

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Main topic	Knowing me, Knowing you		The chicken and the egg		My World	
<p><b>Possible activities / lines of enquiry.</b></p> <p><b>These ideas within the themes may change or be replaced depending on child interest or fascination.</b></p>	<p>Retell events from the Summer. What did they enjoy and why?</p> <p>Document the ways we journey to school.</p> <p>Count and compare the various modes of transport used.</p> <p>Investigate and document the children's likes and dislikes in a multitude of ways.</p> <p>Play would you rather...?</p> <p>Mind map wishes for the school year.</p> <p>Create classroom codes of conduct together and the concept of being a team through circle times and class participation/team games/house points.</p> <p>Explore the concept of friendship and kindness using the Rainbow fish as an impetus for discussion and activities.</p> <p>Explore birthdays and the significance of why this day is important across cultures.</p> <p>Create a self-portrait painting for display.</p> <p>Use role-play and small world to retell the story of the Owl babies.</p> <p>Discuss the feelings behind the characters. Why do they act the way that they do? Have the children ever felt the same? What can they do if they are ever feeling fearful?</p> <p>Introduce the class worry monster and his role in school.</p> <p>Create story maps and sequence events in a variety of ways.</p> <p>Explore the Owl and the Pussy cat poem.</p> <p>Create clay/mixed media owls.</p> <p>Talk about how lives were different in the past in relation to harvest time.</p> <p>Make 'spooky spells' for Halloween in the water tray as a stimulus for writing. Use and say rhyming words. (Rat/bat, Frog/log)</p> <p>Create firework pictures using different techniques.</p> <p>Carry out rocket launching experiments.</p> <p>Create cards for celebrations.</p>		<p>Find out where we get eggs from. How does the ways in which we acquire food differ from the past?</p> <p>Discuss which other animals lay eggs.</p> <p>Read Humpty Dumpty. Discuss the origins of the nursery rhyme and why Humpty is portrayed as an egg in versions familiar to us.</p> <p>Discuss where the rhyme is set.</p> <p>Sequence the rhyme – beginning, middle and end.</p> <p>Create a collaborative Humpty collage.</p> <p>Make Humpty stick puppets.</p> <p>Build walls using various resources for Humpty.</p> <p>Use positional language to describe Humpty's position.</p> <p>Discuss how Humpty felt when he fell of the wall – share own experiences of falling over or being hurt.</p> <p>Cook eggs in different ways.</p> <p>Explore the symbolism of the egg in the doctrine of Christianity and beyond.</p> <p>Discuss differences and similarities between places of worship after visiting the church.</p> <p>Explore signs of spring/new life.</p> <p>Engage in an Easter egg hunt.</p> <p>Make chocolate nests.</p> <p>Engage in egg rolling/egg and spoon races.</p> <p>Take a trip to the forest area to engage in bird/animal spotting.</p> <p>Discuss the characters in the story of The Good Egg. What do the children think of the treatment of The Good Egg. Count and explore doubling/halving/subitising/adding/subtracting using The Good Egg small world props.</p> <p>Discuss the story in relation to behaviour choices and their consequences and being part of a team.</p> <p>Compare and contrast the characteristics attributed to the Lunar year of the Snake and the</p>		<p>Exploring the natural world and changes over time. (Living eggs/planting)</p> <p>Create life-cycle representations with labels and captions including life cycle of a butterfly.</p> <p>Use role-play and small world resources to retell the story of Jack and the beanstalk.</p> <p>Create a story map and sequence events in a variety of ways.</p> <p>Hot seat characters and discuss moral dilemmas in the story.</p> <p>Create alternative endings – what other worlds could be at the top of the beanstalk?</p> <p>Discuss keeping safe in relation to the story – should Jack have entered the castle? Discuss 'stranger danger'. Talk about occupations and how to identify strangers that can help when they are in need.</p> <p>Plant beans and sunflower seeds to record changes over time.</p> <p>Carry out a need of a plant experiment.</p> <p>Create a role-play garden centre.</p> <p>Measure height using standard and non-standard measures.</p> <p>The Giant likes to count his treasures – create a Giant's counting table to count items up to and beyond 20.</p> <p>Go on a treasure hunt using simple clues to guide us.</p> <p>The Giant lives in a castle – explore castles in different countries and in our locality. Discuss their roles in the past and how they may differ to present day.</p> <p>Talk about behaviours and positive relationships in relation to the story The Bad Seed. Discuss the impact of our choices and how they affect others and the importance of adhering to the codes of conduct in social situations.</p>	

