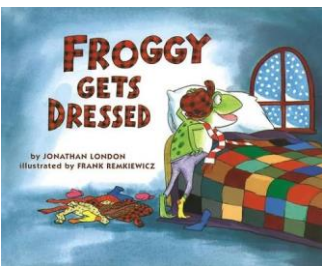
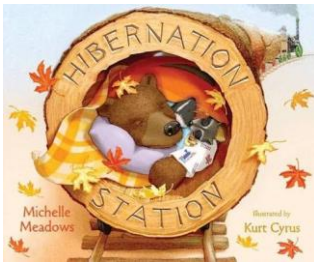
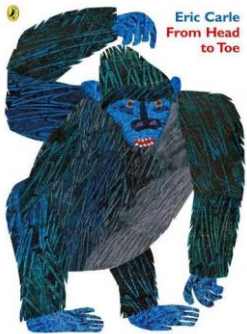
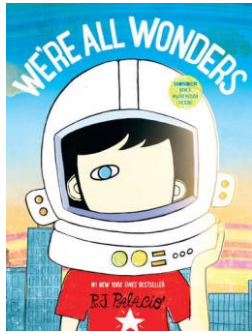


Term	Spring 1					
Topic	Autumn-Winter			Animal Crackers		
Themes	-Signs of autumn/winter -Plants, trees and flowers -Clothing -Natural materials			-Large animals -Small animals -Farm animals -Unusual animals -Camouflage -Offspring		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core texts						
Core rhymes	Pat-a-cake	Ring-a-ring-a-roses	Round and Round the Garden	Row, Row, Row Your Boat	The Grand Old Duke of York	The Wheels on the Bus
Core Vocabulary	Autumn, winter, season, weather, hibernation, deciduous, evergreen, frost			Self portrait, individual, deaf, blind, family, community, senses, appearance, diversity, belonging		
Core Knowledge	•To identify the signs of autumn and winter and describe how the weather changes across the seasons. •To recognise how plants, trees and animals change during autumn and winter. •To explore how people dress and adapt to colder weather to stay warm and safe. •To observe and talk about seasonal changes in the natural environment using simple scientific vocabulary. •To compare the features of autumn and winter and recognise how they are different from other seasons.			•To identify features about themselves that make them individuals •To know what a self-portrait is •To know that eyes are used to see and ears are used to hear •To name and identify body parts on humans and animals •To know that animals use their senses in different ways to us •To identify how we are similar and different •To know who is in their family and how families can differ •To know what belonging means		

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	•To investigate natural materials and seasonal objects through exploration, play and hands-on learning.	•To know what a community is and identify the communities and groups they belong to
	I will learn to...	
PSED	Use words or gestures to express feelings Begin to manage frustrations and impulses with adult support Follow simple routines and classroom rules Wait briefly and use simple calming strategies Manage simple self-care tasks with some independence Make choices and persevere with activities Show confidence in new situations	
C&L	Listen in small groups with adult support Follow simple 2-step instructions Attend to longer stories and activities Respond to simple questions. Use simple sentences and combine words into phrases Talk about experiences, events, actions, and objects Ask simple questions	
PD	Run, jump, and climb with more control Begin to balance on one foot briefly Navigate obstacles safely Move confidently around different spaces Show awareness of others in shared spaces Hold writing tools with more control (emerging tripod grip) Use mark-making tools with purpose Begin to manipulate buttons, zips, and fastenings	
Reading	Listen to longer stories and rhymes Join in with repeated refrains and phrases Recall simple events from stories or songs Begin to answer simple 'why' questions Show interest in taught letters (Phase 1 phonics) Explore letters in their own name	
Phonics	Little Wandle 'Foundations for phonics' will be followed. <i>Foundations for Phonics develops children's phonological and phonemic awareness through fun, engaging games and nursery rhymes. Developing these skills in Nursery lays the best possible foundations for learning phonics in Reception. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into</i>	

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sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children's understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through games.

