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| Curriculum Area | Autumn 1  | Autumn 2 | Spring 1 | Spring 2 | Summer1 | Summer 2 |
| Possible themes/interests/ lines of enq | Settling inAll about meHealthy MeAutumn | AutumnCelebrations-Bonfire Remembrance Diwali ChristmasPantomineNativity-Christmas storyChristmas in the pastChristmas around the world | WinterCold/hot places and where WE liveBird watch RSPBShow and tellFairtrade | Spring-growthTraditional talesEasterLife-cycles | Where WE liveMinibeastsPlanting | SummerYou ChooseMoving on-transition |
| Communication and Language | **Listening**-Understand how to listen carefully and why listening is important-Engage in story times-Listen during whole class situations, concentrating for a short period of time.**Speaking**-Use sentences 4-6 words-Use talk and gestures in their play with others**Understanding** -Follow simple instructions (1 step) | **Listening**-Listen to and talk about stories to build familiarity and understanding-Listen to their peers during play situations**Speaking**-Develop social phrases-‘Can I play with you? ‘ ‘Please can I have a go after you?’-Learn rhymes, songs and poems**Understanding** -Follow simple instructions (2 parts) | **Listening**-Maintain listening and concentrations in a range of situations (e.g Assembly)-Listen carefully in a range of situations-Engage in non-fiction books-Listen to and talk about selected non-fiction books**Speaking**-Speak in front of the class about something they are interested in (show and tell)-Question their peers-Begin to speak in front of an audience (sharing assembly)**Understanding** -Maintain conversations with adults and peers, taking turns and taking into consideration what the other person has said | **Listening**-Listen during whole class situations, concentrating for longer periods of time.**Speaking**-Use past tense correctly**Understanding** -Retell the story, once they have developed deep familiarity with it, some repetition and some own words-Use talk to work out problems and organise thinking and activities, and to explain how things work and why they might happen-Ask questions to find out more and to check understanding-Begin to understand questions such as who, why, when, where, how (related to familiar stories) | **Listening**-Listen and shift focus whilst on a task**Speaking**-Describe events in some detail-Speak in well formed sentences**Understanding** -Articulate thoughts and ideas into well-formed sentences-Begin to understand humour-Understand questions such as who, why, when, where, how | **Listening**-Listen and respond appropriately in a range of situations**Speaking**-Use past, present and future tenses in conversation-Connect one idea or action to another using a range of connectives-during conversations with peers and adults.-Speak confidently in a range of situations expressing their own thoughts and ideas.**Understanding** -Respond to what they hear with relevant comments and questions-Able to follow a story without pictures or props |
| Learn new vocabulary and use new vocabulary through the day Listen to storiesLearn new rhymes, songs and poems Listen carefully to rhymes and songs, paying attention to how they sound  |
| Personal, Social & Emotional | FEELINGS & feeling safe-read stories and talk about feelings. Take time to establish good relationshipsIncreasingly follow rules without an adult support, and understand why rules are importantAll about me (links to UW)-See themselves as a valuable individual-Begin to build constructive and respectful relationshipsLinks to PSCHE Physical health and well beingHealthy Me-Begin to know and talk about different factors that support their overall health and wellbeing: -Physical activity-Healthy eating-Toothbrushing-Screen time-Sleep-Safe pedestrianHealthy Me is then spoken about throughout the year so children have an in-depth understanding | CONSENT- link to behaviour/play-my body book. Just sat no bookLinks to PSCHE-Identity, society & equalityIncreasingly follow rules without an adult support, and understand why rules are important-Start to share resources with other children-Choose where they would like to play independently-Continue to build constructive and respectful relationshipsLinks to PSCHE-Mental health and well being-Talk about feelings, recognise feelings both positive and negative read books that discuss different feelings. | RECAP CONSENT- Yes!No-Express their feelings and consider the feelings of others-Manage their own needs(hygiene, toileting) -Seek out others to share play and experiences with-Can explain right from wrongLinks to PSCHE-Keeping safe and managing risk**What is risk? What does that mean? What can we do if we do not feel safe at home, school, online?