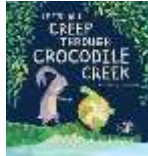
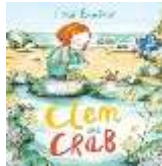




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Year Group	Enquiry Approach	Autumn		Spring		Summer	
Reception – Pears Class	Enquiry theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<i>All About Me</i>	<i>Celebrations</i>	<i>Habitats</i>	<i>Spring</i>	<i>Under The Sea</i>	<i>Summer and New Beginnings</i>
		Communication, language and literacy		Planting, life cycles, changing seasons		Sustainability and eco-focus	
	Core Text/ Rhyme – <i>Pathways To Write</i>	  Finger Family	  Old MacDonald	  Row, Row Your Boat	  Over The Irish Sea	  Tiny Tim	  There's A Dinosaur
	Enquiry Initial Engagement Question	Why am I special?	How is light special in our celebrations?	What is a habitat?	How do minibeasts help our environment?	How can we help keep the ocean clean together?	How can I make a difference in the world?
	Prior Knowledge	Prior, baseline and ongoing assessment					
	Prior Knowledge – ND Nursery	Phase 1 Super Sounds (Phonics), Enquiry Themes					
	Future Knowledge	I can talk about myself, my family around me and the lives of others		I can describe a lifecycle, I can compare different habitats		I can talk about the importance of looking after the environment	



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	Key Events	Black History Month, Harvest Festival, Diwali, Bonfire Night, Remembrance Day, Advent, Nativity		Chinese New Year, World Book Day, Ramadan, Easter		Eid, World Music Day, World Bee Day	
	Mathematics Mastery Overview	Unit 1 – Early Mathematical Experiences Unit 2 – Pattern and Early Number	Unit 3 – Numbers within 6 Unit 4 – Addition and subtraction within 6 Unit 5 – Measure Unit 6 – Shape and Sorting	Unit 7 – Numbers within 10 Unit 8 – Calendar and Time Unit 9 – Addition and subtraction within 10 Unit 10 – Grouping and sharing	Unit 11 – Number patterns within 15 Unit 12 – Doubling and Halving Unit 13 – Shape and pattern	Unit 14 – Securing addition and subtraction facts Unit 15 – Number patterns within 20 Unit 16 – Numbers patterns beyond 20	Unit 17 - Money Unit 18 – Measure Unit 19 – Explorations of patterns within number
	PSHE - Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Music - Charanga	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay



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Subject Area	Autumn		Spring		Summer		Schemes
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	3 R'S; Respect, Ready, Safe						
Personal, Social and Emotional Development (PSED)	Self-Regulation: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Self-Regulation: Identify and moderate their own feelings socially and emotionally	Self-Regulation: Talk with others to solve conflicts.	Self-Regulation: Show resilience and perseverance in the face of challenge.	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 activity, and show an ability to follow instructions involving several ideas or actions		● RWI Phonics ● Mathematics Mastery ● Pathways To Write ● Jigsaw ● Charanga
	Managing Self: Become more outgoing with unfamiliar people and show more	Managing Self: Increasingly follow rules without adult reminders and	Managing Self: See themselves as a valuable individual who can manage their	Managing Self: Shows understanding that good practices with	Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for		



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	confidence in new social situations. Usually dry and clean during the day.	understand why they are important. Able to dress/undress independently.	own needs. Select and use activities and resources to achieve a goal (with help when needed).	regards to exercise, eating, sleeping and hygiene can contribute to good health.	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: Play with one or more other children, extending and elaborating play ideas.	Building Relationships: Begin to understand how others may feel. Express their feelings and consider the feelings of others	Building Relationships: Help to find solutions to conflicts and rivalries	Building Relationships: Build constructive and respectful relationships.	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 to others' needs.	
Physical Development (PD)	Fine Show a preference for a dominant hand. Use one-handed tools and equipment, i.e, making snips in paper with scissors.	Fine Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Fine Use a comfortable grip with good control when holding pens and pencils.	Fine Develop the foundations of a handwriting style which is fast, accurate and efficient.	Fine 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.	



