

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Themes:		Amazing Me	Dark Nights, Bright Lights	Tell Me a Story	Get Outside	Animal Magic	Moving On
TFW Texts	F1	 	 	 		 	 
				 		 	
Supporting Texts	Children to decide on story time books via book vote.	Daddy's Sandwich – Pip Jones  Billy's Bucket – Kes Grey  Bathroom Boogie – Clare Foges  I Went to the Zoopermarket  Jellyphant Wellyphant – Nick Sharratt  Chocolate Mousse for Greedy Goose – Nick Sharratt  Ketchup on your Cornflakes – Nick Sharratt	Little Mouse -Rod Campbell  10 Red Apples – Rod Campbell  Fox's Socks – Axel Scheffler  'Where oh Where is Rosie's Chick?' – Pat Hutchins  The Very Hungry Caterpillar's Creepy Crawley Halloween – Eric Carl  Spinderella – Julia Donaldson  10 Little Monsters – Mike Brownlow  Snow Bear –Piers Harper  A Penguin in Peril – Helen Hancocks  The Snowflake – Benji Davies	Pancakes Pancakes - Eric Carle  The Magic Porridge Pot – Alan MacDonald (Ladybird Version)  Beware of the Bears! – Alan MacDonald  The Three Little Super Pigs – Claire Evans  Goldilocks and Just One Bear – Leigh Hodgkinson  Hansel and Gretel (Ladybird version) – Ailie Busby	Boogie Bear – David Walliams  Penguin – Polly Dunbar  Tall – Jez Alborough  The Blue Balloon – Mick Inkpen  Mr Big- Ed Vere Billy's Beetle – Mick Inkpen  There Was an Old Lady Who Swallowed a Fly – Pam Adams  Hop Little Bunnies – Martha Mumford  Titch	Little Lumpty – Miko Imai  Egg Drop – Mini Grey  The Rhyming Rabbit- Julia Donaldson  Billy's Beetle – Mick Inkpen  There Was an Old Lady Who Swallowed a Fly – Pam Adams  Hop Little Bunnies – Martha Mumford  Aaaaargh Spider! – Lydia Monks  The Very Busy Spider – Eric Carle  Mad About Mini Beasts – Giles Andreae	Where the Wild Things Are – Maurice Sendak  Each Peach Pear Plum – Allan Ahlberg  Can't you Sleep Little Bear  It's the Bear!– Jez Alborough  My Friend Bear – Jez Alborough  The Everywhere Bear – Julia Donaldson  Waking Through the Jungle – Julie Lacome  There's a Shark in the Park – Nick Sharratt  Animal Boogie - Debbie Harter  The Little Red Train: Runaway Train – Benedict Blathwayt

