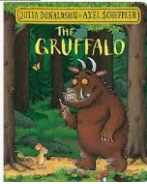
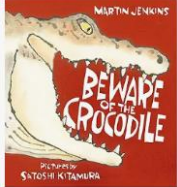
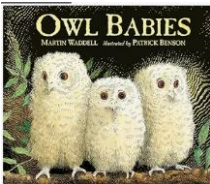
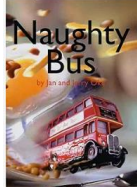
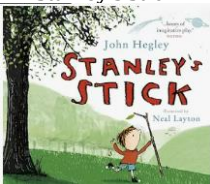
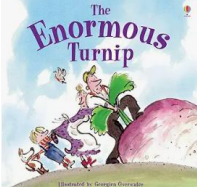
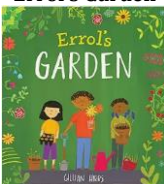
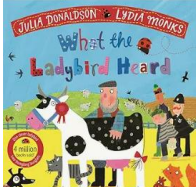
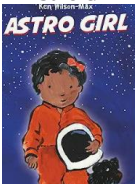
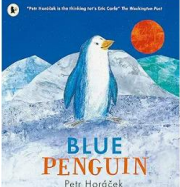


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me (1-3) Autumn (4-6)	Light and Dark (1-3) Winter/Christmas (4-6)	Transport (1-3) Recycling (4-6)	Once Upon a Time (1-3) Spring (4-6)	Julia Donaldson (1-3) People Who Help Us (4-6)	Around the World (1-3) Summer/Transition (4-6)
Power of Reading Links	Hello, Friend!  The Gruffalo 	Beware of the Crocodiles  Owl Babies  (The Nativity)	Naughty Bus  Stanley's Stick 	The Enormous Turnip  Errol's Garden 	What the Ladybird Heard  Astro Girl 	Blue Penguin  Ruby's Worry 

Prime areas of learning and development	Personal, Social and Emotional Development	<u>JIGSAW: Being Me in My World</u> I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings I enjoy working with others to make the school a good place to be. I understand why it is good to be kind and to use gentle hands. I am starting to understand children's rights, and this means we should all be allowed to learn and play. I am learning about what being responsible means. Self – Regulation: Can focus attention in a group situation for a short period of time and can follow a series of instructions. Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset. Managing Self: Confident to access the environment with minimal support and follows the rules as part of the new routine. Reliably toilet trained and just needs some reminders to wash hands and help with fastenings. Building Relationships: Makes new friends in the class and talks to adults to share news or as part of an activity.	<u>JIGSAW: Celebrating Difference</u> I can identify something that I am good at and understand that everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why my home feels special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind. Self – Regulation: Can focus attention in a whole class group for a teaching session, e.g. phonics. Can become engrossed in an activity and finds it difficult to switch attention to another task. Managing Self: Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Building Relationships: Can play with other children as part of a game or activity, without adult support. Can take turns and share sometimes with adult support.	<u>JIGSAW: Dreams and Goals</u> I understand that when I persevere, I can tackle challenges. I can tell you about a time that I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud. Self – Regulation: Is willing to keep trying if something is difficult or challenging. Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. Managing Self: Perseveres with fastenings on coats and follows instructions to dress and undress for PE. Washes hands without reminders. Building Relationships: Is aware of the needs of others but can find it hard to let others take the lead.	<u>JIGSAW: Healthy Me</u> I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and which are not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me. Self – Regulation: Can label and talk about own and others' emotions. Responds well to more complex instructions in smaller groups but can need visual reminders in larger groups. Managing Self: Follows school and class rules and can talk about their importance. Building Relationships: Uses words to solve conflicts. Takes turns in group activities. Identifies how others feel and responds appropriately.	<u>JIGSAW: Relationships</u> I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friend to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use 'Calm me' time to manage my feelings. I know how to be a good friend. Self – Regulation: Completes set challenges/tasks independently. Is able to talk about ways that skills can be improved and to demonstrate pride in achievements. Managing Self: More confident to tackle new challenges and with encouragement will keep going. Knows some ways to keep healthy. Building Relationships: Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.	<u>JIGSAW: Changing Me Transition to Year 1: Discuss how they could help next year's Reception class</u> I can name parts of the body. I can tell you some things I do and foods that I need to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about my worries and/or the things I am looking forward to about being in Y1. I can share my memories of the best bits of being in EYFS. Self – Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs.
