| Autumn 1 | Nursery | | | | | Reception | | | | |
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| Theme | Let's be friends | | | | | I WONDER... WHAT MAKES ME MARVELLOUS? | | | | |
| | Understanding the World | | | | Personal, social and emotional dev | Understanding the World | | | | Personal, social and emotional dev |
| | Science | Geography | History | RE | PSHE | Science | Geography | History | RE | PSHE |
| | Animals including Humans<br>My body parts.<br><br>How my feeling can be shown on my face.<br><br>What my mouth can taste: sweet, sour, salty | Locational Knowledge:<br>How do children live around the world?<br><br>Are our homes the same or different?<br><br>What similarities and differences do we notice? | Events within living memory<br>Do we play with the same toys our great-grandparents played with?<br><br>The lives of significant people and places<br>How did my parents look when they were little like me? | Harvest festival:<br>Learning about sharing food with our friends and those who need it. | Taking turns with resources.<br><br>Sharing resources while using them.<br><br>Helping others with jobs in the classroom including tidy up time. | Everyday Materials<br>Name and discover which materials are waterproof<br><br>Animals (including humans)<br>Growing/changing Human Life cycles<br><br>Everyday Materials<br>Investigating material to build a house with . | Locational Geography: Key features of Local Area/ Middlesbrough<br><br>Geographical Skills and Fieldwork:<br>Maps in the environment (World, UK, Middlesbrough) | Changes within living memory:<br>My life story/how I have changed<br><br>The lives of significant individuals in the past: Staff in school – Photographs of staff as baby, toddler, children, teenagers | Special Times<br><br>Let's find out about Harvest in a church | Being me in my world<br><br>Self-identity<br>Understanding feelings<br><br>Being in a classroom<br><br>Being gentle<br>Rights and responsibilities |
| | PE | Music | Art | DT | | PE | Music | Art | DT | |
| | Throwing and catching<br>Learn to catch a big ball using 2 hands.<br>Throwing underhand upwards. | Learning songs about myself:<br>"Head, shoulders, knees and toes"<br>"This little finger"<br>"Daddy finger"<br><br>Following Charanga Scheme LTP | Hannah Hoch<br><br>Collage<br>Use human features to create collages<br><br>Drawing<br>Self portraits<br><br>Mark Making<br>Self portrait<br>Portraits of family<br><br>Form<br>Playdough<br>Model making | Design and Make<br>Make different types of homes<br><br>Joining<br>Joining different materials in different ways – glue, and tape<br><br>Cooking and Nutrition<br>Tastes – likes and dislikes | | Me and Myself<br>My body<br>Parts of the body<br>Senses<br>On the move How many body changes<br><br>Throwing and Catching | Using Voices:<br>Sing a variety of songs Listening - What can I hear?<br>How does it make me feel?<br><br>Sing/use voices<br>Which songs do I know? | Hannah Hoch<br><br>Exploring the Natural World<br>Being inspired by the world around us<br>DRAWING /SKETCHING<br>Self Portraits /Self portrait photography<br><br>Texture<br>Using different media to create portraits (chalk, pencil, charcoal etc) | Design, make and evaluate<br>Making different types of homes e.g. boat house, castle etc (Joining/attaching with a range of tapes, split pins, pritt, stick glue etc) attaching)<br>(Focus: Evaluate)<br><br>Cooking and Nutrition<br>Tasting | |

