



All learning and working together



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Texts	Owl Babies Martha Maps it out.	The Three Little Pigs Ten Little Lights Christmas	The Three Billy Goats Gruff Cinderella	Jack and the Beanstalk The lion inside	Hungry caterpillar The lion inside Supertato	Gruffalo Little Red Riding Hood
Quality Story Time Texts (This list is not exhaustive)	A Squash and a Squeeze Mog and Meg Monkey Puzzle Guess How Much I Love You Whatever Next Hairy McClary	The Jolly Christmas Postman Sheep and the Jeep Meerkat Mail The Snail and the Whale	Never say no to a princess Funny bones The princess and the pea Stickman	Revoltng Rhymes Aliens love underpants Oliver’s vegetables Jasper’s Beanstalk	Tyrannosaurus Drip The Story of the Little Mole Farmer duck Hairy McClary The Tiny Seed Hairy McClary Lost and Found	The cave The Cat in the Hat Highway Rat
Alexandra Promise / enrichment opportunities.	Paint a self-portrait. Take a photograph Look up on a map where you live. Trip to Bearstone fruit farm.	Visit from Santa Post a letter to Santa Plant a bulb	Cinderella’s Ball Visit the library Visit a place of worship – Church visit to St James. Winter walk and play in the snow	Visit Longton Park Make an Easter nest. Grow beans Visit a place of worship – Mosque	Hatching Butterflies Hatching chicks Retell a story to an audience. Dress up as a superhero.	Trip to Peak Wildlife Park.
Role Play (This may change based on children’s interests)	Home corner	Home corner	Supermarket		Doctor surgery	Café
Communication and Language	This is developed throughout the year through high quality daily speaking and listening interactions, group discussions, sharing circles, stories, songs and rhymes, the wanderlust curriculum and developing curious minds and asking questions and targeted intervention.					
	<u>Listening attention, and understanding</u> Understand how to listen carefully and understand why listening is important Learn new vocabulary. Describe events in some detail Engage in story times. 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. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		<u>Listening attention, and understanding</u> Understand how to listen carefully and understand why listening is important Learn new vocabulary. Describe events in some detail Engage in story times. 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. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <u>Speaking</u> Use new vocabulary in different contexts.		<u>Listening, attention and understanding</u> 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 conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	

	Speaking Use new vocabulary in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Learn new vocabulary. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them		Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Learn new vocabulary. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them		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.	
Phonics	Phase 2 & 3 Children are taught the first 48 GPCs, enabling them to start reading and writing three-phoneme words right from the start. Common exception words are introduced from week 3 onwards.		Phase 3 & 4 In this term children will consolidate knowledge of previously learned GPCs through extending their word reading ability beyond three-phoneme words.		Phase 5a During this phase the children will be introduced to two new phonemes ure and er. Thereafter each two week block focuses on the revision of the vowel GPC, then introduces an alternative spelling for the vowel in the second week.	
Literacy	Reading – comprehension Read and re-read books to build confidence in understanding and enjoyment. Talk about what they have read and answer questions based on reading. Reading – Word Reading 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. Read captions and simple sentences. Writing Develop good control of tools and use phoneme knowledge to represent words and write captions.		Reading – comprehension Read and re-read books to build confidence in understanding and enjoyment. Talk about what they have read and answer questions based on reading. Reading – Word Reading 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. Read captions and simple sentences. Writing Develop good control of tools and use phoneme knowledge to represent words and write sentences.		Reading – comprehension Read and re-read books to build confidence in understanding and enjoyment. Talk about what they have read and answer questions based on reading. Reading – Word Reading 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. Read captions and simple sentences. Writing Develop good control of tools and use phoneme knowledge to represent words and captions.	
	The opportunities to build these skills are presented to the children in many ways – guided reading, story time, English lessons, handwriting sessions and texts used across the curriculum.					
Maths	White Rose					
	Sorting Measures Patterns Counting and composition.	Numbers to 5 Shape	Numbers to 5 - 8 More and less Composition	3D shapes Length and height Numbers 9 & 10	Numbers to 20 Addition Subtraction Shapes Doubles	Composition Sharing & grouping Patterns and relationships
Maths	Mastering Number					
Subitising	Within 3	Within 5	5 and more conceptual subitising.	Doubles	When to subitise different arrangements	Consolidation of programme and introduction to Rekenreks.
Cardinality, counting and ordering	Counting sequence Cardinality 1:1 correspondence	Cardinality Dice patterns Numerals to 5	Counting beyond 20 Show me (fingers) Link cardinality to numeral	Within 10 Counting patterns Beyond 20	Beyond 20	
Composition	Within 4	Whole and part	Within 6 Hidden parts 5 and a bit.	Odd and Even Composition of numbers to 10.	Composition of numbers to 10.	
Comparison	More than Fewer than				Order sets	
UTW – The World – Science	Seasonal change- Autumn nature study Name the seasons and understand the effects of seasonal change. We will use our senses to explore our		Seasonal Change Winter/Spring Name the seasons and understand the effects of seasonal change. We will use our senses to explore our surroundings and look at animals and their habitats in		Seasonal Change-Summer Name the seasons and understand the effects of seasonal change Life Cycles	

