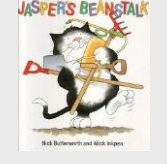


Term Dates:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes:	It's all about you...	All of the lights...	The Story of my life...	I heard it through the grapevine...	Born to be wild...	Go your own way...

Reading Enhanced Curriculum:

Topics are deeply rooted in developing a love of reading and are supported by quality key texts across a variety of genres. (EY REC)

<p>Talk4Writing</p>  <p>Talk 4 Writing</p> 	<p>F1 Texts</p> <p>Choose which cycle will be your main REC drive for the term. 2 books per half term. See T4W long term plan which links to EY REC.</p>	<p>Cycle A</p>	<p>My Mum and Dad make me Laugh. Using actions to whilst joining in / rhythm and repetition</p>	<p>Brown Bear, Brown Bear. Journey Joining in chorally with actions/ rhythm and repetition.</p>	<p>Goldilocks and the Three Bears. Finding Tale Story language & finally/ happily ever after</p>	<p>Enormous Turnip. Cumulative Tale Story language & unfortunately/finally</p>	<p>The Very Hungry Caterpillar. Change Story Story language & after that</p>	<p>We're Going on a Bear Hunt. Journey Story Language & Beginning Middle End</p>
								
			<p>Dear Zoo Using actions to whilst joining in / rhythm and repetition</p>	<p>How to Catch a Star Finding Tale Joining in chorally with actions</p>	<p>The Three Little Pigs. Overcoming the monster Story language & unfortunately, finally</p>	<p>Jasper's Beanstalk. Change Story Story language & after that</p>	<p>What the Ladybird Heard. Overcoming the monster First , Next, Finally</p>	<p>The Train Ride. Journey Story Language & Beginning Middle End</p>
								
		<p>Cycle B</p>	<p>Rosie's Walk. Using actions to whilst joining in / rhythm and repetition</p>	<p>Ollie's Lost Kitchen Losing Joining in chorally using actions</p>	<p>Little Red Riding Hood. Warning Tale Story language & finally, happily ever after</p>	<p>The Crunching Munching Caterpillar. Change Story Story language & unfortunately, finally</p>	<p>The Rhyming Rabbit. Journey Story Language & after that</p>	<p>Mrs Hole I'm Home! Journey Story Language & Beginning Middle End</p>
								
			<p>The Mixed-up Chameleon. Using actions to join in / rhythm and repetition</p>	<p>Dear Santa. Wishing Joining in chorally using actions</p>	<p>The Three Billy Goats Gruff. Overcoming the monster Story language & unfortunately, finally</p>	<p>Sam Plants a Sunflower. Change Story Story language & after that</p>	<p>Marvin wanted MORE! Cumulative Tale Story language & first/ next /finally</p>	<p>Pip and Posy. Journey Story Language & Beginning Middle End</p>
								

Supporting Texts

Children to decide on **story time** books via book vote. Top 30 reads & Launchpad for Literacy books may also be used.

Links to British Values.

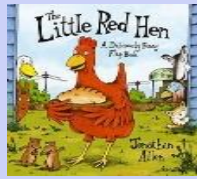


	<p>Billy's Bucket – Kes Grey</p> <p>Bathroom Boogie – Clare Foges</p> <p>I Went to the Zoopermarket</p> <p>Jellyphant</p> <p>Wellyphant – Nick Sharratt</p> <p>Chocolate Mousse for Greedy Goose – Nick Sharratt</p> <p>Ketchup on your Cornflakes – Nick Sharratt</p> <p>Tidy Titch – Pat Hutchins</p> <p>Each Peach Pear Plum – Janet & Allan Ahlberg</p> <p>Little Mouse -Rod Campbell</p> <p>10 Red Apples – Rod Campbell</p> <p>Fox's Socks – Axel Scheffler</p> <p>'Where oh Where is Rosie's Chick?' – Pat Hutchins</p>	<p>The Very Hungry Caterpillar's Creepy Crawley Halloween – Eric Carl</p> <p>Spinderella – Julia Donaldson</p> <p>10 Little Monsters – Mike Brownlow</p> <p>Room on the Broom* (Moved due to Halloween in half term)</p> <p>Meg and Mog* (Moved due to Halloween in half term)</p> <p>Alfie – Shirley Hughes</p> <p>Wow! Said the Owl -</p> <p>Snow Bear –Piers Harper</p> <p>Boogie Bear – David Walliams</p> <p>Penguin – Polly Dunbar</p> <p>The Snowflake – Benji Davies</p> <p>A Penguin in Peril – Helen Hancocks</p>	<p>Pancakes Pancakes - Eric Carle</p> <p>The Magic Porridge Pot – Alan MacDonald (Ladybird Version)</p> <p>Beware of the Bears! – Alan MacDonald</p> <p>The Three Little Super Pigs – Claire Evans</p> <p>Goldilocks and Just One Bear – Leigh Hodgkinson</p> <p>Hansel and Gretel (Ladybird version) – Ailie Busby</p>	<p>Tall – Jez Alborough</p> <p>The Blue Balloon – Mick Inkpen</p> <p>Mr Big- Ed Vere</p> <p>Billy's Beetle – Mick Inkpen</p> <p>There Was an Old Lady Who Swallowed a Fly – Pam Adams</p> <p>Hop Little Bunnies – Martha Mumford</p> <p>The Wide – Mouthed Frog</p> <p>The Tiny Seed – Eric Carle</p>	<p>Little Lumpty – Miko Imai</p> <p>Egg Drop – Mini Grey</p> <p>Billy's Beetle – Mick Inkpen</p> <p>There Was an Old Lady Who Swallowed a Fly – Pam Adams</p> <p>Hop Little Bunnies – Martha Mumford</p> <p>Aaaaargh Spider! – Lydia Monks</p> <p>The Very Busy Spider – Eric Carle</p> <p>Mad About Mini Beasts – Giles Andreae</p>	<p>Where the Wild Things Are – Maurice Sendak</p> <p>Mini Rabbit Not Lost – John Bond</p> <p>Mini Rabbit Come Home – John Bond</p> <p>Mini Rabbit Must Help – John Bond</p> <p>It's the Bear!– Jez Alborough</p> <p>My Friend Bear – Jez Alborough</p> <p>The Everywhere Bear – Julia Donaldson</p> <p>Waking Through the Jungle – Julie Lacombe</p> <p>There's a Shark in the Park – Nick Sharratt</p> <p>Animal Boogie - Debbie Harter</p> <p>The Little Red Train: Runaway Train – Benedict Blathwayt</p>
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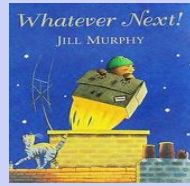
F2 Texts

Two texts to be covered per half term (approx. 3-4 weeks per book dependant on the length of the half term).
See T4W long term plan which links to EY REC.