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							Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
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	Physical Development Use of 'Get Squiggling' throughout the year.	<u>P.E</u> <i>Football (Invasion Skills)</i> <i>Fundamental Movement Skills</i> Gross Motor: Has good coordination and balance when negotiating equipment and other people. Is able to tackle parts of the climbing frame. Uses trikes and scooters confidently. Uses brooms to brush and spades to dig in sand and soil. Fine Motor: Can use scissors to make snips and cut lines, holding scissors in one hand. Can cop some recognisable letter shapes from name. Holds pencil in fingers rather than a whole hand grasp.	<u>P.E</u> <i>Gymnastics</i> <i>Multi – Skills (Ball Skills)</i> Gross Motor: Uses large construction to build. Uses a range of ways to move appropriately. Fine Motor: Is able to mould and shape clay with fingers and tools. Attempts to use a tripod grip with some consistency.	<u>P.E</u> <i>Dance</i> <i>Netball (Throwing and Catching)</i> Gross Motor: Can climb over, under and through obstacles. Fine Motor: Uses scissors to cut along curved lines, holding scissors in the correct position. Often chooses to draw, representing recognisable objects or shapes in work.	<u>P.E</u> <i>Volleyball</i> <i>Gymnastics</i> Gross Motor: Can throw, kick, pass and catch a large ball. Fine Motor: Holds a pencil in a tripod grip. Sits a table to write.	<u>P.E</u> <i>Racket Skills</i> <i>Athletics</i> Gross Motor: Able to balance on and off equipment. Can jump safely from a piece of equipment. Fine Motor: Uses scissors to cut around shapes that are more complex.	<u>P.E</u> <i>Scatter ball</i> <i>OAA</i> Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Fine Motor Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools.

Communication and Language	Listening, Attention & Understanding: Follows a set of instructions. Speaking: Engages in conversations with adults and peers.	Listening, Attention & Understanding: Listens to and recall the main events in a familiar story. Contributes sensible comments to discussions and conversations. Speaking: Asks questions of staff and peers.	Listening, Attention & Understanding: Listens carefully at story time and can retain what has been heard and recall key points. Responds to a series of instructions and responds to a range of questions. Contributes relevant comments in discussions. Speaking: Communicates confidently with peers and adults. Uses talks to communicate needs, news, feelings and ideas. Uses new vocabulary.	Listening, Attention & Understanding: Can switch attention from one task to another. Follows complex instructions. Speaking: Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.	Listening, Attention & Understanding: Responds to discussion with comments and questions. Is able to listen in whole school assembly and recall some of the themes and comments at a later stage. Speaking: Enjoys being part of conversations and discussions and uses new vocabulary in context.	Listening, Attention & Understanding: 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 conversations when engaged in back-and-forth exchanges with their teacher and peers. Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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.
