

Term	Topic skills	Topic knowledge	Maths Focus	Phonics Focus	Literacy PofR / T4W
<p><b>Autumn 1</b></p> <p>6weeks 3 days 7/9/22 – 21/10/22</p> <p><b>Me and my world</b></p> <p><b>Phunky Foods</b> Emotional Wellbeing - Feelings</p> <p><b>Harvest Festival</b></p> <p><b>Forest school</b></p>	<p>Talk about themselves</p> <p>Talk about their families</p> <p>Talk about where they live</p> <p>To talk about the similarities and differences within the class</p> <p>To write their address using marks or some correctly formed letters</p> <p>Create a simple map of school- label some parts</p> <p>Create a simple map of the village- label some key areas</p> <p>Talk about what they see in their village</p> <p>Use google earth</p> <p>Make a flip book to show our place in the world</p> <p>Use circles and lines to draw people in the style of Paul Klee</p> <p>Independently wash hands</p> <p>Independently change some clothes</p> <p>Begin to use scissors</p> <p>Move in different ways using different parts of our bodies</p> <p>Learn a song and dance for Harvest Festival</p> <p>Use various construction materials and tools to create harvest craft</p> <p>Vocab- village, town, country, Arlecdon, Whitehaven, England, UK, world. House, bungalow, map, globe, portrait, road, street,</p>	<p>Know about themselves – full name and month of birth and age</p> <p>Know how they have changed over time</p> <p>Know where they live- name of village and town</p> <p>Know their address</p> <p>Know the country we live in and there are different countries in the world</p> <p>Know how maps can be used</p> <p>Develop a sense of membership of their community</p> <p>Recognise their school as part of the village</p> <p>Know that there are different types of homes/ buildings in our community and how these have changed over time and how they differ from around the world</p> <p>Know how to hold scissors to make small snips</p> <p>Know how to use a glue stick</p> <p>Know how to hold tools to make marks or write some letters</p> <p>Know how to draw a portrait using pencil</p> <p>Understand that there are artist famous for different styles of art</p> <p>Know how to make marks or write letters for their name</p> <p>Understand why we have a Harvest Festival and who celebrates</p>	<p><b>Younger Nursery</b></p> <p>Begin to make groups and talk about similarities and differences</p> <p>Begin to show amounts on fingers</p> <p>Begin to join in with number rhymes and songs to say some numbers in order</p> <p><b>Nursery</b></p> <p>Say numbers 1-3 in order</p> <p>Subitise 1 2 3</p> <p>Recognise numerals 1 2 3</p> <p>Match numeral and amount</p> <p>Make groups of 1 2 3 using apparatus</p> <p>Sing songs using numbers to 5</p> <p><b>Reception</b></p> <p>Say numbers in order to 10 forwards and backwards</p> <p>Order and write numerals to 5</p> <p>Subitise to 5 perceptually and conceptually</p> <p>Number bonds to 5</p> <p>Represent up to 5 using tens frames and other apparatus to make groups</p> <p>Match numerals to groups of up to 5</p> <p>1 more / less to 5 to begin to understand + and -</p>	<p><b>Younger nursery</b></p> <p>Nursery rhymes singing and actions</p> <p>Dough disco</p> <p><b>Nursery</b></p> <p>Concentrate on listening and speaking skills using talk boost activities</p> <p>Recognising name</p> <p>Dough disco</p> <p>Pen disco</p> <p><b>Reception</b></p> <p>Complete all set 1 sounds</p> <p>Word time 1.1 – 1.6</p> <p>Fred fingers for spelling</p> <p>Short ditties</p>	<p>Books</p> <p>What we'll build (Write Stuff)</p> <p>Errol's garden (PofR)</p> <p>In Every House on Every Street</p> <p>A New House for Mouse</p> <p>Monkey puzzle</p> <p><b>Knowledge-</b> to talk about different parts of a story</p> <p>To know that books have different characters</p> <p>Understand facts from a book</p> <p>Understand new vocabulary from books</p> <p><b>Skills –</b></p> <p>To listen attentively to a stories</p> <p>To join in with a familiar story</p> <p>To talk about different characters what they are doing their choices</p> <p>Begin to retell a story</p> <p>Begin to sequence a story</p> <p>To talk about the information they have heard</p> <p>Recall facts from a book</p>