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| | | | | | | | | | Mark Making<br>Self portrait<br>Portraits of family<br><br>Colour<br>Using colours for a purpose<br><br>Form<br>Playdough<br>Model making | Preferences (Likes and dislikes) | |
| Autumn 2 | Nursery | | | | | Reception | | | | | |
| Theme | Celebrations | | | | | I WONDER... WHAT WE CAN CELEBRATE? | | | | | |
| | Understanding the World | | | | Personal, social and emotional dev | Understanding the World | | | | Personal, social and emotional dev | |
| | Science | Geography | History | RE | PSHE | Science | Geography | History | RE | PSHE | |
| | Everyday Materials<br>Light and dark<br><br>States of Matter<br>Making gingerbread men<br><br>Animals including Humans<br>Learning about hibernation<br><br>Seasons<br>Looking at colour of the leaves on trees during autumn | Seasons;<br>To know the name 'autumn' as one of the seasons.<br><br>Location<br>To know my location as "Thorntree".<br><br>To know that people all over the world celebrate Christmas.<br><br>To be introduced to a globe and find their location as well as the north pole. | Events within living memory<br>Recall past birthdays / Christmas celebrations.<br><br>Events beyond living memory<br>How photographs help us and 'evidence' celebrations and help us to remember events. How photographs long time ago look different to now. | Which times are special and why?<br>To know that different people have different celebrations in their own families such ass Diwali and Christmas.<br>To learn that the Christmas celebration is to remember a baby called Jesus being born celebrated by Christians. | To focus on listening to other's ideas and showing respect for other's opinions, choices and wishes. | Everyday Materials<br>Light and Shadow<br><br>States of Matter<br>Making biscuits / Naan bread<br><br>States of Matter<br>Skittles experiment (Diwali)<br><br>Seasons<br>Looking at and identifying features of Autumn | Seasons;<br>To know there are 4 seasons<br><br>Location<br>To compare different places to Middlesbrough (India for Diwali) | Events within living memory<br>Recall past birthdays / Christmas etc<br><br>Events beyond living memory<br>Christmas story / Rama and Sita story | Which times are special and why?<br>Find out about Christmas and Diwali | Understand and explain the reason for rules<br><br>Manage their own basic hygiene<br><br>Form positive relationships<br><br>Understand that other people have different beliefs / look different / live differently | |
| | PE | Music | Art | DT | | PE | Music | Art | DT | | |
| | Moving<br>Running and jumping | Learning Christmas songs and doing a | Printing<br>Christmas shapes and patterns | Design and Make<br>Diwali pots<br><br>Joining | | Moving<br>Running and jumping (moving at speed) | Perform<br>Performing songs | Printing<br>Christmas wrapping paper | Design and Make<br>Diwali pots | | |

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| | landing on two feet.<br><br>Jumping from a height.<br><br>Moving in different ways.<br><br>Moving in different directions | Nativity performance<br><br><u>Following Charanga Scheme LTP</u> | <u>Form</u><br>Playdough Christmas decorations<br><br><u>Mark Making</u><br>Christmas pictures | Christmas decorations – glue, tape<br><br><u>Cooking</u><br>Christmas biscuits | | Moving in different ways<br><br>Moving in different directions | <u>Using Voices</u><br>Sing a variety of songs<br><br><u>Play / experiment with musical instruments</u><br>Use instruments to make music for Diwali and Christmas<br><br><u>Listen</u><br>What can I hear? How does it make me feel? Do I like it? | <u>Texture</u><br>Using different media to add to Diwali pots<br><br><u>Colour</u><br>Mixing prime colours<br><br><u>Form</u><br>Playdough Model making<br><br><u>Mark Making</u><br>Christmas Cards | <u>Joining</u><br>Christmas decorations – glue, split pins, tape etc<br><br><u>Cooking and Nutrition</u><br>Indian food tasting<br><br>Christmas biscuits | |
| Spring 1 | Nursery | | | | | Reception | | | | |
| Theme | Winter | | | | | I WONDER...IF WE CAN GO TO SPACE? | | | | |
| | Understanding the World | | | | Personal, social and emotional dev | Understanding the World | | | | Personal, social and emotional dev |
| | Science | Geography | History | RE | PSHE | Science | Geography | History | RE | PSHE |
| | <u>States of Matter</u><br>Melting ice investigations,<br><br><u>Animals including Humans</u><br>Learning how animals keep warm in winter / hibernation<br><br><u>Seasonal change</u><br>Looking at trees during winter and noticing what happens to leaves. Are | <u>Map Work</u><br>Winter maps around the environment for children to refer to.<br><br><u>Location</u><br>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | <u>Events beyond living memory</u><br>Begin to make sense of their own life-story and family's history. – talk about experiences of snowy days | Share in a Chinese New Year celebration. | Learning to care for ourselves and others around us, by sharing gloves, scarves, hats to keep warm when outdoors.<br>Learning to care for animals during winter.<br>Fire safety awareness. | Space<br>Planets Introduce day and night.<br><br>Working Scientifically/ Everyday Materials Floating and sinking<br><br>States of Matter Making space rocks Investigating ice.<br><br>Environments/ weather (Seasonality) Wintertime changes | Place/Location al Knowledge: Where I live on a map. Looking at and globe within the universe - comparing planets<br><br>Geographical Skills and Fieldwork: Maps Drawing maps (Local and universe) | Changes within living memory Recall/relive past events linked to holidays/trips.<br><br>The lives of significant individuals in the past: Neil Armstrong and Buzz Aldrin<br><br>Events beyond Living memory: Introduction to Neil Armstrong /Buzz Aldrin and Mission to moon | Lets hear some stories that Jesus told. (Lost Coin and The Lost Sheep, Noah's Ark) | Dreams and Goals<br><br>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals |