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Specific areas of learning and development	Literacy	Comprehension: Enjoy listening to simple stories. Join in with familiar rhymes and songs. Word Reading: Recognising own name. Can discriminate between sounds. Can keep a simple rhythm and match rhyming words. Can say initial sounds in words and can orally blend some simple CVC words. Writing: Uses some recognisable letter shapes when writing own name. Say initial sounds in words and can orally segment some simple CVC words.	Comprehension: Has a love of stories and listens attentively at story time. Enjoys talking to others about favourite stories. Word Reading: Can match Phase 2 graphemes and phonemes. Can blend and read Phase 2 CVC words. Writing: Can segment and spell Phase 2 CVC words. Can match Phase 2 graphemes and phonemes.	Comprehension: Able to talk about main events in the story and predict what might happen. Can retell a story using roleplay or small world resources using some story language. Word Reading: Can read Phase 2 captions. Can read Phase 2 tricky words. Writing: Writes CVC words and labels. Starting to write simple captions. Says a simple sentence for writing (oral and count words).	Comprehension: Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt. Word Reading: Says the sound for Phase 2 and 3 graphemes. Writing: Writes CVC words and labels using Phase 2 and 3 phonemes. Spells some tricky words. Writes captions.	Comprehension: Identifies nonfiction texts, remembering facts. Word Reading: Reads books with a range of Phase 2 and 3 CVC words and tricky words and shows a good understanding of what has been read. Writing: Writes some upper-case letters correctly. Writes CVC words and labels using Phase 2 and 3 phonemes. Is starting to write short sentences.	Comprehension: Can demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate, where appropriate, key events in stories. Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes, and poems and during role-play. Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words and sentences consistent with their phonic knowledge. Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
	(Phonics)						
	Concept Cat (vocabulary) Poetry Basket (fluency)	Foundations of Phonics (continuous provision) Phase 2 Behind, Same, Different, First, After, Back Chop- Chop, Pointy Hat, Five Little Pumpkins, Wise	Foundations of Phonics (continuous provision) Phase 2 Front, More, Less, Before, Last, Big, Small, Leaves are Falling, Breezy Weather, Who Has Seen	Phase 3 Over, Side, Some, Around Popcorn, A Little House, Pancakes, Let's Put on Our	Phase 3 Short, Long, Near, All, Empty Spring Wind, Furry Furry Squirrel, Hungry Birdies, A	Phase 4 Heavy, Next to, Through, Under, Straight	Phase 4 Corner, Around, Backwards, Between, Both The Fox, Monkey Babies, Thunderstorm, Five Little

		Old Owl, Falling Apples, A Basket of Apples	the Wind? Cup of Tea, Mice, Shoes	Mittens, I Can Build a Snowman, Carrot Nose	Little Seed, Stepping Stones, Mrs Bluebird	I Have a Little Frog, Dance, Patter Patter, Sliced Bread, A Little Shell, Five Little Peas	Owls, If I Were So Very Small, Under a Stone
	Mathematics	Number recognition Counting rhymes Matching, Sorting, Comparing Measure and patters 1,2,3 Numbers to 5 Number: Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. Numerical Patterns: Compares amounts using the language of 'more'. Reads numerals to 5 and matches to an amount.	Number recognition Number formation Counting rhymes Shapes One More/Less Introducing Zero 'Digging Deeper' 0-5 Number: Rote counts to 10. Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made. Numerical Patterns: Orders numbers to 5. Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than.	Number recognition Number formation Counting rhymes Numbers 5-10 Mass and Capacity Length, height and time Number: Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10. Numerical Patterns: Recognises numbers to 10 and puts them in order.	Number recognition Number formation Counting rhymes Beyond 10 Addition and Subtraction Number: Links subtraction facts to composition of numbers to 5. Numerical Patterns: Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10.	Number recognition Number formation Counting rhymes Beyond 10 Addition and Subtraction Number: Recalls some double facts to 10. Numerical Patterns: Recognises patterns within number.	Number recognition Number formation Counting rhymes Doubling Sharing and Grouping Patterns & Relationships Odds and Evens Number ELG: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns ELG: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

