	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Marvellous Me!**	**Let's Celebrate!**	**Zoom to the Moon**	**Once Upon a Time**	**Ready, Steady, Grow**	**We do like to be beside the seaside**
Enrichment/ Cultural Capital	Buddy time Drumming Workshop Light Day Harvest Festival Forest School Autumn Walk	Remembrance Nativity Panto Polar Express Day Christmas crafts Christmas fair Forest School Winter Walk	Science Dome Spring Walk Forest School Library Visit Children's Mental Health Week World Book Day	Fairy tale day Easter Service Spring walks Forest School	Courageous Advocacy Growing Project Boydells Farm Visit Forest School	Celebration Assembly for Parents Sports Day Summer picnic Forest School
Literacy Core Texts	Amazing Marvellous Me Super Duper You What makes me me Funnybones	Festivals Kipper's Birthday Sammy Spider's First Hannukah	Whatever Next? Here We Are The Night the Moon Went Missing How to Catch a Star Meet the Planets Aliens love underpants	Whose House? The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs	Ready Steady Grow The Tiny Seed Oliver's Vegetables Oliver's Fruit Salad	The Sea Saw Pirate Post When I was a pirate The Ship that Jack built The Troll
Rhymes/ Songs	Hello Song Heads, shoulder, knees and toes If you're happy and you know it, clap your hands The wheels on the bus Autumn Leaves	Baa, baa, black sheep Old Mcdonald Incy Wincy Spider Hickory Dickory Dock Humpty Dumpty How's the Weather Happy Birthday	5 little men in a flying saucer Twinkle, twinkle Rocket song Hey diddle diddle Penguins attention The animals went in 2 by 2	I'm a little teapot When Goldilocks went to the house of the bears Chick, chick Chicken Polly Put the Kettle on There was a princess long ago	Jack and Jill The farmer's in his den The seed song There was an old woman She'll be coming round the mountain Hello Mr Sun	A sailor went to sea Oh I do like to be beside the seaside Row, row row your boat
	Handwriting rhymes used across the year: The Grand Old Duke of York, Wind the Bobbin up, Twinkle, twinkle Little Star, I had a little turtle **Maths and counting songs**: 5 Little Ducks, 5 Little Speckled Frogs, 5 currant buns, 1,2,3,4,5 Once I caught a Fish a Live, 10 in the Bed, 5 Little Monkeys					
Religious Education Our RE curriculum is designed to help children	**Big Question** What makes people special?	**Big Question** What is Christmas? Why perform a nativity?	**Big Question** Why is the word God so important to Christians?	**Big Question** Why do Christians put a cross in an Easter Garden?	**Big Question** What makes places special?	**Big Question** What can we learn from stories?

develop spiritually, morally, culturally, socially and emotionally. They learn about our Christian values, alongside other faiths and are empowered to make positive choices.						
Communication and Language Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, sharing stories and poems, rhyme time and show & tell.	**Listening, Attention and Understanding** Children will be able to understand how to listen carefully and know why it is important. **Speaking** Children will talk in front of small groups and their teacher offering their own ideas.	**Listening, Attention and Understanding** Children will begin to understand how and why questions. **Speaking** Children will learn new vocabulary and use it in play/conversations. Children will learn & recote different poems/rhymes by heart.	**Listening, Attention and Understanding** Children will learn to ask questions to find out more. **Speaking** Children will talk in sentences using conjunctions, *e.g. and, because.*	**Listening, Attention and Understanding** Children will retell a story and follow a story without pictures or props. **Speaking** Children will engage in nonfiction books and use new vocabulary in different contexts	**Listening, Attention and Understanding** Children will be able to understand a question such as who, what, where, when, why and how. **Speaking** Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	**Listening, Attention and Understanding** Children will be able to have conversations with adults and peers with back-and-forth exchanges. **Speaking** Children will use talk in sentences using a range of tenses.
	Listening, Attention and Understanding ELG: 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 conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking ELG:** 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.					
