

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Theme</b>	<b>Amazing Animals</b> Pets, nursery rhymes	<b>On the high street</b> Local community, people who help us, festivals, road safety.	<b>Once upon a time..</b> Traditional stories, role-play.	<b>Under the Sea</b>	<b>The Great Outdoors</b> Mini-beasts	<b>In the past</b> Dinosaurs and Pirates.
<b>Key text</b>	Spot Goes to School, Eric Hill Mouse Count, Ellen Walsh The Great Pet Sale, Mick Inkpen The Pet Shop Funny Bones, Allan Ahlberg I want a Pet, Lauren Child Jacob O'Reilly wants a pet, Lynne Richards. Wibbly Pig picks a pet, Mick Inkpen The Vet- People who Help Us How many legs? Kes Gray 5 Little Pumpkins, Ben Mantel  Rashad's Ramadan and Eid Al-Fitr, Lisa Bullard. Samira;s Eid, Nasreen Aktar. It's Ramadan and Eid Al-Fitr, Richard Seba.	Emergency by Margret Mayo Police officer- People who help us collection- Amanda Askew People who help us collection- Rebecca Hunter Bonfire, Nancy Dickman Lighting a lamp, Jonny Zucker. Rama and the Demon King, Jessica Souhami. Diwali, Nancy Dickmann Nativity, Sam Taplin Christmas, Saviour Pirotta	The Little Red Hen- Jess Stockman Chicken Licken- Mandy Ross Goldilocks and the three bears- Susan Price Little Red Riding hood- Usborne Children's Books The Frog Princess- Ladybird Cinderella book and CD Stephen Tucker. Three Billy Goats Gruff book and CD- Nick Sharratt The Gingerbread Man- Gail Yerrill The Great Race: The story of the Zaodic, Emily Hiles. Chinese New Year, Saviour Pirotta	The Rainbow Fish, Marcus Pfister Sharing a shell, Lucy Donaldson Commotion in the ocean The Lighthouse keepers Lunch, Romda and David Armitage Lucy and the seaside, Shirley Hughes Vaisakhi, Deep Kaur. Mr Wolf's Pancake, Jan Feranley We're going on an egg hunt, Laura Hughes. Easter, Saviour Pirotta	Super worm, Julia Donaldson Christopher's Caterpillars, Charlotte Middleton Bad Tempered Ladybird, Eric Carle Tiny Weeny Tadpoles, Sheridan Cain What the Ladybird heard, Julia Donaldson I love bugs, Eric / First fabulous Facts, 10 wiggly caterpillars, Debbie Tarbett Aaaarrgghh Spider! Lydia Monks	Come away from the water Shirley, John Burningham Stories of Pirates, Russell Punter Pirate Boy, Eve Bunting Dinosaur Roar! Henrietta Strickland and Paul Strickland Harry and the bucket full of dinosaurs, Ian Whybrow Harry's and the dinosaurs go on holiday, lam Whybrow.