	<p>Create clay Diva lamps. Create Rangoli patterns. Create seasonal observational drawings. Engage in a sensory walk in the Forest area. Sort Autumn leaves according to colour/size/shape. Discuss migration and other behaviours of animals during Autumn and Winter. Use role-play and small world to retell the story of the Gingerbread Man. Create story maps/create alternative endings Design and build a boat. Explore which materials will sink or float. Bake Gingerbread people. Hot seat the characters Discuss Christmas traditions around the world. Explore how Christmas used to be celebrated in the past. Children share and talk about their experiences with families during celebrations.</p>	<p>Little Red Hen's characters. Discuss what constitutes working as a team. Bake bread. Explore Rosie's walk and map out her journey using mixed media. Use Bee-Bots on simple maps. Encourage children to use navigational and language. Create a role-play vets. Engage in Eid/Holi celebrations. Make representations of stars and moons. Mix colours in a variety of ways. Explore and discuss similarities of celebrations using a variety of resources to support this.</p>	<p>Learn and conduct races during Sports morning. Celebrate our achievements as individuals and as a class reflecting upon our growth. Reflect upon the strengths in ourselves and others. Explore the individual strengths and personality traits in The Great Eggscape and concepts of friendship, creativity, loyalty and an independent spirit. Do we recognise such traits in ourselves or others? Explore next steps in our learning journeys and talk about strategies in setting simple goals and how to achieve them. Create 'All about me' documents to pass on to the next teacher.</p>
<b>Overarching principles</b>	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>Play: At South Ascot Village School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'.</p>		
<b>Characteristics of effective learning</b>	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>		
<b>Communication and Language</b>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout</p>		

<b>(Prime area of learning)</b>	the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, adults will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
<b>Children will be learning to...</b>  Communication and Language is developed throughout the year through high quality interactions including, daily group discussions, sharing circles, stories, singing and assemblies.	- Understand how to listen carefully and why listening is important. - Sit, listen and join in as appropriate. - Practise speaking in full sentences - Learn new vocabulary. - Use new vocabulary throughout the day. - Describe events in some detail. - Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Join in with repeated refrains. - Use talk to organise thinking when talking about ourselves. - To learn new vocabulary from stories. - To begin to use descriptive language when talking about characters from stories.	- listen to stories with increasing attention and recall - Learning to use talk to organise, sequence and clarify thinking, ideas, feelings and events - Partake in discussions about the story that has been read, listening to the responses of others. - To join in with repeated refrains and anticipate key events and phrases in rhymes and stories - Learning to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. - Use a wider range of vocabulary. - Sing a larger repertoire of songs. - To use talk to take on different roles in imaginative play.	- Choosing our favourite books and discussing why we like them. - Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Learn an increasing range of rhymes, poems and songs. - Articulate their ideas and thoughts in well-formed sentences. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. To be able to use 'what', 'where' and 'why' in everyday language. - To be able to answer questions about 'why' something has happened. - To begin to ask relevant questions to check understanding.	- Sharing enjoyment of reading poems - Discussing rhyming words and how they sound. - Exploring traditional and contemporary poems. - Continue to listen to and talk about stories to build familiarity and understanding. - Continue to retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - To talk confidently about a story and are able to identify main characters, settings and main events. - To consistently use sentences that are well formed. - To use talk to interact and negotiate with people. - Talking about seasons and weather. - Connect one idea or action to another using a range of connectives.	- To understand and correctly use terms for referring to conventions of print: book, cover, beginning, end, page, word, letter, line. - To distinguish between 'good' and 'bad' characters. - To enjoy an increasing range of books. - To uses clues such as the picture to help clarify new vocabulary. - Describe events in some detail. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Discussing books that extend knowledge of the world. - 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. - To ask questions to find out more and to	- 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. - 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.

