

Education charter		Who am I?	Inspiration	Influence and change		Who am I becoming?	
PSHE/Jigsaw		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Nursery		Autumn	Winter	Spring		Summer	
Theme		Travel and Transport	Growing	1. Structures 2. The natural world		1. Space 2. Forest/Jungle	
Question		What’s the best way of getting around?	How can I become the best I can be?	1. What if you could build your perfect house? 2. What’s at the ends of the Earth?		1. What can we find beyond the sky? 2. What would you take with you for a journey into the unknown?	
Home Learning Project		Make a type of transport	Research and make flowers	1. Make their home 2. Make a volcano		1. Create some space art 2. Research an animal and create an animal/mask and their habitat	
Texts and Rhymes	Talk 4 Write	The Little Red Hen	The Enormous Turnip	1. The Three Little Pigs 2. Billy Goats Gruff		1. Goldilocks and the Three Bears 2. Little Red Riding Hood	
	Key text	Naughty Bus	Jasper’s Beanstalk	1. This is our house – Michael Rosen 2. Snail and the Whale		1. Whatever Next! 2. Gruffalo	
	Key rhyme	The Wheels on the Bus	Mary, Mary Quite Contrary	1. London bridge is falling down 2. Incy Wincy Spider		1. Five little men in a flying saucer 2. Five little monkeys	
Quality Texts to Support Enquiry		<ul style="list-style-type: none">• Rosie’s Walk• Room on the Broom• Duck in the Truck• Dig, Dig, Digging• The Train Ride• Mr Gumpy’s Motor Car• Journey• The Hundred Decker Bus• Amelia Earhart	<ul style="list-style-type: none">• Farmer Duck• The Very Hungry Caterpillar• The Teeny Weeny Tadpole• Yucky Worms• Oliver’s Vegetables• Eddie’s Garden and How to Make Things Grow• The Growing Story• Planting a Rainbow	1. <ul style="list-style-type: none">• Fix it Duck• Goodnight, Goodnight, Construction Site• Iggy Peck, Architect• Let’s build a house• The True Story of the 3 Little Pigs 2. <ul style="list-style-type: none">• Where the Wild Things Are• We’re Going on a Bear Hunt• Billy’s Bucket• Rainbow Fish• What a Waste: Rubbish, Recycling and Protecting Our Planet		1. <ul style="list-style-type: none">• Dogs in Space• Beegu• How to catch a star• Aliens love underpants• Q Pootle 5 2. <ul style="list-style-type: none">• The Gruffalo• The Gruffalo’s Child• Rumble in the Jungle• Handa’s Surprise• Walking Through the Jungle• Slowly, slowly, slowly	
Communication and Language		Listens to others one to one or in small groups, when conversation interests them. Understands use of objects (e.g. what do we use to cut things?) Uses vocabulary focused on objects and people that are of particular importance to them.	Is able to follow directions (if not intently focused on own choice of activity) Focusing attention – still listen or do, but can shift own attention Responds to simple instructions, e.g. to get or put away an object Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses intonation, rhythm and phrasing to make the meaning clear to others.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’, by carrying out an action or selecting correct picture. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Uses a range of tenses (e.g. play, playing, will play, played).		Listens to stories with increasing attention and recall. Beginning to understand ‘why’ and ‘how’ questions Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and give explanations. Asks e.g. who, what, when, how.	

			Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'	Builds up vocabulary that reflects the breadth of their experiences.	
Personal, Social and Emotional Development		Welcomes and values praise for what they have done Demonstrates friendly behaviour and initiating conversations and forming good relationships with peers and familiar adults.	Can select and use activities and resources with help Shows confidence in asking adults for help Begins to accept the needs of others and can take turns and share resources sometimes with support from others Initiates play, offering cues to peers to join in	Keeps play going by responding to what others are saying or doing Is more out going to unfamiliar people and more confident in new social situations Aware of own feelings and knows that some action and words can hurt others' feelings Enjoys the responsibility of carrying out small tasks Can usually tolerate delay when needs are not immediately met and can understand wishes may not always be met.	Can play in a group extending and elaborating play ideas, e.g. building up role play activity with other children Confident to talk to other children when playing and will communicate freely about own home and community Can usually adapt behaviour to different events, social situations and changes of routine
Physical Development		Moves freely and with pleasure and confidence in a range of ways such as slithering, walking, running, jumping, skipping, sliding, hopping Gains more bowel and bladder control can attend to toileting needs most of the time themselves Can usually manage to wash own hands Dresses with help Mounts stairs or steps with alternate feet Can tell adults when hungry or tired or when they want to rest or play.	Walks down stairs two feet to one step carrying a small object Runs skilfully and negotiates space successfully adjusting speed or direction to avoid obstacles Can stand momentarily on one foot Draws Lines and circles using gross motor movements	Uses one handed tools and equipment e.g. makes snips in paper with child scissors Can catch a large ball Hold pencil between thumb and two fingers no longer using whole hand grasp Understands that equipment and tools have to be used safely	Hold pencil near point between first two fingers and thumb and uses it with good control Can copy some letters e.g. form own name Observes the effect of activity on body Experiments with different ways of moving Dry and clean during the day
Phonics		Phase 1 Environmental and instrumental sounds/ Body percussion and Voice Sounds	Phase 1 Alliteration/ rhythm and rhyme	Phase 1 Oral Blending and segmenting	Phase 1 Review Phase 2 exposure where appropriate
Literacy	Reading	Looks at books independently Handles books carefully Holds books the correct way up and turns pages	Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration Recognises rhythm in spoken words Suggests how the story might end Shows interest in illustrations and print in books and print in the environment. Knows information can be relayed in the form of print. Knows that print carries meaning and, in English, is read from left to right and top to bottom	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Listens to and joins in with stories and poems, one-to-one and also in small groups	Listens to stories with increasing attention and recall. Being aware of the way stories are structured. Describes main story settings, events and principal characters Recognises familiar words and signs such as own name and advertising logos.

