

Rolling Plan A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4 C's	Communication	Culture	Conflict	Conflict	Conservation	Conservation
R/1/2	Happy to be me	Zero to Hero	Digging up the Past	Oceans and Seas	Weather Experts	On the Move!
English: Writing Outcome Key text	Narrative. • Imitation story <i>Recall of Beegu</i>	Chronological Report • Diary <i>History focus</i> • Floella Benjamin (Coming to England – Floella Benjamin)	Fiction 5 sentence story <i>Stone Girl Bone Girl</i> <i>Story recall</i>	Fiction Layout Writing for a purpose Letter <i>Lost and Found</i>	Geography focus Non-Fiction Information text /Instructions <i>Paddington's London Treasury by Michael Bond</i> <i>Making Marmalade sandwiches for Paddington Bear</i>	History Persuasive poster to ride a bike to school <i>Mrs Armitage on Wheels</i>
Poetry	Descriptive poem on 5 senses	Acrostic	Rhyming Poem – Please Mrs Butler	Calligram	Haiku	Kennings

Phonics/ Spelling	Rec – Start RWI phonics, set 1 sounds Year 1 – Set 2 recap sounds Year 2 – Set 3 sounds recap	Rec- Set 1 continued Year 1 – Set 2 recap Year 2 – No nonsense spelling	Rec – Start set 2 sounds Year 1 – Set 3 sounds Year 2 – No nonsense spelling	Rec – Set 2 sounds continued Year 1 – Set 3 sounds continued Year 2 – No nonsense spelling	Rec – Set 2 revised start set 3 Year 1 – revision/ phonic sounds check Year 2 – No nonsense spelling	Rec – Set 3 sounds revised all set 1 & set 2 Year 1 – Phonic gaps Year 2 – No nonsense spelling
--------------------------	--	--	---	---	---	--

Reception – Communication and language Early Learning Goals	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. A language- rich environment is need to enhance and encourage the quality conversations children have with adults and peers through the day. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. ELG: Listening, Attention and Understanding Children at the expected level of development will: - 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. ELG: Speaking Children at the expected level of development will: - 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
--	--

Reception – Literacy Early Learning Goals	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Literacy ELG: Comprehension Children at the expected level of development will: - 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. ELG: Word Reading Children at the expected level of development will: - 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. ELG: Writing Children at the expected level of development will: - 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

Maths	<u>Rec</u> Getting to know you (2WKS- baseline) Match, Sort & Compare (2 WKS) Talk about measure and patterns (2 WKS) <u>Year 1</u> Place value (3WKS) Addition and Subtraction, inc. money (6WKS over Aut 1&2) <u>Year 2</u> Place Value (3WKS) Addition and Subtraction inc. money (6WKS over Aut 1&2)	<u>Rec</u> It's Me 1, 2, 3 (2 WKS) Circles and triangles (1 WK) 1, 2, 3, 4, 5 (2 WKS) Shapes with 4 sides (1 WKS) <u>Year 1</u> Addition and Subtraction, inc. money (6WKS over Aut 1&2) Place Value and Multiplication (4WKS) <u>Year 2</u> Addition and Subtraction inc. money (6WKS over Aut 1&2) Multiplication (4WKS)	<u>Rec</u> Alive in 5 (2WKS) Mass and Capacity (1 WK) Growing 6, 7, 8 (2 WKS) Length, Height and Time (1 WK) <u>Year 1</u> Division and consolodation (2WKS) Place Value (2WKS) Measurement – Length and Height (1WK) <u>Year 2</u> Division (2WKS) statistics (2WKS) Measurement – Length and Height (1WK)	<u>Rec</u> Building 9 and 10 (3 WKS) Explore 3D shapes (2 WKS) <u>Year 1</u> Shape and consolodation (3WKS) Fractions and consolodation (3WKS) <u>Year 2</u> Properties of shape (3WKS) Fractions (3WKS)	<u>Rec</u> To 20 and beyond (2 WKS) How many now? (1 WKS) Manipulate, compose and decompose (2 WKS) <u>Year 1</u> Geometry – position and direction (1WK) Time (2WKS) Weight and volume (1WK) Problem solving and efficient methods (2WKS) <u>Year 2</u> Geometry – position and direction (1WK) Time (2WKS) Mass, Capacity and temperature (1WK) Problem solving and efficient methods (2WKS) SATS	<u>Rec</u> Sharing and grouping (2 WKS) Visualise, build and map (3 WKS) Make connections (1 WK) <u>Year 1</u> Weight and volume (3WKS) Place Value (within 100) (2WKS) Consolidation (4WKS) <u>Year 2</u> Mass, Capacity and temperature (2WKS) Consolidation (4WKS)
---------------------	--	--	---	--	---	---