**  | GOOD SECRETS BAD SECRETS-my body what I sat goes-Begin to think about the perspectives of others-Can keep play going by sharing, listening, co-operating and taking into account others-Confident to try out new activities and experiences-Begin to understand that people might think and respond differently to them | EARLY WARNING SIGNS CHAPTER-Can reflect on their own work and comment on others-Can talk about their own abilities-Begin to show persistence when faced with challengeLinks to PSCHE Physical health and well beingHealthy Me-Staying safe in the sun | MANAGING RISK (repeat) who can we talk toLinks to PSCHE-Identity, society and equality-See themselves as a valuable individual-Show resilience and perseverance in the face of challenge- reflection and self- evaluation-Identify and moderate their own feelings socially and emotionally –strategies for staying calm, talk to them about why we are patient, polite etc-Show sensitivity to own and others needsLinks to PSHCE- Careers and financial well beingYOU CHOOSE Topic |
| We plan and react to what the children need. If there are any particular issues such as sharing, friendship or issues we have noticed regarding safe guarding that the children are dealing with in the setting or at home, we would work on that area of need, either through stories or circle time to ensure we are reacting to what the cohort needs at that time.  |
| Links to Islington PSCHE Scheme of work ONGOING-Drug, alcohol& Tobacco (Y1-What goes into bodies, what shouldn’t)-Keeping safe and managing risk (Y1-personal safety, safety in familiar settings, who can help) **What is risk? What does that mean? What can we do if we do not feel safe at home, school, online?** -Mental health and wellbeing **Links to DM-PSED recognising and talking about feelings, who can help** -Physical health and well-being **Links to DM-PSED Physical activity, healthy eating, oral health, screen time, sleep, safe pedestrian**-Careers & financial wellbeing (Y1- where money comes from, savings, jobs) **Playing with money, shops, tills. Understanding things cost money and to take care of them. Job links in YOU CHOOSE topic**-Identity, society & equality (Y1- what makes us special, responsibilities, co-operation) **Links to DM- PSED rules and expectations at school, friendship and care of others, highlight children’s interests and adults in class form good respectful relationships with the children** |
| Physical Development | **Gross Motor Skills**REAL P.E FOCUS-**Co-ordination** : Footwork, **Static balance**; 1 legSticky kids-exercise and instructionSPORTING INFLUENCE-Exercise and movement outside AGILITY | **Gross Motor Skills**REAL P.E FOCUS- **Dynamic balance to agility: j**umping and landing**Static balance**: seatedApparatus sessionsSPORTING INFLUENCE-Exercise and movement outside | **Gross Motor Skills**REAL P.E FOCUS- **Dynamic balance:** On a line**Static balance:** stanceSPORTING INFLUENCE-Exercise and movement outside, ball skills-Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming | **Gross Motor Skills**REAL P.E FOCUS-**Co-ordination**: Ball skills,**Counter balance**: with partnerApparatus sessionsSPORTING INFLUENCEEarly games skills,Exercise and movement outside-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball | **Gross Motor Skills**REAL P.E FOCUS-**Co-ordination:** sending and receiving **Agility**: Reaction/response SPORTS DAYSPORTING INFLUENCE-Athletics outdoors,Exercise and movement outside-Combine different movements with ease and fluency | **Gross Motor Skills**REAL P.E FOCUS- **Agility**: ball chasing**Static balance**: floor workSPORTING INFLUENCE-Athletics outdoors,Exercise and movement outside-Confidently & safely use a range of large & small apparatus indoors & outdoors, alone & in a group-Develop overall body-strength, balance, co-ordination & agility |
| -Develop skills needed to manage the school day such as lining up and mealtimes-Daily access to large outdoor space to run freely, climb, slide, build, use scooters, balls-Revise and refine the fundamental movements skills they have already acquired-rolling, crawling, walking, jumping, running, hopping, skipping, climbing-Develop overall body strength, co-ordination, balance and agility needed to engage in future P.E |