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| | there many flowers in winter? | | | | | | | | | |
| | PE | Music | Art | DT | | PE | Music | Art | DT | |
| | Agility and Co-ordination<br>Big movements in sequence<br><br>Balancing<br><br>Manoeuvring around objects | Remember and sing entire songs.<br><br>Learn winter songs:<br>"Put your coat on"<br><br>Charanga Scheme LTP | Wassily Kadinsky<br><br>Painting<br>Using a variety of tools<br><br>Learning to use tools safely<br><br>Which paintings do I like?<br>What can I add to my painting? | Design and Make<br><br>Snowmen biscuits<br><br>Winter enhancements to dough area. | | Kicking a ball<br>Kicking with some control<br><br>Throwing<br>Throwing a ball at a target<br><br>Outdoor PE<br>Ball skills<br><br>Target games | Play tuned/untune d instruments:<br>How many different sounds can this instrument make?<br>Experiment and Create: Making space music<br><br>Listening with concentration to space music / cosmic music – Describe how music makes you feel. | Wassily Kadinsky<br><br>Painting<br>Using a variety of tools<br><br>Learning to use tools safely<br><br>Which paintings do I like?<br><br>What can I add to my painting? | Design, make and Evaluate<br>Making rockets/space shi ps/aliens<br>Selects tools and techniques needed to shape, assemble and join materials they are using.<br><br>Cooking and Nutrition<br>Investigate Space Food | |
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| Spring 2 | Nursery | | | | | Reception | | | | |
| Theme | Growing/Spring Time | | | | | I WONDER... what grows in the garden? | | | | |
| | Understanding the World | | | | Personal, social and emotional dev | Understanding the World | | | | Personal, social and emotional dev |
| | Science | Geography | History | RE | PSHE | Science | Geography | History | RE | PSHE |
| | Plants<br>Learning what plants need to live.<br>Planting and growing cress seeds.<br><br>Seasons<br>Looking at how trees and plants change in spring. | Map Work<br>Making a map of a farm.<br><br>Planning routes for the tractor to ride on.<br><br>Location<br>Comparing our location to a farm.<br>Trip to Colby newham farm? | Events beyond living memory<br>Learning about houses and transport in the past.<br><br>Events within living memory<br>Sharing gardening and baking experiences in their own homes. | Where do we belong?<br>What happens in a Christian baptism?<br><br>How are babies welcomed in different religions? | Working within larger groups to take turns with an adult, share the resources and help each other in tasks. | Living things and their habitats<br>Minibeast hotel<br>Making a home for a minibeast<br><br>Lifecycles of animals/humans<br>Plants Grow and care for plants<br>Plant/Growth lifecycle<br><br>Working scientifically<br>Using magnifying | Locational Knowledge:<br>Animal's natural habitats.<br>Minibeast hunt<br><br>Comparing habitats Make habitats for insects<br>Minibeast hotel<br><br>Environment<br>Compare different countries – where food comes from | Changes within living memory:<br>Churches<br><br>Comparing old/new churches | Special Times<br>Easter Special Book<br><br>Let's find out about Easter celebrations in churches. | Healthy Me<br>Exercising bodies<br>Physical activity<br><br>Healthy food<br><br>Sleep<br><br>Keeping clean<br><br>Safety |

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| | Animals including Humans<br>Learning farm animal names and what produce we get from them. | | | | | glasses (minibeasts) | and what it needs to grow<br><br>Environments/ weather/ seasonal change | | | |
| | PE | Music | Art | DT | | PE | Music | Art | DT | |
| | Dance<br>Perform simple dances to music<br><br>Create simple dances to music<br><br>Outdoor PE<br>Playground games<br>Duck, duck, goose<br>What time is it Mr Wolf?<br>Bean Game<br>Stuck in the mud | Learn spring songs<br><br>Spring counting songs<br><br>Charanga scheme LTP. | Drawing<br>Animals, Plants, flowers<br><br>Painting<br>Exploring different painting tools such as flowers/leaves tied to sticks to paint with.<br><br>Printing<br>Using vegetables and fruit to experiment in print making | Designing and decorating easter baskets and bonnets.<br><br>Easter craft | | Dance<br>Perform simple dances to music<br><br>Create simple dances to music<br><br>Outdoor PE<br>Playground games<br>Duck, duck, goose<br>What time is it Mr Wolf?<br>Bean Game<br>Stuck in the mud | Which songs do I know?<br><br>Play tuned/untuned instruments: Making a band / follow a conductor | Drawing<br>Sketching real life flowers<br><br>Using wax crayons and different media to create different results<br><br>Painting<br>Using colour for meaning | Cooking and Nutrition<br>Easter nests<br><br>Design, Make and Evaluate<br>Making a variety of minibeasts | |