Reception – Mathematics Early Learning Goals	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. Mathematics ELG: Number Children at the expected level of development will: - 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. ELG: Numerical Patterns Children at the expected level of development will: - 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					
Science	Animals Including Humans Growth (Year 2) What animals and humans need to survive Balanced diets Exercise Hygiene	Everyday Materials 2 (Year 1) Waterproof Structure Class properties Uses for furniture Fabrics and suitability	Science theme linked to EYFS Animals	Seasonal Changes (Year 1) Weather Four seasons Seasonal changes Weather changes Rainfall	Plants (Year 2) Identify, name & describe common wild and garden plants Parts of a plant Environments Trees – evergreen& deciduous Growth	Animals including humans All about animals (Year 1) Animal families Mammals and birds Amphibians, reptiles and fish Wild animals and pets

Geography	Locational knowledge Where we live Local area/ community Our house Building			Oceans and Seas To name and locate the four countries and capital cities of the United Kingdom and its surrounding seas;	Globe Explorers To use an atlas to identify and place different countries, continents and oceans.	
------------------	--	--	--	--	---	--

				To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the oceans studied at this key stage.		
History		Lives of Significant Individuals Famous People in History Floella Benjamin, Ada Lovelace & Mo Farah. Lives of significant individuals	Significant historical events beyond living memory Mary Anning Fossils			Significant Event Changes within living memory Travel and Transport - Forms of travel - Eco/ environment

Reception Understanding the world Early Learning Goals	- Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Understanding the World ELG: Past and Present Children at the expected level of development will: - 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. ELG: People, Culture and Communities Children at the expected level of development will: - 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. ELG: The Natural World Children at the expected level of development will: - 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.					
RE – Reception Syllabus	Christianity Theology How do Christians believe God created the world?	Christianity Theology Why do Christians perform Nativity plays at Christmas?	Christianity Theology Why do Christians put a cross in an Easter garden?	Christianity Theology Why do Christians put a cross in an Easter garden?	Christianity Theology Why is the word God important so to Christians?	Christianity Philosophy Should Noah trust in God?

	ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for 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. ELG: Building Relationships Children at the expected level of development will: - 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.					
Art	Drawing Tell us a story		Experimenting with colour Colour Splash		Clay Sculpture Creation Station	
DT		Sculpture Baby Bear's chair		Mechanisms Wheels and Axils		Food
Music	Music and movement (EYFS)	Nativity	Big Band (EYFS)	Big Band (EYFS)	Djembe Drumming	Djembe Drumming
Computing (Cycle A)	My Online Life (YRI)	Mini – Beast (YRI)		What is a computer? (YRI)	Making games (YR2)	Making games (YR2)

Reception – Expressive arts and design	The development of children’s artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.
---	---

Early Learning Goals	Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - 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. ELG: Being Imaginative and Expressive Children at the expected level of development will: - 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.					
PE	Football – Real PE	Dance Balanceability	Multi- skills Swimming	Balanceability Swimming	Gym	Athletics – Real PE

Rolling Plan B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4 C's	Communication	Culture	Conflict	Conflict	Conservation	Conservation
R/1/2	Tell us a story/ Happily ever after (History)	Come Fly with Me! (Geography)	Land Ahoy! (History)	Land Ahoy! (Geography)	Paddington's Passport (Geography)	Beside the Seaside! (History)
English: Writing Outcome Key text	Fiction- traditional tales/ stories with reoccurring literacy language Ugly Duckling/ The Little Mermaid by Hans Christian Anderson 3-5 Sentence story	Come Fly with Me! The Arctic Circle. Geography focus Chronological Report • Diary <i>The Great Explorer by Chris Judge</i>	History focus Chronological Report • Letter <i>The Night Pirates by Peter Harris</i> <i>Pirates Love Underpants by Claire Freedman</i> <i>The Pirates of Scurvy Sands by Jonny Duddle</i>	Geography focus Non-Fiction Poster/Infographic • A Persuasive Poster - joining a pirate crew <i>The Pirates Next Door by Jonny Duddle</i> <i>The Pirate Cruncher by Jonny Duddle</i>	Contemporary Non-fiction Weather script <i>(creative weather script)</i> <i>Meet the Weather by Caryl Hart</i>	Changing within living memory. (History) Narrative Seaside Changes within living memory in Britain The Sea Saw by Tom Percival