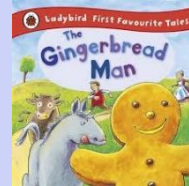
Little Red Hen
Journey
Description - Character



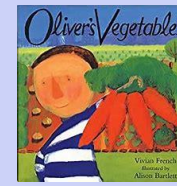
Whatever Next!
Journey
Openings and Endings



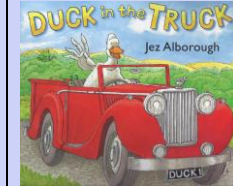
The Gingerbread Man.
Journey
Description - Setting



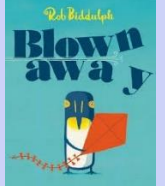
Oliver's Vegetables.
Change story
Description - Character



Duck in a Truck.
Journey
Description - Setting



Blown Away
Journey
Openings and Endings



AND

AND

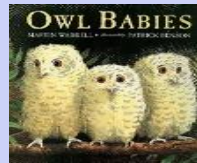
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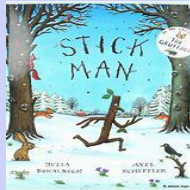
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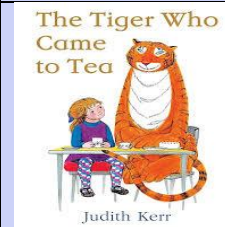
Owl Babies
Lost and Found
Description - Character



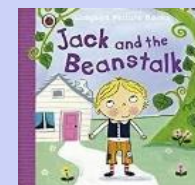
Stickman
Journey
Openings and Endings



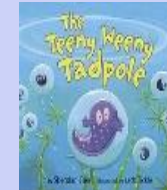
The Tiger Who Came to Tea
Change story
Description - Character



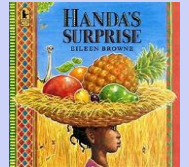
Jack & the Beanstalk.
Overcoming the Monster
Description - Character



Teeny Weeny Tadpole.
Journey
Description - Setting



Handa's Surprise.
Instructions
how to make a yummy fruit salad.



Supporting Texts

Children to decide on **story time** books via book vote. Top 30 reads & Launchpad for Literacy books may also be used.

Links to British Values.



A Squash and a Squeeze – Julia Donaldson

Chicken Licken – Jonathan Allen

Handa's Hen – Eileen Browne

The Story of The Little Mole Who Knew it Was None of His Business – Werner Holzwarth

Wow Said The Owl – Tim Hopgood

Apple Trouble! – Ragnhild Scamell

Ouch! – Ragnhild Scamell

A T-Wit for a T-Woo – Charley Farley

Stanley's Stick – YouTube story version

Guess How Much I Love You – Sam McBratney

All About Alfie – Shirley Hughes

My Dad – Anthony Browne

My Mum – Anthony Browne

How to Babysit a Grandad – Jean Reagan

Katie Morag and the Two Grandmothers – Mairi Hedderwick

The Pet Shop – Allan Ahlberg

The Ghost Train – Allan Ahlberg

Funny Bones – YouTube version

The Knight Who Wouldn't Fight – Helen Docherty

Keep Out! – Sally Grindley

Troll – Sally Grindley

How to Catch a Dragon – Caryl Hart

The Princess and the Pea – Caryl Hart

Mr Wolf's Pancakes – Jan Fearnley

Mama Panya's Pancakes – Mary and Rich Chamberlin

Biscuit Bear- Mini Grey

Cake – Sue Hendra

Kitchen Disco – Clare Foges

Veg Patch Party – Clare Foges

Avacado Baby – John Burningham

The Big Hungry Bear – Audrey Wood

Trust Me, Jack's Beanstalk Stinks! – Eric Braun

The Little Gardener – Emily Hughes

Fix It Duck – Jez Alborough

Captain Duck – Jez Alborough

We're Going on an Egg Hunt-Martha Mumford

The Wide Mouthed Frog- Keith Faulkner

Oi Frog – Kes Gray

Oi Duck Billed Platypus – Kes Gray

Odd Dog Out – Rob Biddulph

Hairy Maclary at Donaldson's Dairy – Lynley Dodd

Lucy and Tom at the Seaside – Shirley Hughes

Alfie On Holiday – Shirley Hughes

The Storm Whale – Benji Davies

What The Ladybird Heard at The Seaside – Julia Donaldson

Sharing a Shell – Julia Donaldson

Grandma Bird – Benji Davis

Oi, Get Off Our Train – John Burningham

		There's a Tiger in The Garden – Lizzy Stewart	Winnie the Witch Book Series – Valerie Thomas The Way Back Home – Oliver Jeffers How to Catch a Star – Oliver Jeffers Pumpkin Soup – Helen Cooper Funny Bones – Allan Ahlberg Winnie the Witch Book Series– Valerie Thomas	Mini Rabbit Not Lost – John Bond Supertato Book Series – Sue Hendra The Smartest Giant in Town – Julia Donaldson		Grrrrrr! – Rob Biddulph Rainbow Fish – Marcus Pfister The Tiger who came to tea–Judith Kerr	Mr Gumpy's Motor Car – John Burningham Picnic – John Burningham On The Way Home – Judith Kerr Mrs Honey's Hat – Pam Adams Blown Away- Rob Biddulph
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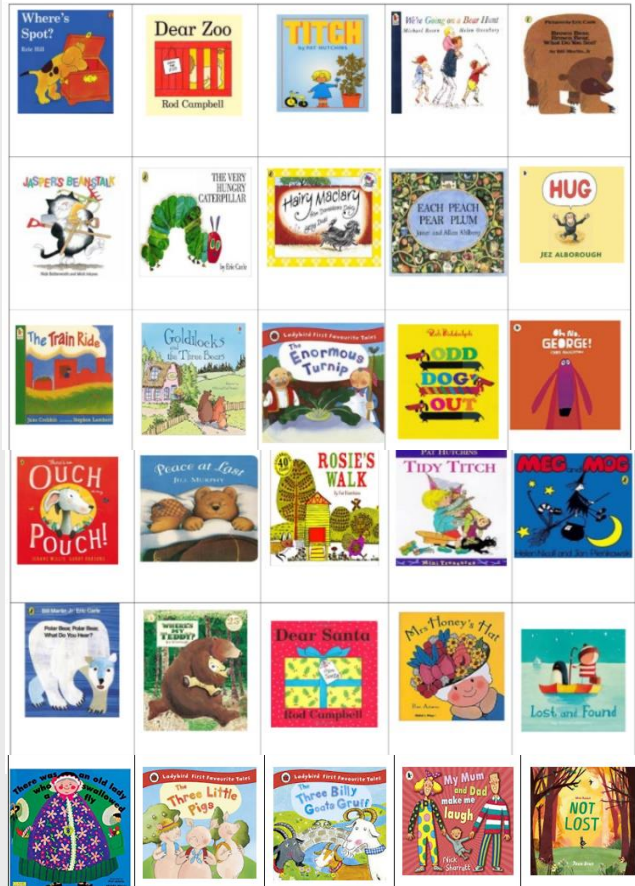
<p style="text-align: center;"><u>Supporting Non-Fiction Texts</u></p> <p>In addition, see non-fiction long term outline to support key themes.</p>	We are all Welcome- Alexander Penfold	Goodnight, Spaceman – Michelle Robinson	Changing Seasons	Easter Sparkles-Katie Dicker	My First Farm Book – DK Publishing	Weather Watch- Sun-Honor Head
	Children Just Like Me-DK books	Weather watch- Honor Head	Chinese New Year-Grace Jones	Life Cycle of a Broad Bean – Richard Spilsbury	Farm Animals – DK Publishing	Gymnastics – Catherine Veitch
People who Help Us series – Rebecca Hunter	Roaring Rockets – Tony Mitton	Pop Corn Series – A Year of Festivals – Honor Head	Nadiya's Bake me a Celebration Story	Life Cycle – Sunflower – Angela Royston	Pigs –James MacLaine	Dancing – Catherine Veitch
Changing Seasons – Henry Pluckrose	Diwali – Chris Deshpande	Rama and the Demon King – Jessica Souhami	Nadiya's Bake me a Festive Story	All About Vegetables – Food Zone – Vic Parker	Cows – Camilla De La Bedoyere	Where I Live: By The Seaside – Honor Head
Bread – Honor Head	Bonfire Night – Nancy Dickmann	Noisy paint box – Barb Roskenstock	Nadiya's Bake me a Story	Salad – Honor Head	Milk, Cheese and Eggs – Honor Head	Cycling – Charlotte Guillain
We Love Festivals – Harvest – Honor Head	Land Art – James Brunt	Henry Moore at Kew – Anita Feldmen	My Monster and me – Nadiya Hussain	Easter – Katie Dicker	Ranger Hamza's Eco Quest – Ranger Hamza & Kate Kronreif	Football – Charlotte Guillain
Black History: Discover Amazing People – Campbell Books	Barbara Hepworth – What do you see? – Laura Carlin	Today I'm Strong – Nadiya Hussain	Henry Moore at Kew – Anita Feldmen	Easter – Nancy Dickmann	Let's go for a walk – Ranger Hamza & Kate Kronreif	Summer Changes in the environment
Little Leaders: Bold Women in Black History – Vashti Harrison				New Life Cycles	Nature Trail: A Joyful rhyming celebration of Natural Wonders on our doorstep	Going on Holiday! – Maureen Lewis
Little Leaders: Exceptional Men in Black History – Vashti Harrison				Life Cycles – Angela Royston		Meet Claude Monet – STEAM Education
What to Look for in Autumn – Elizabeth Jenner				Tadpole To Frog – Rachel Tonkin		David Hockney – Little People, Big Dreams – Maria Isabel

