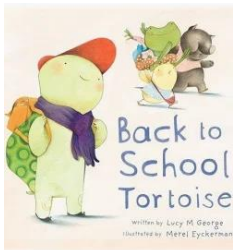
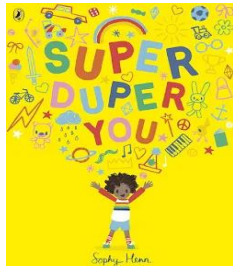
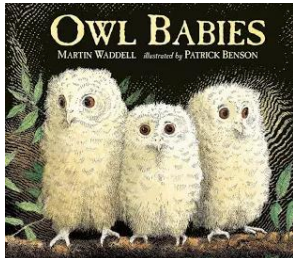
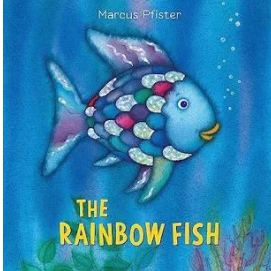
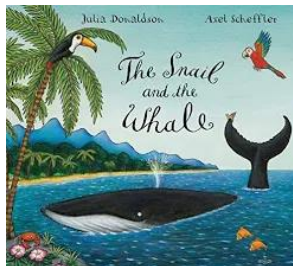
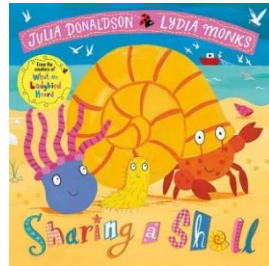


Term	Autumn 1					
Topic	Get to know me			Under the sea		
Themes	-Who am I? - My family -Emotions -School environment and routines -Friendships -Turn taking and sharing			-Fish -The sea -Friendships -Differences between sea creatures		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core texts						
Core rhymes	If you're happy and you know it	Twinkle Twinkle Little Star	Humpty Dumpty	1,2,3,4,5, once I caught a fish alive	Row, row, row your boat	Five little speckled frogs
Core Vocabulary	Unique, family, friend, emotion, routine, respect, community, belong			Tropical, fins, gills, scales, marine, crustacean, pincers		
Core Knowledge	- To recognise and talk about myself, including my name, age and what makes me unique. - To identify my family and the important people in my life. - To recognise and name my feelings and begin to understand how others may feel.			- To know some key features of fish, such as their main body parts e.g. fins - To know that some fish live in freshwater and some live in salt water (the sea) - To know what makes a good friend ('Rainbow Fish')		

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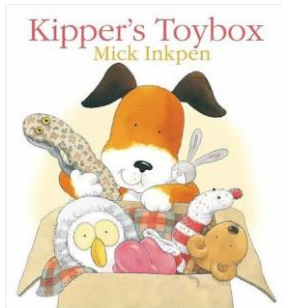
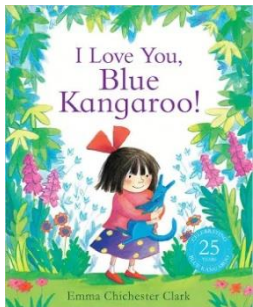
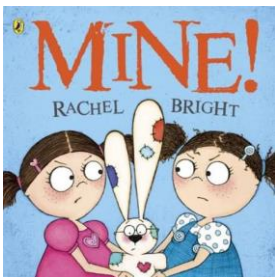
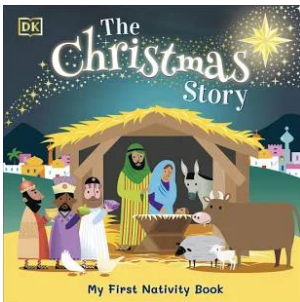
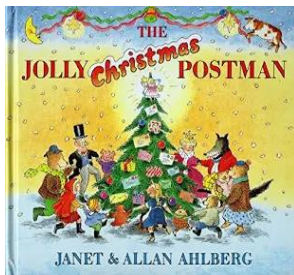
	- To learn about my classroom, school environment and the daily routines that help me feel safe. - To build positive relationships by sharing, taking turns and playing cooperatively with others. - To develop confidence in talking about my interests, experiences, likes and dislikes	- To identify the differences between sharks, dolphins and whales - To know about sharks' teeth and that, if a shark loses a tooth, it can keep growing new ones - To identify key features of crustaceans and know that they have shells to protect them To know that crabs and lobsters are types of crustaceans
	I will learn to...	
PSED	Separate from carers and explore environment with increasing confidence Recognise basic emotions and follow simple routines Use adult support to manage feelings, conflict, and personal care Wait for turns, make simple choices, and follow boundaries Form relationships with adults and peers; begin to share and play together Join small-group activities and use simple social language	
C&L	Listen to familiar voices, sounds, stories, songs, and rhymes Respond to name, greetings, and simple instructions Show interest in adults and peers, and join in repeated refrains` Use single words or short phrases to communicate needs and experiences Name objects and actions, ask simple questions, and use basic social language Begin to speak confidently in small groups and 1:1 situations	
PD	Move confidently indoors and outdoors; walk, run, stop, and change direction safely Climb, balance, jump, and negotiate space with support Join movement games and action songs; develop core strength Use whole-hand grasp and hold tools with increasing control Explore malleable materials, manipulate small objects, and begin using scissors Show interest in drawing, mark making, and developing hand–eye coordination	
	Complete PE scheme is followed across the school Topic: Locomotion * explore walking using different body parts in different directions, at different levels and at different speeds. *Learn how to apply their walking skills into games.	
Reading	Listen attentively to stories, rhymes, and poems; enjoy books and handle them carefully Talk about pictures, respond to questions, and join in with repeated phrases Understand that print carries meaning Recognise own name and some initial sounds	

