

Areas of Learning	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Themes	Marvellous Me! (7 Weeks) <i>6 weeks 4 days</i>	Into the Woods (7 Weeks) Christmas (2 Weeks)	Around the World (6 Weeks) <i>5 weeks 4 days</i>	Moo, Baa, Quack! (4 Weeks)	Tales as Old as Time (7 Weeks) <i>6 weeks 4 days</i>	Commotion in the Ocean (6 Weeks) <i>5 weeks 3 days</i>
Trips		Conkers Winter Wonderland	Walk around Sibley	Manor Farm	Story Explorer Drama Workshop (in school)	
Entry/Exit Activity	Entry: Discussing family photos. Exit: Marvellous Me Artwork Gallery.	Entry: Woodland Walk around school. Exit: Conkers Winter Wonderland.	Entry: Walk around Sibley. Exit: Trying food from around the world.	Entry: Manor Farm. Exit: Year Group Assembly.	Entry: Story Explorer Drama Workshop. Exit: Fairy Tale Dress Up Day.	Entry: Pet (Fake) Fish. Exit: Ice Cream Van.
Talk for Writing	The Very Hungry Caterpillar – Eric Carle	The Little Red Hen – Traditional Tale	Dear Zoo – Rod Campbell	The Three Little Pigs – Traditional Tale	Goldilocks and the Three Bears – Traditional Tale	Sharing a Shell – Julia Donaldson
English	Practising writing their names. Recognising words with the same initial sound. Giving meanings to marks that they make. Hearing and writing the initial sounds in words. Beginning to form some letters accurately.	Continuing to learn letter formation. Giving meanings to marks that they make. Hearing and writing the initial sounds in words. Writing CVC words by identifying the sounds. Continuing a rhyming string. Writing short simple sentences. Introducing capital letters and full stops.	Forming lower-case and capital letters correctly. Giving meanings to marks that they make. Writing words by identifying the sounds and writing the sound with letters. Writing short sentences using a capital letter and full stop. Introducing adjectives and using them to describe pictures.	Forming lower-case and capital letters correctly. Writing words by identifying the sounds and writing the sound with letters. Writing short sentences using a capital letter and full stop. Extending sentences using HFW and adjectives. Re-reading what they have written. Introducing conjunctions.	Writing recognisable letters. Writing words by identifying the sounds and writing the sound with letters. Writing short sentences using a capital letter and full stop. Extending sentences using HFW, adjectives and conjunctions. Re-reading what they have written to check that it makes sense.	Writing recognisable letters. Spelling words by identifying sounds in them and representing the sounds with letters. Writing simple phrases and sentences using a capital letter and full stop, which can be read by others. Extending their sentences using HFW, adjectives and conjunctions. Writing rhyming sentences.
Phonics	Whole Class Phonics		Phonics Groups		Phonics Groups	
	Introduce RWI Phonics – Set 1 Sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk, ck.		Recap RWI – Set 1 Sounds as appropriate. Introduce RWI – Set 2 Sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy.		Recap RWI – Set 1/Set 2 Sounds as appropriate. Introduce RWI – Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e.	
Handwriting	Learning to correct hold a pencil (using the tripod grip).	RWI Handwriting Scheme	RWI Handwriting Scheme	RWI Handwriting Scheme	RWI Handwriting Scheme	RWI Handwriting Scheme

Reading	Whole Class Guided Reading Learning to hold a book correctly and we read from left to right, top to bottom. Reading individual letters by saying the sounds for them. Hearing initial sounds in words. Blending sounds in CVC words. Reading simple phrases and sentences. Engaging in conversations about stories and reading a range of books in the 'Reading Area'.		Whole Class Guided Reading Blending sounds in CVC and CVCC/CCVC words. Reading simple phrases and sentences, and a few common exception words. Re-reading books to build up their confidence in word reading and fluency. Enjoying reading a range of books in the 'Reading Area'.		Whole Class/RWI Group Guided Reading Knowing the sounds for each letter in the alphabet and 10 diagraphs. Reading simple sentences and words consistent with their phonic knowledge. Anticipating key events in stories. Demonstrating an understanding of what has been read to them by retelling stories and using newly learnt vocabulary.	