| Summer 1 | Nursery | | | | | Reception | | | | |
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| Theme | I wonder … what we can we explore? | | | | | I WONDER... WHERE WE CAN TRAVEL TO? | | | | |
| | Understanding the World | | | | Personal, social and emotional dev | Understanding the World | | | | Personal, social and emotional dev |
| | Science | Geography | History | RE | PSHE | Science | Geography | History | RE | PSHE |
| | Forces – push and pull, gravity<br><br>Animals including Humans<br>Learning jungle animal names | Map Work<br>Creating explorer jungle maps<br><br>Locational Knowledge<br>Learning where the moon is in | Events beyond living memory<br>Learning about animals that are now extinct.<br><br>Significant Historical Events | Which places are special and why?<br>Places that are special to them<br><br>Places that are special for religious people | Learning that we all have different dreams and wishes. Talking about future careers and respecting | Seasons Spring Walk in local environment<br><br>Know and recognise differences e.g. Forces Parachutes | Place/Locational Knowledge: Where I live on a map.<br><br>Looking at and comparing to other countries | Changes within living memory: Recall/relive past events linked to holidays/trips<br><br>Events beyond living memory: | Which places are special and why?<br>Places that are special to us<br><br>Places that are special for | Follow the class rules<br><br>Being able to wait for their turn<br><br>Explain how they are feeling |

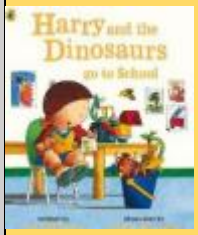
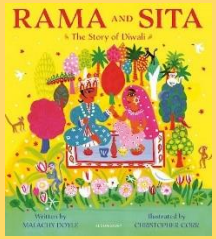
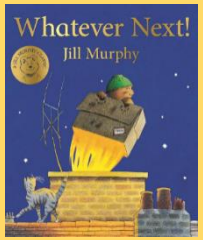
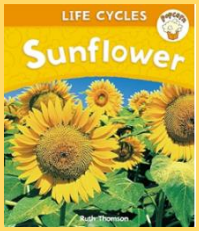
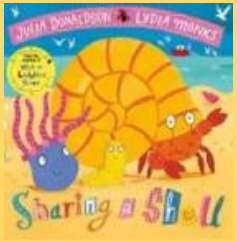
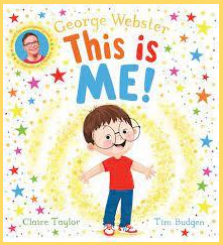
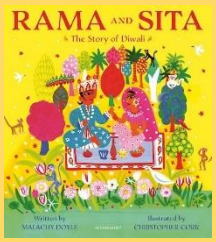
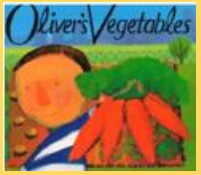
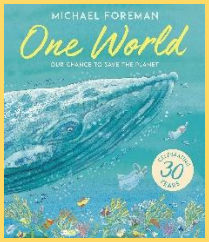
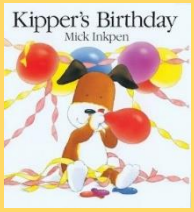
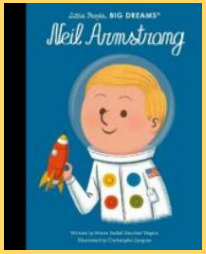
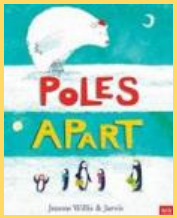
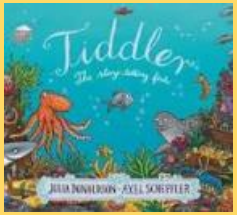
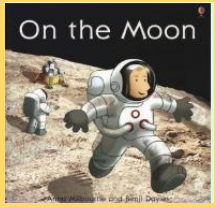
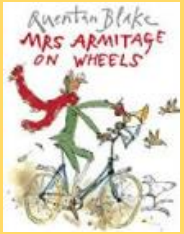
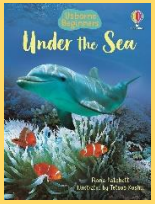
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| | and their environment | relation to the earth using a globe. Learning that the moon rotates around the earth and that the earth rotates around the sun. (Space) Identifying the jungle/desert areas on a globe using the land colours as a reference | Learning that humans have visited the moon. | Visit the local church | others dreams and wishes.<br><br>Listening in whole class groups for longer periods of time, respectfully waiting for their turn to share thoughts and ideas, and listening to others ideas. | Know that some materials float better through the air (air resistance)<br><br>Animals including humans Animals from around the world – Key features/facts about animals Animal life cycles Animals and their habitats | around the world.<br>To compare different features of hot and cold countries<br><br>Geographical Skills and Fieldwork: Taking information from Maps e,g, animals in different places of the world Drawing maps | Transport from the past.<br><br>Comparing past/present transport. The lives of significant individuals in the past: Emelia Earhart | religious people<br><br>Visit the local church | Explain how others may be feeling<br><br>Give focussed attention to a teacher |
| | PE | Music | Art | DT | | PE | Music | Art | DT | |
| | <u>Kicking a ball</u><br>Kicking with some control<br><br><u>Throwing</u><br>Throwing a ball at a target<br><br><u>Outdoor PE</u><br>Ball skills<br>Target games | Singing exploring songs such as "Walking in the jungle"<br><br>Charanga scheme LTP | <u>Sculpture</u><br>Jungle/safari animals<br><br><u>Painting</u> animal patterns<br><br><u>Drawing</u><br>Jungle/safari animals | <u>Design and Make</u><br>Spaceship and rocket designing<br><br>Moon scape<br><br>Jungle jeep/vehicle | | Movement Development<br><br><u>Kicking a ball</u><br>Kicking with some control<br><br><u>Throwing</u><br>Throwing a ball at a target | Play tuned/untuned instruments:<br><br>Experiment and Create: Mini Performances of own songs with instruments Listening with concentration Music from other Cultures How does this music make me feel? | PAINTING AND COLOUR<br>Exploring the work of Jackson Pollock<br><br>Introduce how to colour mix and the terms 'primary' and 'secondary' colours.<br><br>Explore a range of techniques and tools to create colour splashes.<br><br>Print / collage | Cooking and Nutrition<br>Making Pizza – (Food technology)<br>Understands that different media can be combined to create new effects.<br><br>Design, Make and Evaluate Making vehicles | |