	<p>Learning about the Life Cycle of an Owl – Ruth Tomson</p> <p>Buzz Aldrin: To the moon & back: My Apollo 11 Adventure- Buzz Aldrin</p> <p>I want to be an astronaut – Peter K & Wonderworld Books</p> <p>Look Inside: Space – Rob Lloyd Jones</p> <p>Little Kids first big book of Space – National Geographic Kids</p> <p>Jackson Pollock Splashed Paint and Wasn't Sorry – Fallisto Gilbert</p> <p>Bridget Riley Works 1981-2015 – Richard Shiff</p>				<p>Van Gogh – He Saw the World in Vibrant Colours -Amy Guglielmo</p> <p>Meet Van Gogh – STEAM Education</p> <p>The drawings of L.S. Lowry – Mervyn Levy</p>	<p>Art – A Children's Encyclopaedia - DK</p>
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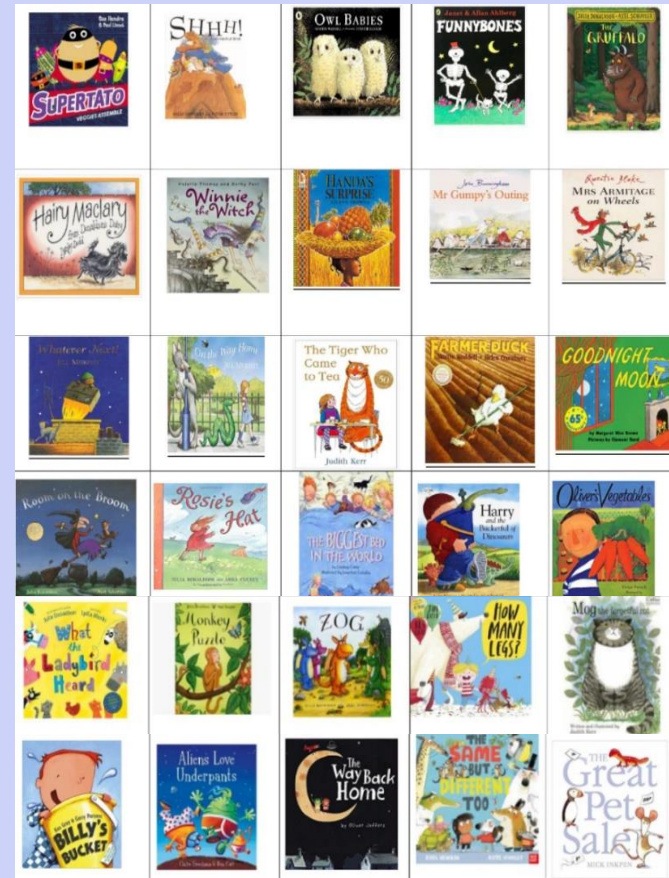
Joy of Reading

Children get the chance to choose from our "top 30" list as an additional home reader.
To be used to support complimentary story time books. Top 30 to be throughout provision alongside Launchpad for Literacy top 30 reads.

F1



F2






	Term Dates	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Themes:	It's all about you...	All of the lights...	The story of my life...	I heard it through the grapevine...	Born to be wild...	Go your own way...
<p>Nursery Rhymes</p> <p>Rhyme of the week: The rhyme supports phonological awareness and patterns in sounds.</p> <p>(Links to Nursery Rhyme and Poetry Progression Document Nursery to Year 6.)</p> <p>NC Link Year 1 Oracy Speaking and Music.</p>	F1	<p>Twinkle twinkle little star</p> <p>Head, shoulder's, knees and toes</p> <p>Wind the Bobbin up</p> <p>I'm a little tea pot.</p> <p>Humpty Dumpty</p> <p>Pat a cake</p> <p>Jack and Jill</p>	<p>5 little men in a flying saucer.</p> <p>5 current buns</p> <p>Hickory dickory dock</p> <p>Hey diddle diddle</p> <p>Incy Wincy spider</p> <p>If you're happy and you know it clap your hands.</p> <p>How much is that doggy in the window?</p> <p>Tommy Thumb</p>	<p>1, 2, 3, 4,5 once I caught a fish alive.</p> <p>5 little speckled frogs</p> <p>5 little ducks</p> <p>Baa baa white sheep</p> <p>5 little monkeys jumping on the bed.</p>	<p>Baa baa black sheep</p> <p>Hop little bunny.</p> <p>Old Macdonald- 5 animals</p> <p>Chick, chick, chick, chick chicken.</p> <p>Little Peter Rabbit</p>	<p>Row, row, row your boat.</p> <p>Isn't it funny how a bear likes honey?</p> <p>10 fat sausages</p> <p>10 green bottles</p>	<p>Two little dickey birds</p> <p>Mary Mary quite contrary.</p> <p>There was a princess long ago.</p> <p>The wheels on the bus- 10 actions.</p>
	F2	<p>Polly put the kettle on</p> <p>There was an old lady who swallowed a fly</p> <p>It's Raining, it's pouring...</p> <p>Miss Polly had a dolly</p> <p>How much is that doggy</p> <p>Pitter patter pit pat</p> <p>Five little owls</p> <p>Five little hens</p>	<p>Twinkle twinkle chocolate bar</p> <p>3 blind mice</p> <p>Star light, star bright</p> <p>Here we go around the mulberry bush.</p> <p>This old man</p> <p>Michael Finnegan</p>	<p>Little Bo Peep</p> <p>Little Miss Muffet</p> <p>Peter Piper</p> <p>Roses are red, violets are blue.</p> <p>Pease porridge hot.</p>	<p>Old Macdonald- 10 animals</p> <p>Sing a song of six pence.</p> <p>Mary had a little lamb.</p> <p>10 in a bed</p> <p>Easter songs</p>	<p>Wheels on the bus- 10 actions</p> <p>Ring o ring o roses</p> <p>Dingle dangle scarecrow.</p> <p>We're all going to the Zoo tomorrow.</p>	<p>The Grand old Duke of York</p> <p>London Bridge</p> <p>London's burning</p> <p>Frere Jacques</p> <p>Oranges and lemons</p>