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	Gross Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene	Gross Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing	Gross Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; toothbrushing; sensible amounts of screen time; good sleep routine; being safe pedestrian.	Gross Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Gross 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.	
Communication and Language (CL)	Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	Listening, Attention and Understanding Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding.	Listening, Attention and Understanding Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listening, Attention and 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 conversation when engaged in back-and forth exchanges with their teacher and peers.	



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	Speaking Develop social phrases. “Good morning, how are you?” Learn new vocabulary and use it throughout the day in different contexts.	Speaking Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them.	Speaking Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well formed sentences.	Speaking Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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.		
Literacy	Core Texts: We’re Going To Find a Monster Supporting Texts: The Colour Monster All Are Welcome Little Goose’s Autumn The Same But Different Too	Core Texts: The Three Little Pigs Supporting Texts: Proudest Blue Hello Winter, Goodbye Autumn The Christmas Pine	Core Texts: Let’s All Creep Through Crocodile Creek Supporting Texts: Hello Spring Pip and Egg Tad	Core Texts: The Pirates Are Coming Supporting Texts: Christopher Nibble Betsy Buglove and The Brave Butterfly Betsy Buglove Saves the Bees	Core Texts: Clem and Crab Nonfiction: If Sharks Disappeared Supporting Texts: Somebody Swallowed Stanley The Snail and the Whale	Core Texts: Romeosaurus and Juliet-Rex Nonfiction: Meet the Weather Supporting Texts: Greta and the Giants Somebody Crunched Colin	



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					Bloom	Somebody Woke Wilson	
	Word reading	Word reading	Word reading	Word reading	Word reading		
	Phonics RWI – Set A and B: Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers Understand key concepts about print: Print has meaning; Print can have different purposes; We read English text from left to right and top to bottom; Name of different parts of a book; Page sequencing.	Phonics RWI – Set C: Review all Set 1 single letter sounds speedily (teach any gaps) Blend using Set 1 C group blending lesson Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound,	Phonics RWI – Ditty: Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Phonics RWI – Red Group: Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers Read a few common exception words matched to school scheme. Read some letter groups that represent one	Phonics RWI – Green Group: Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers 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.		



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		read individual letters by saying sounds for them.		sound. Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment.		
	Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.	Comprehension Engage in extended conversations about stories, learning new vocabulary.	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.	Comprehension Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Comprehension 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.	
	Writing Write some lower case letters mostly correctly.	Writing Use some of their print and letter knowledge in their early writing. Form lower-case and	Writing Spell words by identifying the sounds and then writing the sound with letter/s.	Writing Write short sentences with words with known sound-letter correspondences using a capital	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.	



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		capital letters correctly.		letter and full stop.		
Mathematics	Number Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5.		Number Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.		Number 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 Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe		Numerical Patterns Count verbally beyond 10. Understand the 'one more/one less than' relationship between consecutive numbers to 10 Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning		Numerical Patterns 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.	



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	sequence of events (real or fictional) using words such as first, then, next.		skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.			
Understanding the World	Past and Present Begin to make sense of their own life story and family's history.	Past and Present Comment on images of familiar situations in the past.	Past and Present Compare and contrast characters from stories including figures from the past.		Past and Present 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 Talk about members of their immediate family and community. Name and describe people who are familiar to them.	People, Culture and Communities Recognise that people have different beliefs and celebrate special times in different ways.	People, Culture and Communities Show interest in different occupations. Continue developing positive attitudes about the differences between people. Draw information from a simple map.	People, Culture and Communities Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.	People, Culture and Communities 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.	