<b>Rhymes</b>	I can count number fun I can count – number fun Metre worm (MM) 10 speckled frogs 10/20 little ducks 5/ 10 Little Pumpkins	Marvellous maths- Number 9 10 little Divas Marvellous maths (MM) An elephant is heavy (MM) Which shape am I? Meter worm (MM) I can count (a spider) Counting on and back -Number Fun (NF)	Spring chicken MM 1 add 9, 9 add 1 MM Robot song MM Metre worm MM Beans. NF I am a super sphere MM	Dr Knickerboker MM Spider legs MM Doubling machine NF Sixty seconds NF Big round clock NF Days of the week song NF	How many grannies MM Sharing MM Double trouble MM An elephant is heavy MM Metre worm MM	5, 10, 15, 20 I'm selling snails MM Sharing MM I'm a super sphere MM How many grannies MM Big round clock MM
<b>Rights Respecting School</b>	<p>Article 4 Governments must do all they can to make sure every child can enjoy their rights.</p> <p>Article 24 Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p>Article 28 Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.</p> <p>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>					

<p><b>Personal, Social &amp; Emotional Development</b></p>	<p>Can join in a range of activities that interest them.</p> <p>Are confident to talk to other children when playing together.</p> <p>Can talk about what they need and what they enjoy doing, and make choices about the activities they prefer.</p> <p>Can select and use resources with support.</p> <p>Are aware of their own feelings and know that some actions and words can hurt others' feelings.</p> <p>Can take turns and share, sometimes with support from others.</p> <p>Can usually adapt their behaviour to different events, social situations and changes in routine.</p> <p>Play as part of a group, and know how to make friends with others.</p> <p>Show some awareness of other children's needs.</p> <p>Eid/ Diwali/ Christmas.</p>	<p>Are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Can talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>Can work as part of a group or class, and understand and follow the rules.</p> <p>Can adjust their behaviour to different situations, and take changes of routine in their stride</p> <p>Can play cooperatively, taking turns when playing.</p> <p>Can take account of one another's ideas about how to organise their activity.</p> <p>Can show sensitivity to the needs and feelings of others and form positive relationships with adults and other children.</p> <p>Chinese New Year/ Easter</p>	<p>Can confidently speak to a class group.</p> <p>Can talk about the things they enjoy, and are good at, and about the things they don't find easy.</p> <p>Can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p> <p>Can listen to each other's suggestions and plan how to achieve an outcome without adult help.</p> <p>Know when and how to stand up for themselves appropriately.</p> <p>Can stop and think before acting and they can wait for things they want</p> <p>Can play group games with rules.</p> <p>Understands someone else's point of view can be different from theirs.</p> <p>Can resolve minor disagreements through listening to each other to come up with a fair solution.</p> <p>Understand what bullying is and that this is unacceptable</p>
<p><b>Communication and language</b></p>	<p>Can listen to others one-to-one or in small groups when the conversation interests them.</p> <p>When listening to familiar stories and rhymes can join in at relevant points with repeated refrains and phrases and can anticipate key events.</p> <p>Can focus their attention by shifting between an activity and listening.</p> <p>Respond to instructions when, for example, they are asked to get or put away an item, and understand the meaning of words such as 'on', 'under'.</p> <p>Can identify familiar objects by the way in which they are used.</p> <p>Can connect ideas using talk, actions or objects and can retell a simple past event in correct order. They question why things happen and give simple explanations.</p>	<p>Can listen attentively in a range of situations.</p> <p>Can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Can give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Can follow instructions involving several ideas or actions.</p> <p>Can answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Can express themselves effectively, showing awareness of listeners' needs.</p> <p>Can use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Can use their own narratives and explanations by connecting ideas or events.</p>	<p>Listen to instructions and follow them accurately, asking for clarification if necessary.</p> <p>Listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</p> <p>Can express views about the events or characters in the story and answer questions about why things happened.</p> <p>Can carry out instructions which contain several parts in a sequence.</p> <p>Can show some awareness of the listener by making changes to language and non-verbal features.</p> <p>Can recount experiences and imagine possibilities, often connecting ideas.</p> <p>Can use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justifications or events.</p>
<p>Colourful semantics Language steps- Amanda Armstrong Lola's Listening rules- Ross Bailey</p>			

