catching etc.	To observe and talk about the effects of exercise on our bodies.  Hold a pencil effectively - using the tripod grip.  Practice pencil control and cursive letter formation.  Travel safely and with increasing confidence around the physical trail, moving in different ways.  Develop ball skills and playing games with their friends.			
	<b>PE Lessons</b>					
	Challenge Education  Games  Learning how to move confidently and safely in a range of ways.  Simple ball games in pairs to develop coordination and cooperation.	Challenge Education  Dance  Developing the ability to create and change movements in response to music.	Challenge Education  Gymnastics  Developing the ability to move in a range of different ways under, over and through equipment.	Challenge Education  Games  Learning how to control a ball in a range of ways and using bats or rackets to move and control objects.	Challenge Education  Dance  Creating movements as a team to perform, evaluate and improve a group dance.	Challenge Education  Gymnastics  Controlling our bodies when traveling and learning to perform a sequence of movements.
	<b>The Natural World</b>					



Understanding the World	<p>Take children on tours around the school.</p> <p>Make observations of changes in the world around us. Take photos and observational drawings during our Autumn walk. This will be continued throughout the year as seasons change.</p>	<p>Look closely at the changing season.</p> <p>Share non-fiction books</p> <p>Seasons</p> <p>Little ferns first winter</p> <p>Weird weather</p> <p>Create pumpkins and talk about the Harvest Festival.</p> <p>Forest School</p>	<p>Explore the similarities and differences in relation to ingredients. Make porridge (Goldilocks and the Three Bears) and melt chocolate, discussing textures and changes.</p> <p>Looking at icicles and thinking about how they are formed. Using our knowledge of floating and sinking to create ice models, dropping different items into water.</p>	<p>Comparing and describing different environments.</p> <p>Identifying how living things are suited to where they live including animals and humans.</p> <p>Make observations and drawings of caterpillars and their life cycles.</p>	<p>Observational drawings of Spring time</p> <p>Observing the changes in weather.</p> <p>Observing the effects of the season on our environment.</p>	<p>Discuss the similarities and differences between the world around us and contrasting environments.</p> <p>Planting cress seeds and discussing the changes and why they are occurring.</p>
	Past and Present					
	<p>Use photographs to initiate discussions about a past family holiday or day out.</p> <p>Look at photographs to prompt discussion on how we have changed. What could we do as a baby? What can we do now?</p>	<p>Use nursery rhymes and artifacts to understand the concepts of 'then and now' and a 'long time ago'.</p>	<p>During the people who help us topic children will be talking about the lives of people around them and their roles in society.</p>	<p>How animals helped us in the past.</p> <p>Extinction. Talk about animals from the past and protecting our animals now.</p>	<p>Reflecting about seasonal changes and changes in weather.</p>	<p>Talk about fairy tales – People in the past created their own stories.</p> <p>Looking at changes over time – growth of plants and ourselves.</p>
	Technology					
	<p>Exploring programmable toys within the classroom.</p>	<p>Intro into the media suite – Opening 2publish and using simple tools to create artwork.</p>	<p>Expanding knowledge of 2publish – Filling a background and using a wider range of tools.</p>	<p>Using the keyboard to create a caption for a piece of artwork.</p>	<p>Identifying the use of technology around the school.</p>	<p>Selecting technology for a purpose, e.g. to photograph a model or print a piece of artwork.</p>
	People Culture and Communities					
<p>Harvest Festival</p> <p>Sharing photographs of themselves and their 'All About Me' book.</p>	<p>Guy Fawkes</p> <p>Diwali</p> <p>Christmas</p> <p>Chanukah</p>	<p>New Year</p> <p>Valentine's Day</p> <p>Chinese New Year</p> <p>People Who Help Us</p>	<p>Shrove Tuesday</p> <p>Easter</p> <p>Easter Egg Hunt using a map.</p>	<p>Caring for our community</p> <p>Eid</p>	<p>Use simple fieldwork and observational skills to study the geography of our school and the physical features of Hadley Wood.</p>	



	<p>Discussing their friends, family and themselves.</p> <p>Use stories, experiences and maps to explore the similarities and differences between living in this country and living elsewhere.</p>	Reindeer hunt using a map		Mother's Day		Father's Day
Expressive Arts and Design	<b>Creating with Materials</b>					
	<p>Make marks using a range of tools and techniques.</p> <p>Creating self-portraits by combining materials.</p> <p>Paint a picture of The Colour Monster experimenting with colour and design.</p>	<p>Independently select materials and tools to create props when role playing superhero characters and narratives.</p> <p>Making Diva Lamps</p> <p>Firework paintings.</p> <p>Collage poppies</p> <p>Christmas decorations</p>	<p>Creating emergency vehicles using junk modelling.</p> <p>Valentine's Day cards</p> <p>Create puppets to retell traditional stories in the theatre.</p> <p>Support children to think about uses and purposes or materials to create a bridge for the goats to cross.</p>	<p>Play dough Mini beasts and animals</p> <p>Animal painting</p> <p>Junk modelling animals</p> <p>Split pin animals</p> <p>Mother's Day Decoration</p> <p>Easter decorations</p> <p>Children will be supported in sharing their creations with the class and explaining the process they have used.</p>	<p>Design your own super hero</p> <p>Create a Super Tato</p> <p>Super hero masks and capes</p>	<p>Make observational drawings of plants, considering colour, design, texture, form and function.</p> <p>Father's Day decoration</p>
	<b>Being Imaginative and Expressive</b>					
	<p>Phase 1</p> <p>General sound discrimination of environment and instrumental sounds.</p> <p>Listen to and mimic sounds from different environments.</p> <p>Play games using musical instruments.</p> <p>School Role play</p>	<p>This half term we will be preparing for our Nativity production.</p> <p>The children learn to sing songs and help to generate actions and dance moves to accompany the songs.</p> <p>Make shakers to perform a new song.</p>	<p>We have weekly Charanga music sessions in Reception. The children learn to sing and perform a wide range of familiar nursery rhymes and songs.</p> <p>The children have access to a role play area which is changed every half term in line with our topic/focus book and the children's interest. They are encouraged to invent, adapt and act out experiences and stories with their friends.</p>			