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	<i>The Natural World</i> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	<i>The Natural World</i> Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.	<i>The Natural World</i> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.	<i>The Natural World</i> Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.	<i>The Natural World</i> 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	<i>Creating with Materials</i> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore	<i>Creating with Materials</i> Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas	<i>Creating with Materials</i> Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin	<i>Creating with Materials</i> Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop	<i>Creating with Materials</i> 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.	



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	colour and colour mixing	like movement or loud noises.	to use these shapes to represent objects.	storylines in their pretend play.		
	<i>Being Imaginative and Expressive</i> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	<i>Being Imaginative and Expressive</i> Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'.	<i>Being Imaginative and Expressive</i> Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses.	<i>Being Imaginative and Expressive</i> Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	<i>Being Imaginative and Expressive</i> 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.	
<i>British values</i>	• <i>Tolerance of different faiths and beliefs</i> • <i>Democracy</i> • <i>Mutual Respect</i> • <i>Individual Liberty</i> • <i>Rule of Law</i>					



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	Nursery vocab	Reception vocab
Physical Development	Gross - Run, jump, walk, hop, kick, throw, catch, climb, up, down, balance Fine – open, close, cut, thread, pinch, roll, pat, squeeze	Gross - Jog, skip, pass, dodge, tackle, under, over, dribble, target Fine – snip, kneed, pincer grip,
Personal, Social and Emotional Development	Feelings, happy, sad, scared, mad Healthy, unhealthy Kind, unkind, sharing Toes, feet, legs, tummy, arms, hands, fingers, head, ears, eyes, nose, mouth, teeth Friend	Emotions, excited, upset, anxious, worried, angry, unsure Patient, resilient, generous Ankle, knees, hips, stomach, shoulders, eyebrows, eyelashes, gums,
Communication and Language	Talking, listening Question, answer	Speaking, shouting, hearing, respond Discussion, discuss, Vocabulary, Predict



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Mathematics	One, two, three, four, five More, less, same Big, small, little, high, low, tall, short, heavy, light Altogether, another one Under, over, next to, in, out, on Side, corner, straight, flat, round Square, circle, rectangle, triangle, star, heart First, next, then Days of week, Months of year Money Spots, stripes,	Numbers one to twenty Bigger, smaller, higher, lower, taller, shorter, heavier, lighter, measure, compare Add, subtract Beside, behind, in front of Curved, 2D, 3D, Hexagon, pentagon, semi-circle, diamond First, second, third, after, before Days of week, Months of year Yesterday, tomorrow, today Coins, Pounds, penny Pattern, repeating
Understanding the World	Autumn, Winter, Spring, Summer Cold, hot Sunny, windy, rainy, snowy, cloudy, rainbow, icy, Look, hear, smell, taste, feel Eyes, ears, nose, mouth, hands Woods, beach, dunes, trees, flowers, insects, sand, stones, seed, mud, water, sunshine, warm Home, Great Yarmouth, seaside,	Autumn, Winter, Spring, Summer, Seasons - features Boiling, warm, freezing, chilly, Partly cloudy, hail, foggy, frosty Senses Evergreen, blossom, plants, leaves, stems, petals, roots, minibeasts, soil, food Hatch, hatchling, parent, youngster. Land, Ocean, countries, man made, natural, mountains, environment



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	Egg, baby, hatch, Mummy, Planet, Earth, hot, cold	
Literacy	Book, story, information book, pages, rhyme, Words, letters, sounds Reading, writing	Book, fiction, non-fiction, cover, contents, blurb, poem Fred fingers, fred talk, special friends, blending, Capital letter, finger spaces, full stop, punctuation, caption, sentence
Expressive Arts and Design	Red, yellow, blue, purple, green, orange, black, white, brown, grey Paint, pencils, felt pens, chalk, paintbrush, glue, tape, paper, Stick, make, draw, colour, paint,	Light, dark, shade, mix, palette. Watercolour, poster paint, crayons, thick, thin, card, tissue paper, glue stick, PVA Glue, sellotape, masking tape Join, collage, spread, create