	Term Dates	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic Themes:	It's All About You...	All of the lights...	The Story of my life...	I heard it through the grapevine...	Born to be wild...	Go your own way...
Visits and Enrichments		<ul style="list-style-type: none"> Baking bread Brush Bus/Dentist Harvest and Church visit Walk to the post box to post a letter. Visit a local shop. Wildlife Ranger/RSPB visit Delivering a food package to the local community. 	<ul style="list-style-type: none"> Christmas Christingle Bonfire Pantomime Park visit. Police visit Fire brigade visit Diwali celebration with Indian food tasting and dancing and cooking. Baking festive spiced biscuits. 	<ul style="list-style-type: none"> Doctor/Nurse Lunar New Year - visitor, food tasting and cooking. Garden centre visit to buy seeds for next term. Making Pancakes World Book Day Making and trying porridge Baking gingerbread men. Visit to an allotment. Visit to a café 	<ul style="list-style-type: none"> Park Ranger Visit to local wildlife. Forest school workshop Growing vegetables or plants Fruit and vegetable tasting 	<ul style="list-style-type: none"> Chicks, Tadpoles, Zoolab visit. Farm visit in the countryside. Forest School Workshop Making a smoothy Making salads Purple pig farm visit into school. 	<ul style="list-style-type: none"> Police Road Safety Art Gallery Visit Lolly Pop Person Sports day School Fayre Visit to the local town centre.



	Term Dates	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Parental Involvement		<ul style="list-style-type: none"> Parents Evening Stay and Play - (Phonics) Maths morning workshop Pre-phonics skills workshop Stay and read 	<ul style="list-style-type: none"> Visits to Church Stay and Play - (Christmas Crafts) Maths morning workshop Stay and read 	<ul style="list-style-type: none"> Lunar New Year Workshop Stay and play – gardening focus. Maths morning workshop Parents evening Stay and read 	<ul style="list-style-type: none"> Gardening workshop Stay and play – food and healthy eating focus. Story session workshop Stay and read 	<ul style="list-style-type: none"> Stay and play – design and technology/model focus. Visit to the farm. Cooking workshop 	<ul style="list-style-type: none"> Stay and play. Sports day Visit into Town Transition into Year 1 meeting.

Development Matters Progression

See progression maps linked to launchpad for literacy.

 <p style="text-align: center;">Personal, Social, Emotional Development Year 1 progressive links</p> 	<p style="text-align: center;">F1 Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.</p>	Self-Regulation		Managing Self		Building Relationships	
		0-3	3-4	0-3	3-4	0-3	3-4
		<ul style="list-style-type: none"> • Find ways to calm themselves through being calmed and comforted by their key person. • Play with increasing confidence on their own or with other children because they know their key person is nearby and available. • Feel strong enough to express a range of emotions. • Begin to show 'effective control'. For example, waiting for their turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Safely explore emotions beyond their normal age range through play and stories. • Are talking about their feelings in more elaborate ways... "I'm sad because..." or "I love it when..." 	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> • Establish their sense of self. • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustrations and tantrums. • Notice and ask questions about differences such as skin colour, types of hair, gender, special needs, disabilities etc. 	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations. • Develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> • Engage with others through gestures, gaze and talk. • Develop friendships with other children. 	<ul style="list-style-type: none"> • Becoming more outgoing with unfamiliar people in the safe context of their setting. • Play with one or more children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in a game and suggesting new ideas. • Talk with others to solve conflicts. • Begin to understand how others might be feeling.
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Being me in my World</u> Settling into a new school/class	<u>I am respectful.</u> Celebrating differences	<u>I am resourceful.</u> Dreams and Goals	<u>I am resilient.</u> Healthy me	<u>I am responsible.</u> Relationships	<u>I am reflective.</u> Changing me	

Development Matters Progression
See progression maps linked to launchpad for literacy.

 <p style="text-align: center;">Personal, Social, Emotional Development Year 1 Progressive links</p> 	<p>F2 By the end of F2 children should achieve Early Learning Goal highlighted in yellow. For those children who may not be at this stage of progression, please refer to F1 stages.</p>	Self-Regulation		Managing Self		Building Relationships	
		Reception	ELG	Reception	ELG	Reception	ELG
		<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Manage their own needs. Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of making healthy food choices. 	<ul style="list-style-type: none"> Build constructive and respectful relationships. 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Being me in my World
Settling into a new school/class

I am respectful.
Celebrating differences

I am resourceful.
Dreams and Goals

I am resilient.
Healthy me

I am responsible.
Relationships

I am reflective.
Changing me

Oral Health
Statutory Requirement



Dental Decay is a growing issue across our country, and we understand the importance of promoting good oral health in EYFS. Our curriculum will address the points below:

- Links to healthy me in Jigsaw.
- Talking to children about the effects of eating too many sweet things.
- Promoting regular toothbrushing – twice a day for 2 minutes using a fluoride toothpaste.
- Encouraging children to visit the dentist regularly (twice a year is recommended).
- Encouraging parents to promote good oral health at home.
- Participation in a toothbrushing scheme.
- Information leaflets included in home visit packs.
- Non-fiction books links to healthy eating and the dentist.
- Healthy eating displays.
- Snack areas / snack time of key importance.
- Food technology linking to a range of EY REC texts.

F1
Oral health book links (EY REC)

- My mum and dad make me laugh.
- Goldilocks and the Three Bears
- The Enormous Turnip
- Very Hungry Caterpillar
- Rosie's Walk


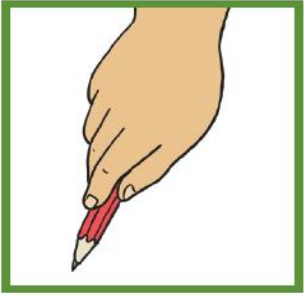

F2
Oral health book links (EY REC)

- Little Red Hen
- The Gingerbread Man
- Oliver's Vegetables
- Handa's Surprise





Development Matters Progression
See progression maps linked to launchpad for literacy.



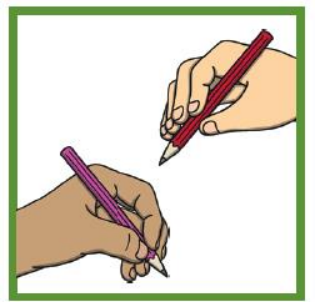

Physical Development	F1 Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.	Gross Motor Skills		Fine Motor Skills	
		0-3	3-4	0-3	3-4
		<ul style="list-style-type: none"> • Clap and stamp to music. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Walk, run, jump, climb and begin to use stairs independently. • Spin, roll and independently use ropes and swings—for example, tyre swings. • Sit on a push along wheeled toy or use a scooter or tricycle. • Develop manipulation and control. • Explore different materials and tools. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Learn to use the toilet with help and then independently. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs or climb up apparatus using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up themselves or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a hole they dug with a trowel. • Collaborate with others to manage large items such as moving a long plank safely and carrying large hollow blocks. • Be increasingly independent as they get dressed and undressed—putting on coats and doing up zips. • Be increasingly independent in meeting their own care needs—brushing their teeth and using the toilet and washing and drying hands. • Make healthy choices about food and drink, activity and tooth brushing. 	<ul style="list-style-type: none"> • Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks. 	<ul style="list-style-type: none"> • Use one handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learn to use a knife and fork. • Show a preference for a dominant hand.
		Autumn	Spring	Summer	
PE: Gross Motor	Ring games Travelling Negotiating a space	Apparatus Movement Balance	Athletics Races Ball games – control		

Pencil Grip: Fine Motor		Whole hand / Palmer Grasp	Overhand Grasp	4 Finger Grasp
				
	Takeaways	Autumn	Spring	Summer

Development Matters Progression

See progression maps linked to launchpad for literacy.