Focus Texts – linked to current Topic	Fiction: Funny Bones, The Colour Monster Goes to School, My Mum and Dad Make Me Laugh, All Our Welcome, The Large Family Stories, In a Minute Mum. Non-Fiction: My Five Senses	Fiction: Percy the Park Keeper, The Gruffalo, The Gruffalo's Child, Stick Man, Tales from Acorn Wood. Non-Fiction: The Nativity, Trees Leaves Flowers and Seeds, Plants of the World, The Life of Plants, A Tree Grows Up.	Fiction: Meerkat Mail, The Jolly Postman, The Lighthouse Keepers Lunch, Lost and Found, Handa's Surprise. Non-Fiction: Things That Go, Transport Around the World, Our World.	Fiction: What the Ladybird Heard, What the Ladybird Heard Next, Farmyard Hullabaloo, A Squash and a Squeeze, The Cow That Laid An Egg, Goodnight Farm. Non-Fiction: Animals on the Farm, Machines on the Farm.	Fiction: Jack and the Beanstalk, Little Red Riding Hood, The Gingerbread Man, The Three Billy Goats Gruff, Hansel and Gretel, The Enormous Turnip, Cinderella.	Fiction: Someone Swallowed Stanley, Rainbow Fish, The Life of a Little Plastic Bottle, The Life of a Little Cardboard Box, Barry the Fish with Fingers, What the Ladybird Heard at the Seaside. Non-Fiction: Swim, Fish!
Maths	White Rose Reception Scheme: matching and sorting, comparing amounts, comparing size, positional language, repeating patterns. Comparing quantities using language: 'more than', 'fewer than'. Making comparisons between objects relating to size, length, weight, and capacity. Understanding position through words alone e.g., "The bag is under the table". Extending and creating ABAB patterns. Noticing and correcting an error in a repeating pattern. Continue, copy, and	White Rose Reception Scheme: representing, comparing, and the composition of numbers to 5, one more/one less to 5, 2D shapes, 3D shapes, composing and decomposing shapes. Developing fast recognition of up to 3 objects. Reciting numbers past 5. Saying one number for each item in order: 1,2,3,4,5. Knowing that the last number reached when counting a small set of objects. Linking numerals and amounts up to 5. Solving real world mathematical problems with numbers	White Rose Reception Scheme: number bonds to 5, addition to 5, representing, comparing, and the composition of numbers to 10, one more/one less to 10. Automatically recalling number bonds for numbers 0–5. Counting objects, actions, and sounds. Subitising. Linking the number symbol with its cardinal number value. Comparing numbers. Understanding the 'one more than/one less than' relationship between consecutive numbers. Exploring the	White Rose Reception Scheme: number bonds to 10, capacity and weight, length and height, greater than/ less than. Automatically recalling number bonds for numbers 0–5 and some to 10. Make comparisons between objects relating to size, length, weight, and capacity. Compare length, weight, and capacity. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	White Rose Reception Scheme: subtraction to 5, doubling, halving, sharing, odd and even, representing, comparing, and the composition of numbers to 20. Link subtraction facts to the composition of numbers to 5. Represent patterns within numbers up to 10 including: evens and odd, having, and sharing. Counting beyond ten. Exploring the composition of numbers to 10. Automatically recalling number bonds for	White Rose Reception Scheme: subtraction to 10, composition of numbers to 10, number bonds to 10. Link subtraction facts to the composition of numbers to 5. Counting beyond ten. Exploring the composition of numbers to 10. Automatically recalling number bonds for numbers 0–5 and some to 10.