Poetry	Nursery Rhymes	Acrostic	Haiku	Calligram	Rhyming poem	kennings
Phonics/ Spelling	Rec – Start RWI phonics, set 1 sounds Year 1 – Set 2 recap sounds Year 2 – Set 3 sounds recap	Rec- Set 1 continued Year 1 – Set 2 recap Year 2 – No nonsense spelling	Rec – Start set 2 sounds Year 1 – Set 3 sounds Year 2 – No nonsenesne spelling	Rec – Set 2 sounds continued Year 1 – Set 3 sounds continued Year 2 – No nonsense spelling	Rec – Set 2 revised start set 3 Year 1 – revision/ phonic sounds check Year 2 – No nonsense spelling	Rec – Set 3 sounds revised all set 1 & set 2 Year 1 – Phonic gaps Year 2 – No nonsense spelling

Rolling Plan B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4 C's	Communication	Culture	Conflict	Conflict	Conservation	Conservation
R/1/2	Tell us a story/ Happily ever after (History)	Come Fly with Me! (Geography)	Land Ahoy! (History)	Land Ahoy! (Geography)	Paddington's Passport (Geography)	Beside the Seaside! (History)

Reception – Communication and language Early Learning Goals	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. A language- rich environment is need to enhance and encourage the quality conversations children have with adults and peers through the day. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. ELG: Listening, Attention and Understanding Children at the expected level of development will: - 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. ELG: Speaking Children at the expected level of development will: - 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
Reception – Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Rolling Plan B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

4 C's	Communication	Culture	Conflict	Conflict	Conservation	Conservation
R/1/2	Tell us a story/ Happily ever after (History)	Come Fly with Me! (Geography)	Land Ahoy! (History)	Land Ahoy! (Geography)	Paddington's Passport (Geography)	Beside the Seaside! (History)
Early Learning Goals	Literacy ELG: Comprehension Children at the expected level of development will: - 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. ELG: Word Reading Children at the expected level of development will: - 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. ELG: Writing Children at the expected level of development will: - 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					
Maths	<u>Rec</u> Getting to know you (2WKS- baseline) Match, Sort & Compare (2 WKS) Talk about measure and patterns (2 WKS) <u>Year 1</u> Place value (3WKS)	<u>Rec</u> It's Me 1, 2, 3 (2 WKS) Circles and triangles (1 WK) 1, 2, 3, 4, 5 (2 WKS) Shapes with 4 sides (1 WKS) <u>Year 1</u>	<u>Rec</u> Alive in 5 (2WKS) Mass and Capacity (1 WK) Growing 6, 7, 8 (2 WKS) Length, Height and Time (1 WK) <u>Year 1</u>	<u>Rec</u> Building 9 and 10 (3 WKS) Explore 3D shapes (2 WKS) <u>Year 1</u> Shape and consolodation (3WKS)	<u>Rec</u> To 20 and beyond (2 WKS) How many now? (1 WKS) Manipulate, compose and decompose (2 WKS)	<u>Rec</u> Sharing and grouping (2 WKS) Visualise, build and map (3 WKS) Make connections (1 WK) <u>Year 1</u>