 <p>Physical Development Year 1 Progressive links</p> 	<p>F2 By the end of F2 children should achieve Early Learning Goal highlighted in yellow. For those children who may not be at this stage of progression, please refer to F1 stages.</p>	Gross Motor Skills		Fine Motor Skills	
		Reception	ELG	Reception	ELG
		<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills that they have already acquired: <ul style="list-style-type: none"> * Rolling * Crawling * Walking * Jumping • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body strength, coordination and balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Further develop and refine a range of ball skills such as throwing, catching, kicking, and batting. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> * Regular physical activity * Healthy eating * Toothbrushing * Sensible amount of screen time * Having a good sleep routine * Being a safe pedestrian • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> * Lining up and queuing * Meal times * Personal hygiene 	<ul style="list-style-type: none"> • Negotiate space and obstacles safely with consideration from themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools—pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. • Develop the foundations of a handwriting style that is fast, accurate and efficient. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. • Use a range of small tools such as scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE: Gross Motor  Get Set 4 PE.		Introduction to PE Unit 1 and 2 Hall time Continuous outdoor provision	Ball Skills Unit 1 and 2	Dance Unit 1 and 2	Fundamentals Unit 1 and 2	Games Unit 1 and Unit 2	Gymnastics Unit 1 and Unit 2
		4 Finger Grasp		Tripod Grasp		Dynamic Tripod Grasp	
Pencil Grip: Fine Motor							

Development Matters Progression

See progression maps linked to launchpad for literacy.

Communication and Language	F1 Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.	Listening, Attention and Understanding		Speaking	
		0-3	3-4	0-3	3-4
		<ul style="list-style-type: none"> • Understand single words in context—‘cup’, ‘milk’, ‘daddy’. • Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye bye’. • Understand simple instructions like ‘give to mummy’ or ‘stop’. • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people’s talk with interest but can easily be distracted by other things. • Listen to simple stories and understand what is happening with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat, ‘blue car’ and ‘shiny apple’. • Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. • Understand simple questions about ‘who’, ‘what’ and ‘where’ but generally not ‘why’. 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time • Understand a question or instruction that has two parts. • Understand why questions. 	<ul style="list-style-type: none"> • Babble, using sounds like ‘ba-ba’ ‘mamma’. • Copy your gestures and words. • Constantly babble and use single words during play. • Can become frustrated when they can’t make themselves understood. • Start to say how they are feeling using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play; ‘putting the baby to sleep’ or ‘driving the car to the shops’. • Use the speech sounds p, b, m, w. • Are usually still learning to pronounce: * l/r/w/y * f/th * s/sh/ch/dz/j * multisyllabic words such as ‘banana’ and ‘computer’. 	<ul style="list-style-type: none"> • Use a wide range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals such as runned for ran. • May have problems saying: * some sounds—r, j, th, ch and sh * multisyllabic words such as pterodactyl or hippopotamus. • Use longer sentences of 4-6 words. • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Can start a conversation with an adult or friend and continue it for many turns. • Use talk to organise ; themselves and their play; “Let’s go on the bus...you sit there, I’ll be the driver.”

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0011		Reception	ELG	Reception	ELG
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F2

By the end of F2 children should achieve Early Learning Goal highlighted in yellow.
For those children who may not be at this stage of progression, please refer to F1 stages.

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back and forth exchanges with their teachers and peers.

- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas in thoughts and well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition, some as their own words.
- Use new vocabulary in different contexts.

- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences including use of past and present tenses and making use of conjunctions with modelling and support from the teacher.

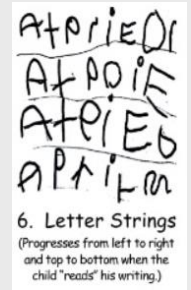
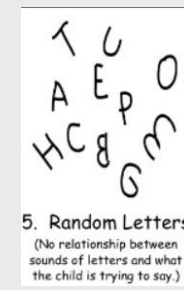
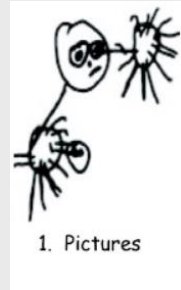
Development Matters Progression

See progression maps linked to launchpad for literacy.

		Comprehension		Word Reading		Writing	
		0-3	3-4	0-3	3-4	0-3	3-4
		Literacy	F1 Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.	<ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sings songs and say rhymes independently for example, while playing. Ask questions about the book. Make comments and share own ideas. Develop play around favourite stories and rhymes. Notice some print, such as the first letter of their name, a bus or a door number or a familiar logo. 	<ul style="list-style-type: none"> Understand the five key concepts about print: <ol style="list-style-type: none"> That print has meaning. The names of the different parts of a book. Print can have different purposes. Page sequencing. We read English text from left to right and top to bottom. Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Enjoy sharing books with adults. Pay attention and respond to the pictures or words. Have favourite books and seeks them out, to share with an adult, with another child or to look at alone. Repeat words and phrases from familiar stories. 	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> Spot and suggest rhymes. Count or clap syllables in words. Recognise words with the same initial sound such as money and mother.
Writing Progression							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Depending on when children start in F1 will depend on their progress term by term.



Word Reading / Phonics

Pre Phonics Aspect 1 – 6 and LpFL	Pre Phonics Aspect 1 – 6 and LpFL	Pre Phonics Aspect 1 – 6 and LpFL	Pre Phonics Aspect 1 – 7 and LpFL	Pre Phonics Aspect 1 – 7 and LpFL	Pre Phonics Aspect 1 – 7 and LpFL
				ELS – Phase 2 Exposure and LpFL	ELS – Phase 2 Exposure and LpFL

Launchpad for Literacy

Phonological Awareness Strand

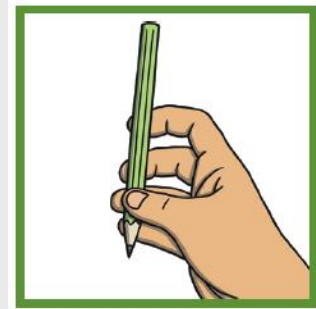
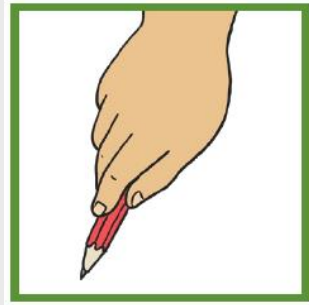
- Rhythm & Syllable
- Auditory Blending
- Segmentation
- Rhyming
- Alliteration
- Phoneme Identification
- Speech Sounds
- Sequential Auditory Memory
- Auditory Discrimination
- Visual Attention & Discrimination
- Visual memory

T4W (see above)

Whole hand / Palmer Grasp

Overhand Grasp

4 Finger Grasp



See progression maps linked to launchpad for literacy.