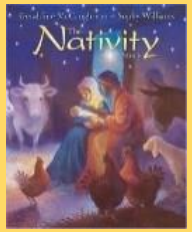
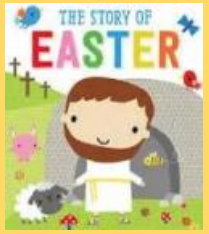
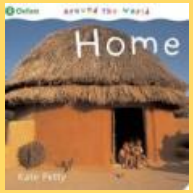
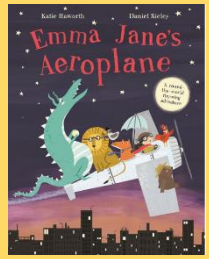
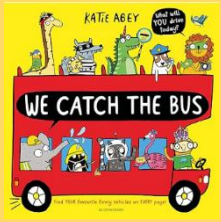
| Summer 2 | Nursery | Reception |
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| Theme | Under the Sea | I WONDER... WHAT IT IS LIKE TO BE BESIDE THE SEASIDE? |

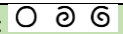
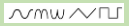
| | Understanding the World | | | | Personal, social and emotional dev | Understanding the World | | | | Personal, social and emotional dev |
|---|---|---|---|---|---|---|---|---|---|---|
| | Science | Geography | History | RE | PSHE | Science | Geography | History | RE | PSHE |
| | Forces – wind and water<br><br>Animals including Humans<br>Learning sea animal names and their environment<br><br>Seasonal Change<br>Summer walk (beach or copse) | Locational Knowledge:<br>Identifying on a globe where we find the land and sea areas<br><br>Map Work<br>Creating pirate treasure maps | Events within living memory<br>Going to the beach / beach visit<br><br>Events beyond living memory<br>What was going to the beach like years ago? | What is special about our world?<br>Keeping our beaches clean – how do we do this? | Looking after our environment:<br>Water pollution and keeping sea animals safe<br><br>Keeping safe<br>Sun Safety | Forces Floating and sinking<br><br>Seasons Summer Walk in local environment (beach)<br><br>Knowledge To know which creatures live on the beach | Locational Knowledge:<br>Visit a local beach Looking at beaches on maps<br><br>ECO: Keeping our beaches clean<br><br>Comparing habitats<br>Investigating habitats of sea creatures<br><br>Environments/ weather Sun Safety | Events within living memory<br>Going to the beach / beach visit<br><br>Events beyond living memory<br>What was going to the beach like years ago? | Special Book<br>Lets listen to stories from the Bible<br><br>Special Places<br>Visit to the mosque | What is different?<br>Beach / town<br><br>Likes / dislikes<br><br>Can we make a difference in our community?<br><br>Keeping safe<br>Sun Safety<br><br>Explain how they are feeling<br><br>Explain how others may be feeling |
| | PE | Music | Art | DT | | PE | Music | Art | DT | |
| | Fitness<br>Agility<br>Running<br>Jumping<br>Skipping<br>Balance<br><br>Outdoor PE<br>Sports day games | Singing seaside and summer songs<br><br>Charanga scheme LTP | Jackson Pollock<br>Seascape pictures<br><br>Textures<br>Beach pictures using sand, seaweed etc.<br><br>Collage<br>Create patterns using items from the beach<br><br>Drawing/Painting<br>Rainbow fish<br>Sea animals | Design and Make<br>Sand castles<br><br>Submarines<br><br>Pirate ships | | Fitness<br>Agility<br>Running<br>Jumping<br>Skipping<br>Balance<br><br>Outdoor PE<br>Sports day games | Summer Performance<br>Sing a number of songs from memory in front of peers / parents<br><br>Listen and move<br>Express feelings and responses to music<br><br>Play tuned/untuned instruments:<br>Can I keep time to the beat of the music? | Jackson Pollock<br><br>Textures<br>Beach pictures using sand, seaweed etc.<br><br>Collage<br>Create patterns using items from the beach<br><br>Jackson Pollock pictures – the Rainbow Fish<br><br>Drawing<br>Sketching from a picture | Design, Make and Evaluate Beach collages<br><br>Cooking and Nutrition: Fire pit pop corn / beach picnic | |