					<p>check they understand what has been said to them. "What does that mean?" "Why did they do that?"</p> <p>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	
<p><b>Personal, Emotional and Social development</b></p> <p><b>(Prime area of learning)</b></p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<p><b>Children will be learning to...</b></p>	<p>To separate from main carer with support and encouragement from a familiar adult.</p> <p>-Show more confidence in new situations like the school routine</p> <p>-See themselves as a valuable individual.</p> <p>-Start to build constructive and respectful relationships.</p> <p>-Create an understanding of the different ways to solve problems between friends.</p> <p>-To take turns and share resources.</p> <p>-To ask for help from familiar adults when needed.</p>	<p>-Develop their sense of responsibility and membership of a community.</p> <p>-To begin to be more independent.</p> <p>-Play with one or more other children, extending and elaborating play ideas.</p> <p>-Increasingly follow rules, understanding why they are important</p> <p>-Begin to develop their ability to talk about the ways we can express our feelings and consider the feelings of others.</p>	<p>-Build good relationships with adults and other children.</p> <p>-Form an understanding that some words and actions can both affect other people's feelings.</p> <p>-Express their feelings and consider feelings of others in meaningful contexts.</p> <p>-To talk about friendship and what makes a good friend.</p> <p>-To work well as a team thinking about our school values.</p> <p>-Identify and moderate their own feelings socially and</p>	<p>-Understand that people have different interests and beliefs and to learn to respect them.</p> <p>-Continue to identify and moderate their own feelings socially and emotionally, showing increasing independence.</p> <p>-Know and talk about the different factors that support their overall health and wellbeing linked to: regular physical activity, healthy eating, toothbrushing and weather.</p>	<p>-Show resilience and perseverance in the face of challenge.</p> <p>-To be happy to have a go at a task and understand that we learn from mistakes.</p> <p>-To build constructive and respectful relationships.</p> <p>-To be able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting other ideas.</p> <p>-Show an understanding of their own feelings and those of others, and begin to</p>	<p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>-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.</p> <p>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>

	<ul style="list-style-type: none"> <li>-To understand and cooperate with some boundaries and routines.</li> <li>-To be able to talk about their feelings using words like happy', 'sad', 'angry' or 'worried'.</li> </ul>		<ul style="list-style-type: none"> <li>emotionally with support.</li> <li>-Manage their own needs linked to personal hygiene.</li> </ul>		<ul style="list-style-type: none"> <li>regulate their behaviour accordingly.</li> <li>-Think about the perspectives of others.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>-Work and play cooperatively and take turns with others.</li> <li>-Know and talk about the different factors that support their overall health and wellbeing linked to: sensible amounts of 'screen time', having a good sleep routine, water safety and being a safe pedestrian.</li> </ul>	<ul style="list-style-type: none"> <li>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>-Form positive attachments to adults and friendships with peers.</li> <li>-Show sensitivity to their own and to others' needs.</li> </ul>
<b>Physical Development</b>  <b>(Prime area of learning)</b>	Physical Development is a Prime Area of Learning, based on the central importance of physical skills for all learning and development. Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
<b>Children will be learning to...</b>	<ul style="list-style-type: none"> <li>-Use a comfortable grip with some control when holding pens and pencils.</li> <li>- Revise and refine the fundamental movement skills they have already acquired. (E.g. rolling, crawling, walking, jumping, running, hopping, skipping, climbing).</li> </ul>	<ul style="list-style-type: none"> <li>-Use one-handed tools and equipment, for example, making snips in paper with scissors with increasing control.</li> <li>-Use a comfortable grip with improved control when holding pens and pencils.</li> <li>-To fill, pour and stir with control.</li> </ul>	<ul style="list-style-type: none"> <li>-Further develop their pencil control and ability to write graphemes using the correct letter formation.</li> <li>-Develop overall body-strength, balance, co-ordination and agility.</li> <li>-Develop their fine motor skills so that</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to develop overall body-strength, balance, co-ordination and agility.</li> <li>-Continue to develop their fine motor skills so that they can use an increasing range of tools competently, safely and confidently.</li> <li>-Combine different</li> </ul>	<ul style="list-style-type: none"> <li>-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>-Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>-Demonstrate strength, balance and coordination when playing.</li> <li>-Move energetically, such as running, jumping, dancing,</li> </ul>