Literacy

Year 1


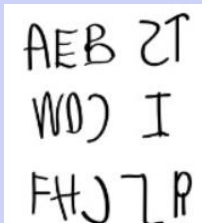
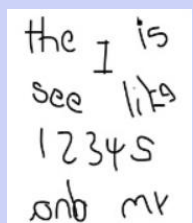


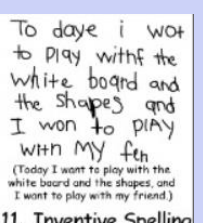

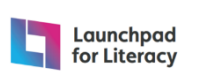
Writing, speaking, ELS phonics progression.

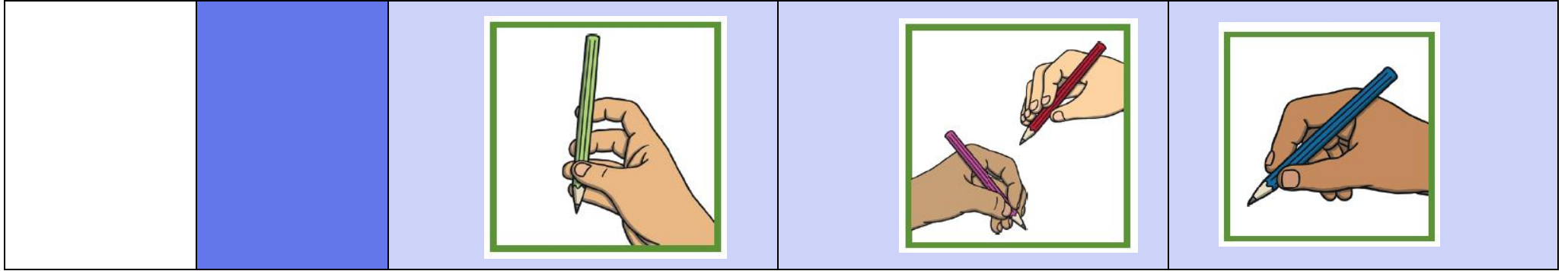
F2

By the end of F2 children should achieve Early Learning Goal highlighted in yellow.
For those children who may not be at this stage of progression, please refer to F1 stages.

Comprehension		Word Reading		Writing	
Reception	ELG	Reception	ELG	Reception	ELG
<ul style="list-style-type: none"> • Re read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary . • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play. 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few common exception words. 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words. 	<ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s/. • Write short sentences with words with known letter–sound correspondences using a capital letter and full stop. • Reread what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.



Writing Progression

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>	 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>
		Word Reading / Phonics					
		<p>Phase 2 s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss</p>	<p>Phase 2 & 3 h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa</p>	<p>Phase 3 oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow</p>	<p style="text-align: center;">Review</p>	<p>cvcc ccvc ccvcc ccvc and suffix - ed /ed/ /t/ /d/</p>	<p>Phase 5 ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e</p>
		<p style="text-align: center;">Launchpad for Literacy</p> <p>Phonological Awareness Strand</p> <ul style="list-style-type: none"> - Rhythm & Syllable - Auditory Blending - Segmentation - Rhyming - Alliteration - Phoneme Identification - Speech Sounds - Sequential Auditory Memory - Auditory Discrimination - Visual Attention & Discrimination - Visual memory 					
		T4W (see above)					
		4 Finger Grasp	Tripod Grasp		Dynamic Tripod Grasp		



Development Matters Progression

See progression maps linked to launchpad for literacy.

 <p style="text-align: center;">Maths</p> <p style="text-align: center;">Maths is everywhere across EY REC through story and rhymes.</p> 	<p>F1</p> <p>Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.</p>	Number		Numerical Pattern	
		0-3	3-4	0-3	3-4
		<ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • React to changes in amount in a group of up to three items. • Counting like behaviour, such as making sounds, pointing or saying some number names in sequence. • Count in everyday contexts, sometimes skipping numbers. 	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects without having to count them individually. • 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'. 	<ul style="list-style-type: none"> • Combine objects like stacking blocks and cups. Put objects inside others and take them back out again. • Compare amounts by saying 'lots', 'more' or 'the same'. • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language—'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes using informal and mathematical language: sides, corners, straight, flat, round etc. • 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 size length, weight and capacity. • Select shapes appropriately: flat surfaces for building, 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. • Extend and create ABAB patterns. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional using words like 'first' 'then'.

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Autumn Starters: Number songs	Colours • Red • Blue • Yellow	Colours • Green • Purple • Mix of colours	Match • Buttons and colours • Matching towers • Matching shoes	Match • Match number shapes • Match shapes • Pattern handprints – big and small	Sort • Colour • Size • Shape	Sort • What do you notice? • Guess the rule • Guess the rule	Number 1 • Subitising • Counting • Numeral	Number 2 Subitising-dice pattern Subitising-random pattern Subitising – different sizes	Number 2 • Counting • Numeral • Numeral	Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns	• Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns	Consolidation Activities - Winter activity week
	Spring Starters: Number songs	Number 3 Subitising Subitising Subitising	Number 3 3 Little pigs 1:1 counting Numerals/Triangles	Number 4 1:1 counting Numerals Squares/rectangles	Number 4 Composition of 4 Composition of 4 Composition of 4	Number 5 1:1 counting Numerals Pentagon	Number 5 Composition of 5 Composition of 5 Composition of 5	Consolidate 1 - 5	Number 6 Introduce 10 frame	Height & Length • Tall and short • Long and short • Tall/long and short	Mass Relate to books 3 little pigs goldilocks	Capacity	Consolidation
	Summer Starters – subitising and revision	Sequencing	Positional Language	More than/fewer than	Shape – 2D Revisit pattern from Autumn	Shape – 3D Revisit pattern from Autumn	Consolidation: More than/fewer one more and one less	Number composition 1 – 5 Revision	What comes after?	What comes before?	Numbers to 5	Consolidation / Activity weeks SUMMER	Consolidation / Activity weeks



Maths



Maths is everywhere across F1 and F2 both indoors and outdoors. In addition, it is promoted through strands of EY REC through story and rhymes.



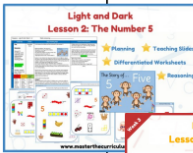

Year 1

Progressive links to White Rose Maths

F2
By the end of F2 children should achieve Early Learning Goal highlighted in yellow. For those children who may not be at this stage of progression, please refer to F1 stages.

Development Matters Progression
See progression maps linked to launchpad for literacy.