	<p>create repeating patterns. Begin to describe a sequence of events, real or fictional, using words such as 'first, 'then...'</p>	<p>up to 5. Understanding the 'one more than/one less than' relationship between consecutive numbers. Talking about and explore 2D and 3D shapes using informal and mathematical language. Composing and decomposing shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>composition of numbers to 10.</p>		<p>numbers 0–5 and some to 10. Subitising.</p>	
<p>Understanding the World</p> <p><i>PP – Past and Present</i> <i>PCC – People, Cultures and Communities</i> <i>NW – The Natural World</i></p>	<p>Beginning to make sense of their own life-story and family's history through exploring family photos, focusing on similarities and differences between themselves and others. Using their senses in hands-on exploration of natural materials. Showing wide interest in different occupations that they learn about and have an interest in.</p> <p>Geography: Exploring the school. Discussing places to play in the local area.</p> <p>Science: Learning about the human lifecycle. Discussing body parts and different bones.</p>	<p>Exploring collections of materials with similar and/or different properties. Discussing what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Beginning to understand the need to respect and care for the natural environment and all living things. Discussing the differences between materials and changes they notice, building upon their vocabulary. Understanding the effect of changing seasons on the natural world around them.</p> <p>Geography: Exploring insects and animal</p>	<p>Continuing to develop positive attitudes about the differences between people. Exploring different countries in the world and discussing the differences they have experienced or seen in photos. Recognising some similarities and differences between life in this country and life in other countries.</p> <p>Geography: Learning about animal habitats around the world. Investigating houses around the world. Learning about countries and capital cities. Looking at famous buildings and landmarks. Exploring Sibley and how it has changed over the years.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Beginning to understand the need to respect and care for the natural environment and all living things.</p> <p>Geography: Comparing farm animal habitats to others, looking at similarities and differences. Looking at geological features on our trip to the farm.</p> <p>Science: Exploring animal lifecycles. Learning about how to care for animals. Investigating where we get food from. Discussing the parts of a plant.</p>	<p>Discussing and exploring the differences between materials and changes they notice. Investigating collections of materials with similar and/or different properties. Discussing what they see, using wide vocabulary. Continuing to develop positive attitudes about the differences between people. Understanding the effect of changing seasons on the natural world around them.</p> <p>Geography: Exploring castles around the world. Investigating aerial shots and locating key features.</p>	<p>Developing their understanding of the need to respect and care for the natural environment and all living things. Exploring collections of materials with similar and/or different properties. Discussing about what they see, using a wide vocabulary.</p> <p>Geography: Learning about countries, oceans, and continents. Exploring under water habitats. Looking at how we can care for the planet and plastic pollution.</p> <p>Science: Comparing features of sea creatures. Discussing which animals live in</p>

	<p>Investigating healthy lifestyles.</p> <p>PP: Talking about our families and discussing the differences.</p> <p>PCC: Getting to know the school environment and classroom. Learning about different religions and their special symbols.</p> <p>NW: Exploring and discussing different texture.</p> <p>Computing: Using tablets/computers for educational apps to support English and Maths.</p>	<p>habitats. Observing the changing of seasons and discussing appropriate clothing. Exploring the woodland areas of school. Investigating the effects of litter and deforestation.</p> <p>Science: Learning about different insects and woodland animals.</p> <p>PCC: Different celebrations around the world. How different countries celebrate Christmas.</p> <p>NW: Different seasons. Exploring textures inside and outside. Searching for insect habitats and observing them.</p> <p>Computing: Using tablets/computers for educational apps to support English and Maths.</p>	<p>Science: Exploring different building materials. Learning about healthy and unhealthy foods. Trying foods from around the world. Investigating Space and the planets.</p> <p>PP: Looking at buildings in the local area and how they have changed. Looking at maps of Sibley.</p> <p>PCC: Learning about celebrations – Diwali and Chinese New Year.</p> <p>NW: Looking at the differences between animals.</p> <p>Computing: Using tablets/computers for educational apps to support English and Maths.</p>	<p>PP: Investigating farm vehicles and how they have changed.</p> <p>PCC: Learning about the life of a Farmer and how they are important members of the community.</p> <p>NW: Exploring different crops, seeds, plants and flowers.</p> <p>Computing: Using tablets/computers for educational apps to support English and Maths.</p>	<p>Science: Floating and sinking experiment. Learning about where fruit and vegetables grow. Planting a seed.</p> <p>PP: Comparing similarities and differences of castles over the years. Comparing old and new fairy tale stories.</p> <p>PCC: Learning about Kings, Queens, Princes and Princesses. Exploring the British Royal Family e.g. their lives, duties, houses.</p> <p>NW: The Lifecycle of a Plant.</p> <p>Computing: Using tablets/computers for educational apps to support English and Maths.</p>	<p>the ocean and who cannot.</p> <p>PP: Investigating how countries have changed.</p> <p>PCC: Learning about the effects of plastic pollution on animals and oceans.</p> <p>NW: Investigating the differences between oceans, rivers and ponds.</p> <p>Computing: Using tablets/computers for educational apps to support English and Maths.</p>
