

Little Acorns 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Topic	Let's Explore 	Marvellous Machines 	Long Ago 	Dangerous Dinosaurs 	Animal Safari 	On the Beach Coming soon!
Topic Overview	This project teaches children about the environments that they share with others, including their homes, school and places in the local community.	This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines	This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today	This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.	This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.	
Companion Topic	Build It Up 	Puppets and Pop Ups 	Stories and Rhymes 	Signs of Spring 	Creep, Crawl and Wiggle 	Move It Coming Soon!
Topic Overview	This project teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures.	This creative project explores puppets and pop up books and gives children the opportunity to make puppets and use them to tell exciting stories.	This project teaches children about traditional stories and rhymes and gives them the opportunity to play with words and learn new vocabulary.	This project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.	This mini project teaches children about invertebrates that live in their gardens and local environment.	

Educational Programme for Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Communication and Language Focus	<p>Nursery Speaking and listening activities Developing vocabulary Nursery rhymes Stories and discussion Pretend play</p> <p>Reception Book Talk Explicit teaching and retrieval of new vocabulary.</p> <p>Poetry Basket: A basket of Apples Leaves are Falling</p>	<p>Nursery Speaking and listening activities Developing vocabulary Nursery rhymes Stories and discussion Pretend play</p> <p>Reception Book Talk Explicit teaching and retrieval of new vocabulary.</p> <p>Nativity play lines and songs</p>	<p>Nursery Speaking and listening activities Developing vocabulary Nursery rhymes Stories and discussion Pretend play</p> <p>Reception Book Talk Explicit teaching and retrieval of new vocabulary.</p> <p>Nursery - Rhyme Challenge 1 (Ten rhymes for the children to learn by heart)</p> <p>Reception - Rhyme Challenge 2 (<i>Ten more rhymes for the children to learn by heart</i>)</p>	<p>Nursery Speaking and listening activities Developing vocabulary Nursery rhymes Stories and discussion Pretend play</p> <p>Reception Book Talk Explicit teaching and retrieval of new vocabulary.</p> <p>Nursery - Rhyme Challenge 1 (Ten rhymes for the children to learn by heart)</p> <p>Reception - Rhyme Challenge 2 (<i>Ten more rhymes for the children to learn by heart</i>)</p> <p>Poetry Basket: Pancakes A Little Seed</p>	<p>Nursery Speaking and listening activities Developing vocabulary Nursery rhymes Stories and discussion Pretend play</p> <p>Reception Book Talk Explicit teaching and retrieval of new vocabulary.</p> <p>Nursery - Rhyme Challenge 1 (Ten rhymes for the children to learn by heart)</p> <p>Reception - Rhyme Challenge 2 (<i>Ten more rhymes for the children to learn by heart</i>)</p> <p>Poetry Basket: Under a Stone A Little Shell</p>	<p>Nursery Speaking and listening activities Developing vocabulary Nursery rhymes Stories and discussion Pretend play</p> <p>Reception Book Talk Explicit teaching and retrieval of new vocabulary.</p> <p>Transition: Getting to know their new teacher and teaching assistant, speaking confidently about themselves and meeting new children.</p> <p>Poetry Basket: Five Little Peas</p>
Communication and Language Focus Main Topic	<p>Children are encouraged to share their ideas during collaborative tasks. They learn to use positional language as they play, such as under, over and through. Children talk about their houses and homes and familiar places in the local area. They use directional language to plan a simple route. Children describe places they would like</p>	<p>Children talk about machines they are familiar with and the jobs they do. They name and describe machines they have at home and think about how they make their lives easier. They consider what life would be like without these machines. Children find out about different machines and explain how they work. They describe machines</p>	<p>Children explore non-fiction texts about the past and ask questions to find things out. Children discuss black and white photos from the past, comparing life (clothing, toys, machines and vehicles) with their lives today. Children talk about a teddy bear they have brought from home and make comparisons with</p>	<p>Children learn and share facts about dinosaurs, fossils and prehistoric animals. They listen carefully to information and ask questions to find out more. Children consider whether different animals are dinosaurs or not and give reasons for their answers. Children listen to stories and join repeated refrains. They act out parts of stories to help them</p>	<p>Using photographs, children talk about pets they have at home. Children describe why an animal would be unsuitable as a pet and retell stories using repeated refrains. They describe animals that they have seen and share fascinating facts that they have found out, listening and responding to what their friends have said. They are</p>	

	to visit. They describe objects and discuss how they would be useful on a journey. Using their senses, children describe what they can see, hear, smell and touch in the school environment. They use walkie talkies, pretend telephones, talking tins and talking tubes to communicate with each other.	that they construct themselves and explain how they work too. Children use technology to make videos showing and talking about the things they enjoy doing at school. Children talk about technology they use at home. They revisit their learning on communication devices and make their own telephones.	teddy bears from the past. Children join in with teddy bear nursery rhymes. Using photographs, they talk about how they have changed since they were a baby, about significant events and their parents and grandparents.	understand new vocabulary. Children explore the difference between fiction and non-fiction texts. In collaborative tasks, children communicate with their peers and present their work to the class.	encouraged to add detail when describing events. Children learn to ask questions to find out more, including who, why, what, when, where and how questions. They name their favourite animals and describe why they like them. Children use directional language to plan a route and through small world toys make up their own animal stories.	