Personal, Social and Emotional Development Children develop their personal, social and emotional skills throughout the year through the SCARF programme, circle times, social stories, diversity & inclusivity stories etc.	**Self-Regulation** Children will be able to follow one-step instructions. Children will recognise different emotions. Children will focus during short whole class activities. **Managing Self** Children will learn to wash their hands independently. Children will change shoes for Forest School. **Building Relationships**	**Self-Regulation** Children will talk about how they are feeling and consider others' feelings. **Managing Self** Children will understand the need to have rules. Children will learn some ways of keeping their body fit and well. Children will change for Forest School and into costumes with support. **Building Relationships** Children will begin to develop	**Self-Regulation** Children will be able to focus during longer whole class lessons. **Managing Self** Children will develop independence when dressing and undressing. **Building Relationships** Children will be able to use taught strategies to support with turn taking.	**Self-Regulation** Children will identify and moderate their own feelings socially and emotionally. **Managing Self** Children will manage their own basic needs independently. Children will learn to dress themselves independently. **Building Relationships** Children will listen to the ideas of other children and agree on a solution and compromise.	**Self-Regulation** Children will be able to control their emotions using a range of techniques. **Managing Self** Children will begin to show resilience and perseverance in the face of a challenge. **Building Relationships** Children will learn to work as a group.	**Self-Regulation** Children will be able to follow instructions of three steps or more. **Managing Self** Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. **Building Relationships** Children will have the confidence to communicate with adults around the school.,

	Children will seek support from adults and gain confidence to speak to peers and adults.	Friendships.				especially the Year 1 team and KS1 staff.
	SCARF – Being my Best	**SCARF – Growing & Changing**	**SCARF – Valuing Difference**	**SCARF – Me & My Relationships**	**SCARF – Rights & Respect**	**SCARF – Keeping Myself Safe**
	Self-Regulation ELG: 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 activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self ELG:** 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, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships ELG:** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					
Physical Development Children improve their gross and fine motor skills daily by engaging in different Busy Fingers activities eg threading, cutting, weaving, playdough, mark making, construction, drawing, writing, Dough Disco. Daily Morning Work has a fine motor & writing focus.	**Gross Motor** Children will learn to move safely in a space. Children will develop overall body-strength, balance, co-ordination and agility. **Fine Motor** Children will begin to use a tripod grip when using mark making tools**.**	**Gross Motor** Children will explore different ways to travel using equipment. Children will practise basic movements including running, jumping, rolling & catching. **Fine Motor** Children will accurately draw lines, circles and shapes to draw pictures.	**Gross Motor** Children will jump and land safely from a height. Children will balance on a variety of equipment and climb. **Fine Motor** Children will handle scissors, pencil and glue effectively.	**Gross Motor** Children will be able to control a ball in different ways. **Fine Motor** Children will use cutlery appropriately.	**Gross Motor** Children will move safely with confidence and imagination, communicating ideas through movement. **Fine Motor** Children will hold scissors correctly and cut out small shapes.	**Gross Motor** Children will be able to play by the rules and develop coordination. **Fine Motor** Children will form letters mostly correctly using a tripod grip.
	PE Movement & Dance Yoga Soft Play - Obstacle Courses		**PE** Ball skills Gymnastics Adventure Playground/ Gym Trail		**PE** Dance Athletics Sports Day	
	Gross Motor ELG: 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 ELG:** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.					
Literacy Children take part in daily Little Wandle Phonics lessons, read three times a week in a group, and receive	**Comprehension** Children will independently look at a book, hold it the correct way and turn pages.	**Comprehension** Children will engage and enjoy an increasing range of books.	**Comprehension** Children will act out stories using recently introduced vocabulary.	**Comprehension** Children will be able to talk about the characters in the books they are reading.	**Comprehension** Children will retell a story using vocabulary influenced by their book.	**Comprehension** Children will be able to answer questions about what they have read.