| **Fine Motor Skills**-Show a preference for a dominant hand-Put on coat independently and try to do up buttons and zip independently-Use scissors with increasing control-Adult led-scissor skills, dough gym, large painting | **Fine Motor Skills**-Develop small motor skills so that they can use a range of tools competently, safely and confidently-Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting-Children to independently access snack table and open fruit and put straw in milk independently -Encourage children to cut up their food independently-modelling the correct way to use knife and fork.-Adult led-scissor skills, dough gym, pencil grip-name writingAdult to encourage independent dressing during P.E  | **Fine Motor Skills**-Develop small motor skills so that they can use a range of tools competently, safely and confidently-Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting-Encourage a tripod grip for effective writing-Children to independently access snack table and open fruit and put straw in milk independently -Adult led- handwriting, scissor skills, pencil grip VC and CVC writing-Adult to encourage independent dressing during P.E sessions | **Fine Motor Skills**-Develop small motor skills so that they can use a range of tools competently, safely and confidently-Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting-Encourage a tripod grip for effective writing-Adult led- handwriting, scissor skills, pencil grip VC and CVC writing-Adult to encourage independent dressing during P.E sessions | **Fine Motor Skills**-Develop small motor skills so that they can use a range of tools competently, safely and confidently-Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting-Children to dress independently with little adult support | **Fine Motor Skills**-Develop the foundations of a handwriting style-Develop small motor skills so that they can use a range of tools competently, safely and confidently |
| Literacy | Reading | **Comprehension**-Engage in storytimes-Enjoy joining in with rhyme, songs and poems-Hold a book correctly and handle with care-Join in with a repeated phrase-Know text is written from left to write, top to bottom in English**Word Reading**-Orally blend and segment  | Comprehension-Learn rhymes, songs and poems-Listen to and talk about stories to build familiarity and understanding-Engage in a conversation about their reading book, commenting on the illustrations and what is happening**Word Reading**-Read individual letters by saying the sound for them.-Blend sounds into words, so that they can read short words made up of known letter-sound correspondents.-Read a few common exception words matched to the school’s phonic programme.-Re-read books to build up their confidence in word reading, fluency and enjoyment | **Comprehension**-Engage in non-fiction books-Listen to and talk about selected non-fiction-Know parts of a book-cover, contents, blurb- Begin to give an opinion about a book-Predict the ending of an unfamiliar book-Answer who, what, where, when questions about new and familiar texts-Play is influenced by books (Small world, Role play)**Word Reading**-Read individual letters by saying the sound for them.-Blend sounds into words, so that they can read short words made up of known letter-sound correspondents.-Read a few common exception words matched to the school’s phonic programme.-Re-read books to build up their confidence in word reading, fluency and enjoyment | **Comprehension**-Retell the story, once they have developed deep familiarity with it, some repetition and some own words-Sequence a story using pictures and/or captions-Predict what might happen next-Show an opinion about a book and explain why-Play is influenced by an experience of books**Word Reading**-Read some letter groups that each represent one sound and say the sounds for them (ee, igh, ch etc) -Re-read books to build up their confidence in word reading, fluency and enjoyment | **Comprehension**-Ask questions about books/stories to develop understanding-Show an opinion about a book and explain why-Play influenced by an experience of books using props and talk from the story**Word Reading**-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.-Re-read books to build up their confidence in word reading, fluency and enjoyment | **Comprehension**-Play influenced by a range of books and making up and developing own stories.-Sequence longer stories-recalling main facts of the story (characters, setting, basic plot)**Word Reading**-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.-Re-read books to build up their confidence in word reading, fluency and enjoyment-Be confident in phonic phases 2,3,4 |