<p><b>Autumn 2</b></p> <p>7 weeks 2 days 31/10/22 to 20/12/22</p> <p><b>Halloween Bonfire night Remembrance day Black history day</b> (2 weeks)</p> <p><b>Traditional tales</b> (3 weeks)</p> <p><b>Christmas + performance</b> (2 weeks)</p> <p><b>Phunky Foods</b> Our Bodies</p>	<p>Use tools to make patterns and marks in pumpkins Use large movements to create coloured fireworks pictures Use fingers, materials and tools to create patterns Create props for role play and storytelling Design masks for different characters Plant beans and record growth Retell a story in their own words Create art related to stories Link characters to their tale Create their own stories based on traditional tale with beg, mid, end Perform their own story for their friends Design a magic wand Retell a story using props/puppets Use junk modelling to make replications of house from fairy tales Work with others to plan a fairy tale ball</p> <p>Learn and deliver lines for a play Sing and perform songs Perform for an audience</p> <p>Use a variety of materials to make poppies and Christmas crafts</p> <p>Vocab traditional tales, fairy tales, hero, villain, giant, tiny, heavy, light, large, small, medium once upon a time, happily ever after Christmas, nativity, performance Remembrance, poppies Halloween, pumpkin, fireworks, bonfire</p>	<p>Understand why we celebrate Halloween and bonfire night Understand that tales have been told in different ways over time Know traditional tales and variations of them Understand that stories have themes, characters, and a structure Listen and follow a story Know that traditional tales start and end with particular phrases Learn some stories by heart Use scissors to cut masks and puppets Know how to plant and grow beans know how to build structures from different materials know how to combine materials- use glue, tape, string</p> <p>Understand why we celebrate Christmas and that it is a Christian festival Understand that food and art are used in celebrations Know how to perform for an audience Know some songs off by heart</p> <p>Understand the significance of a person from history Learn about an event from the past</p>	<p><b>Younger Nursery</b> Beginning subitising Comparing amounts- more, the same Making groups of 1 and 2 Naming groups of 1 and 2</p> <p><b>Nursery</b> Orally say and order numbers to 5 forwards and backwards Recognise numerals to 5 Order numerals to 5 Recognise up to 5 on tens frames Subitise up to 5 Match groups up to 5 to numeral</p> <p><b>Reception</b> Orally say numbers to 10 forwards and backwards including 0 Write numerals to 10 Recognise 6-10 as 5 +? Conceptually subitise 6-10 Compose groups of objects to represent 6-10 Part whole 6-10 Link numeral to quantity Part whole to for amount 6-10 Begin to recognise number bonds to 10</p>	<p><b>Younger Nursery</b> Environmental sounds Instrumental sounds Singing songs Funky fingers activities Mark making Pen disco</p> <p><b>Nursery</b> Begin to orally segment and blend Voice sounds Play Fred games Pen disco Name recognising Name creating Name writing</p> <p><b>Reception</b> Begin set 2 sounds Red Ditty books Red words <i>the I no of my</i> Fred fingers for spelling and writing words</p>	<p>Jack and the Jellybean stalk _ Rachel Mortimer- Jonathon Emmett(WS) Pigs Might Fly (WS) The Gigantic Turnip (PofR) <b>T4W</b> Follow a story map Create a story map Retell a story using actions, props and maps Add key words to a story map</p> <p><b>PofR</b> Talk about a characters feelings Talk about our own feelings and responses to the story Talk about characters actions</p> <p>Learn a remembrance poem</p> <p>Learn Christmas story through nativity play Learn songs for play Perform alone or as part of a group</p>
