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| <b>Communication and language</b> | <p>Understand how to listen carefully and why listening is important- circle time, role play, carpet time, story time, songs and nursery rhymes.</p> <p>Learn new vocabulary- carefully selected texts, good standard of modelled English by staff.</p> <p>Use new vocabulary in the day- opportunities to use new vocabulary in role play and small world areas.</p> <p>Ask questions to find out more- use investigation station and curiosity cube to promote children's curiosity and inquisitive nature. Children will be encouraged to ask questions.</p> <p style="padding-left: 40px;">Develop social phrases.</p> <p style="padding-left: 40px;">Use talk to work out problems- circle time</p> <p style="padding-left: 80px;">Engage in story times.</p> <p style="padding-left: 40px;">Retell the story- using repeated refrains.</p> <p style="padding-left: 40px;">Listen carefully to rhymes and songs- show an enjoyment or preference to some songs.</p> <p>Engage in non-fiction books- in role play, small world and reading area.</p> | <p>Articulate their thoughts and ideas in well-formed ideas- a love of learning and vocabulary will be encouraged through quality texts and 'Vocab badges' new vocabulary will be displayed in class and used regularly.</p> <p style="padding-left: 40px;">Connect one idea or action using a range of connectives- children will be encouraged to do this through role play opportunities and circle time.</p> <p>Describe events in some detail- circle time and show and tell will be used to support this.</p> <p style="padding-left: 40px;">Use talk to help work out problems an organise thinking and activities- through planting.</p> <p style="padding-left: 80px;">Develop social phrases.</p> <p style="padding-left: 80px;">Engage in story times.</p> <p>Listen to and talk about stories to build familiarity- through small world, role play and reading area.</p> <p style="padding-left: 40px;">Retell the story- using repeated refrains.</p> <p style="padding-left: 40px;">Listen carefully to rhymes and songs, paying attention to how they sound- rhyming words.</p> <p>Engage in non-fiction books- in role play, small world and reading area.</p> | <p>Use talk to help work out problems an organise thinking and activities, and to explain how things work and why they might happen- through our food theme.</p> <p style="padding-left: 40px;">Develop social phrases.</p> <p style="padding-left: 80px;">Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding- through small world, role play and reading area.</p> <p style="padding-left: 40px;">Articulate their thoughts and ideas in well-formed ideas- a love of learning and vocabulary will be encouraged through quality texts and 'Vocab badges' new vocabulary will be displayed in class and used regularly.</p> <p style="padding-left: 40px;">Retell the story once they have developed a deep familiarity with a text- some as exact repetition and some as their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound- encourage children to have fun with rhyme. Children to choose a few interesting words and clap out the beat structure.</p> <p>Engage in non-fiction books- in role play, small world and reading area.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> |
| <b>PD</b>                         | <p style="text-align: center;">Fine motor skills activities</p> <p style="padding-left: 40px;">Dough disco</p> <p style="padding-left: 40px;">Funky fingers</p> <p>Using scissors correctly Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p style="padding-left: 40px;"><i>For fundamental skills please see the PE overview.</i></p>   | <p style="text-align: center;">Fine motor skills activities</p> <p style="padding-left: 40px;">Dough disco</p> <p style="padding-left: 40px;">Funky fingers</p> <p>Using scissors correctly Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p style="padding-left: 40px;"><i>For fundamental skills please see the PE overview.</i></p>   | <p style="text-align: center;">Fine motor skills activities</p> <p style="padding-left: 40px;">Dough disco</p> <p style="padding-left: 40px;">Funky fingers</p> <p>Using scissors correctly Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p style="padding-left: 40px;"><i>For fundamental skills please see the PE overview.</i></p>   |