Main Topic Key Texts	We're Going on a Bear Hunt The Way I feel In Every House, on Every Street Mini Rabbit Not Lost Mr Gumpy's Outing Explorers - My First Heroes	What Do Machines Do All Day? Car, Car, Truck, Jeep Mrs Armitage Queen of the Road No Bot, the Robot with No Bottom!	The Elves and the Shoemaker Rosie's Hat The Baby's Catalogue Peepo! Coming to England Alfie stories Major Glad, Major Dizzy Toys Then and Now	Dear Dinosaur Dinosaur Roar! Little Kids First Big Book of Dinosaurs Cave Baby	A First Book of Animals Little Red and the Very Hungry Lion Hello, Hello Dear Zoo	
Communication and Language Focus Companion Topic	Children find out and talk about how buildings are made. They ask questions to find out more. During their play they use recently learned vocabulary. They retell The Three Little Pigs using language and repeated refrains from the story. They compare different versions of this traditional tale.	Children use puppets to tell stories, including traditional tales and stories from their imaginations. They practise making the puppet's mouth move as they speak. They work collaboratively with others to devise and tell stories.	Children listen carefully to stories and join in with repeated refrains. They share and explain their ideas for helping different nursery rhyme characters. They sing nursery rhymes and act them out using resources in different areas of the provision. Children practise and perform their favourite rhymes.	Children share their knowledge about eggs. They talk about why they think eggs are different sizes and colours. They compare eggs cooked in different ways and talk about what they like and dislike. Children listen to spring-themed poems, stories and non-fiction texts. They find out about, recall and describe the life-cycle of a frog.	Children talk about mini-beasts and where they might live. They make predictions about minibeasts favourite food and share the results of their investigation. Children find out about, recall and describe the life-cycle of a butterfly. They explore non-fiction books and ask questions to find out more.	
Companion Topic Key Texts	What We'll Build The Three Little Pigs	The Gingerbread Man Puppets	Children's favourite stories from home Humpty Dumpty Sing a Song of Sixpence 10 Green Bottles Horsey, horsey Miss Polly had a Dolly Sing a Rainbow	The Bog Baby The Teeny Weeny Tadpole	The Very Hungry Caterpillar Snail Trail	

Story time	These are just some of the many fiction, non-fiction, poetry and rhymes that will be covered each term. Others will be guided by the children's interests, carefully selected books displayed in our book corner each half term, books loaned to us by the Warwickshire Library service and any other exciting and interesting texts we discover along the way! Story times feature regularly throughout our day and each week we hold a 'library' session, where children spend time looking at the books and sharing stories with each other and the adults in our setting, before selecting a book to take home to share with their family.					
	Where's Spot? Owl Babies Monkey Puzzle Where's My Teddy? Whatever Next Hide and Seek Pig Not a Box We're Going on a Treasure Hunt	Machine Poems Mrs Armitage on Wheels You Can't Take an Elephant on the Bus The Robot and the Bluebird Harry and the Robots	Once There Were Giants My Grandpa is AMAZING My Two Grandads My Two Grannies Sleeping Beauty The Princess and the Pea The Emperor's New Clothes Cinderella Teddy Bear stories	Tyrannosaurus Drip Dear Dinosaur: T. Rex on Tour Creatures Features Dinosaurs Prehistoric Mammals	Book of Animals - Here We Are Little Kids First Big Book of Animals Monkey Puzzle Animals are Delicious Animal Homes Doing the Animal Bop Monkey and Me From Head to Toe The Koala who Could Walking through the Jungle Look After Us Handa's Surprise Dancing Birds and Singing Apes	
Educational Programme for Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Our Positive Behaviours, Relationships and Wellbeing policy underpins the whole ethos of our school and is fundamental to the children's personal, social and emotional development. It informs every interaction that takes place and helps us to achieve our mission of learning, growing and succeeding together, and ensuring that from our Little Acorns, mighty oaks can grow. Our Respect Code forms the basis of all relationships within our school community and behaviours for learning. Following our behaviour blueprint, positive behaviour is exemplified and rewarded.						