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<p><b>Spring 1</b></p> <p>6 weeks 3 days</p> <p>4/1/23 to 17/2/23</p> <p><b>Space</b></p> <p><b>Valentines Day</b></p> <p><b>Phunky Foods</b> Bag a breakfast</p>	<p>Alien ship landing in playground- write descriptions, messages</p> <p>Name some planets</p> <p>Use junk modelling to create rockets/ spaceships</p> <p>Draw space pictures using 2d shapes- draw around the shapes creating enclosed lines.</p> <p>Create their own aliens using different materials- use different words to describe size, shape, colour, textures</p> <p>Retell a story using words from a book and their own words</p> <p>Create stories using small world toys</p> <p>Use different materials to make props for role play and small world play</p> <p>Use large outdoor crates, wood etc to make large spaceships</p> <p>Fold paper to make something</p> <p>What would we take to space?</p> <p>Sing songs</p> <p>Use foam and paint to create models of planets</p> <p>Make toy telescopes</p> <p>Treasure hunt to find shaped aliens</p> <p>Use different utensils for cooking/ baking</p> <p>Move in different ways to represent space movements- fast like rockets, moon walking, floating, different aliens, star jumps</p> <p>Make moon dust from flour, stars and oil</p> <p>Create a painting on foil in the style of van Gogh starry night</p> <p>Make a card for someone special</p> <p>Vocab: spaceman, astronaut, planet, solar system, spaceship, gravity, star, orbit, oxygen,</p>	<p>Know that the world is part of the solar system</p> <p>Know that earth is a planet</p> <p>Know that we have a moon</p> <p>Know that the sun is the centre of the solar system</p> <p>Know the sun is a gas not a planet</p> <p>Know the names of other planets</p> <p>Learn about moon landings and the names of the astronauts</p> <p>Know about gravity, atmosphere, oxygen</p> <p>Learn how to make a paper aeroplane</p> <p>Learn songs about space</p> <p>Use a telescope and describe what they can see</p> <p>Follow a recipe</p> <p>Describe feelings- how would they feel if they visited a different planet</p> <p>Understand that there are artist famous for different styles of art</p> <p>Know why we have valentine's day</p> <p>Know who is special to us</p>	<p><b>Younger Nursery</b></p> <p>Sort by shape and colour</p> <p>Build with different shapes</p> <p>Begin to describe some properties of objects– round, flat, pointed</p> <p>Begin to recognise and match patterns- stripes, dots</p> <p><b>Nursery</b></p> <p>Create patterns from shapes and colours</p> <p>Continue simple patterns</p> <p>Name some 2d shapes</p> <p>Recognise and describe some shapes in the environment</p> <p>Recognise some properties of 2d shapes</p> <p>Combine shapes to create pictures and models</p> <p><b>Reception</b></p> <p>Identify properties of shapes- edges, corners, vertices, 3d/ 2d, faces</p> <p>Name some shapes</p> <p>Sort objects by properties of shapes</p> <p>Finding and create shapes within shapes</p> <p>Use shapes for patterns and pictures.</p>	<p><b>Younger Nursery</b></p> <p>Body percussion</p> <p>Singing</p> <p>Mark making using different tools</p> <p><b>Nursery</b></p> <p>Begin RWI sound lessons</p> <p>Begin to form some letters</p> <p>Continue name writing</p> <p><b>Reception</b></p> <p>Continue set 2 sounds</p> <p>Continue red ditty books</p> <p>Red words <b>for he me she we be</b></p> <p>Capital letters</p>	<p>How to catch a star – Oliver Jeffers (WS)</p> <p>The Way Back home T4W</p> <p>Astro Girl (PofR)</p> <p>Space Tortoise</p> <p>Listen attentively when books are read to them</p> <p>Anticipate what might happen next</p> <p>Reflect on what they have heard</p> <p>Retell a story</p> <p>Write parts of a story using a short sentence</p> <p>Compose and write a sentence on a theme</p> <p>Recognise the difference between fiction and non fiction</p>
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<p><b>Spring 2</b></p> <p>5 weeks</p> <p>27/2/23 to 31/3/23</p> <p><b>Super Heroes</b></p> <p><b>Forest School</b></p> <p><b>Easter</b></p> <p><b>Phunky Foods</b> Eat Well</p>	<p>Talk about what a hero can do Talk about their own strengths and abilities Talk about super powers Talk about the superheroes they know Read short parts of comics What would they have as a super power Create their own versions of superhero Describe what a character looks like Write simple description captions Label a picture Use pens and pencils to draw a costume for a superhero Use materials and combine to create a cape and mask for a superhero Create a name for a superhero Create stories using small world characters Design a name badge for a superhero Use onomatopoeia words- boom, zap, kapow Write / draw a short comic strip using a computer and photographs Use it to make a short