	UTW (RE, Science, History, Geography) (British Values)	<i>RE - Ourselves and Our Beliefs</i> <i>Science - Seasons</i> <i>British Values – Rules</i> Past and Present: <i>Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.</i> People, Culture, and Communities: <i>Talks about the world around and the people are places that are familiar.</i> The Natural World: <i>Explores the natural world and talk about the things that are noticed. Recognises change and can describe what is happening.</i>	<i>RE- Special Times (Baptisms and Christmas)</i> <i>Science – Animals and Habitats</i> <i>British Values – Rules and Respect</i> Past and Present: <i>Understands the difference between past and present and is building up knowledge of key historical events through topics, stories, and community events.</i> People, Culture, and Communities: <i>Knows about some celebrations and is able to talk about how they might be celebrated.</i> The Natural World: <i>Describes some features of plants and animals and identifies when things are the same and different.</i>	<i>RE - Special Books</i> <i>Geo. – Maps (local environment)</i> <i>Science - Recycling</i> <i>British Values – Democracy</i> Past and Present <i>Understand the difference between past and present and is building up knowledge of key historical events through topics, stories, and community events.</i> People, Culture, and Communities: <i>Listens carefully to stories about different places and is beginning to recognise that different places have different features.</i> The Natural World: <i>Notices, observes and talks about seasonal changes.</i>	<i>RE - My Friends</i> <i>History – Our Past and Future</i> <i>Science - Plants</i> <i>British Values – Respect for Others</i> Past and Present: <i>Talks about significant historical events and how things were different in the past.</i> People, Culture, and Communities: <i>Looks at, and makes maps, of local environment. Describes a journey within the local environment.</i> The Natural World: <i>Has a good general knowledge about living things and the natural world and can describe features of different plants and animals, recognising when they are the same and different.</i>	<i>RE - Special People</i> <i>Science – Animals and Habitats (revisit and extension)</i> <i>British Values – Individual Liberty</i> Past and Present: <i>Talks about significant historical events and how things were different in the past.</i> People, Culture, and Communities: <i>Talks about some features of a church. Has a wider understanding of the wider world and draws comparisons between own local environment and other places.</i> The Natural World: <i>Understands and uses some language related animals, eg. Camouflage, predator.</i>	<i>RE - Our Beautiful World</i> <i>Geo. – Atlas Study</i> <i>British Values – Individual Liberty</i> Past and Present: <i>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters, and events encountered in books read in class and storytelling.</i> People, Culture, and Communities: <i>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities between 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 in life in other countries, drawing on knowledge from stories, non-</i>
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							<i>fiction texts and – when appropriate – maps.</i> The Natural World: Explore the natural world around them, making observations an drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the seasons and changing states of matter.
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Expressive Arts and Design	Artist Study (Kandinsky) Colour Mixing Charanga Music – Me! Creating with Materials: Uses a range of different techniques and variety of materials. Uses drawing materials to create pictures with a range of lines and shapes. Can continuously with scissors to make lines or snips and uses a paintbrush to form lines and shapes. Being Imaginative and Expressive: Experiments with a range of percussion instruments. Joins in with singing in a familiar group. Accesses role play and small world resources, sometimes playing with others to develop storylines.	Artist Study (Picasso) Self Portraits Christmas play Charanga Music – My Stories Creating with Materials: Makes some independent choices about the resources needed and talks about creations. Uses a range of shape and colours to represent observational drawings. Being Imaginative and Expressive: Plays alongside others to develop storylines in role play or small world. Sings familiar songs.	Artist Study (Matisse) Using Shapes in Art Charanga Music - Everyone Creating with Materials: Uses different textures in creations and will combine media. Cuts along curved lines with scissors and uses moulding tools with malleable materials. Being Imaginative and Expressive: Rehearses for, and performs in, the nativity play. Moves in response to music.	Artist Study (van Gogh) Printing and Using Tools Charanga Music – Our World Creating with Materials: Uses different techniques and materials to achieve the desired effect and can talk about what has been created. Mixes colours to produce different shades and combines materials to create different textures. Being Imaginative and Expressive: Along with others collects resources to develop own role-play storylines.	Artist Study (Monet) Pointillism and Animals Charanga Music – Big Bear Funk Creating with Materials: Beginning to plan a design before starting work. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job. Being Imaginative and Expressive: Plays a range of percussion instruments. Uses instruments to compose own music.	Artist Study (Suerat) Water Colours and Scenery Charanga Music – Reflect, Rewind, Replay Creating with Materials: Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Share their explaining the processes they have used. Make use of props and materials when role-playing characters in narrative and stories. Being Imaginative and Expressive: Invent, adapt, and recount narrative and stories with peers and their teachers. Sing a range of well-known nursery thymes and songs. Perform songs, rhymes, poems, and stories, and – when appropriate – try to move in time with music.
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