	surroundings and look at animals and the habitats. The children will plant bulbs. Materials – the children will look at different materials and their uses. Wanderlust themes – apples, mushrooms, spiders, pumpkins, fire, leaves.		winter/ spring. We will look at changes such as water into ice when the weather is freezing. <u>Growing – plants, animals, humans.</u> We will observe out bulbs and plant seeds. Wanderlust themes – snowflakes and ice, robins, trees and mountains, rain and thunder, seeds, flowers and beans, baby animals,		Explain the life cycle of a butterfly. Non-fiction text to be used. <u>Habitats</u> Name habitats and name some animals that can be found in them. Polar regions. Rainforest. Savanah Wanderlust themes – beetles, worms, caterpillars, bees, wind, sunshine and shadows, storms and clouds.	
UTW – The World – geography	<u>Our Local area – school</u> Draw information from a simple map. My house/ My school Explain some similarities and differences between life in this countryand life in other countries.		<u>Hot and cold countries</u> Children investigate different places that are cold (the same as us linked to winter) or are hot. Polar regions, climate change. Texts to use – The Emperor's egg/ Penguin problems. <u>Local area – Visiting a church</u>		<u>Animals – where in the world can they be found?</u> <u>Location</u> Explain some similarities and differences between life in this country and life in other countries.	
UTW – Past and Present	Growing – children will make comparisons between themselves now and when they were younger.		Talk about the passage of time and understand significant events in their		Transport – how do we travel to places/ have they always looked the same?	
	Threaded throughout the curriculum is a timeline of events that the children have experienced as a way to discuss the past.					
UTW - People, Culture and Communities	<u>Celebrations</u> Eid Remembrance day Christmas Diwali Bonfire night Ramadan Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community e.g. church, mosque, school Talk about members of their immediate family and community-Where do I belong? What do I do with my family? Name and describe people who are special to them.		<u>Celebrations</u> Chinese New Year Easter Mothering Sunday Valentine's day Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.		<u>Celebrations</u> Eid Father's day Describe their immediate environmentusing knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differencesbetween different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing onknowledge from stories, non-fiction texts and (when appropriate) maps.	
Expressive Art and Design – Creating with materials.	Marvelous Marks (Drawing – self-portraits)	D&T Junk Modelling (Structures)	Art – creation station (Sculpture)		D&T Bookmarks (Textiles)	Art – paint my world (Artist – Megan Coyle)
Expressive Art and Design – Music - Charanga.	Explore and create using voices.		Explore and create using voices and instruments.		Performance.	
PSHE	Being Me in My World!	Celebrating Differences!	Dreams and Goals!	Healthy Me!	Relationships!	Changing Me!
PE	Introduction to PE unit 2	Fundamentals – unit 2	Dance	Gymnastics unit 2	Ball skills unit 2	Games Unit 1
Gross Motor Skills	Continue to develop large movements through outdoor learning.					

Fine Motor Skills	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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.		Hold a pencil effectively. Develop the foundation of a handwriting style which is fast, accurate and efficient.		Embed and secure a fluent, legible handwriting style.	
	Squiggle wiggle program Drawing club Scissor skills Mark Making forming letters pencil grip letter formation.					
RE	F4 – Being special: Where do we belong?	F2 – Why do Christians perform nativity plays at Christmas [Incarnation]	F1 – Why is the word ‘God’ so important to Christians? [Creation]	F3 – Why do Christians put a cross in an Easter garden? [Salvation]	F5 – Which places are special and why?	F6 – Which stories are special and why?