film- use bodies and voices for sound effects Create and use an assault course Draw/ write wanted posters Make a meal for a superhero Use boxes/ blocks / crates to make superhero dens – large outside, small indoors for small world figures Use materials to design a card and easter basket</p>	<p>Know what being heroic means Know names of some superheroes Know that superheroes are fictional Understand pride/ being proud Know our own strengths and weaknesses Understand that we are all different can achieve different things Know how to move safely around different apparatus Know how to land safely when jumping off apparatus Know how to make different sounds with our voices and bodies Know how to use it equipment Know that food keeps us healthy and gives us energy Know why Christians celebrate easter</p>	<p><b>Younger Nursery</b> Begin to subitise 123 Begin to make groups of 123</p> <p><b>Nursery</b> 1 more 1 less to 5 1:1 counting to 5 Make groups of 1 2 3 4 5 Match numerals to groups of different size 1-5 Begin to make marks to represent numerals and amounts Perceptually and conceptually subitise to 5</p> <p><b>Reception</b> Addition and subtraction to 10 Part whole to 10 Saying numbers beyond 10 Teen numbers as 1 full 10 and some of the next ten Writing teen numbers Number tracks</p>	<p><b>Younger Nursery</b> Begin to write over name Vocal sounds Continue with mark making using variety of tools</p> <p><b>Nursery</b> Continue RWI set 1 sounds Continue name writing</p> <p><b>Reception</b> Continue set 2 sounds Start green books Red words <i>you said your are</i> Capital letters and full stops</p>	<p>Supertato (PofR) Marvellous Me</p> <p>Write a short recount Write sentences with finger spaces Begin to use full stop and capital letter in sentences. Read and use labels Label diagrams Read and write captions</p> <p>Recognise logos from vehicle manufacturers</p> <p>Create tickets Timetables for journeys</p>
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<p><b>Summer 1</b></p> <p>6 weeks</p> <p>17/4/23 to 26/5/23</p> <p><b>Minibeasts</b></p> <p><b>Phunky Foods</b> Strive for 5</p>	<p>Compare and categorise minibeasts Compare and contrast habitats finding similarities and differences Talk about life cycles Create a simple representation of a life cycle Use senses to explore the world around us Notice the different environments in out locality Be aware of the animals under our feet in the school community Create a replica habitat Use known stories and imaginative to develop narratives for role play and small world play Make costumes for role play Talk about where our food come from Cook recipes using a variety of foods including fruit and vegetables Try new foods and express likes dislikes</p> <p>Vocab Insect, spider, animal, egg, young, pupa, larva, caterpillar, adult, life cycle, habitat, environment, growth, characteristics</p>	<p>Know that there are different types of animals Know that different types of animals live in different habitats based on their characteristics Know that our school grounds provide a habitat for different animals Know that every living thing has a life cycle Know that living beings have a similar growth pattern Compare and contrast growth patterns Know that animals/ insects produce food for us Understand the importance of looking after our environment</p>	<p><b>Younger Nursery</b> Measuring and comparing concepts Respond and follow positional language</p> <p><b>Nursery</b> Compare and order Weight Length Height Capacity Measure using non standard measurements Begin to use language related to money Recognise some coins giving similarities, differences</p> <p><b>Reception</b> Compare and order Weight Length Height Capacity Measure using non standard measurements Begin to use rulers, weighing scales, measuring jugs to look at scales</p> <p>Money – Language related to money recognising coins Value of coins</p>	<p><b>Younger Nursery</b> Mark making with more control and purpose Rhythm and rhyme Alliteration Intro some sounds linked to names</p> <p><b>Nursery</b> Continue set 1 RWI sounds Continue to practise writing name with / without guide Begin to read some CVC words matching word to picture</p> <p><b>Reception</b> Continue set 2 sounds Continue green books Red words spelling of words learned so far Red words reading <b>to go so</b></p>	<p>Hungry Caterpillar T4W All about bugs Yucky Worms (PofR)</p> <p>Begin to use and to connect ideas in writing</p> <p>Explain in their own words facts they have heard from books</p> <p>Rewrite some facts in their own words</p> <p>Describe features of some bugs</p> <p>Explain why bugs have some physical features</p> <p>Label diagrams and add captions</p>