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| Literacy | <p>Phase 1 &amp; 2 phonics.<br/>Recognising letter sounds.<br/>Oral blending and segmenting cvc words.<br/>Speaking and Listening Focus<br/>Introduce new children.<br/>Building children's understanding.<br/>Focus on early reading skills.<br/>Pencil control and name writing.</p> <p><b><u>Suggested activities:</u></b><br/>Writing letters to home.<br/>Make invitation based on the Tiger who came to tea.<br/>Write postcards linked to the Jolly Postman.<br/>Make a shopping list for LRRH.</p> | <p>Phase 2 phonics.<br/>Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading HF and tricky words.<br/>Retelling and sequencing stories, instructions etc.<br/>Imperative verbs. Using adjectives to write character descriptions.<br/>Writing letters, cards and lists.</p> <p><b><u>Suggested activities:</u></b><br/>Writing letters to Santa.<br/>Create a character description for Cinderella.<br/>Basic story sequencing for the Princess and the Wizard.<br/>Talk for writing linked to the Princess and the Wizard.</p> | <p>Phase 3 phonics.<br/>Recognising letter sounds.<br/>Oral blending and segmenting cvc and cvcc words.<br/>Reading and writing HF and tricky words.<br/>Reading sentences.<br/>Continue a rhyming string.<br/>Exploring features of a non-fiction book.<br/>Understanding that information can be found in books and on the internet.</p> <p><b><u>Suggested activities:</u></b><br/>Non-fiction writing about the gingerbread man – instruction writing.<br/>Write a setting description for the Snail and the Whale<br/>Talk for writing linked to The mole who knew it was none of his business</p> | <p>Phase 3 phonics.<br/>Recognising letter sounds.<br/>Oral blending and segmenting cvc and cvcc words.<br/>Reading and writing HF and tricky words.<br/>Constructing sentences.<br/>Writing a Recount of something we have done<br/>Practice writing sentences and the features that need to be included.</p> <p><b><u>Suggested activities:</u></b><br/>Create wanted posters for Supertato.<br/>Write own poems linked to the Rhyming Rabbit.<br/>Create captions for Jack and the Beanstalk.<br/>Record a plant diary.</p> | <p>Consolidate phase 2 and 3 phonics.<br/>Recognising letter sounds.<br/>Oral blending and segmenting cvc and cvcc words.<br/>Reading and writing HF and tricky words. Constructing sentences. Writing a Recount of something we have done<br/>Practice writing sentences and the features that need to be included.</p> <p><b><u>Suggested activities:</u></b><br/>Create a diary entry for Thumbelina.<br/>Create character captions for Superworm.<br/>Story sequencing for What the Ladybird heard.<br/>Make a non-fiction factfile about minibeasts.</p> | <p>Consolidate phase 2 and 3 phonics.<br/>Recognising letter sounds.<br/>Oral blending and segmenting cvc and cvcc words.<br/>Reading and writing HF and tricky words.<br/>Constructing sentences.<br/>Writing a Recount of something we have done<br/>Practice writing sentences and the features that need to be included.</p> <p><b><u>Suggested activities:</u></b><br/>Descriptive writing based on the Tin Forest.<br/>Talk for writing linked to the Little Red Hen.<br/>Learn a section of a Squash and a Squeeze by heart.<br/>Write letters to the Fairy.<br/>Write a recount about making bread/pizza.</p> |
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| <b>Mathematics</b> | <p><u>Getting to know you.</u> Take this time to get to know the children and what they know.</p> <p><u>Just like me</u><br/>Matching and sorting, comparing amounts.<br/>Compare size, capacity, Explore pattern</p> | <p><u>It's me 1 2 3</u><br/>Representing 1 2 3<br/>Comparing 1 2 3<br/>Composition of 1 2 3<br/>Circles and triangles<br/>Positional language</p> <p><u>Light and dark</u><br/>Numbers to 5<br/>1 more, 1 less<br/>Shapes with 4 sides<br/>Time</p>  | <p><u>Alive in 5</u><br/>Introducing zero<br/>Comparing 5<br/>Composition of 4 and 5<br/>Compare mass<br/>Compare capacity</p> <p><u>Growing 6 7 8</u><br/>Making pairs<br/>Combining groups</p> | <p><u>Growing 6 7 8</u><br/>Length and height<br/>Time</p> <p><u>Building 9 and 10</u><br/>Comparing numbers to 10<br/>Bonds to 10<br/>3D shape<br/>Pattern</p>   | <p><u>To 20 and beyond</u><br/>Building numbers beyond 10<br/>Counting patterns beyond 10<br/>Spatial reasoning, match, rotate, manipulate</p> <p><u>First then now</u><br/>Adding more<br/>Take away<br/>Spatial reasoning compose and decompose</p> | <p><u>Find my pattern</u><br/>Doubling, sharing even and odd<br/>spatial reasoning building</p> <p><u>On the move</u><br/>Deepening understanding<br/>Pattern and relationships<br/>Spatial reasoning mapping</p>  |
|                    | <b>Understanding the world</b>  | <p>School environment inside and outside<br/>Meeting people who help us in our school<br/>Talking about the lives of people who are familiar to them and sharing news.<br/>Learning that we are all different in our school, but that we are all special<br/>Learning that we all enjoy different activities and that's what makes us unique.<br/>Looking at where I live<br/>My journey to school<br/>Senses<br/>Signs of Autumn</p> <p>The children will learn new games, stories and songs through the use of the interactive whiteboard.<br/>Gain a sense of time and the past, looking at pictures from early childhood. Compare toys now to toys a long time ago.<br/>Discuss their family structure- thinking about the chronology.<br/>Learn about seasonal changes- focussing on hibernation and migration.<br/>Map a route to the local postbox.<br/>Explore the area around our school using Google Maps.</p> |  | <p>Know age-appropriate ways to stay safe online.<br/>Name adults in their lives and those in their community who keep them safe.<br/>Talk about their impact on the natural world. Learning about the Chinese culture and the New Year festival.<br/>Signs of Spring Observing plants, animals and living / decaying things.<br/>Begin to learn about the wider world and places beyond our country.<br/>A range of ICT will be used e.g. Interactive whiteboards, electronic toys. ICT will also be incorporated into role play through playing with old telephones, cameras etc. E-Safety<br/>Show interest in the different jobs people do<br/>Caring for my environment</p> <p>The children will be introduced to the computer and begin to name the parts of it e.g. mouse, Interactive whiteboard.<br/>Explore materials and their reaction when added to water.<br/>Explore changing states in water- looking at snow and ice.<br/>Look at a significant figure- David Attenborough.<br/>Explore materials and their properties- waterproof or not waterproof.<br/>Explore life cycles.</p> |   | <p>Challenging stereotypes and negative attitudes promoting a positive attitude to difference<br/>Reflecting on the past year and their achievements and looking forward to new challenges<br/>Signs of Summer<br/>A range of ICT equipment will be used through focused activities and independent play.<br/>The children will continue to develop their skills using the interactive whiteboard, listening station and electronic toys.<br/>Explore the wonder of the natural world and observe changes over time, plants growing, animal life cycles, tadpoles, butterflies, chicks or ducklings.<br/>Show interest in the different jobs people do.<br/>Care for living things in our environment- bug hotel and making bird feeders.<br/>Explore where our food comes from- what animals contribute to the making of our food.<br/>Learn about the wider world and places beyond our country.<br/>Compare the countryside to the city, looking at similarities and differences.</p> |