Number		Numerical Pattern	
Reception	ELG	Reception	ELG
<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers to 10. 	<ul style="list-style-type: none"> Have a deep understanding of the number 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10 including double facts. 	<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Copy, continue and create repeating patterns. Compare length, weight and capacity, 	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to Know You Use these weeks to get to know your children. You will not find maths planning, there are maths activity sheets to get to know the class.			Just Like Me			It's Me, 1,2,3			Light & Dark		
	Castle number assessment to 25 How old are you Maths about me Favourite animal and count Colour favourite pet Count the pets Colour and count favourite fruit Match fruits Make a pattern with favourite colours	Favourite book – focus on Goldilocks activities Colour and count the characters – ten frame Colour by number How many can you see? Count how many Colour favourite character and count Puzzle number strips Patterns	Favourite nursery rhymes- focus on Humpty Dumpty Positional language and sequence Sequencing day Sequence Humpty Dumpty Favourite meals and sequencing Humpty Dumpty Number game	Identify matching buttons Identify matching socks Describe size and shapes of lids Sorting buttons in groups Collecting natural material and sorting	Match sizes Compare – more and fewer Compare taller and shorter Compare longer shorter Capacity using boxes	AB Patterns with natural objects AB Patterns with household items AB shape patterns Spot the mistake in repeated pattern Patterns using body and movement	Number 1 Number 2 Number 3 Number 1,2,3 Sorting objects and subitising Number 1,2,3 Memory game	Sorting 1,2,3 Sorting 1,2,3 – dominoes Matching pictures to the numerals 1,2,3 Find 1 more and 1 less Composition of 3	Sorting shapes – triangles and circles Make shape pictures using triangles and circles Circles and triangles with real life objects. Positional language – where's teddy? Positional language – obstacle course	Number 4 Number 5 Number 4 and 5 Composition of 4 Composition of 5	Composition of 4 and 5 Cube shapes with 4 and 5 Finding 1 more to a number Finding 1 less 1 more and 1 less	Sorting rectangles and squares Shape hunt Rectangles and squares Day and night Sequencing events
										 		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring	Alive in 5			Growing 6,7,8			Building 9 & 10			Consolidation		
	One Less Zero Composition of 5 Composition of 5 Equal and unequal groups	Composition of numbers How many altogether? Composition of numbers – 3 groups How many are hiding? (animals) How many are hiding (cubes)	Balance scales Full and empty Measuring capacity Measuring capacity Measuring ingredients	Representing 6 Making 7 Making 8 Matching 6,7,8. One more and one less	Matching 6, 7 8 Making pairs Combining 2 groups Combining 2 groups Adding more	Comparing height Comparing length Days of the week Measuring height Measuring time	Representing 9 and 10 Sorting 9 and 10 in different ways Order numbers to 10 Composition of 9 and 10 Bingo – Numbers to 10	Counting backwards from 10 Comparing within 10 Comparing numbers within 10 Making 10 Making 10	Building 9 and 10 Matching 3D Shapes Real life objects Making 3D Prints Patterns Movement Patterns	Activities for: Composition of 5 Equal and unequal groups Measurement Zero	Activities for: Combining 2 groups Length and height Number 6 Number 7 Number 8	Activities for: 3D and Pattern Assessment 3D and real life images Investigate 3D shapes Patterns

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	To 20 and Beyond			First, Then and Now			Find My Pattern			On the Move		
	Number Patterns	Missing Numbers	Find my match – shapes	Counting On	Take Away with Pebbles	Making new shapes – Triangles	Doubles	Sharing	Even and Odd	Harry and his bucketful of dinosaurs – adding and subtracting	Cuisenaire Rods – Comparing lengths	Making maps
	Matching Pictures to numerals	Ordering Numerals to 20	Find my match – Models	Adding More	Take Away	Making new shapes – Squares	Doubling	Picnic – Sharing	One Odd Day	Mr Gumpy's Outing – Composition of number		Journey to school
	Ten frame fill	Race to 20	Match and fill	Adding Unknown Then	Take Away	Grandpa's Quilt	Double Dice game	More people!	Even and Odd (2)		Cuisenaire Rods – Staircase	Obstacle course
	Estimating	Bingo	Replicate my shape	Adding Unknown First	Unknown Then	Tangrams	Double Barrier Game	Grouping (1)	Match – Barrier Game	How many Legs? Problem solving	Bean bag game – Composition of number and number bonds	X marks the spot
	Ten frame subtraction	Which holds the most?	Tangrams		Pass it on	Pattern Blocks	Double Dominoes	Grouping (2)	How Many Cubes	Making Boats- Problem solving, how many marbles can the boat hold?	Patterns	Designing mazes
										Building Bridges – Which bridge is the longest?	Patterns	




Development Matters Progression

See progression maps linked to launchpad for literacy.

		Past & Present		People, Culture, Communities		The Natural World	
		0-3	3-4	0-3	3-4	0-3	3-4
		F1 Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. 	<ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history. 	<ul style="list-style-type: none"> • Notice differences between people. 	<ul style="list-style-type: none"> • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or have seen in photos. 	<ul style="list-style-type: none"> • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips.
F2 By the end of F2 children should achieve Early Learning Goal highlighted in yellow. For those children who may not be at this stage of progression, please refer to F1 stages.	Reception		ELG	Reception	ELG	Reception	ELG
<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situation in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in in books read in class and storytelling. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussion, non-fiction texts and maps. • Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some differences and similarities between life in this country and life in other countries drawing on knowledge from stories, non-fiction and (where appropriate) maps. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of plants and animals. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		

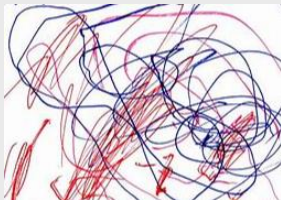

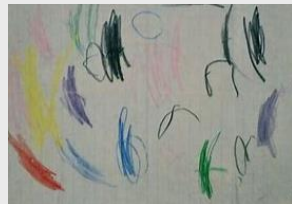
Understanding the World

- Year 1
- History
- Geography
- Science
- RE
- Computing
- Forest School







Inspiring Role Models (Links to Important People document in the REC curriculum)			
Term Dates	Autumn	Spring	Summer
Role Models	Buzz Aldrin	Nadiya Hussain	Hamzar Yassin
			
Recommended texts	<ul style="list-style-type: none"> - Buzz Aldrin: To the moon & back: My Apollo 11 Adventure – Buzz Aldrin - I want to be an astronaut – Peter K & Wonderworld Books - Look Inside: Space – Rob Lloyd Jones - Little Kids first big book of Space – National Geographic Kids 	<ul style="list-style-type: none"> - Nadiya’s Bake me a Celebration Story - Nadiya’s Bake me a Festive Story - Naidya’s Bake me a Story - My Monster and me – Nadiya Hussain - Today I’m Strong – Nadiya Hussain 	<ul style="list-style-type: none"> - Ranger Hamza’s Eco Quest – Ranger Hamza & Kate Kronreif - Let’s go for a walk – Ranger Hamza & Kate Kronreif - Little Children’s Nature Activity Book: 1 – Rebecca Gilpin - Nature Trail: A Joyful rhyming celebration of Natural Wonders on our doorstep
EY REC Links	<ul style="list-style-type: none"> - Space - T4W story Focus F1 How to Catch a Star F2 Whatever Next - Light and Dark - Scientific Enquiry 	<ul style="list-style-type: none"> Jigsaw – Healthy Eating Growing and Planting T4W story focus F1 Rosie’s Walk, Goldilocks & The Three Bears, Enormous Turnip F2 Little Red Hen, Gingerbread man, Handa’s Surprise Food Technology Scientific Enquiry 	<ul style="list-style-type: none"> - Forest schools - Understanding the world - T4W story focus F1 The Very Hungry Caterpillar, What the Ladybird Heard, we’re going on a Bear Hunt F2 The snail and the whale, Handa’s Surprise

Development Matters Progression

See progression maps linked to launchpad for literacy.