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<p><b>Summer 2</b></p> <p>6 weeks 3 days</p> <p>5/6/23 to 19/7/23</p> <p><b>Pirates and the seaside</b></p> <p><b>Forest school</b></p> <p><b>Beach trip</b></p> <p><b>Phunky food</b> Get Active</p>	<p>Can they differentiate land and sea on a map of the world / UK?</p> <p>Talk about any pirate stories they have heard/ films they have seen</p> <p>Talk about what they think a pirate might look like</p> <p>Think about whether a pirate is good/ bad and why</p> <p>What does a pirate flag look like and why?</p> <p>Describe their own treasure</p> <p>Make treasure chests</p> <p>Follow clues to find treasure</p> <p>Draw their own maps using the school environment</p> <p>Create pirate stories using small world – write/ scribed stories</p> <p>Use magnet to make a compass that will point N</p> <p>Make seaside in a box using natural materials</p> <p>Collect items from a beach and compare contrast textures/ appearance/ colour/ size</p> <p>Develop noticing skills amongst youngest children</p> <p>Find different seashells and identify them</p> <p>Make beach safety posters</p> <p>Think of questions of RNLI officer</p> <p>Listen to information about RNLI</p> <p>Vocab: pirate, galleon, ship, skull and crossbones, thief, treasure, seaside, coastline, lifeboat, sand, pebbles, shell, harbour, compass, direction, north, south, east, west</p>	<p>Understand that our world is made of land and seas/ oceans</p> <p>Understand that uk is surrounded by sea</p> <p>Understand that pirates are thieves</p> <p>How would they feel if they saw a skull and crossbones flag?</p> <p>Understand what treasure is</p> <p>Understand the flag was a warning to other sailors</p> <p>Understand that many pirate stories are fictional</p> <p>Know that maps can give directions</p> <p>Know NSEW points on a compass</p> <p>Visit our coastline, harbour and beacon museum</p> <p>Understand sea safety</p> <p>Understand role of RNLI and that they work to help the community</p> <p>Understand our coastline is made of rocks / sand / cliffs.</p> <p>Understand tides change so beaches change</p>	<p><b>Younger Nursery</b></p> <p>123 numerals linked to amounts</p> <p>5 frames used to show 123</p> <p>Make groups of 1 2 3 and say the amount in each group</p> <p>Begin to recognise amounts greater than 3</p> <p>Saying numbers beyond 5 – maybe skipping some</p> <p><b>Nursery</b></p> <p>Beginning to subitise beyond 5 using tens frames</p> <p>Creating groups independently up to 5 and beyond</p> <p>Beginning to make marks to represent numerals</p> <p>Recognising numerals to 10</p> <p>Ordering numerals to 10</p> <p>Saying numbers beyond 10</p> <p><b>Reception</b></p> <p>Addition and subtraction using symbols</p> <p>Understand number pattern</p> <p>Teen numbers</p> <p>Doubles</p> <p>Odds and even</p> <p>Unitising</p>	<p><b>Younger Nursery</b></p> <p>Voice sounds</p> <p>Oral blending and segmenting</p> <p><b>Nursery</b></p> <p>Continue RWI set 1 sounds</p> <p>Read cvc words</p> <p><b>Reception</b></p> <p>Green books continued including non fiction</p> <p>Secure set 2 sounds</p> <p>Begin set 3 sounds</p> <p>Secure spelling of red words</p>	<p>The snail and the whale</p> <p>The Pirates of Scurvy sands- Johnny Duddle</p> <p>Pirates Love Underpants</p> <p>the Pirates are Coming - John Condon</p> <p>Come Away from the Water Shirley- john Burningham</p> <p>Adapt a familiar narrative to create their own</p> <p>Create a story map</p> <p>Rewrite a story using a story map with beginning middle end</p> <p>Capital letters and full stops for sentences</p> <p>Spell some HFW and phonetically plausible spelling</p> <p>Notice differences in diagrams</p> <p>Label diagrams</p>
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