

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Values & Virtues	Eloquent and Truthful	Faith-filled & Hopeful	Curious & Active	Intentional & Prophetic	Grateful & Generous	Attentive & Discerning	
Religious Education	Creation People who help us	People who help us Advent	Christmas Baptism	Lent People who help us	Pentecost	Prayer	
Phonics	Phase two phonics: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss		Phase three phonics: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er		Phase Four Phonics: We will be learning to segment and blend 4 and 5 sound words such as stamp, paint, stand. With all of the sounds that we have previously learned.		
Reading	Understand the five key concepts about print. – Print has meaning. – Print can have different purposes. -We read English text from left to right and from top to bottom. - The names of the different parts of a book. - Page sequencing. (3&4yrs) Read individual letters by saying the sounds for them. (Children in reception) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Reception)	Read some letter groups that each represent one sound and say sounds for them. (Children in reception) Read a few common exception words matched to the school's phonic programme. (Reception)	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Children in reception) Read words consistent with their phonic knowledge by sound-blending. (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)	Read words consistent with their phonic knowledge by sound-blending. (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)	This Term will be aiming to reach our Early Learning Goals: Children will be taught to Say a sound for each letter in the alphabet and at least 10 digraphs, read words consistent with their phonic knowledge by sound-blending and read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Children will also be taught to 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	Children will be encouraged to write some or all of their own name and write some letters accurately (3&4 years) Topics will include: Ourselves Family Pets Book list Only one you What Makes Me a Me Once There Were Giants Kippers Pet	Children will be learning to Spell words by identifying the sounds and then writing the sound with letter/s. (Children in reception) Topics will include: Fireworks and Gunpowder plot Kipper's Birthday by Mick Inkpen Diwali Christmas (lists and letters) Hannukah Book List Kippers Birthday Binny's Diwali Eight Candles to Light Celebrations Around the World The Jolly Postman	Children will be learning to Spell words by identifying the sounds and then writing the sound with letter/s. (Children in reception) Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (Children in reception) Topics will include: The world and beyond Book List There's a Tiger in the Garden The Emperors Egg Whatever Next	Children will be learning to Spell words by identifying the sounds and then writing the sound with letter/s. (Children in reception) Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (Children in reception) Re-read what they have written to check that it makes sense. (Children in Reception) Topics will include: Superheroes Dinosaurs Book List Supertato Super Worm Super Manny Stands Up Stomp Dinosaur, Stomp! Dinosaurs Love Underpants	This Term will be aiming to reach our Early Learning Goals: Children will be challenged to 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 and write simple phrases and sentences that can be read by others.	Topics will include: Traditional Tales Bean Diary Chicks and chick hatching Book List: Jack and the Beanstalk Rosie's Walk Who is in the Egg? How do flowers grow?	Topics will include: Mini-Beasts Under the sea Book List: The Bad-Tempered Ladybird What the Ladybird Heard Yucky Worms Do You Love Bugs? What the Ladybird Heard at the Seaside Commotion in the ocean Dougal's Deep Sea Dive
Mathematics	Just Like Me: Matching, sorting and comparing amounts. Comparing size, mass and capacity and exploring pattern. It's Me 1 2 3! Representing 1,2, & 3 Comparing 1,2 & 3 Composition 1,2 & 3	It's Me 1 2 3! Exploring circles and triangles Positional Language Light and Dark Representing numbers to 5 One more and one less Shapes with 4 sides Time	Alive in 5! Growing 6,7,8	Building 9 and 10 Numbers to ten	This Term will be aiming to reach our Early Learning Goals: Number: Children will be taught to have a deep understanding of number to 10, including the composition of each number, Subitise (recognise quantities without counting) up to 5 and 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: They will also be taught to 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. On the move Superhero to 20 and beyond		First, then, Now Find my pattern.
Understanding the world	Topic: All About Me	Topic: Celebrations	Topic: Our world and beyond	Topic: Superheroes/dinosaurs	Topic: Growth/lifecycles	Topic: Mini-beasts/under the sea	
Past and Present	How have I changed? Toys	Remembrance Day Guy Fawkes	Famous Astronauts	Mary Anning		Holidays	
People Culture and Communities	My home My family	How we celebrate Bonfire night? How do people celebrate Diwali? How is Christmas celebrated around the world?	What is the jungle like? How is it different to my home?	Holi festival/ How do people celebrate?	People who help us	Maps	
The Natural World	Investigation: What is happening to the trees? Measuring rainwater	Investigation: What hat is best to wear today? Weather	Investigation: What happens when ice melts? What is space? What is the moon? Is Earth the Only Planet? How do we look after planet earth?	Investigation: Dinosaurs/are dinosaurs all the same? How strong is an egg?	Investigation: How does a plant need to grow? Where do chicks come from?	Investigation: What makes a good bubble? How does it float?	