daily keep up sessions where needed. Each week new rhymes and poems are introduced and recited. Daily Morning Work has a fine motor & writing focus. Stories are shared with the class daily. We use Drawing Club to encourage a love of creative writing, as well as adult led word/sentence level writing activities.	**Word Reading** Children will segment and blend sounds together to read words. **Writing** Children will give meanings to the marks they make. Children will begin to write CVC words supported by adult. Children will learn correct letter formation using Little Wandle formation phrases.	**Word Reading** Children will begin to read phrases and sentences using phonic and tricky word knowledge. **Writing** Children will learn how to spell and write words and short phrases using the phonemes known. Children will learn correct letter formation using Little Wandle formation phrases.	**Word Reading** Children will recognise taught digraphs in words and blend the sounds together. Children will read longer sentences, using phonic and tricky word knowledge. **Writing** Children will learn how to spell and write longer words and short phrases using the phonemes known. Children will learn correct letter formation using Little Wandle formation phrases.	**Word Reading** Children will recognise taught digraphs in longer and compound words and blend the sounds together. Children will read longer sentences, using phonic and tricky word knowledge. **Writing** Children will learn how to spell and write longer words and short phrases using the phonemes known. Children will write a short dictated sentence. Children will be writing independently.	**Word Reading** Children will recognise taught digraphs in longer and compound words and blend the sounds together. Children will read longer sentences, using phonic and tricky word knowledge. **Writing** Children will learn how to spell and write more complex words and short phrases using the phonemes known. Children will write a longer dictated sentence. Children will begin writing more than one sentence/phrase independently.	**Word Reading** Children will recognise taught digraphs in longer and compound words and blend the sounds together. Children will read longer sentences, using phonic and tricky word knowledge. **Writing** Children will learn how to spell and write more complex words and short phrases using the phonemes known. Children will write a longer dictated sentence. Children will be writing short texts independently.
	Comprehension ELG: 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 discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading ELG:** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing ELG:** 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.					
Mathematics White Rose Maths is used as the basis to the Maths curriculum, taught daily. Children have opportunities to practise and embed Maths skills in the Continuous Provision and as adult-led activities.	**Number** Children will have a deep understanding of 1-3. **Numerical Patterns** Children will verbally say which group has more or less & compare amounts.	**Number** Children will have a deep understanding of numbers 1-5. **Numerical Patterns** Children will compare equal and unequal groups. Pattern and time.	**Number** Children will have a deep understanding of numbers 1- 8 including 0. **Numerical Patterns** Children will combine amounts and make pairs.	**Number** Children will have a deep understanding of numbers 1 10. **Numerical Patterns** Children will add and subtract using number sentences, including number bonds to 10.	**Number** Children will deepen understanding of numbers beyond 10. **Numerical Patterns** Children will share quantities equally. They will learn about odd/even numbers.	**Number** Children will know number bonds to 10, including doubling facts. **Numerical Patterns** Children will be able to count beyond 20 and higher. Mapping skills.
	White Rose Match Sort and Compare Talk About Measure and Pattern Baseline Assessments	**White Rose** It's me 1,2,3 Circle and Triangles 1,2,3,4,5 Shapes with 4 sides	**White Rose** Alive in 5 Mass and Capacity Growing 6, 7,8	**White Rose** Length, height and time Building 9 and 10 Explore 3D shapes	**White Rose** To 20 and Beyond How Many Now? Manipulate, compose and decompose	**White Rose** Sharing and Grouping Visualise, build and map Make connections

	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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
Understanding the World Children will learn about similarities and differences in the world around them. They will learn to make observations of the natural and man made world around them, talking about how and why things change. It includes opportunities for curiosity both indoors and outdoors, enhanced by weekly Forest School sessions.	**Past and Present** Children will talk about members of their immediate family and community. Children will know about their own life story and how they have changed. **People, Culture and Communities** Children will know about features of the immediate environment. **The Natural World** Children will understand the terms 'same' and 'different'. Children will explore different materials & their properties. Children will explain what they see, hear and feel.	**Past and Present** Children will talk about the lives of people around them. Children will know about how people celebrate now and in the past. **People, Culture and Communities** Children will know that countries across the world have different environments and different beliefs and celebrations. **The Natural World** Children will explore and ask questions about the natural world around them. Children will explore uses of materials. Children will learn how animals and plants respond to their different environments. Children will explore seasonal change.	**Past and Present** Children will learn about space exploration and talk about astronauts, rockets and significant events in space history. **People, Culture and Communities** Children will learn about Earth as part of space and explore how people in different places observe, explore and learn about the Moon, stars and planets. **The Natural World** Children will explore the Sun, Moon, stars and planets. Children will learn about day and night and how the Earth's movement affects our environment.	**Past and Present** Children will learn about traditional tales and how stories, characters and storytelling have been shared through generations. Children will explore how people lived in the past through familiar fairy tales. **People, Culture and Communities** Children will explore different settings, characters and communities within traditional tales. Children will learn that stories and traditions can be different across cultures and communities. **The Natural World** Children will explore animals, plants and natural environments featured in traditional tales. Children will investigate materials and natural objects, and explore how they can be used to create story settings.	**Past and Present** **b** **People, Culture and Communities** Children will learn about where different fruits, vegetables and plants are grown around the world. Children will explore how people use plants for food, medicine, clothing and decoration. **The Natural World** Children will make observations about plants discussing similarities and differences. Children will plant & grow flowers, fruits, vegetables. Children will make observations about animals & plants discussing similarities and differences. Children will tend to plants grown.	**Past and Present** Children will learn about how seaside communities and places have changed over time. Children will explore old and new seaside holidays, transport and seaside activities. **People, Culture and Communities** Children will learn about seaside environments and the people who live and work there. Children will know that simple symbols are used to identify features on a map. Children will explore features of the seaside. **The Natural World** Children will explore the plants and animals found at the seaside and learn how they are adapted to their coastal environment. Children will explore changes in the sea, weather, tides and seasons.