<p><b>Physical development</b></p>	<p>Can maintain balance when they concentrate.</p> <p>Can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles</p> <p>Can tell adults when they are hungry or tired or when they want to rest or play.</p> <p>Can dress with some assistance and can usually manage personal needs such as washing their hands and toileting.</p>		<p>Show good control and coordination in large and small movements.</p> <p>Can move confidently in a range of ways, safely negotiating space.</p> <p>Knows the importance for good health of physical exercise and a healthy diet and can talk about ways to keep healthy and safe.</p> <p>Can manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>		<p>Can hop confidently and skip in time to music.</p> <p>To know about, and can make, healthy choices in relation to healthy eating and exercise.</p> <p>Can dress and undress independently, successfully managing fastening buttons or laces.</p>	
<p><b>Physical development Aspire sports</b></p>	<p>Games/ telling familiar stories with actions.</p>	<p>Ball skills/ games.</p> <p>Circle games</p>	<p>Dance linked to traditional stories.</p> <p>Out of the Ark stories/ cultural music.</p>	<p>Gymnastics</p>	<p>Using the small apparatus</p>	<p>Using the large apparatus</p>
<p><b>Handwriting</b></p>	<p>Develop good pencil control and use of simple tools</p> <p>Can show some control over letter size, shape and orientation in writing.</p> <p>Able to form letters in their name correctly, including using a capital letter at the start of their name.</p> <p>Write dance/ nelson book 1</p>		<p>Effective use of pencils and tools</p> <p>Can form most lower and upper case letters clearly, although shape and size maybe irregular.</p> <p>Able to recognise the difference between lower case and capital letters.</p> <p>Can say what writing says and means.</p> <p>Write dance/ nelson book 2</p>		<p>Can form the majority of the alphabet correctly.</p> <p>Able to write on the lines.</p> <p>Able to form and recognise descending letters.</p> <p>Beginning to use finger spaces between words.</p> <p>Can produce writing that can be read and understood without help from the child.</p> <p>Write dance/ nelson book 3</p>	
<p><b>Writing</b></p>	<p>Write some irregular and common words- phase 2</p> <p>Write own name independently</p> <p>Use clearly identifiable letters to communicate meaning.</p> <p>Can give meaning to marks they make as they draw, write and paint.</p> <p>Can segment words orally, and use some clearly identifiable letters to communicate meaning, writing some sounds correctly and in sequence.</p>		<p>Write some irregular and common words- phase 3.</p> <p>Sparkly spelling programme introduced.</p> <p>Can use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Can write some irregular common words.</p> <p>Can write simple sentences which can be read by themselves and others.</p> <p>Can spell some words correctly and others are phonetically plausible.</p>		<p>Write some irregular and common words- phase 3/ 4.</p> <p>Can spell phonically regular words of more than one syllable.</p> <p>Can use key features of narrative in their own writing.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Simple story writing.</p> <p>Sparkly spelling programme continued.</p>	

<p><b>Reading</b></p>	<p>Read some irregular and common words- phase 2.</p> <p>Shows interest in books and can suggest how a story might end.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Can join in with rhyming and rhythmic activities.</p> <p>Rigby pink/ red books</p> <p>Phonics- phase 2/ introduce phase 3</p>		<p>Read some irregular and common words- phase 3.</p> <p>Read and write simple sentences using phonic knowledge.</p> <p>Retrieve information from non-fiction/ fiction/ICT.</p> <p>Demonstrate understanding when talk about what they have read.</p> <p>Can read and understand simple sentences.</p> <p>Can use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Can demonstrate understanding when talking with others about what they have read.</p> <p>Rigby red/ yellow books</p> <p>Phonics- phase 3</p>		<p>Read some irregular and common words- phase 3/ 4.</p> <p>Can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p>Can use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>Can describe the main events in the simple stories they have read.</p> <p>Rigby yellow/ blue books.</p> <p>Phonics phase 4.</p>	
<p><b>Poetry</b></p>	<p>Ask Mummy Ask daddy By John Agard Poetry by Heart</p>	<p>Two Little Eyes By Sheila Grove Poetry by Heart</p>	<p>Sleeping Beauty Traditional Poetry by Heart</p>		<p>A Sticky Riddle By James Carter Poetry by heart</p>	<p>The Pirate By Tony Mitton Poetry by heart</p>

<p><b>Mathematical development</b></p>	<p>Focus on number - counting skills</p> <p>Recite to 20 and beyond, recognise and order to 10,</p> <p>Count and make sets of objects to 10.</p> <p>Can match and compare the numbers of objects in two groups of up to 5 objects, recognising when the sets contain the same number of objects.</p> <p>They find one more or one less from a group of up to 5 then 10 objects.</p> <p>Can identify and describe shapes in simple models, pictures and patterns.</p> <p>Can compare the position in relation to one another such as whether one is 'behind' or 'next to' another.</p>		<p>Can count reliably with numbers from 1 to 20.</p> <p>Can place numbers 1 to 20 in order and say which number is one more or one less than a given number.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers.</p> <p>Can count on or back to find the answer.</p> <p>Can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Can recognise, create and describe patterns.</p> <p>Can explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>		<p>Can estimate a number of objects and check quantities by counting up to 10.</p> <p>Can solve problems, including doubling, halving and sharing.</p> <p>Can solve practical problems that involve combining groups of 2, 5 or 10.</p> <p>Can share into equal groups.</p> <p>Can use standard measure to estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>