Personal, Social and Emotional Development Focus	Introduce: Respect Code Behaviour blueprint Mood Meter RULER STOP No Outsiders: You Choose OSBOX online safety activities 1, 2 and 3	Respect Code Behaviour blueprint Mood Meter RULER STOP No Outsiders: Red Rockets and Rainbow Jelly OSBOX online safety activities 4 and 5 plus Smartie the Penguin Protective Behaviours 4 lessons	Respect Code Behaviour blueprint Mood Meter RULER STOP No Outsiders: Blue Chameleon OSBOX online safety activities 7, 8 and 9 plus Digiduck Online Safety Week	Respect Code Behaviour blueprint Mood Meter RULER STOP No Outsiders: The Family Book OSBOX online safety activity 10	Respect Code Behaviour blueprint Mood Meter RULER STOP No Outsiders: Mommy Mama and Me OSBOX online safety activity 11	Respect Code Behaviour blueprint Mood Meter RULER STOP OSBOX online safety Recap Relationships and Sex Education 3 lessons

		Anti-bullying Week Revisit STOP (Several Times On Purpose, Start Telling Other People)				Transition
PSED Focus Main Topic	Children explore and recognise a range of familiar emotions and understand how to communicate their feelings.	Children develop their understanding of people’s roles in society as they learn about the emergency services.	Children learn how they have changed since they were babies. Children learn about Chinese New Year.	Children develop their understanding of cooperation and sharing.	Children build on their knowledge about people’s roles in society explored in Marvellous Machines, as they learn about the people who look after animals and find out about the jobs that animals do to assist humans. They learn about the importance of looking after our local environment and the wider world.	
PSED Focus Companion Topic	Children develop an understanding of lives that are different to their own and that we are all unique.	Children show empathy when a puppet is hurt or upset and think of ways to resolve problems.	Children share resources and cooperate with others as they complete challenges to help nursery rhyme characters.	Children learn about spring celebrations and traditions worldwide, including Easter and Holi.	Children continue to learn about the importance of looking after our local environment and the wider world.	
Educational Programme for Physical Development	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Children’s gross and fine motor skills are developed continuously through our daily routines. These include hanging coats on pegs, changing shoes into pumps and wellies, removing and putting on jumpers, cardigans, coats, hats, scarves and gloves, managing zips and buttons, pouring drinks at snack time and using cutlery at lunchtime.						
Gross Motor	Teacher-led gross motor session each week Twice weekly Marathon kids sessions Daily access to the outdoor area, including climbing cubes and tunnel, log stepping stones, mud hill, bikes and trikes, wooden hollow blocks, planks, tyres, crates, bricks, large chalkboard and whiteboard, mud kitchen for pouring, stirring, mixing, mashing and lifting, sand tray with wet or dry sand and a range of containers, spades, rakes, sieves and vehicles, water tray with pump and containers, pipes and guttering with stands, pipettes, funnels and tubing, pull along carts, sack truck, ride on tractors, pushchair, trolley, bats, balls, stilts, ropes, hoops, bean bags and large digging spades for mud hill.					

	Focused gross motor sessions in the garden or large space indoors, getting to know each child and their capabilities and covering different skills and equipment each week.	Gymnastics (Val Sabin) Introductory Unit and Unit A Travelling	Dance (DDMix)	Gymnastics (Val Sabin) Unit B Stretching and Curling Unit C Travelling and taking weight on different body parts	Games: ball skills Bikes and trikes on the Orchard track	Athletics Skipping with hoops and ropes Bikes and trikes on the Orchard track
Fine Motor	Daily teacher/TA led fine motor skills sessions					
	Daily access to fine motor resources indoors and outside, including playdough, plasticine, clay, brushes, sponges and printing resources, loose parts, tweezers, construction toys (Duplo, Lego, wooden bricks, Mobilo, Lasy, cogs and wheels, Big Builder, Waffle), pencils, crayons, felt tips, whiteboard pens, scissors, threading, puzzles, small world toys.					