PD- GM	<p>Children will be learning to:</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (3&4yrs)</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. (3&4yrs)</p> <p>Revise and refine the fundamental movement skills they have already acquired (Children in reception)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (Children in reception)</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing • mealtimes (children in reception)</p>	<p>Children will be learning to:</p> <p>Revise and refine the fundamental movement skills they have already acquired (Children in reception)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (Children in reception)</p> <p>Progress towards a more fluent style of moving, with developing control and grace. (Children in reception)</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (Children in reception)</p>	<p>Children will be learning to:</p> <p>Progress towards a more fluent style of moving, with developing control and grace. (Children in reception)</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (Children in reception)</p> <p>Develop overall body-strength, balance, co-ordination and agility. (Children in reception)</p>	<p>Children will be learning to:</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. (Children in reception)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (children in reception)</p>	<p>This Term will be aiming to reach our Early Learning Goals:</p> <p>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.</p>	
PD- FM	<p>Children will be learning to:</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. (3&4yrs)</p> <p>Use a comfortable grip with good control when holding pens and pencils. (3&4yrs)</p> <p>Show a preference for a dominant hand. (3&4yrs)</p>	<p>Children will be learning to:</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (3&4 yrs)</p> <p>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. (Children in reception)</p>	<p>Children will be learning to:</p> <p>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. (Children in reception)</p>	<p>Children will be learning to:</p> <p>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. (Children in reception)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. (Children in reception)</p>	<p>This Term will be aiming to reach our Early Learning Goals:</p> <p>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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	
Expressive Art and Design	<p>Children will be learning to:</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. (3&4yrs)</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. (3&4yrs)</p> <p>Remember and sing entire songs. (3&4yrs)</p> <p>Develop storylines in their pretend play. (Children in reception)</p>	<p>Children will be learning to:</p> <p>Sing the pitch of a tone sung by another person ('pitch match'). (3&4yrs)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (3&4yrs)</p> <p>Create their own songs or improvise a song around one they know. (3&4yrs)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Children in reception)</p>	<p>Children will be learning to:</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Children in reception)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. (Children in reception)</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. (Children in reception)</p>	<p>Children will be learning to:</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. (Children in reception)</p> <p>Explore and engage in music making and dance, performing solo or in groups. (Children in reception)</p>	<p>This Term will be aiming to reach our Early Learning Goals:</p> <p>Creating with materials</p> <p>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 and expressive</p> <p>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.</p>	
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Life to the Full (RSE)	
Multi-Faith		Thursday 4 th November Diwali 2021	Tuesday 1 st February Chinese New Year 2022	Saturday 19 th March Holi 2022	4 th -6 th June Shavuot 2022	
Educational Visits/Workshops		Birches Valley Winter Walks	Wonderland- Telford	Dinosaur Workshop with Palaeontologist Graham		The Sea Life Centre Birmingham

To learn more about our RE curriculum, please click the link on our year group page, titled "R.E in Year R"

You can also learn more about our year group curriculum by clicking the links on our year group page called 'National Curriculum 2014'