<p><b>Understanding of the world</b></p>	<p>ICT: Colouring/ mouse control</p>	<p>ICT: Making Pictures</p>	<p>ICT: Camera's and recording equipment.</p>	<p>ICT: programmable toys</p>	<p>ICT: Selecting and using technology for a particular purpose.</p>
<p>Can recognise some special times or events in their lives and the lives of others.</p> <p>Talks about some of the things that make them unique, and can talk about some of the ways they are similar to, or different from their friends or family.</p> <p>Show an interest in aspects of their familiar world such as the place where they live or the environment.</p> <p>Are curious and interested about why things happen and how things work.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Bon Fire Night, Christmas. Exploring light and dark</p>		<p>Can talk about past and events in their own lives and in the lives of family members.</p> <p>Know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Talk about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Talk about similarities and differences in relation to places, objects, materials and living things.</p> <p>Recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p> <p>Knows the properties of some materials and can suggest some of the purposes they are used for.</p> <p>Are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>		<p>Knows the difference between past and events in their own lives and some reasons why people's lives were different in the past.</p> <p>Know that other children have different likes and dislikes and that they may be good at different things.</p> <p>Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p>Know that the environment and living things are influenced by human activity.</p> <p>Can describe some actions which people in their own community do that help to maintain the area they live in.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Finds out about and use a range of everyday technology.</p> <p>Selects appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>	

<b>Expressive arts and design</b>	Food technology – Healthy Lunches	Food technology – cultural foods	Food technology –baking	Food technology – Easter	Food technology – fruits and vegetables	Food technology – design and make
	<p>Can imitate and create movement in response to music.</p> <p>Joins in dancing games.</p> <p>Sing a few familiar songs.</p> <p>Explore and differentiate between colours.</p> <p>Talks and describes the texture of things, and create 3D structures.</p> <p>Create simple representations of events, people and objects.</p> <p>Sings to themselves, explore sounds, and tap out simple repeated rhythms.</p> <p>Engage in imaginative play and role-play based on their experiences.</p>		<p>Can sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Safely use and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Can use what they have learnt about media and materials in original ways, thinking about users and purposes.</p> <p>Can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		<p>Can develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p>Talk about the ideas and processes which have led them to make music, designs, images or products.</p> <p>Can talk about features of their own and others' work, recognising the differences between them and the strengths of each.</p>	
<b>Weekly singing assemblies</b>						
<b>Role play</b>	Pet shops	Doctors	Home corner or Fairy tale castle	Seaside theme	Camping/ picnics	Pirates cave/ ship
<b>Outdoor cabin role-play</b>	House with enhancements to link with cultural festivals and animals linked to pet topic.		Castle	Under the sea- Mantel of the expert	Jungle role-play linked to mini-beast and adapt to dinosaurs.	
<b>Outdoor play area</b>	Sand, water, blocks, prams, cabin home corner, beach, garage, grass area for team games, mud kitchen.					
<b>Characteristics of effective learning</b>	Finding out and exploring	Playing with that they know and being willing to 'have a go'	Making links Choosing ways to do things.	Having their own ideas	Being involved and concentrating	Keep on trying. Enjoy achieving what they set out to do.
<b>Parental workshops</b>	Reading and tricky words workshop		Numicon/ mathematics workshop		Writing/ transition workshop	
	Literacy games introducing 'Play Club Projects' and lending library- target parent workshop					
<b>Target Tigers</b>	X5 children are selected per week per class as 'target tigers' Parental meetings weekly at 3.30pm.					
<b>Educational Visits and visitors</b>	Animals in hands company visits school 'Looking after pets'	Local visits Severn Valley Railway	Hobgoblin theatre company visit school	Mantel of the expert Drama workshop in school.	Handsworth Park Life cycles of caterpillars and tadpole project	Transition- meeting new class teacher.
	Teddy bear hospital volunteers	School/ community visitors	Living Eggs Project linked to The Little Red Hen/ Chicken Licken			Graduation. Pirate picnic
Welly walks exploring environmental and seasonal change– weekly visits through the seasons						