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| Expressive art and design   | <p>Portrait painting, mixing skin colours</p> <p>Free exploration of junk resources.</p> <p>Accessing resources independently and safely. Skin coloured playdough – manipulate for a purpose.</p> <p>Explore colour mixing. Diwali lamps.</p> <p>Free exploration of different mediums- pastels, pencil crayons, wax crayons, watercolours.</p> | <p>Firework pictures and models.</p> <p>Use a range of materials including natural materials to make things. Music and movement.</p> <p>Create Christmas crafts, using weaving and threading skills.</p> <p>Leaf rubbings</p> <p>Leaf pictures- print making.</p> <p>Christmas food.</p> <p>Plan a party with decorations.</p> <p>Design an advent calendar</p> | <p>Explore paint, mixing colours, create wax resistant artwork.</p> <p>Use different materials, including natural materials, to create a collage.</p> <p>Free exploration of junk resources.</p> <p>Accessing resources independently and safely</p> <p>Create own music and movement phrases</p> <p>Free exploration of different mediums- pastels, pencil crayons, wax crayons, watercolours.</p> | <p>Easter activities</p> <p>Create Mother’s Day card using flower hammering on fabric.</p> <p>Free exploration of junk resources.</p> <p>Accessing resources independently and safely</p> <p>Free exploration of 3d modelling.</p> | <p>Design and make a bug hotel</p> <p>Using clay, create a 3D model of a bird bath, adding patterns using tools</p> <p>Create spider webs using salt art</p> <p>Create own music and movement phrases</p> <p>Finger print bugs</p> | <p>Free exploration of junk resources.</p> <p>Free exploration of different mediums- chinks, powder paint, poster paint, collage material.</p> <p>Still life drawing of flowers.</p> <p>Crepe paper painting based on ‘The Snail’ by Henri Matisse</p> |
| RE  | <p>We follow Come and See which is Catholic Primary religious educate programme for Foundation and Key Stages 1 and 2. For further detail about what is covered in the Foundation Stage please see the Foundation Stage Come and See overview which can be found on the RE page on our School website.</p>                                      |   |   |  |  |  |
| Outcomes Linked to the characteristics of effective teaching and learning |   |   |   |  |  |  |