Spring 1

Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)
	dog door dinosaur duck	d-o-g d-u-ck d-o-ll d-e-n
	grapes glue glasses goat	g-oa-t g-ai-t (gate) g-oo-se g-ir-l
	orange otter ostrich octopus	Omit Blend from the box for this sound.
	car cup crown cat	c-a-t c-u-p c-a-p c-oi-n
	kangaroo kettle ketchup kite	k-igh-t (kite) k-i-d k-i-t
	egg elbow envelope elephant	Omit Blend from the box for this sound.

Writing

Make marks for a purpose (cards, lists, labels)
Explore different media and materials for mark-making
Develop fine motor skills through drawing, threading, cutting, and playdough

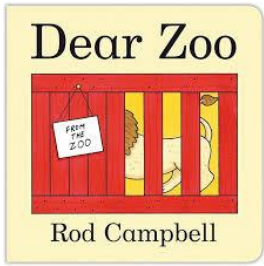
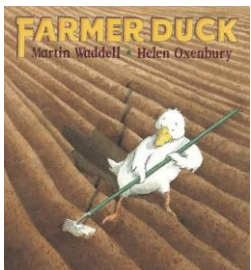
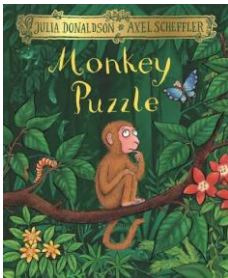
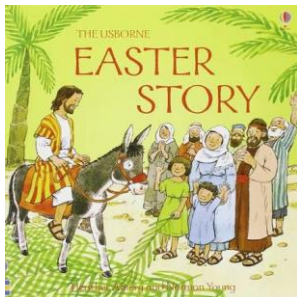
Maths

Count up to 5 objects with one-to-one correspondence
Recognise and name some numerals (0–5)

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	Use counting in play and practical contexts Begin to subitise small quantities (1–3) Copy and extend simple patterns (ABAB) Notice patterns in the environment (tiles, clothes, nature) Recognise shapes and begin to compare their properties
	White Rose Maths programme is followed across the school Topics: Move and label 1,2,3 Explore position and routes Explore own first patterns Take and give 1,2,3 Match, talk, push and pull
UW	Talk about recent events and experiences Begin to understand simple sequences (first, next, last) Use familiar language to describe the past Learn about people who help us (firefighters, doctors, teachers) Recognise diversity in families, communities, and cultures Discuss celebrations, traditions, and show empathy Notice changes over time (plants growing, weather changing)
EAD	Combine materials to make simple models or pictures Use tools with increasing control Choose colours and materials purposefully Experiment with techniques (painting + collage) Plan and follow simple guided art activities Act out familiar stories or experiences Use props to support play Sing songs and join in rhymes confidently Explore sounds with instruments and voice Respond to music through movement and dance

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Term	Spring 2					
Topic	Happy To Be Me			Easter	Spring	
Themes	-Self portraits -Senses -Body parts -Animals			-Easter story -Easter and Christianity -Easter celebrations -Easter symbols	-Signs of spring -Weather -Plants, flowers and trees -Life cycles	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core texts						
Core rhymes	Twinkle, Twinkle Little Star	Wind the Bobbin Up	1,2,3,4,5, Once I Caught a Fish Alive	A Sailor Went to Sea	Baa, Baa, Black Sheep	
Core Vocabulary	Large, minibeast, farm, unusual, camouflage, adult, birth, hatch			Easter, Jesus, Cross, Resurrection, church, celebrate, spring, new life	Spring, blossom, bulb, growth, pollination, life cycle, habitat, seedling	
Core Knowledge	To know that there some very large animals on our planet •To know that there are some very small animals on our planet •To know and identify a range of farm animals •To know and identify some unusual animals and understand how some camouflage themselves •To know that adult animals can produce offspring •To know some of the correct names for baby animals such as puppy, kitten, lamb etc.			•To recognise that Easter is a special celebration for Christians. •To learn the Easter story and understand why it is important to Christians. •To identify the symbols of Easter, such as eggs,	•To identify the signs of spring and describe how the weather changes during the season. •To observe how plants, flowers and trees begin to grow and change in spring.	