Rolling Plan B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4 C's	Communication	Culture	Conflict	Conflict	Conservation	Conservation
R/1/2	Tell us a story/ Happily ever after (History)	Come Fly with Me! (Geography)	Land Ahoy! (History)	Land Ahoy! (Geography)	Paddington's Passport (Geography)	Beside the Seaside! (History)
	Addition and Subtraction, inc. money (6WKS over Aut 1&2) <u>Year 2</u> Place Value (3WKS) Addition and Subtraction inc. money (6WKS over Aut 1&2)	Addition and Subtraction, inc. money (6WKS over Aut 1&2) Place Value and Multiplication (4WKS) <u>Year 2</u> Addition and Subtraction inc. money (6WKS over Aut 1&2) Multiplication (4WKS)	Division and consolodation (2WKS) Place Value (2WKS) Measurement – Length and Height (1WK) <u>Year 2</u> Division (2WKS) statistics (2WKS) Measurement – Length and Height (1WK)	Fractions and consolodation (3WKS) <u>Year 2</u> Properties of shape (3WKS) Fractions (3WKS)	<u>Year 1</u> Geometry – position and direction (1WK) Time (2WKS) Weight and volume (1WK) Problem solving and efficient methods (2WKS) <u>Year 2</u> Geometry – position and direction (1WK) Time (2WKS) Mass, Capacity and temperature (1WK) Problem solving and efficient methods (2WKS) SATS	Weight and volume (3WKS) Place Value (within 100) (2WKS) Consolidation (4WKS) <u>Year 2</u> Mass, Capacity and temperature (2WKS) Consolidation (4WKS)

Reception – Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and
--------------------------------	---

Rolling Plan B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4 C's	Communication	Culture	Conflict	Conflict	Conservation	Conservation
R/1/2	Tell us a story/ Happily ever after (History)	Come Fly with Me! (Geography)	Land Ahoy! (History)	Land Ahoy! (Geography)	Paddington's Passport (Geography)	Beside the Seaside! (History)
Early Learning Goals	interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. Mathematics ELG: Number Children at the expected level of development will: - 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. ELG: Numerical Patterns Children at the expected level of development will: - 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					

Science	Everyday Materials 2 (Year 1) Water proof Structure Glass properties Uses for furniture Fabrics and suitability	EYFS Linked Science Unit Space	Living things and their Habitats – Around the world (Year 2) Environments that are constantly changing Rainforest habitats Ocean habitats Arctic habitats Create a habitat	Animals Including Humans – Life cycles (Year 2) Stages of human life Adulthood to old age Offspring to parent Life cycles of a chicken, butterfly and frog	Seasonal Changes Weather Four seasons	Plants (Year 1) Seeds and Bulbs What plants need to grow Staying healthy Life cycle Observe growth Adaptions to environment
----------------	---	---------------------------------------	--	--	--	--

Rolling Plan B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4 C's	Communication	Culture	Conflict	Conflict	Conservation	Conservation
R/1/2	Tell us a story/ Happily ever after (History)	Come Fly with Me! (Geography)	Land Ahoy! (History)	Land Ahoy! (Geography)	Paddington's Passport (Geography)	Beside the Seaside! (History)

Geography		The Arctic <i>Is the Arctic always cold?</i> Locational Knowledge Physical geography Human Geography Non-European Country Contrast Weekly weather recording in Norwich and the Arctic		Oceans & Seas <i>How can I use a map to find the treasure?</i> Locational Knowledge Physical Geography Geographical Skills Compass directions	Never Eat Shredded Wheat (Geography) Compass point and locational language	
History	Happily Ever After (History) Toys and books Changes within living memory in Britain		Land Ahoy! (History) Titanic			Changes within living memory Seaside's Seaside Changes within living memory in Britain
Reception Understanding the world	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important					

Rolling Plan B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

4 C's	Communication	Culture	Conflict	Conflict	Conservation	Conservation
R/1/2	Tell us a story/ Happily ever after (History)	Come Fly with Me! (Geography)	Land Ahoy! (History)	Land Ahoy! (Geography)	Paddington's Passport (Geography)	Beside the Seaside! (History)
Early Learning Goals	knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Understanding the World ELG: Past and Present Children at the expected level of development will: - 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. ELG: People, Culture and Communities Children at the expected level of development will: - 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. ELG: The Natural World Children at the expected level of development will: - 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.					
RE – Year 1 Syllabus	Christian, Hindu, Jewish Philosophy	Muslim, Christian Human/Social Sciences	Jewish Theology What do Jewish people remember on Shabbat?	Jewish Theology What do Jewish people remember on Shabbat?	Christianity Theology What does the cross mean to Christians?	Philosophy How did the universe come to be?