	Writing	Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'	Mostly gives meaning to marks as they draw and paint	May imitate letters to communicate meaning Ascribes meanings to marks that they see in different places.	Can copy some letters e.g. form own name
Mathematics	Number	Uses number names and number language spontaneously Uses some number names accurately in play Recites numbers in order to 10	Shows an interest in number problems Count reliable 5 objects Beginning to represent numbers with finger or marks on paper Shows curiosity about numbers offering comments or asking questions Shows and interest in representing numbers	Recognises some numerals of personal significance Counts objects to 10 and begins to count beyond 10 Counts out a given number form a larger group Shows some interest in numerals in the environment Sometimes matches numeral to quantity correctly compares two groups of objects saying when they have the same number	Realises that not only numbers can be counted Knows that numbers identify how many objects are in a set Shows curiosity about numbers and asks questions Separates a group of three or four objects in different ways beginning to recognise the total is the same
	Shape, space and measure	Show an interest in shape and space	Shows an awareness of similarities of shape in the environment Shows an interest in shape through a sustained construction activity Uses shape appropriately in tasks	Beginning to talk about shapes of everyday objects Begin to use mathematical names for 2D shapes and use mathematical terms to describe them	Uses positional language

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Reception		Autumn	Winter	Spring		Summer	
Theme		Superheroes	Expeditions	Under the sea/water		Minibeasts	
Question		What powers does your superhero have?	What shall we pack for our expedition? What is an expedition? How could we prepare for an expedition?	How can we preserve our underwater environment?		What do minibeasts do for us?	
Communication Language and Literacy	Talk 4 Write	We're Going on a Bear Hunt	Jack Frost Poem			The Hungry Caterpillar	
	Key text	Supertato		Billy's Bucket		Aaarrgghh Spider!	
	Key rhyme						
		Can show listening skills Follow simple instructions Talk about what has happened Sit quietly in activity	Listen and respond appropriately to stories Respond to refrains Describe using prepositions Use 'and' 'because' in a sentence Language for role play	Listening attentively in different situations Able to follow a story without pictures and prompts Can listen and then complete an activity Ask questions and use different tenses Use tense correctly Respond appropriately in different situations		Links statements in an organised way Create own narrative Listen and respond to peers ideas Listen to complex instructions Able to express themselves being aware of the listener Extend vocab and use new vocab in role play	
Phonics		Teaching Phase 2 alongside Phase 1 To know most Phase 2 letters and the sound they represent To begin to orally blend and segment	Can orally blend and segment Use knowledge of Phase 2 to read CVC words Recognise phase appropriate 'tricky' words Begin to write CVC words using their knowledge of sounds and identifiable letters.	Phase 3 phonics. Phase 3 digraphs. Use knowledge of sounds and words to write simple sentences		Phase 4 phonics. Recap Phase 3/4 phonics. Writing recounts. Exploring different forms of writing.	
Personal, Social and Emotional Development		Forming good relationships and including other is play i.e. sharing Selecting own resources Communicating with peers and listening Class codes and positive behaviour policy	Explain own knowledge and asks questions Takes on responsibility Confident in different social situations Aware of others feelings Solving their own problems Working as a group	Finds compromise with peers Confident to talk about own needs and opinions Understands own actions on others Takes turns Expresses preference of activity with reasoning Knowing that some behaviour is unacceptable		Include other in their activities Can see when help is needed or not needed Adjust behaviour to different situations and can adapt to a new routine Demonstrate sensitivity to other children and form positive relationships with other children	
Physical Development		Children negotiate space Learning to use the hall safely and following instructions Uses one handed tools Dresses with help.	Experiment moving different ways on equipment, jump and land safely/move freely in different ways Use scissors and tools safely Show dominant hand Make an anti-clockwise movement	Can catch a ball Moving confidently Uses safety measures Good control and coordination in large and small movements Demonstrate increasing control over objects		Using a variety of equipment safely Understand the importance for good of physical exercise, healthy diet and talks about ways to keep healthy	

			Understand the need for a variety of food Can write some letters in name Know that equipment needs to be used safely	Use tools to change materials Manages own risk	
Mathematics	Number	<u>Maths Mastery</u> Numbers within 5	<u>Maths Mastery</u> Numbers within 8 Numbers within 10	<u>Maths Mastery</u> Addition and Subtraction Numbers within 15/20/50	<u>Maths Mastery</u> Money Addition and Subtraction Grouping and Sharing Number to 100
	Shape, space and measure	Shape Pattern		Position and Time	