	People, Culture and Communities	**People, Culture and Communities**	**People, Culture and Communities**	**People, Culture and Communities**	**People, Culture and Communities**	**People, Culture and Communities**

	What makes people special?	What is Christmas? Why perform a nativity?	Why is the word God so important to Christians?	Why do Christians put a cross in an Easter Garden?	What makes places special?	What can we learn from stories?
	Past and Present ELG: 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 experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **People, Culture and Communities ELG:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences 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 life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **The Natural World ELG:** Explore the natural world around them, making observations and 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.					
Expressive Arts and Design Children develop their musical skills through rhymes, group singing and exploring a range of instruments, encouraging them to build confidence, rhythm, listening skills and an enjoyment of music. Children learn to appreciate and develop awareness of cultural experiences. Children are encouraged to share & explain thinking, and to realise their own unique expressions.	**Being Imaginative** Children will sing and perform nursery rhymes. Children will keep a beat using body or instruments. **Creating with Materials** Children will experiment mixing with colours. Children will talk about significant artists & their work.	**Being Imaginative** Children will experiment with different instruments and their sounds. Children will begin to use simple musical terms. Children will respond to music in a range of ways (e.g. movement, talking, artwork). **Creating with Materials** Children will experiment with different textures. Children will create in 3D.	**Being Imaginative** Children will listen attentively, move to and talk about music, expressing feelings & responses. Children will develop rhythm. **Creating with Materials** Children will safely explore different techniques for joining materials.	**Being Imaginative** Children will move in time to the music. Children will learn & perform Easter songs. **Creating with Materials** Children will make props and costumes for different role play scenarios.	**Being Imaginative** Children will play an instrument following a musical pattern. **Creating with Materials** Children will explore and use a variety of artistic effects to express their ideas, feelings & natural objects.	**Being Imaginative** Children will invent their own narratives, stories and poems. **Children will learn & perform songs for EYFS class worship.** **Creating with Materials** Children will share creations, talk about process and evaluate their work. Children will create sculpture.
	Art/ DT Self portraits Skeleton Art Light Day Crafts	**Art/ DT** Bonfire Art Rangoli patterns Salt dough diwa lamp Christmas biscuits and decorations (DT)	**Art/ DT** Suncatchers Planet watercolours Yayoi Kusama stars Keith Haring aliens	**Art/ DT** Mental Health Week Art Fairy Tale Printing Easter Crafts Gingerbread Men (DT)	**Art/ DT** Andy Warhol Flowers Fruit Kebabs (DT) Giuseppe Arcimboldo faces	**Art/ DT** Junk Model sea creatures (DT) Beach huts Beach collages Pirate Ships
	Creating with Materials ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role-playing characters in narratives and stories. **Being Imaginative ELG:** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					

The characteristics of effective teaching and learning At St Mary's we observe, plan and reflect on children's learning and development using the Characteristics of Effective Learning and Teaching and adapt our practice in line with the children's needs.	In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: • playing and exploring – children investigate and experience things, and 'have a go' • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things