	<ul style="list-style-type: none"> <li>-Develop body strength, co-ordination, balance and agility.</li> <li>-Develop small motor skills so that they can begin to use a range of tools competently, safely and confidently.</li> <li>-To participate in simple games.</li> <li>-To move safely around the space and around equipment, avoiding obstacles.</li> <li>-To observe the effects of activity on their bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>-Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>-Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>-Match their developing physical skills to tasks and activities in the setting. (E.g. decide whether to crawl, walk or run across a plank, depending on its length and width).</li> </ul>	<ul style="list-style-type: none"> <li>they can use a range of tools competently, safely and confidently. (Tools such as; pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons).</li> <li>-To show more confidence in completing an obstacle course using a range of movements such as crawling, climbing, and jumping.</li> <li>-Safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>movements with ease and fluency.</li> <li>-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>-To refine a range of balls skills such as throwing underarm, throwing an object at a target, throwing a ball to a partner and catching a small ball.</li> <li>-To write the same letter repeatedly, consistently forming it in the same way.</li> <li>To competently use a knife and fork to eat with.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to develop the foundations of a handwriting style.</li> <li>-Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>-Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>hopping, skipping and climbing.</li> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> </ul>
<b>Literacy</b>  <b>(Specific area of learning)</b>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					

Children will be learning to...	<b>Comprehension</b> <ul style="list-style-type: none"> <li>- How to handle books and looking at the print.</li> <li>-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 and page sequencing.</li> <li>-Discuss what is happening in the texts that has been read</li> <li>-Using clues from the pictures to help us answer questions about a story.</li> <li>-To show enjoyment of listening to stories.</li> <li>-To ask questions and make comments about stories.</li> <li>-Begin to clap syllables in words.</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>-Engage in extended conversations about stories, learning new vocabulary.</li> <li>- Predict what might happen next in the story</li> <li>-Learn new vocabulary from the stories and use them in everyday sentences.</li> <li>-Learning to answer how and why questions.</li> <li>- 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.</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>-Explore traditional tales and characters in the story using rich vocabulary to describe characters in the story and to retell stories in a range of ways with a clear understanding of story language, settings, plots and sequence of events.</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>-Discussing rhyming words and how they sound and identify rhyming strings.</li> <li>-Exploring traditional and contemporary poems</li> <li>-Learning about the different types of questions and what skills we need to answer them.</li> <li>-To consistently answer why and how questions about stories.</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>- Exploring facts from non-fiction texts.</li> <li>-Learning how to retrieve information from a non-fiction text.</li> <li>-Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>-Anticipate (where appropriate) key events in stories.</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
	<b>Word Reading</b> <ul style="list-style-type: none"> <li>-Learning initial sounds.</li> <li>-Begin to read individual letters by saying the sounds for them.</li> </ul>	<b>Word Reading</b> <ul style="list-style-type: none"> <li>-Continue learning initial sounds.</li> <li>-To recognise and read individual letters by saying the sounds for them.</li> <li>-To blend sounds orally into words, using sound buttons or fingers.</li> </ul>	<b>Word Reading</b> <ul style="list-style-type: none"> <li>-Continue learning initial sounds.</li> <li>-Read some letter groups that each represent one sound and say sounds for them.</li> <li>-Continue to develop their ability to blend</li> </ul>	<b>Word Reading</b> <ul style="list-style-type: none"> <li>-Continue learning initial sounds.</li> <li>-Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>	<b>Word Reading</b> <ul style="list-style-type: none"> <li>-To begin to segment words with more complex sound patterns (e.g. CCCVC words) and words of more than one syllable.</li> <li>-Continue to read simple phrases and sentences made up of</li> </ul>	<b>Word Reading</b> <ul style="list-style-type: none"> <li>-Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including</li> </ul>