Expressive Arts & Design	<p>F1</p> <p>Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.</p>	Creating with Materials		Being Imaginative and Expressive		
		0-3	3-4	0-3	3-4	
		<ul style="list-style-type: none"> • Start to make marks intentionally. • Explore paint, using fingers and other parts of the body as well as brushes and other tools. • Express ideas and feelings through making marks and sometimes give meaning to the marks they make. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. 	<ul style="list-style-type: none"> • Explore different materials freely in order to develop their ideas about how to use them and what to make. • Develop their own ideas and decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings such as happiness, sadness, fear etc. • Explore colour and colour mixing. 	<ul style="list-style-type: none"> • Move and dance to music. • Anticipate phrases and actions in rhymes and songs. • Join in with songs and rhymes, making some sounds. • Enjoy and take part in action songs such as twinkle twinkle little star. 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animals, dolls and dolls houses. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (pitch match). • Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	
	Expectations for Drawing / Painting					
	Autumn	Spring		Summer		
	Scribble stage Records of enjoyable kinaesthetic movements, no attempts at portraying the real world.	Stages of scribbling (random / controlled) Scribbles take on shapes, the first being circular movements.		Naming the scribble Drawings may look like a scribble but children ascribe meaning to them. eg. this is a firework		
						

Inspirational Artist Focus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Artist	<p>Jackson Pollock Year 1 link –Art- Painting and Colour. Responding to art.</p>	<p>Wassily Kandinsky Circle Focus ONLY Year 1 link-Art - Painting and Colour. Responding to art.</p>	<p>Henry Moore Year 1 link-Art - Sculpture and Form. Responding to art.</p>	<p>Anthony Gormley Year 1 link- Art- Sculpture and Form. Responding to art.</p>	<p>Van Gogh Year 1 link-Art- Drawing Line and Tone. Responding to art</p>	<p>Claude Monet Year 1 link -Art-Drawing Line and Tone. Responding to art.</p>
						
EY REC Links	<ul style="list-style-type: none"> - Bonfire night - Colour - Master the Curriculum/ White Rose - Colour mixing 	<ul style="list-style-type: none"> - Colour sorting - Transient art - Colour mixing - Shape - Master the Curriculum/White Rose 	<ul style="list-style-type: none"> - Models - Clay work - Construction - Mixed media - Outdoor large-scale art 	<ul style="list-style-type: none"> - Brick man - Mini bricks - Large and small creations. 	<ul style="list-style-type: none"> - Growing and planting - Naming parts of a flower - Still life 	<ul style="list-style-type: none"> - Local locations - Urban and countryside comparisons - Journeys

Expressive Arts & Design




Year 1

Responding to art, sculpture and form, painting, and colour, drawing line and tone, printing pattern and textiles.

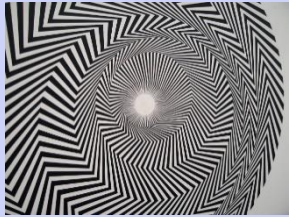





Designing, Making, Evaluating, Technical knowledge.

Development Matters Progression

See progression maps linked to launchpad for literacy.

<p>F2</p> <p>By the end of F2 children should achieve Early Learning Goal highlighted in yellow.</p> <p>For those children who may not be at this stage of progression, please refer to F1 stages.</p>	<p>Creating with Materials</p>		<p>Being Imaginative and Expressive</p>		
	<p>Reception</p>	<p>ELG</p>	<p>Reception</p>	<p>ELG</p>	
	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make the most of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in making music and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems with others and (where appropriate) try to move in time to the music. 	
	<p>Expectations for Drawing / Painting</p>				
<p>Autumn</p>		<p>Spring</p>		<p>Summer</p>	
<p>Pre schematic stage – children create a tangible record of their thoughts. Symbols for different images may change as they search for new concepts.</p>		<p>Schematic stage – children have a definite way to portray certain objects using simple shapes</p>		<p>Realism stage – children add detail to their work and compare it to that of others work and real objects/images.</p>	
					

Inspirational Artist Focus

	Inspirational Artist Focus					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Artist	<p>Bridget Riley Year 1 link- Art -Painting and Colour. Responding to art.</p>	<p>Andy Goldsworthy Year 1 link - Art - Printing Pattern and Textiles. Responding to art.</p>	<p>Barbara Hepworth Year 1 link – Design & Technology – Construction. Responding to art.</p>	<p>Grayson Perry Year 1 link – Art -Sculpture and Form. Responding to art.</p>	<p>L.S Lowry Year 1 link- Art – Drawing, Line and Tone. Responding to art.</p>	<p>David Hockney Year 1 link- Art – Drawing Line and Tone. Responding to art.</p>
						
EY REC Links	<ul style="list-style-type: none"> - Bonfire night - Colour - Mastering the curriculum/ WhiteRose - Colour mixing 	<ul style="list-style-type: none"> - Understanding of the world - Seasons - Nature - Transient art - Colour mixing - Shapes 	<ul style="list-style-type: none"> - Model - Clay work - Construction - Mixed media - Outdoor large art 	<ul style="list-style-type: none"> - Models - Detailed printing clay - Mixed media 	<ul style="list-style-type: none"> - Local locations - Still life - Buildings and construction - Our community 	<ul style="list-style-type: none"> - Local locations - Urban and countryside comparisons - Journeys

Assessment	Term Date	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	F1 & F2	<ul style="list-style-type: none"> Autumn Term Data Entry (RAG) Moderation with local Delta Cluster Schools 	<ul style="list-style-type: none"> December Data Entry (RAG) Moderation with local Delta Cluster Schools 	<ul style="list-style-type: none"> February Data Entry (RAG) Moderation with local Delta Cluster Schools 	<ul style="list-style-type: none"> April Data Entry (RAG) Moderation with local Delta Cluster Schools 	<ul style="list-style-type: none"> June Data Entry (RAG) Moderation with local Delta Cluster Schools 	<ul style="list-style-type: none"> Moderation Delta Cluster Schools
	F1 Only			<ul style="list-style-type: none"> New Starter Data Entry (RAG) 		<ul style="list-style-type: none"> New Starter Data Entry (RAG) 	<ul style="list-style-type: none"> Nursery RAG to be completed. ELS Blending Assessment
	F2 Only	<ul style="list-style-type: none"> Reception Baseline Assessment (RBA) <u>ELS Phonics Assessment</u>: <ul style="list-style-type: none"> - EY Aut 1 GPC - EY Aut 1 Blending - EY Aut 1 HRSW 	<ul style="list-style-type: none"> EY – Yr1 Moderation <u>ELS Phonics Assessment</u> <ul style="list-style-type: none"> - EY Aut 2 GPC - EY Aut 2 Blending - EY Aut 2 HRSW 	<ul style="list-style-type: none"> <u>ELS Phonics Assessment</u> <ul style="list-style-type: none"> - EY Spr 1 GPC - EY Spr 1 Blending - EY Spr 1 HRSW 	<ul style="list-style-type: none"> EY – Yr1 Moderation <u>ELS Phonics Assessment</u> <ul style="list-style-type: none"> - EY Spr 2 Blending - EY Spr 2 HRSW 	<ul style="list-style-type: none"> EY – Yr1 Moderation – QA EYFS Data EY – Yr1 Moderation – Literacy/Reading <u>ELS Phonics Assessment</u> <ul style="list-style-type: none"> - EY Sum 1 Blending 	<ul style="list-style-type: none"> GLD Submissions to be sent to local authority (check dates) EY – Yr1 – Transition Meeting <u>ELS Phonics Assessment</u> <ul style="list-style-type: none"> - EY Sum 2 GPC - EY Sum 2 Blending

								<p>- EY Sum 2 HRSW</p> <ul style="list-style-type: none">• Phonics Screening Check (if you feel it is necessary)
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