Rolling Plan B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4 C's	Communication	Culture	Conflict	Conflict	Conservation	Conservation
R/1/2	Tell us a story/ Happily ever after (History)	Come Fly with Me! (Geography)	Land Ahoy! (History)	Land Ahoy! (Geography)	Paddington's Passport (Geography)	Beside the Seaside! (History)
	What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?				
PSHE (Kapow Cycle B)	Zone of regulation	Health and Well-being Understanding my feelings Steps to success Developing a growth mindset Being active Relaxation Healthy diet Looking after our teeth	Citizenship Rules Similar yet different Caring for others: animals The needs of others Democratic decisions School council Giving my opinion	Economic well – being Money Needs and wants Saving and sending Banks and building societies Jobs	SRE – Safety and the changing body Communicating with adults Road safety Safety at home Safety with medicines What do I do if I get lost	SRE – Safety and the changing body The internet Appropriate contact My private parts are private Persona boundaries Transition

Reception – Personal, Social and Emotional	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Personal, Social and Emotional Development ELG: Self-Regulation
---	--

Rolling Plan B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4 C’s	Communication	Culture	Conflict	Conflict	Conservation	Conservation
R/1/2	Tell us a story/ Happily ever after (History)	Come Fly with Me! (Geography)	Land Ahoy! (History)	Land Ahoy! (Geography)	Paddington’s Passport (Geography)	Beside the Seaside! (History)

Early Learning Goals	Children at the expected level of development will: - 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. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for 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. ELG: Building Relationships Children at the expected level of development will: - 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.					
Art		Woven Wonders	Drawing: Making your mark			Colour Splash
DT	Mechanisms: Making a moving storybook			Structures: DT	Food: smoothies	

Rolling Plan B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4 C's	Communication	Culture	Conflict	Conflict	Conservation	Conservation

R/1/2	Tell us a story/ Happily ever after (History)	Come Fly with Me! (Geography)	Land Ahoy! (History)	Land Ahoy! (Geography)	Paddington's Passport (Geography)	Beside the Seaside! (History)
Music	Exploring Sound (EYFS)	Nativity	Music Vocabulary (YR1) Under the Sea	Music Vocabulary (YR1) Under the Sea	Timbre and Rhythmic Patterns (YR1) Fairytale	West African: Call and Response Songs (YR2)
Computing (Cycle B)		Modern Tales (YR1)		My Online Life (YR2)		Presenting and typing (YR2)
Reception – Expressive arts and design Early Learning Goals	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - 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. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher;					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4 C's	Communication	Culture	Conflict	Conflict	Conservation	Conservation
R/1/2	Tell us a story/ Happily ever after (History)	Come Fly with Me! (Geography)	Land Ahoy! (History)	Land Ahoy! (Geography)	Paddington's Passport (Geography)	Beside the Seaside! (History)
	- 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.					
PE	Rugby – Real PE	Dance	Swimming	Swimming	Gym	Athletics – Real PE

Reception – Physical Development	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives ⁶ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Early Learning Goals	Physical development ELG: Gross Motor Skills Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others.					
Rolling Plan B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4 C's	Communication	Culture	Conflict	Conflict	Conservation	Conservation
R/1/2	Tell us a story/ Happily ever after (History)	Come Fly with Me! (Geography)	Land Ahoy! (History)	Land Ahoy! (Geography)	Paddington's Passport (Geography)	Beside the Seaside! (History)

	• Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Children at the expected level of development will: • 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.					
Trips						

Rolling Plan C						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4 C's	Communication	Culture	Conflict	Conflict	Conservation	Conservation
R/1/2	Inter-Nation Media Station		Unity in the Community	Unity in the Community	Never Eat Shredded Wheat	Light up the World

English: Writing Outcome Key text	Narrative Traditional stories 5 Sentence story ‘How to be a Lion’ By Ed Vere		Narrative Stories about Fantasy Worlds <i>Developing a 5 Sentence story</i> ‘Man on The Moon’ by Simon Bartrum <i>T’he Way Back Home’</i> by Oliver Jeffers	Narrative Setting Description ‘Ocean meets the Sky’ by Fan Bros ‘Jim and the Beanstalk’ by Raymond Briggs	Non-Fiction Letter	Non-Fiction Non-Chronological report ‘The Great Fire of London’ By Emma Adams ‘The Great Fire of London’ by Liz Gogerly
Poetry	Question & Answer Poetry Glorious Technicolour! Go on a ‘colour Walk ‘ Recap on rhyming words (Yr1) Performance of Q&A poems ‘What is pink?’ By Christina Rossetti	Acrostic	Rhyming Poem Identify rhyming words in a poem; exploring rhyming couplets ‘What a Wonderful World’ Louis Armstrong Lyrics ‘All things Bright & Beautiful’ by Cecil Frances Alexander ‘The Earth Speaks’ By Lenore Hetrick	Prepositional Poem Choose a place (Link to the key texts above, a familiar setting, a picture or photograph for reference ...) Identify prepositions in poetry Begin each line with a preposition. Try to place a preposition mid sentence	Tanka Recap. On Haikus (Yr1) Counting beats/syllables in words Write a Tanka on the theme of The Dark/Nightime ‘Tanka’ By Katharine Gallagher (P117 The Works by Pie Corbett)	Structured Grammar Poem ‘Fire’ by Mark Cornell Identify word choices in the poem. Explore use of precise nouns, interesting adjectives, powerful verbs .. Explore use of present tense. Write own fire poem beginning each sentence with a different word type

