

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Right of the month	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practise your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
Skills Builder	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High	June: Leadership July: GLOBAL GOALS
Topics	Marvellous Me	Let’s Celebrate	Magic Materials	Sunshine and Sunflowers	Wriggle, Stomp and Crawl	Marvellous Machines
C&L	Learn why listening is important and develop language for communication	Ask questions and use new vocabulary in learning and play	Respond to questions, use connectives in their talk and learn rhymes and songs	Use talk to organise thinking and use different sentence tenses Retell stories	Describe events in growing detail Talk about a range of texts using a wide range of vocabulary	Connect one idea to another using a range of connectives
Literacy (see also phonics progression document)	Learn single letter GPC and write some letters accurately	Blend and segment sounds in words and begin to form lower case letters correctly	Read and write short words using GPC Start letters in the correct position	Read and write simple phrases made up of known GPC Develop some automaticity when forming letters	Write short sentences and re-read familiar books to develop fluency and confidence	Read written work to an adult Talk about a book that has been read independently.
Core Texts	King of the Classroom The Blue Umbrella What I Like About Me Anna Hibiscus	Tree: Seasons Come, Seasons Go Sometimes I am a Baby Bear, Sometimes I am a snail The Night Before Christmas	Where is the Dragon The Black Rabbit Lunar New Year Around The World	Eco Girl The Boy who Lost His Bumble From Seed to Sunflower The Little Island	Once Upon a Jungle The Storm Whale Too much Stuff A Place Called Home	Hey Water Suzy Orbit Astronaut Paper Planes The Story Machine
PD	<p>In addition to PE lessons, the continuous provision will enable children to:</p> <ul style="list-style-type: none"> 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. Develop their upper arm, shoulder strength, core strength as well as stability to support their fine motor skills Use a range of tools competently, safely and confidently 					
	<u>Using and Exploring Space</u> Use all the space available Change speed and direction	<u>Using and Exploring Space</u> Negotiate obstacles safely Aim a ball in a general direction with a bat	<u>Throwing and Aiming:</u> Try a range of throwing techniques. Copy adult movements and poses (developing	<u>Gymnastics</u> Try a range of balances Catch after bouncing/throwing upwards	<u>Athletics</u> Complete a basic relay race with adult support Make big clear actions and move in relation to the music	<u>Indoor Relay Races</u> Take part in practice races for Sports Day

			coordination /strength/balance)			
PSED	<u>Self Regulation</u> Learn about their own feelings	<u>Self Regulation</u> Learn how to consider the feelings of others and adjust their behaviour to a range of situations	<u>Self Regulation</u> Learn how to focus to the teacher for increasing periods of time	<u>Self Regulation</u> Learn how to identify their own feelings and those of others Learn how to regulate their behaviour	<u>Self Regulation</u> Set a target and reflect on their progress Learn a range of strategies to manage emotions	<u>Self Regulation</u> Give focused attention to the teacher and take account of others ideas whilst engaged in an activity
	<u>Managing Self</u> Manage their own needs Learn how to see themselves as valuable individuals	<u>Managing Self</u> Explain the need for class rules and be confident to try new activities	<u>Managing Self</u> Learn how to show resilience when facing a challenge Learn about the importance of a healthy diet	<u>Managing Self</u> Learn about independence and perseverance in the face of a challenge		<u>Managing Self</u> Talk about ways to keep safe
	<u>Building Relationships</u> Enjoy the company of other children and seek support Learn about members of the community who help us	<u>Building Relationships</u> Learn how to develop new friendships and positive relationships	<u>Building Relationships</u> Learn how to work as group and use taught strategies to support turn taking	<u>Building Relationships</u> Learn to Listen to the perspective of others when engaged in work and play	<u>Building Relationships</u> Learn how to work as a group showing sensitivity towards other needs	<u>Building Relationships</u> Show confidence when communicating with adults around the school
Maths	NCETM maths for mastery sessions					
	<u>White Rose SOL 'Just Like Me'</u> Match and Sort, Compare amounts, size, mass and capacity Exploring pattern Mastering Number	<u>White Rose SOL 'It's Me 1,2,3!'</u> Representing, comparing and composition of 1,2,3. Circles and triangles, positional language. 'Light and Dark' Numbers to 5, 1 more/less Shapes with 4 sides Time Mastering Number	<u>White Rose SOL 'Alive in 5'</u> Introducing zero, comparing numbers to 5, composition of 4 and 5, comparing mass and capacity. 'Growing 6,7,8' Numbers 6,7,8 Making pairs, combining 2 groups Length and height Mastering Number	<u>White Rose SOL 'Building 9 and 10'</u> Numbers 9 and 10, comparing numbers to 10, bonds to 10 3D Shape Pattern Mastering Number	<u>White Rose SOL 'To 20 and Beyond'</u> Building numbers beyond 10, counting patterns beyond 10 Spatial reasoning 'First, Then, Now' Adding more/taking away Spatial reasoning Mastering Number	<u>White Rose SOL 'Find My Pattern'</u> Doubling, sharing, grouping Even and odd Spatial reasoning 'On the Move' Deepening understanding of patterns and relationships Mastering Number
KUW	<u>The Natural World</u> Describe and explore their immediate environment Learn about position and use basic locational vocabulary	<u>The Natural World</u> Recognise that some environments are different to the one they live in Observe changes in weather, environment and daylight hours	<u>The Natural World</u> Learn about changes in matter and explore a range of materials Explore and observe shadows Talk about the features on a map	<u>The Natural World</u> Explore and observe the natural world Observe the effect of changing seasons on natural world Learn that animals are different and live in different places	<u>The Natural World</u> Learn there are some similarities and differences between their natural world and contrasting environments	<u>The Natural World</u> Investigate forces through play and talk, using their senses Explore travel and movement Create a simple map