	Introduce daily name writing (on entry) R	Daily name writing (on entry) R	Daily name writing (on entry) R		Name writing activities (on entry) N2	Name writing activities (on entry) N2
	Puzzles/fine motor activity (on entry)	Puzzles/fine motor activity (on entry)	Puzzles/fine motor activity (on entry)	Puzzles/fine motor activity (on entry)	Puzzles/fine motor activity (on entry) N1	Puzzles/fine motor activity (on entry) N1
	Dough Disco Pencil control skills Scissor skills	Dough Disco Pencil control skills Scissor skills	Dough Disco Pencil control skills Scissor skills	Dough Disco Pencil control skills Scissor skills	Dough Disco Pencil control skills Scissor skills	Dough Disco Pencil control skills Scissor skills
	Handwriting patterns (R)	Lowercase letter formation (R)	Lowercase letter formation revised and Uppercase letters taught (R)	Upper and lowercase letter formation revised and joining of digraphs practised. (R)	Joining introduced as appropriate to each child's development R	Joining introduced as appropriate to each child's development R
	Daily letter formation in phonics as sounds are taught and revised including joining digraphs (R)	Daily letter formation in phonics as sounds are taught and revised including joining digraphs (R)	Daily letter formation in phonics as sounds are taught and revised including joining digraphs (R)	Daily letter formation in phonics as sounds are taught and revised including joining digraphs (R)	Daily letter formation in phonics as sounds are taught and revised including joining digraphs (R)	Daily letter formation in phonics as sounds are taught and revised including joining digraphs (R) Sewing with a needle R
Educational Programme for Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Literacy Focus	Nursery Rhythm and rhyme Environmental sounds Language skills Understanding simple stories	Nursery Rhythm and rhyme Language skills Memory Understanding simple stories	Nursery Hearing and saying initial sounds Memory Understanding longer stories	Nursery Hearing and saying end sounds Memory Understanding longer stories Oral retelling of stories	Nursery Oral blending and segmenting Understanding longer stories Oral retelling of stories Sequencing a story	Nursery Oral blending and segmenting Understanding longer stories and making a prediction Oral retelling of stories Sequencing a story Wordless reading books

	Recognising first name	Recognising first name	Recognising first name	Recognising first name	Recognising first name Tracing first name	Recognising first name Writing first name
	Reception Jolly Phonics	Reception Jolly Phonics	Reception Jolly Phonics	Reception Jolly Phonics	Reception Jolly Phonics	Reception Jolly Phonics
	Letter recognition: Group 1-3 sounds taught (s,a,t,i,p,n,c,k,e,h,r,m,d,g,o,u,l,f,b) through songs, actions and stories. Daily revision using flash cards, games and individual sound books (at school and home).	Letter recognition: Group 4-7 taught (ai, j, oa, ie, ee, or, z, w, ng, v, oo/oo, y, x, ch, sh, th/th, qu, ou, oi, ue, er, ar) through songs, actions and stories. Daily revision of all sounds using flash cards, games and sound books.	Letter recognition: Unit 2.1 y as /ee/ Unit 2.2 Short vowels Unit 2.3 ck Unit 2.4 Double letters Unit 2.5 Long vowels and magic e Unit 2.6 Long vowels and magic e	Letter recognition: Unit 2.7 ay, oy Unit 2.8 ea Unit 2.9 y, igh Unit 2.10 ow Unit 2.11 ir, ur Unit 2.12 ew	Letter recognition: 3.1 ph as /f/ 3.2 Soft c 3.3. Soft g 3.4 ai, ay, a_e 3.5 ee, ea, e_e Alternative spellings and Group 1-7 letters revised daily.	Letter recognition: 3.6 ie, igh, y, ie 3.7 oa, ow, o_e 3.8 ue, ew, u_e 3.9 ou, ow 3.10 oi, oy 3.11 er, ir, ur
	Letter formation: Taught as sounds are introduced and revised daily. (See also handwriting in fine motor)	Letter formation: Taught as sounds are introduced and revised daily. Joining digraphs as they are taught.	Alternative spellings and Group 1-7 letters revised daily. Letter formation: Daily dictation. Joining digraphs as they are taught (see also handwriting in fine motor skills)	Alternative spellings and Group 1-7 letters revised daily. Letter formation: Daily dictation. Joining digraphs as they are taught (see also handwriting in fine motor skills)	Letter formation: Daily dictation. Joining of digraphs, tricky words and other letter joins as taught (see handwriting).	Letter formation: Daily dictation. Joining of digraphs, tricky words and other letter joins as taught (see handwriting).