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	Hear rhymes and alliteration, begin to blend orally, and begin Phase 2 phonics Track text from left to right																		
Phonics	Little Wandle SSP Programme will be followed, using assessments to ensure interventions are planned accordingly. Autumn 1; Weeks 1-5 Reception Autumn 1 <table><tr><td></td><td>Phase 2 graphemes</td><td>New tricky words</td></tr><tr><td>Week 1</td><td>s a t p</td><td></td></tr><tr><td>Week 2</td><td>i n m d</td><td></td></tr><tr><td>Week 3</td><td>g o c k</td><td>is</td></tr><tr><td>Week 4</td><td>ck e u r</td><td>I</td></tr><tr><td>Week 5</td><td>h b f l</td><td>the</td></tr></table>		Phase 2 graphemes	New tricky words	Week 1	s a t p		Week 2	i n m d		Week 3	g o c k	is	Week 4	ck e u r	I	Week 5	h b f l	the
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Writing	Make marks to represent meaning Use drawings to tell a story or explain ideas Attempt to write own name (with support) Begin to distinguish between drawing and writing Hold a pencil and make controlled marks Begin to form some letter-like shapes Talk about what they are writing																		
Maths	Recite numbers to 5+ and count objects accurately Match numerals to number names and understand one-to-one correspondence Subitise small quantities and compare using more, less, same Recognise simple repeating patterns and notice patterns in the environment Compare sizes and lengths, use positional language, and sort objects Begin to recognise simple shapes																		
	White Rose Maths programme is followed across the school Topics: Match sort and compare Talk about measure and patterns It's me 1,2,3																		
UW	Talk about family, home life, daily routines, and special events Recognise similarities and differences between home, school, and peers Learn about classroom community, roles, and key adults Explore indoor/outdoor environment, notice weather changes, and observe plants and animals																		

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	Use simple vocabulary to describe observations and show curiosity about living things
EAD	Explore a range of media and materials; experiment with colour, texture, and sensory play Use tools safely and begin to talk about creations Engage in pretend play, using objects imaginatively Join action songs, rhymes, and copy movements/sounds Explore musical instruments and respond to music through movement

Term	Autumn 2					
Topic	Let's Play			Christmas		
Themes	Favourite toys Features of teddies Push and pull toys Emotions Following rules			Christmas to Christians The Christmas story Christmas celebrations Christmas traditions Christmas symbols		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core texts						
Core rhymes	Rock a bye baby	Miss Polly had a dolly	Teddy bear, teddy bear, turn around	Nativity song practice		