**Children will:**

- **Have a sense of self, uniqueness and Independence**  
(Includes - Cultural capital, Personal, Social Emotional Development, Communication & Language, Wellbeing and involvement, Values,)
- **Children are connected with and contribute to their community and their world**  
(Includes Understanding The World, Personal, Social Emotional Development, - Diversity, Communication & Language, English as an Additional Language, Special Educational Needs and Disabilities, Sustainability, Cultural capital)
- **Children are happy, engaged and curious about learning**  
(Includes - Personal, Social Emotional Development, wellbeing and involvement)
- **Children persevere and are willing to take risks**  
(Includes – confidence , commitment, perseverance, independence )
- **Children communicate effectively and express their needs, likes, dislikes and ideas**  
(includes – communication & language, literacy, personal, social emotional development, diversity)
- **Children develop their fine motor and gross motor skills, strength and coordination**  
(Includes – Physical development, confidence, cooperation, perseverance)
- **Children develop foundations of mathematics**  
(Includes – mathematics)
- **Children express themselves well through the arts**  
(Includes– Art and Design, design technology, music)
- **Children with additional language are supported effectively.**

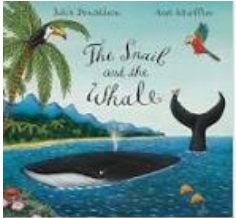

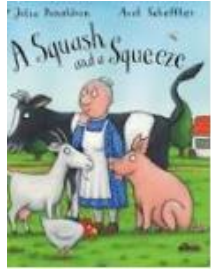
**Themes**

|                             | <b>Autumn 1<br/>My World</b>   | <b>Autumn 2<br/>Colour</b>  | <b>Spring 1<br/>Water</b>  | <b>Spring 2<br/>Changes</b>  | <b>Summer 1<br/>Colony</b>  | <b>Summer 2<br/>Food</b>  |
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| <b>Suggested activities</b> | <p>This term we will encourage the children to:</p> <ul style="list-style-type: none"> <li>-explore their new classroom, and form relationships with staff, peers and the wider school community.</li> </ul> | <p>This term we will encourage the children to:</p> <ul style="list-style-type: none"> <li>-explore the changing colours in our environment during an Autumn walk. We will observe weather and seasonal changes over</li> </ul> | <p>This term we will encourage the children to:</p> <ul style="list-style-type: none"> <li>- add water to different materials, such as, oil, salt, coffee and observe what happens once water is added.</li> </ul> | <p>This term we will encourage the children to:</p> <ul style="list-style-type: none"> <li>- grow plants and vegetables, observing and recording their life cycle and changes over time in a plant diary. We will</li> </ul> | <p>This term we will encourage the children to:</p> <ul style="list-style-type: none"> <li>-imagine what it would be like to be the size of an ant.</li> <li>- design and enhance the current bug hotel, researching what bugs</li> </ul> | <p>This term we will encourage the children to:</p> <ul style="list-style-type: none"> <li>- investigate where our food comes from, including milk, eggs, butter, cheese, flour.</li> <li>- use a pestle and</li> </ul> |