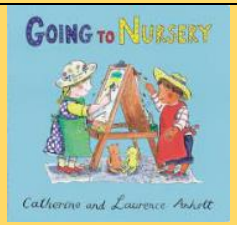
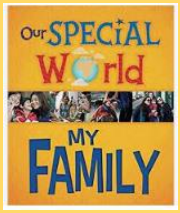
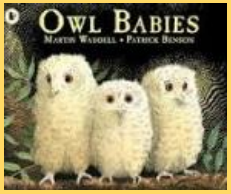
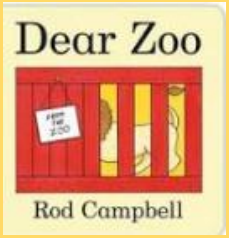
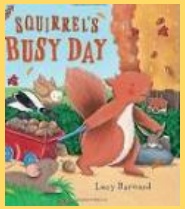
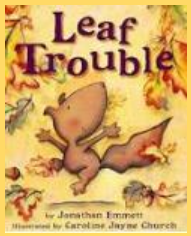
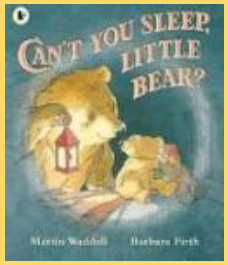
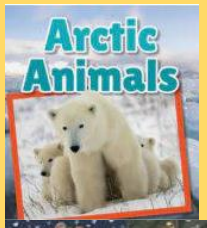
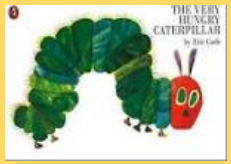
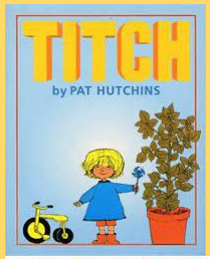
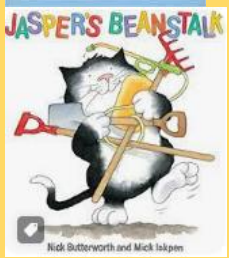
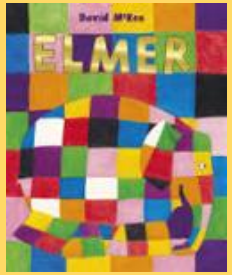
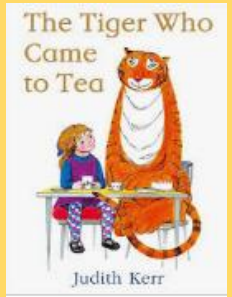
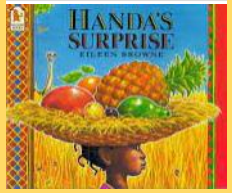
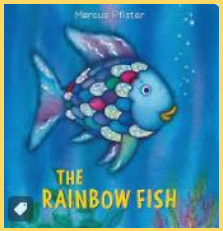
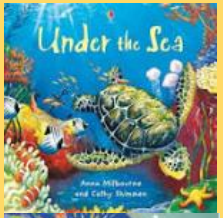
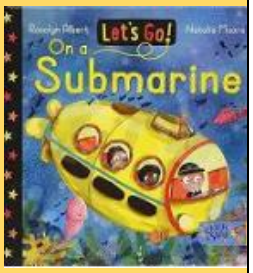
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| | | | | | | | Listening with concentration Listening to music and moving to music | | | |