		<p>-To begin to read CV and CVC words containing known letter-sound using phonics fingers or sound buttons.</p> <p>-To read phonetically decodable books containing learnt sounds.</p>	<p>sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>-Read a few common exception words (be, the, she, he, your, was, said).</p> <p>-Continue to read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>-Read an increasing amount of common exception words.</p>	<p>words with known sounds</p> <p>-read an increasing amount of common exception words.</p> <p>-To develop the skill of self-correcting when a sentence does not sound right.</p>	<p>some common exception words.</p> <p>-Say a sound for each letter in the alphabet and at least 10 digraphs.</p>
	<p><b>Writing</b></p> <p>-Engage in a range of mark making opportunities.</p> <p>-Write some or all of the letters of their first name.</p> <p>-Write some letters accurately.</p> <p>-Use some of their print knowledge in their early writing. (E.g. writing a pretend shopping list or writing 'm' for mummy)</p>	<p><b>Writing</b></p> <p>- Form an increasing number of lower-case letters correctly.</p> <p>-To write some or all of their first name.</p> <p>-To orally rehearse phrases and sentences that they would like to record.</p>	<p><b>Writing</b></p> <p>- Spell words by identifying the sounds then writing the sound with letter/s.</p> <p>- Form lower case letters correctly</p> <p>-To write labels and captions.</p> <p>--To write own name quickly, correctly and with letters formed in the same size.</p>	<p><b>Writing</b></p> <p>- Continue to spell words by identifying the sounds then writing the sound with letter/s</p> <p>- To write short sentences with words with known sound-letter correspondences using a capital letter, finger spaces and a full stop, with adult prompting.</p>	<p><b>Writing</b></p> <p>-Write recognisable letters, most of which are correctly formed.</p> <p>-Continue to write short sentences with words with known sound-letter correspondences using a capital letter, finger spaces and a full stop, with adult support, yet increasing confidence.</p> <p>- To re-read what they have written to check it, noticing and correcting errors with adult support.</p> <p>To use classroom resources to support spelling of common exception words when writing.</p>	<p><b>Writing</b></p> <p>-To continue to practise editing our writing by rereading the sentences to check it makes sense</p> <p>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>-Write simple phrases and sentences that can be read by others.</p>



<b>Mathematics</b>  <b>(Specific area of learning)</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
<b>Children will be learning to...</b>  Opportunities to explore, practice and build on mathematical learning should be provided outside and inside, in all areas of provision, in child and adult initiated activity, at singing time, story time and snack time – all the time.	- White Rose Maths Topic Getting to Know You (2wks) Settling in, getting to know the children. Introducing areas of provision and exploring the mathematical environment and resources. Exploring the continuous provision inside and out. Where do things belong? To begin to understand positional language. Explore time through key times of day/ class routines. Sing number songs and rhymes.	-White Rose Maths Topic- It's me, 1 2 3! (2wks 1 <sup>st</sup> week Autumn 1, 2 <sup>nd</sup> Autumn 2) Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3  -White Rose Maths Topic Circles and triangles (1wk) Identify and name circles and triangles Compare circles and triangles Shapes in the environment	-White Rose Maths Topic- Alive in 5! (2wks) Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 Automatically recall number bonds for numbers 0-5  -White Rose Maths Topic Mass and capacity (1wk) Comparing mass Find a balance Comparing capacity	-White Rose Maths Topic Length, height and time (2wks 1 <sup>st</sup> week Spring 1, 2 <sup>nd</sup> Spring 2) Explore length Compare length Explore height Compare height Talk about time Order and sequence time To know that there are 7 days in a week and 12 months in a year and understands which day and month it is.  White Rose Maths Topic- Building 9 & 10 (3 weeks) Find 9 and 10	-White Rose Maths Topic- To 20 and Beyond (2wks) Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns To compare numbers and quantities up to 20 (the same, fewer, less than, greater than...) Subitise amounts (e.g. on a dice, tens frame,	-White Rose Maths Topic- Sharing and grouping (2 wks) Explore sharing Explore grouping Even and odd sharing Play with and build doubles Automatically recall number bonds for numbers 0–5 and some to 10. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