	F2											
												
Supporting Texts  Children to decide on story time books via book vote.		A Squash and a Squeeze – Julia Donaldson  Chicken Licken – Jonathan Allen  Handa’s Hen – Eileen Browne  The Story of The Little Mole Who Knew it Was None of His Business – Werner Holzwarth  Wow Said The Owl – Tim Hopgood  Apple Trouble! – Ragnhild Scamell  Ouch! – Ragnhild Scamell  A T-Wit for a T-Woo – Charley Farley  There’s a Tiger in The Garden – Lizzy Stewart	Stanley’s Stick – YouTube story version  Guess How Much I Love You – Sam McBratney  All About Alfie – Shirley Huges  My Dad – Anthony Browne  My Mum – Anthony Browne  How to Babysit a Grandad – Jean Reagan  Katie Morag and the Two Grandmothers – Mairi Hedderwick The Pet Shop – Allan Ahlberg  The Ghost Train – Allan Ahlberg  Funny Bones – YouTube version  Winnie the Witch Book Series – Valerie Thomas  The Way Back Home – Oliver Jeffers  How to Catch a Star – Oliver Jeffers Pumpkin Soup – Helen Cooper	The Knight Who Wouldn’t Fight – Helen Docherty  Keep Out! – Sally Grindley  Troll – Sally Grindley  How to Catch a Dragon – Caryl Hart  The Princess and the Pea – Caryl Hart  Mr Wolf’s Pancakes – Jan Fearnley  Mama Panya’s Pancakes – Mary and Rich Chamberlin  Biscuit Bear- Mini Grey  Cake – Sue Hendra  Mini Rabbit Not Lost – John Bond  Supertato Book Series – Sue Hendra	Kitchen Disco – Clare Foges  Veg Patch Party – Clare Foges  Avacado Baby – John Burningham  The Big Hungry Bear – Audrey Wood  Trust Me, Jack’s Beanstalk Stinks! – Eric Braun  The Little Gardener – Emily Huges	Fix It Duck – Jez Alborough  Captain Duck – Jez Alborough  We’re Going on an Egg Hunt-Martha Mumford  The Wide Mouthed Frog-Keith Faulkner  Oi Frog – Kes Gray  Oi Duck Billed Platypus – Kes Gray  Odd Dog Out – Rob Biddulph  Hairy Maclary at Donaldson’s Dairy – Lynley Dodd  Grrrrrrr! – Rob Biddulph  Rainbow Fish – Marcus Pfister	Lucy and Tom at the Seaside – Shirley Hughes  Alfie On Holiday – Shirley Hughes  The Storm Whale – Benji Davies  What The Ladybird Heard At The Seaside – Julia Donaldson  Sharing a Shell – Julia Donaldson  Grandma Bird – Benji Davis  Oi, Get Off Our Train – John Burningham  Mr Gumpy’s Motor Car – John Burnigham  Picnic – John Burningham  On The Way Home – Judith Kerr  The Shopping Basket – John Burningham					




		Mog book series – Judith Kerr	Funny Bones – Allan Ahlberg  Winnie the Witch Book Series– Valerie Thomas	The Smartest Giant In Town – Julia Donaldson			Mrs Honey’s Hat – Pam Adams  Blown Away- Rob Biddulph
Supporting Non- Fiction Texts		Peppas Divali  We are all Welcome  Children Just Like Me  Friends-Eric Carle	Goodnight, Spaceman  Weatherwatch  Roaring Rockets	Football-Charlotte Guilan  Changing Seasons  Chinese New Year- Grace Jones	All About Vegetables  Easter Sparkles-Katie Dicker  Vegetables on your Plate	DK My First Farm  Life Cycle of a Butterfly- Kay Barnam	Sports Day-Nick Butterworth  Peppa Goes Swimming
Joy of Reading: Children get the chance to choose from our “Big 30” List as an additional home reader.	FS1			FS2			

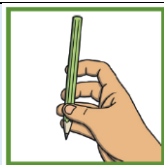
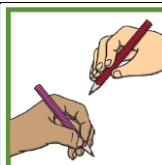
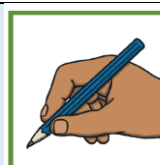