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	•To know that baby animals grow into adults •To know a selection of stories that have animals as characters	chicks and crosses, and explore what they represent. •To explore how Easter is celebrated by different families, communities and churches. •To compare Easter traditions with their own experiences and recognise that people celebrate in different ways. •To develop an understanding of new life, growth and springtime through observations of plants, animals and the natural world.	•To recognise that many animals have babies in spring and explore their life cycles. •To investigate the needs of living things, including water, sunlight and care for healthy growth. •To compare spring with the other seasons and recognise how the natural environment changes throughout the year. •To develop curiosity and observation skills by exploring the outdoors and recording seasonal changes.	
	I will learn to...			
PSED	Initiate play and cooperate with peers Begin to share, take turns, and resolve minor disagreements with support Show kindness, empathy, and awareness of others' feelings Develop early friendships			
C&L	Begin to understand 'who' questions Show understanding of new vocabulary Maintain attention with adult support Use new vocabulary introduced by adults Take turns in short conversations			
PD	Begin to throw, catch, and kick balls with guidance Join movement games and dance activities Use construction toys with increasing dexterity Thread beads or similar activities with support Show purpose in drawing and early writing attempts			
Reading	Show understanding of story sequence using pictures Make simple predictions about what might happen next			

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	Begin to describe a sequence of events in a story																					
Phonics	Little Wandle ‘Foundations for phonics’ will be followed. <i>Foundations for Phonics develops children’s phonological and phonemic awareness through fun, engaging games and nursery rhymes. Developing these skills in Nursery lays the best possible foundations for learning phonics in Reception. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children’s understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through games.</i> Spring 2 <table><tr><th>Sound</th><th>What’s in the box? (Words and objects/images)</th><th>Blend from the box (Words and objects/images)</th></tr><tr><td></td><td>under (something under a table) upset umbrella</td><td>Omit Blend from the box for this sound.</td></tr><tr><td></td><td>rocket rabbit rice rainbow</td><td>r-a-t r-e-d r-oa-d r-i-ng</td></tr><tr><td></td><td>hat hammer house helicopter</td><td>h-a-t h-ou-se h-or-se h-ea-d</td></tr><tr><td></td><td>ball bus bird bear</td><td>b-oo-k b-u-s b-ir-d b-a-g</td></tr><tr><td></td><td>fish frog flower flamingo</td><td>f-i-sh f-a-n f-oo-t f-ar-m</td></tr><tr><td></td><td>leaf lips lemon lollipop</td><td>l-ea-f l-i-d l-o-ck l-o-g</td></tr></table>	Sound	What’s in the box? (Words and objects/images)	Blend from the box (Words and objects/images)		under (something under a table) upset umbrella	Omit Blend from the box for this sound.		rocket rabbit rice rainbow	r-a-t r-e-d r-oa-d r-i-ng		hat hammer house helicopter	h-a-t h-ou-se h-or-se h-ea-d		ball bus bird bear	b-oo-k b-u-s b-ir-d b-a-g		fish frog flower flamingo	f-i-sh f-a-n f-oo-t f-ar-m		leaf lips lemon lollipop	l-ea-f l-i-d l-o-ck l-o-g
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	leaf lips lemon lollipop	l-ea-f l-i-d l-o-ck l-o-g																				
Writing	Begin to write marks that resemble letters Combine drawings and marks to represent stories or experiences																					

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Maths	Compare small quantities (more, fewer, same) Begin to understand simple positional language (in, on, under, next to) Sort and match objects by one or more attributes Explore symmetry and repeating patterns through play Begin to organise objects in sequences
	White Rose Maths programme is followed across the school Topics: Talk about dots Compare and sort collections Lead on own repeats
UW	Explore living and non-living things Observe and describe plants and animals Talk about how things grow and change Explore simple cause and effect (melting, floating, sinking) Notice patterns in the environment (day/night, weather, seasons)
EAD	Begin to plan and create simple projects with adult support Combine drawings, marks, and materials to tell a story Act out stories and experiences with props and simple costumes Begin to create short storylines in play Join in songs, rhymes, and musical activities Explore rhythm, movement, and expression through music and dance

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