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|              | <ul style="list-style-type: none"> <li>- discuss their family structure thinking about the chronology of family members and memories from their early childhood. We will compare toys that parents and grandparents would have played with to see how they differ to modern day toys.</li> <li>- discuss their route from home to school and explain what they see on their journey.</li> <li>- write a letter to their home address, we will visit the local postbox to post our letters.</li> <li>- use primary colours to mix different skin colours and paint a portrait.</li> <li>- sing a range of songs with actions to improve coordination.</li> </ul> | <p>time. We will use non-fiction texts and stories to discuss hibernation and migration.</p> <ul style="list-style-type: none"> <li>-create repetitive printing patterns using materials found on our Autumn walk. We will use both primary and our own mixed secondary colours.</li> <li>-create potions using a mixture of different coloured liquids linked to the event of Halloween.</li> <li>-explore the Christmas story and prepare a nativity to perform for parents.</li> <li>-make Christmas crafts applying threading and weaving skills.</li> <li>- write and post a letter to Santa. We will recall the route from school to the post box and create a map of the journey.</li> </ul> | <ul style="list-style-type: none"> <li>- explore changing states of water, such as ice and snow.</li> <li>- focus on arctic animals, looking at the similarities and differences between our home and theirs.</li> <li>- look at the work of David Attenborough.</li> <li>- test materials to see if there are waterproof or not.</li> <li>- measure water and other ingredients to use in cooking as we make gingerbread.</li> <li>- create wax resistant artwork.</li> <li>- create a collage of a scene from a chosen text.</li> <li>- People who help us- firemen/ coastguards.</li> </ul> | <p>investigate what happens to a plant exposed to light/no light.</p> <ul style="list-style-type: none"> <li>-explore our changing environment on a Spring walk, observing and identifying different flowers. We will discuss why the flowers are growing due to the change in weather/temperature.</li> <li>-create artwork using flowers (collected on our Spring walk) to print on material using a mallet.</li> <li>- visit a farm to observe baby farm animals and explore life cycles.</li> <li>- explore the Easter story.</li> </ul> | <p>would like. Then revisiting to see which bugs we have attracted.</p> <ul style="list-style-type: none"> <li>- using clay, children will create their own bird bath, using tools they will create patterns in the clay. We will then paint and varnish the bird baths.</li> <li>- care for wildlife, making bird feeders, then observing which birds visit our garden.</li> <li>- create salt art spider webs, adding colour using pipettes.</li> </ul> | <p>mortar to grind grains in to flour.</p> <ul style="list-style-type: none"> <li>- explore food from around the world that uses flour, make and bake bread, pizzas and cakes.</li> <li>- look at the places food is grown, comparing the countryside to the city.</li> <li>- explore still life artwork, creating pictures of flowers in season.</li> <li>- our bodies and how to look after them.</li> <li>- People who help us- Doctors/Dentist.</li> </ul> |
| <b>Class</b> | The Tiger   | Hedgehog  | Seal pup   | Evil pea   | Thumbelina  | Fairy  |

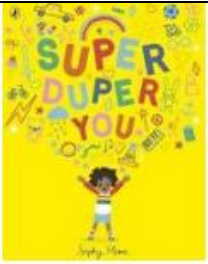
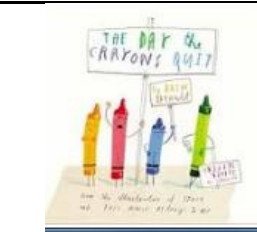
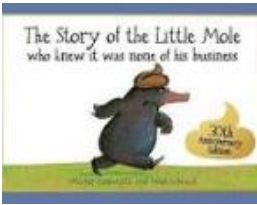
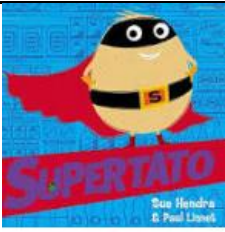