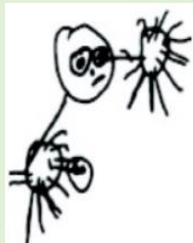

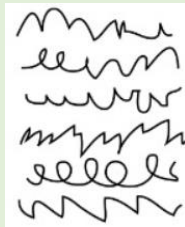
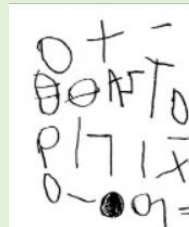
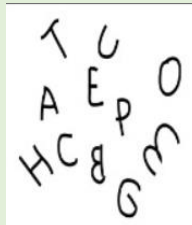
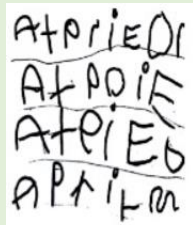
<b>Additional Parental Involvement</b>		New Starters/Phonics Workshops Baking Bread Parent assemblies Themed stay and play afternoons monthly. Transition stay and plays for new starters. Home/school activities	Christmas Craft Nativity Making Biscuits Parent assemblies Themed stay and play afternoons monthly. Church visit Home/school activities	Chinese New Year Simple Stir Fry and Noodles Parent assemblies Themed stay and play afternoons monthly. Home/school activities	Easter Bonnets Easter Nests Easter bonnet parade Parent assemblies Themed stay and play afternoons monthly Church visit Home/school activities	“Dads For Digging” allotment project Vegetable Stew Parent assemblies Themed stay and play afternoons monthly Home/school activities Jubilee picnic celebrations.	Beach Day and Transitions Ice Cream/Fruit Kebabs Parent assemblies Themed stay and play afternoons monthly Home/school activities
<b>Nursery Rhymes - Ladybird Favourite Rhymes</b>	Rhyme of the Week tuft tray set up – compliments TFW book focus.	<b>F1: Twinkle Twinkle little Star</b>  <b>Head, Shoulder’s, knees and toes</b>  <b>Wind the Bobbin Up</b>  <b>I’m a little tea pot</b>  <b>Humpty Dumpty</b>  <b>Pat a cake</b>  <b>Jack and Jill</b>  <b>F2: Daffodils are all around</b>  <b>Polly put the Kettle on</b>  <b>There was an old lady who swallowed a fly</b>  <b>It’s Raining, It’s pouring...</b>	<b>F1: 5 little men in a flying saucer</b>  <b>5 Current Buns</b>  <b>Hickory Dickory Dock</b>  <b>Hey Diddle Diddle</b>  <b>Incy Wincy Spider</b>  <b>If you’re Happy and you know it clap your hands</b>  <b>How much is that Doggy in the Window</b>  <b>F2: Tommy Thumb</b>  <b>Twinkle Twinkle Chocolate Bar</b>  <b>3 Blind Mice</b>  <b>Star Light, Star Bright</b>  <b>Here we go around the Mulberry Bush</b>  <b>This old man</b>	<b>F1: 1, 2, 3, 4,5 Once I caught a fish alive</b>  <b>5 little speckled Frogs</b>  <b>5 Little Ducks</b>  <b>Baa Baa White sheep</b>  <b>5 little monkeys jumping on the bed</b>  <b>F2: Little Bo Peep</b>  <b>Little Miss Muffat</b>  <b>Peter Piper</b>  <b>Roses are Red, Violets are Blue</b>  <b>Pease Porridge Hot</b>  <b>F2: Little Bo Peep</b>  <b>Little Miss Muffat</b>  <b>Peter Piper</b>  <b>Roses are Red, Violets are Blue</b>	<b>F1: Baa Baa Black Sheep</b>  <b>Hop little bunny</b>  <b>Old Macdonald- 5 animals</b>  <b>Chick, Chick, Chick , Chick chicken</b>  <b>Little Peter Rabbit</b>  <b>F2: Old Macdonald- 10 animals</b>  <b>Sing a Song of six pence</b>  <b>Mary had a little lamb</b>  <b>10 in a bed</b>  <b>We’re all going to the Zoo tomorrow</b>	<b>F1: Wheels on the Bus- 5 actions</b>  <b>Row Row Row your boat</b>  <b>Isn’t it funny how a bear likes honey</b>  <b>10 fat sausages</b>  <b>10 Green Bottles</b>  <b>F2: Wheels on the Bus- 10 actions</b>  <b>Ring o Ring o roses</b>  <b>Dingle Dangle Scarecrow</b>	<b>F1: Two little Dickey Birds</b>  <b>Mary Mary Quite Contrary</b>  <b>There was a princess long ago</b>  <b>The Wheels on the Bus.</b>  <b>Jack and Jill</b>  <b>F2: The Grand old duke of York</b>  <b>London Bridge</b>  <b>London’s Burning</b>  <b>Frerejacques</b>  <b>Oranges and Lemons</b>




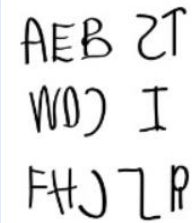
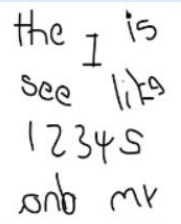

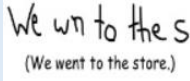
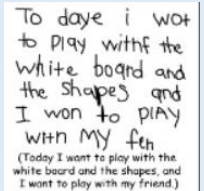