| Writing | **Transcription-spelling**-Mark making with purpose-Name writing from memory or copy from card**Transcription-handwriting**-Children recognise that there is a correct way to form letters (focus during phonics)-Name writing formation**Composition**-Use talk to organise thinking and activities (CL)**Early emergent writing**-Engage in Mark Making with a purpose-drawing, symbols-Write name on their work from copying or memory**Adult led writing**-Name writing-correct formation-Focused mark making (note pencil grip, dominant hand at this point) | **Transcription-spelling**-Write name from memory-Orally spell CVC words**Transcription-handwriting**-Children form letters from their name correctly-Shows dominant hand**Composition**-Observe adults writing down thoughts/sentences they say out loud first**Early emergent writing**-Copy adult writing behaviour-Use MM in their play to communicate meaning**Adult led writing**-Name writing-check and encourage correct formation-Write initial sounds for some words during mark making-CVC words | **Transcription-spelling**-Spell VC and CVC words using Phase 2 graphemes**Transcription-handwriting**-Write from left to right, top to bottom-Begin to form recognisable letters correctly**Composition**-Orally compose a sentence and hold it in memory before attempting to write it**Early emergent writing**-Use letters for initial sounds-Remember to form some letters correctly**Adult led writing**-Handwriting groups using Little Wandle formation script-Hear and write more sounds in words-CVC words and tricky words to begin to write captions | **Transcription-spelling**-Spell VC and CVC words using Phase 2/3 graphemes and some tricky words**Transcription-handwriting**-Holds a pencil correctly to form recognisable letters**Composition**-Orally compose a sentence and hold it in memory before attempting to write it**Early emergent writing**-Write words using phonic knowledge-Remember to form some letters correctly**Adult led writing**-Handwriting-Talking tables to encourage story writing-Begin to form simple sentences, gradually becoming more independent | **Transcription-spelling**-Write captions and short sentences with support-Try to spell unknown words using plausible phonic choses**Transcription-handwriting**-Form many lower case letters correctly-Add a space between words**Composition**-Write a simple sentence**Early emergent writing**-Use writing in their play (with increasing thought to phonic knowledge)**Adult led writing**-Handwriting (+capitals)-Writing short sentences with some support-reminders about finger spaces, formation | **Transcription-spelling**-Write captions and short sentences independently using phonic knowledge**Transcription-handwriting**-Form many lower case letters correctly and some capital letters-Use a pencil confidently to write letters which can be recognised by others**Composition**-Write a simple narrative with some short sentences**Early emergent writing**-Write simple captions and sentences-Write for different purposes (Role play, lists, instructions)**Adult led writing**-Handwriting (+capitals)-Writing captions, sentences and stories independently-using phonic map if needed. |
| Phonics | Little Wandles a t pi n m dg o c kck, e u rh b f l+ TW  | Little Wandleff ll ss jv w x yz zz qu ch words with s endsh th ng nkwords with s endings (hats)words with z ending (bags)+TW | Little Wandleai ee igh oaoo oo ar orur ow oi earair er words with double letters: dd mm tt bb rr gg pp fflonger words+TW | Little WandleReview Phase 3Words with 2 or more digraphslonger words words ending in –ing compound wordswords with s in the middle /z/ s words ending –s words with –es at end /z/ | Little Wandleshort vowels CVCC,CCVC,CCVCC,CCCVC, CCCVCC,longer wordscompound wordsroot words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est | Little Wandlelong vowel sounds CCVC CCCVC CCV CCVCCPhase 4 words ending in –s, -es –s (z)root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/longer words |