<p>Physical Development (Gross and Fine Motor Skills)</p>	<p>PE with our Sports Coach.</p> <p>Developing their ball skills, movement, balancing and riding. Skipping, hopping, balancing, and posing for a game such as musical statues. Starting to show a</p>	<p>PE with our Sports Coach.</p> <p>Continuing to develop gross motor skills. Becoming increasingly independent when getting dressed and undressed. Comfortably holding and showing good control when</p>	<p>PE with our Sports Coach.</p> <p>Continuing to develop gross motor skills. Improving fine motor skills by using a range of tools safely and confidently. Developing a more fluent style of moving. Practising letter</p>	<p>PE with our Sports Coach.</p> <p>Continuing to develop gross motor skills. Improving fine motor skills by using a range of tools safely and confidently. Developing the foundations of a handwriting style.</p>	<p>PE with our Sports Coach.</p> <p>Negotiating space and obstacles safely. Moving in a range of ways. Demonstrating strength, balance, and coordination. Being able to hold a pencil effectively. Efficiently</p>	<p>PE with our Sports Coach.</p> <p>Negotiating space and obstacles safely. Moving in a range of ways. Demonstrating strength, balance, and coordination. Being able to hold a pencil effectively. Efficiently</p>

	preference for a dominant hand. Using one-handed tools and equipment.	using pens and pencils. Learning to safely use one-handed tools and equipment.	formation. Enhancing their body-strength, balance, co-ordination, and agility.	Building upon their ball skills e.g. throwing, catching, kicking, passing, etc.	using a range of small tools, such as scissors and tweezers. Dough Disco before Phonics.	using a range of small tools, such as scissors and tweezers. Dough Disco before Phonics.
Communication and Language	Enjoying listening to longer stories during story time and discussing the story. Understanding 'why' questions. Learning a large repertoire of songs. Starting conversations with adults and their peers. Using talk to organise their play.	Developing a wider range of vocabulary. Understanding instructions that have two parts. Singing a large repertoire of songs. Developing their communication during adult led activities. Using longer sentences when expressing their point of view.	Learning and using new vocabulary taught in the current topic. Engaging in story time and non-fiction books. Talking about stories to build up understanding. Learning rhymes, poems, and songs. Describing events in some details, whilst starting to use tenses.	Asking 'how' and 'why' questions during adult led activities to check their understanding. Engaging in story time and non-fiction books. Learning rhymes, poems, and songs. Using talk to help work out problems and organise thinking and activities in activities.	Listening attentively and making comments/asking questions during activities to clarify their understanding. Holding conversations and discussing their ideas with their teachers and peers. Talking about their experiences using past, present, and future tenses.	Listening attentively and making comments/asking questions during activities to clarify their understanding. Holding conversations and discussing their ideas with their teachers and peers. Talking about their experiences using past, present and future tenses.
Role Play	House (Kitchen), Doctors Surgery, Opticians.	Woodland Café, Garden Centre, Santa's Grotto.	Travel Agents, Post Office.	Farmers House, Farmers Market.	The Three Pigs Building Site, Three Bears House.	Ice Cream Shop.
Expressive Arts and Design	Artist of the Term: Giuseppe Arcimboldo Taking part in simple pretend play. Making imaginative and complex small worlds. Exploring different materials freely. Drawing with increasing complexity and detail. Remembering and singing songs. Playing instruments with increasing control.	Artist of the Term: Andy Goldsworthy Developing complex stories using small world equipment. Developing their own ideas with materials. Joining different materials and exploring textures. Exploring colour and colour-mixing. Remembering and singing songs. Playing instruments with increasing control.	Artist of the Term: Yayoi Kusama Exploring, using, and refining a variety of artistic effects. Building upon previous learning. Creating collaboratively, sharing ideas, resources, and skills. Listening, moving, and talking about music. Engaging in music making and dancing. Developing storylines in pretend play.	Artist of the Term: Jackson Pollock Exploring, using, and refining a variety of artistic effects. Building upon previous learning. Creating collaboratively, sharing ideas, resources, and skills. Listening, moving, and talking about music. Engaging in music making and dancing. Developing storylines in pretend play.	Artist of the Term: Paul Klee Safely using, exploring, and experimenting with different materials, tools and techniques. Sharing and explaining their creations. Using props to retell and adapt stories and narratives. Singing and performing a range of well-known nursery rhymes and songs.	Artist of the Term: Eric Carle Safely using, exploring, and experimenting with different materials, tools and techniques. Sharing and explaining their creations. Using props to retell and adapt stories and narratives. Singing and performing a range of well-known nursery rhymes and songs.