	Blending: Oral blending, blending simple words with known letter sounds, blending words to read simple captions and sentences. Word Boxes 1-6 for blending practise at home.	Blending: Oral blending, blending simple words with known letter sounds, blending words to read simple captions and sentences. Word Boxes 7-18 for blending practise at home.	Blending: Blending words with known letter sounds, blending longer words. Reading sentences.	Blending: Blending words with known letter sounds, blending longer words. Reading sentences.	Blending: Blending words with known letter sounds, blending longer words. Reading sentences. Weekly comprehension activity.	Blending: Blending words with known letter sounds, blending longer words. Reading sentences. Weekly comprehension activity.
	Identifying sounds in words: Hearing and saying sounds in words, oral segmenting, dictation of letter sounds, dictation of simple words.	Identifying sounds in words: Hearing and saying sounds in words, oral segmenting, dictation of letter sounds, dictation of simple words.	Identifying sounds in words: Daily word dictation, weekly dictation of sentences, dictation lists sent home for those who have completed Word Boxes	Identifying sounds in words: Daily word dictation, weekly dictation of sentences, dictation lists sent home for those who have completed Word Boxes	Identifying sounds in words: Daily word dictation, weekly dictation of sentences, dictation lists sent home, tricky word spelling sent home for those who have completed dictation lists.	Identifying sounds in words: Daily word dictation, weekly dictation of sentences, dictation lists sent home, tricky word spelling sent home for those who have completed dictation lists.
	Reading books: Wordles books, Jolly Phonics Read and See Books, Jolly Phonics Little Word Books, aligned pink level books and Jolly Phonics orange books.	Tricky words: Words 1-12 taught for reading and spelling: l, the, he, she, we, me, be, was, to, do, all, are Reading books: Aligned pink level books, Jolly Phonics	Tricky words: Revision of reading and spelling of words 1-12. Tricky words 13-24 taught for reading and spelling (you, your, some, come, said, here, there, they, go, no, so, my) Reading books: Jolly Phonics Red, aligned red + books	Tricky words: Revision of reading and spelling of words 1-24. Tricky words 25-36 taught for reading and spelling (one, by, only, old, like, have, live, give, little, down, what, when) Reading books: Jolly Phonics Yellow books and aligned yellow + books.	Tricky words: Revision of reading and spelling of words 1-36. Tricky words 37-48 taught for reading and spelling (why, where, who, which, any, many, more, before, other, were, because, want) Reading books: Jolly Phonics Green	Tricky words Revision of reading and spelling of words 1-48. Tricky words 49-60 taught for reading and spelling (saw, put, could, would, should, right, two, four, goes, does, made, their). Tricky words 61-72 introduced (once, upon,

		orange books and Jolly Phonics Red Books (once first 12 tricky words have been taught)	and Jolly Phonics Yellow books (from Unit 2.4)		books and aligned green books.	always, also, of, eight, love, cover, after, every, mother, father). Reading books: Jolly Phonics Green books, aligned green books and Jolly Phonics Blue books.