Phonics/ Spelling	Rec – Start RWI phonics, set 1 sounds Year 1 – Set 2 recap sounds Year 2 – Set 3 sounds recap	Rec- Set 1 continued Year 1 – Set 2 recap Year 2 – No nonsense spelling	Rec – Start set 2 sounds Year 1 – Set 3 sounds Year 2 – No nonsense spelling	Rec – Set 2 sounds continued Year 1 – Set 3 sounds continued Year 2 – No nonsense spelling	Rec – Set 2 revised start set 3 Year 1 – revision/ phonic sounds check Year 2 – No nonsense spelling	Rec – Set 3 sounds revised all set 1 & set 2 Year 1 – Phonic gaps Year 2 – No nonsense spelling
Reception – Communication and language Early Learning Goals	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. A language- rich environment is need to enhance and encourage the quality conversations children have with adults and peers through the day. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. ELG: Listening, Attention and Understanding Children at the expected level of development will: - 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. ELG: Speaking Children at the expected level of development will: - 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					

Reception – Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Early Learning Goals**Literacy ELG: Comprehension****Children at the expected level of development will:**

- 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.

ELG: Word Reading**Children at the expected level of development will:**

- 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.

ELG: Writing**Children at the expected level of development will:**

- 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

Maths	<u>Rec</u> Getting to know you (2WKS- baseline) Match, Sort & Compare (2 WKS) Talk about measure and patterns (2 WKS) <u>Year 1</u> Place value (3WKS) Addition and Subtraction, inc. money (6WKS over Aut 1&2) <u>Year 2</u> Place Value (3WKS) Addition and Subtraction inc. money (6WKS over Aut 1&2)	<u>Rec</u> It's Me 1, 2, 3 (2 WKS) Circles and triangles (1 WK) 1, 2, 3, 4, 5 (2 WKS) Shapes with 4 sides (1 WKS) <u>Year 1</u> Addition and Subtraction, inc. money (6WKS over Aut 1&2) Place Value and Multiplication (4WKS) <u>Year 2</u> Addition and Subtraction inc. money	<u>Rec</u> Alive in 5 (2WKS) Mass and Capacity (1 WK) Growing 6, 7, 8 (2 WKS) Length, Height and Time (1 WK) <u>Year 1</u> Division and consolidation (2WKS) Place Value (2WKS) Measurement – Length and Height (1WK) <u>Year 2</u> Division (2WKS) statistics (2WKS)	<u>Rec</u> Building 9 and 10 (3 WKS) Explore 3D shapes (2 WKS) <u>Year 1</u> Shape and consolidation (3WKS) Fractions and consolidation (3WKS) <u>Year 2</u> Properties of shape (3WKS) Fractions (3WKS)	<u>Rec</u> To 20 and beyond (2 WKS) How many now? (1 WKS) Manipulate, compose and decompose (2 WKS) <u>Year 1</u> Geometry – position and direction (1WK) Time (2WKS) Weight and volume (1WK) Problem solving and efficient methods (2WKS) <u>Year 2</u>	<u>Rec</u> Sharing and grouping (2 WKS) Visualise, build and map (3 WKS) Make connections (1 WK) <u>Year 1</u> Weight and volume (3WKS) Place Value (within 100) (2WKS) Consolidation (4WKS) <u>Year 2</u> Mass, Capacity and temperature (2WKS) Consolidation (4WKS)
--------------	--	--	---	--	--	---