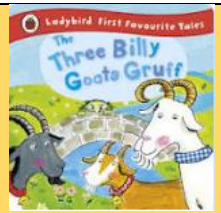
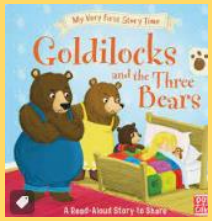
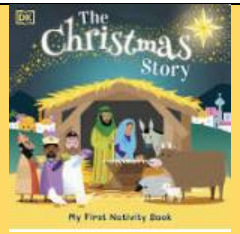
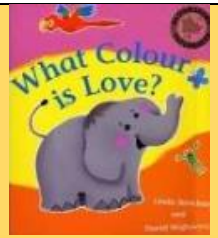
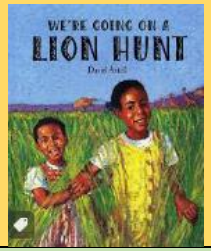
| | Reception Curriculum | | | | | | | |
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| | Half Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 (6 weeks) | |
| | Theme | I WONDER… WHAT MAKES ME MARVELLOUS? | I WONDER… WHAT WE CAN CELEBRATE? | I WONDER…IF WE CAN GO TO SPACE? | I WONDER… WHO LIVES IN OUR GARDEN? I WONDER… WHAT GROWS? | I WONDER… WHERE WE CAN TRAVEL TO? | I WONDER… WHAT IT IS LIKE TO BE BESIDE THE SEASIDE? | |
| Seasonality | | Walk to copse and around the local area. | | Winter Walk around the local area (compare to Autumn) | | Walk around school (summer)<br><br>Walk around the local environment (library) | | |
| | Science Experiments | <u>Investigate</u><br>Waterproof materials to make a roof on a house.<br><br>What will keep you dry? | Diwali – Skittles Experiments lined to colour. | Making Space<br>Asteroids Gravity | What does a plant need to grow? (sunflowers) s | Parachute | Transporting water – Which equipment is best to move water? | |
| Experiences, celebrations and enhancements | | Halloween craft event | Celebrations | Chinese new Year<br>Valentines Day | Easter Sunday<br>Mothers Day | | Library Visit<br><br>Trip to the beach | |
| AUTHORS TO CELEBRATE | | Jill Murphy  | DAVID MCKEE  | OLIVER JEFFERS  | ERIC CARLE  | NICK BUTTERWORTH  | TOM PERCIVAL  | |

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| LITERACY | Week One | Text:<br> |  |  |  |  | Text:<br> |
| | Week Two | Text:<br> |  |  |  |  | Text:<br> |
| | Week Three | Text:<br> |  |  |  |  | Text:<br> |
| | Week Four | Text:<br> |  |  |  |  | Text:<br> |

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| | Week Five | Text:<br> |  |  |  |  | Text:<br> |
| | Week Six | Text:<br> |  | | |  | |
| | Week Seven | Text:<br> |  | | |  | |
| | Week Eight | Text:<br> | | | | | |
| Handwriting | | Week 1: | Week 1: i, l, t | Week 1: a, d | Week 1: g, q | Week 1: v, s, r | Word banks |