| Mathematics | BASELINE ASSESSMENTSing number songs and rhymes, using fingers to show an amount**Subitising**Within 3Subitise objects and sounds**Counting, ordinality & cardinality**Counting skills**Composition**Explore how numbers are made of 1sComposision of 3 & 4**Comparison**Compaison of sets by lookingUsing language more than, fewer than | **Counting, ordinality & cardinality**Counting skills ness of 5Match numerals to 10Verbal counting beyond 20**Composition**Explore WHOLE and PARTComposition of 3,4,5**Comparison**Comparison of setsUse language more than, fewer than, equal number**SSM-2D** shape, comparing weight | **Subitising**Subitise within 5 focusing on die patterns**Counting, ordinality & cardinality**Counting-focus on ordinality and ‘staircase’ patternSee each number as 1 more than previous**Composition**Focus on 5Focus on 6 & 7 as 5 & a bitCompare sets & use langiage of comparison: more than, fewer than, equal to **SSM**-Pattern ,compare capacity | **Counting, ordinality & cardinality**Focus on the ‘staircase’ pattern & ordering numbers**Composition**Focus on 7Doubles-explore how some numbers can be made with 2 equal partsSort numbers according to attributes-odd & even**Comparison**Focus on the ordering of numbers to 8Use language of less than**SSM-3D** shape, comparing length, height | **Subitising**Subitising to 6, including in structured arrangements**Counting, ordinality & cardinality**Counting larger sets & things that cannot be seen**Composition**Composition-5 and a bitComposition of 10**Comparision**Comparison-linked to ordinalityPlay track games**SSM-**Pattern, compare weight-Compare length, weight and capacity | **REVIEW & ASSESS** Subitise to 5Introduce rekenrekAutomatic recall of bonds to 5Composition of number to 10ComparisonNumber patternsCounting-Counting larger numbers using 100 square**SSM-**recap shape-WR spatial reasoning |
| -Count objects, actions and sounds -Count beyond 10 -Continue, copy and create repeating patterns-Compare numbers - Explore the composition of numbers to 10 -Compare length, weight and capacity-Link the number symbol to its cardinal number value -Understand one more/less -Select, rotate and manipulate shapes to develop spatial reasoning skills |
| Understanding the World | (Links to History NC)  | -Talk about members of their immediate family and community-Make family trees and share in small groups | -Find out about key historical events such as Bonfire Night, Remembrance Day, Diwali, Christmas. Ask questions about these events, read and watch online stories to help with understanding.-Begin to comment on images of familiar situations in the past | -Name and describe people who are familiar to them-Talk to the class about past events in their lives during show and tell. Encourage the children to ask relevant questions-Little People Big Dreams-Ernest Shackleton | -Look at past pictures of the children-baby, toddler, child and comment about how much we have grown-timeline -Read stories based on children growing up-Once There Were Giants and The Growing Story  | -Read Little People Big Dreams depending on country/topic | -Talk about the lives of people around them and their roles in society.-During YOU CHOOSE topic discuss the type of jobs that are familiar to them-Little People Big Dreams of certain occupations |
| -Compare and contrast characters from stories, including figures from the past. Read Little People Big Dreams in story time-Listen to what the children say about them. -During local walks visit the local castle. Comment on the ruin and why it looks like that |
| (Links to Geography NC) | Talk about the immediate school environment, where things are in the school, the Road and Village the school is in.-Where do we live? Show on a local map-Begin to draw information from a simple map | -Begin to recognise some similarities and differences between life in this country and life in other countries-Read Christmas around the World and discuss what is the same and different in other countries. Use a map on the board to show where the countries are.-Dear Polar Bear story | -Recognise some environments that are different from the one in which they live E.G Arctic-Fairtrade-The World Came to My Place Today-Watch videos about food produced in different countries. Where does our food come from?-Notice different places on world map | -Learn to programme a Bee Bot to move along a grid map. Use positional language-up down, left right-Engage in map drawing in play, explore compasses and real maps  | -Recognise some environments that are different from the one in which they live E.G Australia-Notice different places on world map | -Links to holidays. Where in the world might we visit-link to map and stories |