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Core Vocabulary	Favourite, lonely, force, energy, construct, sculpture, character, features	Christmas, nativity, kindness, Bethlehem, Jesus, Celebrate, tradition, stable
Core Knowledge	To know that most people have or had a favourite toy and be able to talk about theirs To know that teddies can look very different, with many features, such as moving arms and legs To identify and talk about the feelings associated with losing a favourite toy To know how toys can move using the language associated with forces e.g. push and pull To identify toys they can use to build things with To understand that following instructions is an important aspect of playing games To know that it is important to share and stick to the rules when playing games	To recognise that Christmas is a special celebration for many people around the world. To learn the story of the first Christmas and understand why it is important to Christians. To explore how Christmas is celebrated by different families and communities. To identify some Christmas traditions, symbols and decorations, such as Christmas trees, stars and stockings. To talk about kindness, giving, sharing and helping others during the Christmas season. To compare Christmas celebrations with their own experiences and begin to recognise that families celebrate in different ways.
I will learn to...		
PSED	Talk about feelings and manage frustrations with support Follow 2-step instructions, take turns, and use calming strategies Cope with routine changes and follow classroom rules Show pride, persevere, and manage simple personal care tasks Make choices, take responsibility, and be aware of safety Initiate play, share, cooperate, and show kindness and empathy Resolve minor disagreements with guidance and use polite language	
C&L	Listen and respond in small groups; follow 2-step instructions Attend to stories and explanations; answer 'why' and 'how' questions Understand positional and descriptive language Speak in simple sentences, extend with connectives, and retell experiences Describe objects, actions, and events; ask questions and use new vocabulary Use talk to organise play	
PD	Move confidently with control; balance, jump, throw, and catch Climb, use equipment, and join simple games safely Develop hand strength, grip, and use scissors more accurately Copy shapes, manipulate small objects, and make deliberate marks	

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	Use tools purposefully in play and creative activities																		
	Complete PE scheme is followed across the school Topic: Ball skills – hands 1 *explore different ways of using our hands to move with a ball, keeping control. *explore rolling, pushing and bouncing a ball with a partner.																		
Reading	Listen to and recall key events from stories; answer simple questions Predict outcomes, talk about characters/settings, and retell familiar stories Understand basic story structure Recognise Phase 2 sounds, blend CVC words, and read simple decodable words/captions Recognise some tricky words and track print; begin to segment sounds																		
Phonics	Little Wandle SSP Programme will be followed, using assessments to ensure interventions are planned accordingly. Autumn 2; Weeks 1-5 Reception Autumn 2 <table><tr><th></th><th>Phase 2 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1</td><td>ff ll ss j</td><td>put* pull* full* as</td></tr><tr><td>Week 2</td><td>v w x y</td><td>and has his her</td></tr><tr><td>Week 3</td><td>z zz qu words with s /s/ added at the end (hats sits) ch</td><td>go no to into</td></tr><tr><td>Week 4</td><td>sh th ng nk</td><td>she push* he of</td></tr><tr><td>Week 5</td><td> - words with s /s/ added at the end (hats sits) - words ending s /z/ (his) and with s /z/ added at the end (bags) </td><td>we me be</td></tr></table> *The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.		Phase 2 graphemes	New tricky words	Week 1	ff ll ss j	put* pull* full* as	Week 2	v w x y	and has his her	Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into	Week 4	sh th ng nk	she push* he of	Week 5	- words with s /s/ added at the end (hats sits) - words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be
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Writing	Write own name independently (where developmentally ready) Begin to write simple CVC words using phonics Attempt to write labels and captions Use some recognisable letters in correct orientation Begin to hear and record initial and final sounds Write simple words with support																		
Maths	Count to 10, recognise numerals, and match quantities Count backwards from 5, compare numbers, and understand one more/less Solve simple counting problems Recognise, copy, and create simple patterns; order numbers to 10 Compare length, height, and weight; use positional language Recognise basic 2D shapes and use maths language in play																		

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	White Rose Maths programme is followed across the school Topics: Circles and triangles 1,2,3,4,5 Shapes with 4 sides
UW	Talk about past events, sequence simple events, and use time language Recognise changes over time and compare past/present experiences Explore family traditions, festivals, communities, and different cultures Show curiosity about the wider world and where people live Observe seasonal changes, animals, habitats, and plant parts Explore materials, water, ice, and sensory experiences Begin to record simple observations
EAD	Combine materials to create models and pictures; use tools with control Choose colours/materials purposefully and experiment with mixing Plan simple creations and join guided art activities Act out stories, use role play, and create simple narratives Sing songs, join rhymes, explore sounds, and respond to music through movement Begin to perform confidently in small groups

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