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| (Letter join programme) | | Week 2: <br>Week 3: <br>Week 4:<br>Week 5: <br>Week 6:<br>Week 7: <br>Week 8: | Week 2: i, l, t<br>Week 3: u, w, e<br>Week 4: u, w, e<br>Week 5: c, o<br>Week 6: c, o<br>Week 7: a, d | Week 2: n, m, h<br>Week 3: n, m, h<br>Week 4: j, y<br>Week 5: j, y | Week 2: g, q<br>Week 3: b, p, k<br>Week 4: b, p, k<br>Week 5: v, s, r | Week 2: f, x, z<br>Week 3: f, x, z<br>Week 4: Letter families<br>Week 5: Letter families<br>Week 6: Letter families<br>Week 7: Letter families<br>Week 8: Letter families | Week 1: leg, pig, get<br>Week 2: tick, tock, luck<br>Week 3: buzz, fizz, fuzz<br>Week 4: box, fox, fix<br>Week 5: yes, you, yet<br>Week 6: van, vet, wet |
| Literacy Development Matters | Reception Reading<br>Read individual letters by saying the sounds for them.<br>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.<br>Read some letter groups that each represent one sound and say sounds for them.<br>Read a few common exception words matched to the school's phonic programme.<br>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.<br>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.<br><br>Reception Writing<br>Form lower-case and capital letters correctly.<br>Spell words by identifying the sounds and then writing the sound with letter/s.<br>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | | | | | | |
| Phonics | Sounds Write | <u>Autumn 1</u><br><br>a, i, m, s, t, n, o, p, g, h | <u>Autumn 2</u><br><br>d, e, k, l, r, u, j, w, z | <u>Spring 1</u><br><br>Consolidation<br>ff, ll, ss, zz | <u>Spring 2</u><br><br>CVCC, CCVC, CCVCC<br>tch/th | <u>Summer 1</u><br><br>sh, ch, tch, th, ck, wh, ng, q u<br>Consolidation | <u>Summer 2</u><br><br>Consolidation and review after assessment |
| Maths | White Rose | <u>Autumn 1</u><br><br>Getting to know you<br>Just like me | <u>Autumn 2</u><br><br>It's me, 1, 2, 3!<br><br>Light and Dark | <u>Spring 1</u><br><br>Alive in 5!<br><br>Growing 6, 7, 8! | <u>Spring 2</u><br><br>Building 9 and 10 | <u>Summer 1</u><br><br>To 20 and beyond<br>First, Then, Now | <u>Summer 2</u><br><br>On the Move |
| | Nursery Curriculum | | | | | | |
| NURSERY | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Theme | Let's Be friends | Celebrations | Winter | Growing/Summer | Exploring –<br>Space, Jungle, Safari | Exploring –<br>Under the Sea |
| | Science Investigations | Exploring tastes | Baking – change in state | Floating/Sinking<br>Ice Melting | Growing Seeds | Forces – gravity, push&pull, | Forces – wind and water |
| | Experiences, celebrations and enhancements | Starting school – stay and play<br>Walk to the copse<br>Halloween | Diwali<br>Bonfire Night<br>Autumn Trees<br>Children in Need<br>Remembrance Day<br>Nativity | Valentine's Day,<br>Chinese New Year,<br>NSPCC Numbers day, | World Book Day,<br>Mother's Day,<br>Pancake Day,<br>Parent Easter Craft | Exploring<br>Trip to the Farm | Sports Day<br>Father's Day<br>Transition Dinner<br>Graduation |

| | Authors to Celebrate: | Rod Campbell<br>Martin Waddell | Anita Loughrey<br>Jonathan Emmett<br>Martin Waddell | Nick Butterworth<br>Raymond Briggs<br>M Christina Butler | Eric Carle<br>Pat Hutchins | Michael Rosen<br>Jill Murphy<br>Judith Kerr<br>David McKee | Nicola Kinnear<br>Marcus Pfister<br>Sarah Roberts |
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| | BOOKS TO SHARE: | <br><br><br><br> | <br><br><br><br> | <br><br><br><br> | <br><br><br><br> | <br><br><br> | <br><br><br><br> |

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| Literacy Development Matters (3-4 year olds will be learning to…) | Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing<br>Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother<br>Engage in extended conversations about stories, learning new vocabulary.<br>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.<br>Write some letters accurately. | | | | | | |
| | Phonics: | <u>Autumn 1</u><br>N1 and N2: Phase 1: Aspect 1-3 | <u>Autumn 2</u><br>N1 and N2: Phase 1: Aspect 4, 6 and revision. | <u>Spring 1</u><br>N2: Phase 1: Aspect 5 and revisiting Aspect 1-6<br>N1: BLAST | <u>Spring 2</u><br>N2: Phase 2: Aspect 7 and revisiting Aspect 1-6<br>N1: BLAST/Phase One | <u>Summer 1</u><br>N2: Phase 2<br>SW: Unit 1-3<br>N1: Phase One | <u>Summer 2</u><br>N2: Phase 2<br>SW: Unit 4 - 6<br>N1: Phase One |
| Mathematics Development Matters (3-4 year olds will be learning to…) | Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.<br>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…' | | | | | | |
| | Mathematics: White Rose Scheme | <u>Autumn 1</u><br>Comarison 1<br>Shaper, Space and Measure 1<br>Pattern 1 | <u>Autumn 2</u><br>Subitising 1<br>Pattern 2<br>Shape, Space and measure 2 | <u>Spring 1</u><br>Shape, space and measure 3<br>Pattern 3<br>Counting 4 | <u>Spring 2</u><br>Subitizing 3<br>Comparison 2<br>Patter 4 | <u>Summer 1</u><br>Shape, Space and measure 5<br>Pattern 5<br>Subitizing 4 | <u>Summer 2</u><br>Pattern 6<br>Counting 6<br>Comparison 3 |

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| | | Counting 1<br><br>Counting 2 | Subitising 2<br><br>Counting 3 | Space, shape and Measure 4 | | Counting 5 | Consolidation |