	Recognising first name Writing first name	Weekly News writing	Weekly News writing	Weekly News writing	Weekly News writing	Weekly News writing
Literacy Focus Main Topic	Children identify rhyming words in stories as they are read. They join in with repeated refrains in familiar stories. Children use picture cards to sequence a story and orally retell the events. Children use mark making skills to communicate their ideas.	Children identify rhyming words in stories and add to a rhyming string, showing an understanding of onset and rime. They join in with repeated refrains. Children make predictions about what might happen in a story. They create story maps as they recall events in order. Children draw pictures and add labels using their phonic knowledge to spell simple words with support. They listen to and talk about poems that they like, spotting and predicting rhyming words. Children use environmental sounds as inspiration for a class poem.	Children compare different versions of traditional tales and talk about how the characters might be feeling. They use the pictures and text in stories to consider how life was different in the past. Children name and describe objects from the past and present. They create their own non-fiction text by selecting pictures and adding labels and short phrases. Children label members of their family with support and add images to their own family tree. They write phrases or sentences describing how they have changed since they were a baby.	Children identify describing words and action words in stories that are read to them. They join in with actions as stories are read. Children use their own questions to help them compose a letter. They use their phonic knowledge to read clues. Children show an awareness of alliteration and use it to create their own dinosaur names. They learn about the features of non-fiction books and how they are different from stories. Children read sentences and match these to pictures using their comprehension skills. Children break words into syllables and clap each syllable in polysyllabic words.	Children make predictions about a text. They explain their ideas and explore descriptive vocabulary. Children read information from non-fiction texts and match the information to a picture. Children compare familiar stories with different characters and settings. They create and use story maps to retell a story. Children talk about characters, settings and events in a story. Children show an awareness of alphabetical order and letter names. They read descriptions and match these to pictures. Children draw and write about animals that they see.	
Literacy Focus Companion Topic	Children talk about characters in a story and the places they visit. They sequence a story using pictures and oral retell the events. Children join in with repetitive phrases and use these when retelling a story with puppets and masks. They use mark making skills to communicate their ideas and read	Children use finger puppets and hand puppets to retell familiar traditional tales. They talk about the characters and describe what they do and how they act. They join in with repeated refrains and use these in their own story telling. Children make up their own stories using puppets.	Children share their favourite stories, giving reasons for their choices. They read aloud simple sentences and books that are consistent with their phonic knowledge. Children join in with rhyming stories, spotting and predicting rhyming words. They sequence instructions for a simple recipe and	Children look at story settings. They use descriptive language to describe characters from a story. They draw and label pictures and add a description. Children sequence the events in a lifecycle and add labels and sentences to describe each stage. Children explore rhyming and non-rhyming poems.	Children sequence pictures from a story and use these to retell the events. They sequence the life-cycle of a butterfly and label their pictures with words and sentences to describe the events. Children make predictions about a text. They create a story map and use this alongside small world	

	and spell simple words.		write a sentence for each picture. They use pictures and labels to record ideas for an investigation and perform poems and rhymes.	They use their phonic knowledge to read words and sort words into things they can hear and see. Children create their own poems.	props to retell the story. Children explore non-fiction books and share exciting facts and pictures that they find.	
Educational Programme for Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Mathematics Focus	Nursery Counting rhymes Counting Subitising Positional language Comparing size Pattern Reception Getting to know you Baseline Number rhymes Positional language Counting Recognising and ordering numbers Number formation Just like me! Matching and sorting Comparing amounts Comparing size, mass and capacity Exploring pattern	Nursery Counting rhymes Counting Subitising Numbers to 5 2d shapes Positional language Sorting and matching Reception It's Me 123! Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2, & 3 Circles and triangles Positional language Light and Dark Representing numbers to 5 One more and less Shapes with 4 sides CLIC: Counting Counting in order to 10 in ones Counting back in ones from 10 Reading numbers to 10 Subitising 1-1 correspondence Cardinality	Nursery Counting rhymes Counting Subitising Numbers to 5 Heavier and lighter Full and empty Long and short Reception Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass Compare capacity Growing 6, 7, 8 Composition of 6, 7 & 8 Combining two amounts Making pairs Length and height Time CLIC: Counting Counting in order to 10 in ones Counting back in ones from 10 Reading numbers to 10 Subitising 1-1 correspondence Cardinality	Nursery Counting rhymes Counting Subitising Numbers to 5 Shape Spatial awareness Pattern Reception Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3d shapes Spatial awareness Patterns Revision of numbers to 10 and number bonds CLIC: Counting Counting in order to 20 in ones Counting back in ones from 10 and 20 Reading numbers to 10 and beyond Subitising 1-1 correspondence	Nursery Counting rhymes Counting Subitising Numbers to 5 and beyond 2d shapes Positional language Reception To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate First, Then, Now Adding more Taking away Spatial reasoning Compose and decompose CLIC: Counting Counting in order to 20 in ones, Counting back in ones from 20 Reading numbers to 20, Subitising 1-1 correspondence, Cardinality,	Nursery Counting rhymes Counting Subitising Numbers to 5 and beyond Sharing Pattern Reception Find My Pattern Doubling Sharing and grouping Even & odd Spatial reasoning Visualise and build On the Move Deepening understanding Patterns and relationships Spatial reasoning Mapping Time Symmetry CLIC: Counting Counting in order to 20 in ones Counting back in ones from 20, Reading numbers to 20 Subitising 1-1 correspondence Cardinality

		<p>Missing numbers to 5 Learn Its Adding 2 small numbers (to 5) One more and one less (to 5) It's Nothing New Applying using meaningful contexts. Calculation Introduce +, - and =</p> <p>Total Recall badges</p>	<p>Missing numbers to 10 Learn Its Adding 2 small numbers (to 10) One more and one less (to 10) Numbers bonds to 5 Doubling to double 5 It's Nothing New Applying using meaningful contexts. Calculation Written calculations</p> <p>Total Recall badges</p>	<p>Cardinality Missing numbers to 10 Counting in 2s Learn Its Adding 2 small numbers (to 10) One more and one less (to 10) Number bond to 5 and 10 Halving and doubling (to 10) It's Nothing New Applying using meaningful contexts. Calculation Written calculations</p> <p>Total Recall badges</p>	<p>Missing numbers to 20, Counting in 2s, even and odd Learn Its Adding 2 small numbers (to 10) One more and one less (to 20) Halving and doubling (to 10) sharing – equal groups Number bonds to 10 It's Nothing New Applying using meaningful contexts. Calculation Written calculations</p> <p>Total Recall badges</p>	<p>Missing numbers to 20, Counting in 2s, even and odd Counting in 10s Learn Its Adding 2 small numbers One more and one less (to 20) Halving and doubling (to 10) Number bonds to 10 Sharing – equal groups It's Nothing New Applying using meaningful contexts. Calculation Written calculations</p> <p>Total Recall badges</p>
<p>Educational Programme for Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Understanding the World Focus</p> <p>Main Topic</p>	<p>Children explore significant people from the past as they find out about famous explorers.</p> <p>Children conduct fieldwork to find out about their immediate and local environment. They explore and create sketch maps to represent real and imaginary journeys and use Google Maps to explore aerial photographs of the local area. They begin to explore the physical features of our local environment by looking at photographs. They use world maps and globes, identifying the UK and making</p>	<p>Children explore objects from the past and observe how everyday machines and vehicles have changed over time.</p> <p>Children explore battery operated toys and how to make simple circuits. They learn about the properties of materials including magnetism.</p>	<p>Children talk about events in their lives and lives of family members. They use stories and non-fiction books to find out about life in the past and make comparisons to their lives. Children use the vocabulary of time to talk about and order familiar events. Children examine pictures of everyday objects from the past, including clothes, toys and vehicles and how those objects have changed over time, building on learning from Marvellous Machines. They look at pictures and share stories about significant historical</p>	<p>Children share stories and non-fiction books to learn about life in the past.</p> <p>Children build on their geographical knowledge of map making as they create imaginary dinosaur island maps. They build on their knowledge of positional language to give directions for journeys.</p> <p>Children revisit shadows and shadow making. They are introduced to the terms 'carnivore' and 'herbivore' when studying the diets of animals.</p>	<p>Children carry out fieldwork to explore the plants and animals in our local environment. They build on their knowledge of worldwide locations from the Let's Explore topic and compare and contrast unfamiliar environments with their own.</p> <p>Children develop their knowledge of animals. They explore how animals survive in the wild and understand what all animals need to survive. They observe the features of animals and learn about the similarities and differences</p>	

	<p>comparisons between locations.</p> <p>Children explore their local environment to find out about living things and the places in which they live. They are introduced to language related to their senses.</p>		<p>figures, including kings and queens.</p> <p>Children continue to explore and describe the properties of materials.</p>		<p>between different animal groups. They learn about unfamiliar animals worldwide and understand the term 'habitat.'</p>	