	<p>Working on 1 to 1 correspondence when counting. Count objects, actions and sounds.</p> <p>-White Rose Maths Topic Match sort and compare (2wks) Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p> <p>-White Rose Maths Topic Talk about measure and patterns (2wks) Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p> <p>-White Rose Maths Topic- It's me, 1 2 3! (2wks 1<sup>st</sup> week Autumn 1, 2<sup>nd</sup> Autumn 2) Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3</p>	<p>Describe position</p> <p>-White Rose Maths Topic 1,2,3,4,5 (2wks) Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5</p> <p>-White Rose Maths Topic Shapes with 4 sides (1wk) Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment Develop further the concept of time My day and night</p> <p><i>Number blocks series 1, Episodes 1-11</i></p>	<p>To explore capacity using different materials such as water, sand, rice and beads</p> <p>-White Rose Maths Topic- Growing 6, 7 and 8 (2wks) Find 6, 7 and 8 Represent 6, 7, and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p> <p>-White Rose Maths Topic Length, height and time (2wks 1<sup>st</sup> week Spring 1, 2<sup>nd</sup> Spring 2) Explore length Compare length Explore height Compare height Talk about time Order and sequence time To know that there are 7 days in a week and 12 months in a year and understands which day and month it is.</p>	<p>Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) To automatically recall number bonds to 5 and some number bonds to 10 including double facts Explore even and odd</p> <p>-White Rose Maths Topic Explore 3D shapes (2wks) Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p> <p><i>Number blocks series 2, Episodes 11-15</i></p>	<p>dominoes) and in irregular arrangements. Verbally count beyond 20, recognising the pattern of the counting system To recognise numbers 1-9 repeat after every full 10. So, 1 full ten and 1 is 11 1 full ten and 2 etc. To begin recall number bonds to 10 To count on and back from different starting points, say what comes before or after a given number and to place sequences of numbers in order</p> <p>-White Rose Maths Topic How many now (2wks) Add more How many did I add? Take away How many did I take away? Adding numbers within 10 Subtracting numbers within 10 Doubling and halving numbers within 10</p> <p>-White Rose Maths Topic-Manipulate, compose and decompose (2wks) Select shapes for a purpose</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>-White Rose Maths Topic Visualise, build and map (3wks) Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe where things are in relation to others in meaningful contexts Mapping our route to and in and around school Follow a simple map</p> <p>-White Rose Maths Topic Make Connections (1 wk) Deepening understanding Patterns and relationships Have a deep understanding of number to 10, including the composition of each number</p>
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<b>Understanding of the World</b>  <b>(Specific area of learning)</b>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
<b>Children will be learning to...</b>	-Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Learn about places that are special to our community. -To explore the natural world around them.	-To talk about significant events in their own experience related to special celebrations. -To comment on images from the past for example artists and their work. -To show interest in different occupations. -To know that there are different countries in the world. -To talk about the differences and similarities, they have	-Discussing what life was like in the past and how it has changed -Learning about some famous buildings in our surrounding areas. -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past. -Explore the natural world around them with increasing curiosity and reflection.	-Learning about nature and how we should respect the environment. -Comparing hot and cold environments -Discussing the change in seasons and their understanding of the effect of changing seasons on the natural world around them. -Recognise and talk about some similarities and differences between life in this	-Learning to use our senses to describe what is around us -Describing some plants and animals in our environment -Draw information from a simple map. -Describe what they see, hear and feel whilst outside. -Talk about the lives of the people around them and their roles in society. -Describe their immediate	-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. -Know some similarities and differences between different religious and cultural

		<p>experienced or seen in photos of other countries.</p> <p>-To explore different maps for example underground map, town, cities and countries.</p> <p>-Understand the effect of changing seasons on the natural world around them.</p>	<p>-Explore the different beliefs that people have and how they celebrate special times in different ways.</p> <p>-Understand that some places are special to members of their community.</p> <p>-Continuing to develop their understanding of the effect of changing seasons on the natural world around them.</p>	<p>country and life in other countries.</p> <p>-Recognise some environments that are different to the one in which they live.</p>	<p>environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>communities in this country, drawing on their experiences and what has been read in class.</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>-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.</p> <p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<b>Expressive Arts and Design.</b>  <b>(Specific area of learning)</b>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
<b>Children will be learning to...</b>	<p>-Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>-Explore musical instruments and the sounds they make.</p> <p>-Continue to explore different materials freely, to develop their</p>	<p>-Beginning to act out a story using props.</p> <p>-Continue to develop storylines in pretend play in conjunction with their peers.</p>	<p>-Continue to explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>-Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>-Return to and build on their previous learning,</p>	<p>-Share their creations, explaining the process they have used.</p> <p>-Make use of props and materials when role</p>

	<p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To begin to use imagination to develop storylines in their pretend play.</p>	<p>ideas about how to use them and what to make.</p> <p>-Create collaboratively, sharing ideas, resources and skills.</p> <p>-Practising the skills of observational drawings.</p> <p>- To begin to draw landscapes and buildings/cityscapes.</p> <p>-To take part in pretend play, communicating and negotiating with their friends.</p>	<p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>-Explore and engage in music making and dance.</p> <p>-To draw pictures with meaning and intention, deciding what will be drawn before starting.</p> <p>--Practising and refining the skills of observational drawings.</p>	<p>-Explore and engage in music making and dance, performing solo and in groups.</p> <p>-To sing and play an instrument along with a song.</p> <p>-Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>refining ideas and developing their ability to represent them.</p> <p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>- Sing a range of well-known nursery rhymes and songs.</p> <p>-To move in time to the pattern of a song (rhythm).</p>	<p>playing characters in narratives and stories.</p> <p>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
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