	<p><u>Past and Present</u> Explain their life story Learn about the lives and roles of adults in the community</p>	<p><u>Past and Present</u> Learn about the past through stories/rhymes/songs Learn about different clothes for different times of the year</p>	<p><u>Past and Present</u> Learn about figures from the past</p>	<p><u>Past and Present</u> Learn, discuss and compare celebrations in their recent past</p>		<p><u>Past and Present</u> Learn and discuss similarities and differences between the past and now drawing upon experiences Learn about figures from the past</p>
	<p><u>People and Communities</u> Talk about people who are familiar to them Respond to questions about what different communities do</p>	<p><u>People and Communities</u> Understand about celebrations in the UK and around the world Learn about different beliefs and that some places are special to members of the community</p>	<p><u>People and Communities</u> Learn what Lunar New Year is and how/where it is celebrated</p>	<p><u>People and Communities</u> Learn that Christians celebrate Easter, Muslims celebrate Eid and where they are celebrated Make connections between different beliefs and understand different perspectives</p>	<p><u>People and Communities</u> Learn about similarities and differences between life in this country and others</p>	
<p>EAD There are specific focus activities linked to the topics but experimental painting, sticking, drawing, role play and responding to music are available during freeplay on a daily basis</p>	<p>Learn how to create simple representations of people Use colours for purpose</p>	<p>Safely use and explore a range of materials, tools and techniques (Kapow Junk modelling project) Use pastels and collage to respond creatively to experiences</p>	<p>Experiment with different mark making tools Expand upon different techniques for joining Explore and manipulate materials through threading/weaving and sewing (Kapow Bookmark project)</p>	<p>Share creations and talk about the process Create observational drawings Explore patterns when creating (Kapow seasonal project Easter Eggs)</p>	<p>Explore different artistic effects to express their ideas Know about primary colours and explore colour mixing Use more details when drawing people and objects</p>	<p>Plan, adapt, share and evaluate creations (Kapow Project Boats)</p>
	<p><u>Music sessions</u> Participate in Action songs; Learn simple songs and chants with accurate rhythm and some pitch accuracy</p>	<p><u>Music sessions</u> Show the beat with physical gestures; transfer the beat to untuned percussion; practice starting and stopping</p>	<p><u>Music sessions</u> Show strong/ weak iterations of the beat by alternating two physical gestures: tap+clap Start to sing while keeping a beat on untuned percussion</p>	<p><u>Music sessions</u> Copy and invent simple rhythmic motifs; Move to music in simple and compound time signatures</p>	<p><u>Music sessions</u> Develop active listening skills by recognising learned songs from picture cues or clapped rhythms; examine musical concepts of low/high and loud/quiet.</p>	<p><u>Music sessions</u> Develop control of hand held percussion instruments; control the sound of beater-struck instruments; create a sequence of sounds; layer or combine two or more sounds.</p>
<p>Computing</p>	<p>Children will be provided with a range of experiences throughout the year that will enable them to see the use of technology in their everyday lives and people who help them.</p> <p>In addition, they will undertake projects throughout the year that help them to build foundational knowledge of computational thinking, computer science skills, ict skills and digital literacy.</p>					

		<p>Learn to drag and drop with code.org</p> <p>Barefoot EYFS Activities:</p> <p>Busy Bodies</p>	<p>Barefoot EYFS Activities:</p> <p>Pattern making with snowmen, planting seeds algorithm, creating a leaf labyrinth</p> <p>Smartie the Penguin internet safety</p>		<p>Barefoot Computing -</p> <p>Safety Snakes lesson using BeeBots</p>	
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