<p>Understanding the World Focus</p> <p>Companion Topic</p>	<p>Children explore, name and sort materials according to their properties.</p>	<p>Children explore stories from the past, including traditional tales.</p> <p>Children explore shadows using shadow puppets.</p>	<p>Children build on their knowledge of life in the past as they look at and discuss illustrations in nursery rhymes and traditional tales.</p>	<p>Children carry out fieldwork to explore the changes during spring and the effect of springtime weather on our local environment.</p> <p>Children plant vegetable seeds and care for the seedlings.</p>	<p>Children explore our local environment and what lives there.</p> <p>Children develop their knowledge of animal features as they compare the features of invertebrates. They explore our local environment to learn about the animals that live there and learn about invertebrate life cycles.</p>	
<p>Educational Programme for Expressive Arts and Design</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
<p>Expressive Arts and Design Focus</p> <p>Main Topic</p>	<p>Children create their own peg label and use handprinting (N) or a painted self-portrait (R) to personalise their Learning Journal.</p> <p>Children learn to draw the human form from observation or memory. They are introduced to painting techniques and supported to paint images from observation, memory or their imagination.</p> <p>Children create simple structures using various resources and</p>	<p>Children use paint programmes to create artwork. They explore how to use 2-D and 3-D objects to create transitional art and 3D models. They develop their drawing skills and are encouraged to look closely at objects as they draw.</p> <p>Children make vehicles with wheels and axles. They explore products that need electricity to make them work. Children develop their understanding of the design process as they</p>	<p>Children experiment with chalk, pastel, pen and pencil to make marks using black on white and white on black. They explore colouring mixing and make tints and shades by adding white and black to coloured paint. They build on their knowledge of the human form and draw and paint portraits of themselves and their families. They explore the properties of clay by rolling, shaping and marking.</p>	<p>Children develop their drawing skills and explore line, including zig-zags, spirals, straight lines and curvy lines.</p>	<p>Children create artwork on the theme of animals. They look carefully at animals and their features to make observational drawings. They revisit printing introduced in Marvellous Machines and create animal pattern inspired prints.</p>	

	<p>construction kits.</p> <p>Children are introduced to recipes and use seasonal produce they have harvested.</p>	<p>construct models and are supported to adapt and refine their work.</p>				
<p>Expressive Arts and Design Focus</p> <p>Companion Topic</p>	<p>Children develop their printing skills. They print brick patterns, buildings and their features from observation, memory or their imagination.</p> <p>Children build on learning from Let's Explore and work collaboratively and independently to build structures using various resources and construction kits. They look at existing structures to inspire their creations and test and adapt their ideas.</p>	<p>Children explore a variety of joining techniques. They create puppets and explore existing products to inspire their creations. They build on skills in Marvellous Machines to draw designs, select resources and adapt their work as they create.</p> <p>Children use their printing skills to create a Nativity scene.</p> <p>Children use the pop up skills taught to create Christmas cards and calendars.</p>	<p>Children develop their understanding of colouring mixing using primary colours.</p> <p>Children follow recipes building on their skills from Let's Explore.</p>	<p>Children are introduced to watercolours. Children create mixed media pictures and talk about their artwork and describe the skills and techniques they used.</p> <p>Children use mixed media to create Mother's Day cards and Easter crafts.</p>	<p>Children explore The Snail by Henri Matisse.</p> <p>Children create models from clay.</p>	
<p>Expressive Arts and Design Focus</p> <p>Music</p>	<p>Children participate in a weekly one hour music lesson 'Calypso Kids'. Lessons are linked to our topics across the year.</p> <p>Children learn to:</p> <p>Singing - find their singing voice, sing entire songs, create their own songs, sing along with the teacher, other children and recorded music.</p> <p>Listening - recognise the sound of percussion instruments, explore how instruments make a sound, recognise what family percussion instruments belong to (tapping, scraping, shaking...), change sound (faster/slower, loud/soft and high/low), hear a pulse/steady beat, recognise high and low, recognise fast and slow, recognise loud and soft, say when I like/dislike music.</p> <p>Performing - join in with songs, add actions to songs, explore and play instruments, sing entire songs/nursery rhymes, play instruments, make sounds for different purposes, respond to changes in music, add actions, dance and/or instrumental accompaniments, talk about my performance.</p> <p>Pulse/beat - move to the pulse by copying the teacher, move in different ways to the pulse (march, jump, creep, clap), find the pulse with body percussion and on instruments.</p> <p>Rhythm - make repetitive and rhythmical sounds, copy back single words and two syllable patterns, copy back phrases from nursery rhymes and songs, play rhythms with body percussion, play rhythms with instruments.</p> <p>Pitch - recognise high and low sounds, recognise high and low voices, recognise high and low percussion sounds, recognise high and low on tuned instruments.</p> <p>Composing - add a simple untuned percussion accompaniment to songs and nursery rhymes, choose instruments or sound makers to create sound effects to a story or poem, create a rhythm with one pitched note to accompany a steady beat, create a two pitched note pattern.</p>					