| (Links to Science NC) | -Autumn walk around the village-Harvest-links to Church | -Explore the outdoors in Autumn-sweeping leaves and caring for our environment-Explore, play and craft with Autumn leaves, seeds, fruit and harvest veg- | -Explore the Winter weather and effects on the outdoors-play with and understand the processes and changes in snow and ice. -Winter walk around the village-Explore COLD places in the world-links to GEOG weather, animals, similarities and differences-Identify garden birds and learn about how we can feed and take care of them-Contribute to the RSPB birdwatch | -Signs of Spring- observe trees, plants and flowers, draw pictures, recognise and name basic parts-Life-cycles-observe in class (frogs/caterpillars)-Growing plants, beans, gardening outside | -Spring walk around the village-Explore HOT places in the world-links to GEOG weather, animals, similarities and differences  | -Notice the Summer weather and effects on the outdoors and themselves (links to PSED-keeping safe in the sun) |
| -Understand the effect of changing seasons on the natural world around them-Local walk every season to look at change, learning outdoors daily-comment on weather and seasonal changes-Enjoy and talk about books based on Seasons and weather-Describe what they see, hear, feel whilst outside -Explore the natural world around them-Make observations and drawing pictures of animals and plants-Understand some important processes and changes-melting ice, floating, sinking, shadows, magnets |
|  | -Recognise that people have different beliefs & celebrate special times in different ways-Diwali, Christmas, Chinese New Year LINKS TO R.E-Understand that some places are special to members of their community –Church visits throughout the Year, Diwali LINKS TO R.E |
| R.E | CreationF1-**Who is God?** | IncarnationF2-**Why do Christians celebrate Christmas?** | ExpressingF3-**Tell me a religious story?** | SalvationF4-**Why is Easter special for Christians?** | LivingF5-**Which places are special and why?** | LivingF6-**What occasions are special? What communities are you part of?** |
|  | RECEPTION circle time-singing nursery rhymes and familiar songs-Feel and move to the beat (Sticky kids, BBC ten pieces) -Recognise and copy rhythms of words (3 tapping teddies, Poetry basket)-Copy short rhythm patterns-Half termly sharing assemblies-Harvest performance | SING UP-I've got a grumpy face-Diwali-Christmas music-NATIVITY songs and performance-Church performancePOETRY BASKET-learning poems with actions-Half termly sharing assemblies | SING UP-Bird spotting unit-Use a singing voice-Join in with familiar songs with others and on their own-Sing in a group or on their own3 Tapping teddiesPOETRY BASKET-learning poems with actions-Half termly sharing assemblies | SING UP –Up and downTapping teddiesPOETRY BASKET-learning poems with actions-Half termly sharing assemblies-Easter performance | SING UP-5 Fine bumble bees-Listen to a variety of musical styles and respond through movement. -Listen attentively, move and talk about music, expressing feelingsPOETRY BASKET-learning poems with actions-Half termly sharing assemblies | SING UP-Down there under the seaMusic, songs and performances and imaginative play linked to YOU CHOOSE topicPOETRY BASKET-learning poems with actions-Half termly sharing assemblies |
| -Explore and familiarise themselves with creative areas in classroom-Engage in junk modelling, painting, drawing, clay, sewing, cutting and sticking activities | -Engage more independently in creative activities, having their own ideas and coming up with solutions to problems such as the best way to join materials. | -Possible artists study: Georgia o Keefe-Create collaboratively, on a larger scale outside. -Begin to evaluate their own work and think about ways to improve |
| -Take part in pretend play often based on familiar experiences in the home corner. -Develop simple storylines using small world items.  | -Engage in role play based on familiar stories and retell parts of the stories in small world play, building on the contributions of their peers-Create worlds using loose parts for small world play | -Engage in different types of role play during YOU CHOOSE topic |
| -Develop story lines in their play making use of props & materials -Remember and sing entire songs-Explore, use and refine a variety of artistic effects to express ideas and feelings -Enjoy learning new songs-Create collaboratively, sharing ideas, resources and skills -Colour mixing |