		(6WKS over Aut 1&2) Multiplication (4WKS)	Measurement – Length and Height (1WK)		Geometry – position and direction (1WK) Time (2WKS) Mass, Capacity and temperature (1WK) Problem solving and efficient methods (2WKS) SATS	
--	--	--	--	--	---	--

Reception – Mathematics Early Learning Goals	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. Mathematics ELG: Number Children at the expected level of development will: - 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. ELG: Numerical Patterns Children at the expected level of development will: - 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					
Science	Animals including humans All about me (Year 1) Parts of the human body How our body moves	Seasonal Changes (Year 1) Weather Four seasons Seasonal changes	Plants(Year 1) Names of common plants Environments you find them in Parts of a plant Planting seeds	Plants Cont (Year 1) Observe and describe how seeds and bulbs grow into mature plants	Living things and their habitats – (Year 2) Living, dead, never alive Micro habitat	Everyday Materials I (Year 1) Names of materials Properties Their uses Natural and manmade
	Senses			Find out and describe how plants need water, light and a suitable temperature to grow and stay health	What animals eat to survive Food chain Journey of food	Which material is the best

Geography			Skills & Fieldwork Our School in the village of Easton Our Homes		Compass maps and locational directions Explore and discover where different foods come from Use globes, maps and plans Locate key features	
History	Significant global events beyond living memory To learn about the invention and development of the television Life Before Television			Local Heroes Boudicca People and places in their own locality		Significant Event Great Fire of London A significant national event beyond living memory
Reception Understanding the world Early Learning Goals	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Understanding the World ELG: Past and Present Children at the expected level of development will: - 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.					

	ELG: People, Culture and Communities Children at the expected level of development will: - 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. ELG: The Natural World Children at the expected level of development will: - 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.					
RE – Year 2 Syllabus	Christian, Jewish, Hindu Theology Why is light an important symbol for Christians, Jews and Hindus?	Christianity Theology What does the Nativity story teach Christians about Jesus?	Christianity Human/Social Sciences How do Christians belong to their faith family?	Christianity Human/Social Sciences How do Christians belong to their faith family?	Jewish Human/Social Sciences How do Jewish people celebrate Passover (Pesach)?	Multi/ humanist Philosophy Why do people have different views about the idea of God?
PSHE (Kapow Cycle A)	Families and relationships Family Friendships Families are all different Other people's feelings Getting along Friendships problems Gender stereotypes	Health and well being Understanding feelings Relaxation What am I like Ready for bed Hand washing/ hygiene Sun safety Allergies People who can help us stay healthy	Citizenship Rule Similar yet different Belonging Jobs in the community Our school environment Our local environment	Economic well – being Money Needs and wants Looking after money Banks and building societies Jobs	SRE – Safety and changing of the body Communication with Adults People who can help to keep us safe in our local community Road safety Safety with medicines Making a call to the emergency services	SRE – Safety and changing of the body The difference between secrets and surprises Appropriate contact My private parts are private Personal boundaries Transition

Reception – Personal, Social and Emotional	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities , to
---	---

Early Learning Goals	persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will: - 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. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for 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. ELG: Building Relationships Children at the expected level of development will: - 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.					
Art		Drawing Make your mark		Painting Paint my world – different forms of painting		Craft and Design Map it out
DT	Food A balanced diet		Structures Boats – experimenting with materials		Textiles Puppets	

Music	Transport (EYFS)	Nativity	Pitch and Tempo (YR1) Superheroes	Pitch and Tempo (YR1) Superheroes	Musically Me (YR2)	Myths and Legends (YR2)
-------	------------------	----------	--------------------------------------	--------------------------------------	--------------------	-------------------------

Computing (Cycle A)		What is a computer? (YR1)		My Online Life (YR1)		Making Games (YR2)
---------------------	--	---------------------------	--	----------------------	--	--------------------

Reception – Expressive arts and design Early Learning Goals	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - 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. ELG: Being Imaginative and Expressive Children at the expected level of development will: - 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.
--	---

PE	Basketball – Real PE	Dance	Swimming	Swimming	Gym	Athletics – Real PE
Reception – Physical Development	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives ⁶ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Early Learning Goals	Physical development ELG: Gross Motor Skills Children at the expected level of development will: • 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. ELG: Fine Motor Skills Children at the expected level of development will: • 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.					

Trips						
-------	--	--	--	--	--	--