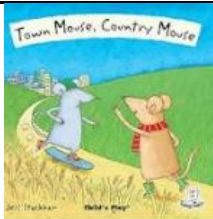


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| visitors                    | The Jolly Postman  | Christmas elf   | Gingerbread man  | The giant  | Wizard Lizard  | Country mouse and Town mouse   |
| Quality text                | <p>The Tiger who Came to Tea</p>  | <p>Princess Smarty Pants</p>         | <p>A Way Home for Wolf</p>       | <p>The Runaway Pea</p>  | <p>What the Ladybird Heard</p>  | <p>The Tin Forest</p>           |
| Rhyming or Repeated Refrain | <p>The Jolly Postman</p>         | <p>The Princess and the Wizard</p>  | <p>The Snail and the Whale</p>  | <p>Rhyming Rabbit</p>  | <p>Slinky Malinky</p>          | <p>A Squash and a Squeeze</p>  |
| Diversity                   | Love Makes a Family  | Rama and Sita   | Julian is a Mermaid  | My Shadow is Pink  | Along Came Different   | Freddie and the  |



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| <b>Traditional Tale</b> | Little Red Riding Hood<br> | Cinderella<br>           | The Gingerbread Man<br>              | Jack and the Beanstalk<br> | Thumbelina<br>     | Little Red Hen<br>        |
| <b>Wellbeing</b>        | Pumpkin Soup<br>           | The Colour Monster<br>   | The Worrysaurus<br>                  | The Lion Inside<br>        | No Matter What<br> | The Dot<br>               |
| <b>Theme</b>            | Super Duper You            | The Day the Crayons Quit | The Mole Who Knew It Was None Of His | Supertato                  | Superworm          | Country Mouse, Town Mouse |



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|   |                  |                   | Business<br>                         |                      |   |   |
| <b>Songs, chants, rhymes</b>                  | Hokey Cokey<br>Head, shoulders, knees and toes<br>The wheels on the bus<br>Miss Polly had a dolly | Five little monkeys<br>Five little men in a flying saucer<br>I can sing a rainbow<br>Alphabet song | The big ship sails on the alley alley oh<br>Five little ducks<br>Five little speckled frogs<br>Row, row, row your boat | Ten green bottles<br>Ten in a bed<br>The grand old duke of York<br>Sleeping bunnies<br>Ten fat sausages | Incy wincy spider<br>If you're happy and you know it<br>Five little monkeys swinging in the tree<br>Dingle, dangle scarecrow | Baa baa black sheep<br>Little Bo Peep<br>Old McDonald<br>Farmers in his den<br>The Muffin Man<br>Pat a cake<br>Head, shoulders, knees and toes |
| <b>Role play area</b>                         | Post Office<br>Supermarket  | Witches Lair<br>Christmas Grotto   | Airport and plane<br>Bakery  | Garden centre<br>Farm Shop  | Woodland<br>Museum   | Cafe<br>Doctors Surgery<br>Dentist   |
| <b>Small world</b>                            | Zoo<br>Village scene  | Castle/Moat<br>Halloween world<br>Winter world   | Under the Sea/Beach/Mermaid<br>Firemen/coastguard  | Fictional creatures<br>Jack and the beanstalk   | Pond<br>Farm   | Fairy garden<br>Dinosaur   |
| <b>Trips, visits, enrichment and visitors</b> | Stay and play- mums and dads<br>Grandparent   | Visit from local Artist<br>Visit from Deacon Anthony   | Fire Service<br>Trip to the beach  | Trip to a farm<br>Stay and play-planting  | Bug Box<br>Woodland walk   | Chef<br>Doctor/Dentist visit<br>Stay and play- food  |