Nursery Rhymes	Heads, shoulders, knees, and toes. We all clap our hands together. Miss Polly had a dolly, Rock-a-bye-baby, Polly put the kettle on, The wheels on the bus. Hey diddle diddle.	Here we go round the mulberry bush. Twinkle twinkle little star. Oranges and lemons. Incy wincey spider. Wind the bobbin up. Five speckled frogs. Little Bo Peep.	There was an old lady who swallowed a fly. Old mother Hubbard. Pat-a-cake. Jack and Jill, Little Miss Muffet. Peter Rabbit had a fly upon his nose. Mary had a little lamb.	Hot cross buns. Baa baa black sheep. Five little ducks. Humpty dumpty. Farmers in his Den, B-I-N-G-O. Three blind mice. This little piggy. Old MacDonald had a farm.	The Grand Old Duke of York. Mary, Mary, quite contrary. London bridge. This old man. I'm a little teapot. Goosey goosey gander. Pussy cat, pussy cat. I can sing a rainbow.	It's raining it's pouring. Rain rain go away. One two three four five. Ring-a-ring of roses. Row row row your boat. The day I went to sea. One finger one thumb. Ten little monkeys.

Personal, Social, Emotional Development (PSED)	PSED Scheme: Beginning and Belonging. Introduce 'Good to be Green' and establish class rules. Learning routines for the school day. Developing confidence in new situations and their membership within the class. Talking about their own feelings and understanding how others feel. Developing friendships with others.	PSED Scheme: Family and Friends, including Anti-Bullying. Consistent use of 'Good to be Green' and school behaviour expectations. Continue developing confidence. Establishing friendships and extending play ideas. Finding solutions to solve conflicts. Continue discussing feelings and emotions. Becoming independent with their own care needs.	PSED Scheme: Identities and Diversity. Building constructive and respectful relationships. Sees themselves as a valuable individual within the EYFS base. Expressing and understanding their own feelings and considering the feelings of others.	PSED Scheme: Healthy Lifestyles. Showing resilience and perseverance when faced with challenges. Managing own personal hygiene needs. Talking about ways to support their health and wellbeing e.g. healthy eating, physical activity, sleep routine, etc.	PSED Scheme: Keeping Safe. Cooperatively working, playing, and taking turns with others. Forming positive attachments to adults and friendships with peers. Showing an understanding of their feelings and those of others and regulates their behaviour accordingly. Setting and working towards simple goals.	PSED Scheme: My Body and Growing Up. Showing sensitivity to their own and to others needs. Independent with managing their own basic hygiene and personal needs. Being confident and resilient when trying new activities and when faced with challenges. Preparing and discussing the transition to Year 1.
RE/SMSC	Where do we belong?	Why do Christians perform Nativity plays at Christmas?	Which places are special and why?	Why do Christians put a cross in an Easter Garden?	Which stories are special and why?	Why is the word 'God' so important to Christians?
British Values	Rule of Law, Redlands Values	Democracy, Redlands Values	Respect and Tolerance, Redlands Values	Individual Liberty, Redlands Values	Rule of Law, Democracy, Redlands Values	Respect and Tolerance, Individual Liberty, Redlands Values
Events	13/9: Roald Dahl Day 1/10: Grandparent's Day - School Golden Book Celebration	31/10: Halloween 5/11: Bonfire Night 11/11: Remembrance Day 12/11: Diwali (Hindu) 13/11: World Nursery Rhyme Week 13/11: Anti-Bullying Week 17/11: Children in Need 7/12: Save the Children Christmas Jumper Day - School Christmas Decorations Day - Christmas Carol Service at St. Mary's - School Golden Book Celebration	7/2: E-Safety Day 10/2: Chinese New Year 13/2: Pancake Day - School Golden Book Celebration	7/3: World Book Day 10/3: Mother's Day 17/3: Red Nose Day/Comic Relief 25/3: Holi (Hindu) 29/3: Good Friday 31/3: Easter Sunday - Easter Service at St. Mary's - School Golden Book Celebration	10/4: Ramadan (Islam) 13/4: Vaisakhi (Sikh) 22/4: Passover (Jewish) 22/4: Happy Earth Day 23/4: St George's Day - Whole School Holi Day with Kalpesh - School Golden Book Celebration	8/6: World Oceans Day 16/6: Father's Day 16/6: Eid (Islam) - School Transition Days - School Golden Book Celebration