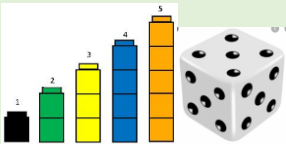

		Miss Polly Had a Dolly	Michael Finnegan	Pease Porridge Hot			
Visits Out/In		Brush Bus St Johns Church Harvest Local shops – linking to food technology	Fire/Police St Johns Church Nativity Local shops – linking to food technology	Chinese Community Visit Local shops- linking to food technology	St Johns Church Easter Service Local shops – linking to food technology	Farm Visit PCSO visit with car – keeping safe/stranger danger Local shops- linking to food technology	Farm/Beach Local shops-linking to food technology Local care home visit
Community Links		Harvest  Hull Fair Diwali	Hanukah Nativity    Halloween (Oct) Bonfire night (Nov) Diwali (Nov) Children in need (Nov) Hanukah (Dec) Christmas (Dec)	Pancake Day Chinese New Year  Chinese New Year (Feb) Valentine's Day (Feb) Pancake Day (Feb)	Easter World Book Day Comic relief (Mar) Mother's Day (Mar)	Hatching Chicks	Eid Visit a Mosque Ramadan (May) Father's Day (Jun) Sports Day (Jul) Charity Event (Bake Sale Dove House)

<b>Safeguarding Focus</b>		Safeguarding team intro Safeguarding policy Anti-bullying Online safety Stranger Danger: Halloween	Fire safety: fireworks Police visit Rule of law White Ribbon Day Antibullying Week Lanyard recognition at Delta	How the school keeps us safe Anti-bullying Equality and diversity Racism Homophobia Disabilities	E-safety Radicalisation Transphobia Gender stereotyping Stranger Danger Road safety Mental health week	STOP bullying PANTS rule PCSO visit Sun safety Lanyard recognition at Delta	Mental health Wellbeing
<b>Assessments</b>	FS1	WK 1-3 BASELINES Baseline RAG RBA Phonics Tracker Cluster Moderation In house moderation RAG Meetings for F1 and F2	December RAG Launchpad 1 Phonics Tracker Cluster Moderation In house moderation RAG meetings for F1 and F2 Ey-Year 1 moderation meeting	February RAG Launchpad 2 Phonics Tracker Cluster Moderation In house moderation RAG meetings for F1 and F2	April RAG Launchpad 3 Phonics Tracker Cluster moderation In house moderation RAG meetings for F1 and F2 EY-Year 1 moderation meeting	June RAG Launch pad 4 Phonics Tracker Cluster moderation In house moderation RAG meetings for F1 and F2	ELG Check Launchpad Final Phonics testing EY-Year 1 moderation Cluster moderation Transition meetings F1-F2 EYFS reports
	FS2						
<b>Communication and Language</b> -Listening and attention -Speaking  <b>Year 1</b> - English – Spoken Language	FS1	Expresses own preferences and interests  Confident to talk to other children when playing and will communicate freely about own home and community Can express their own feelings such as sad, happy, cross, scared, worried.  Aware that some actions can hurt or harm others.	Aware of own feelings and knows that some actions and words can hurt others’ feelings.  Shows affection and concern for people who are special to them. Seeks out others to share experiences.  Can play in a group, extending and elaborating play ideas.  Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults	Can play in a group, extending and elaborating play ideas, e.g., building up a role-play activity with other children.  Initiates play, offering cues to peers to join them.  Can select and use activities and resources with help.  Welcomes and values praise for what they have done.	Keeps play going by responding to what others are saying or doing.  Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations.	Confident to talk to other children when playing and will communicate freely about own home and community.  Shows confidence in asking adults for help.	Can select and use activities and resources with help  Confident to speak to others about own needs, wants, interests and opinions  Aware of own feelings and knows that some actions and words can hurt others’ feelings. Can play in a group, extending and elaborating play ideas.  Initiates conversations, attends to and takes account of what others say.
	FS2	- Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.		- Understand how to listen carefully and why listening is important. - Ask questions to find out more and to check they understand what has been said to them. - Engage in story times. - Listen to and talk about stories to build familiarity and understanding.		- 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	

		<ul style="list-style-type: none"> <li>- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>- Use a wider range of vocabulary.</li> <li>- Sing a large repertoire of songs.</li> <li>- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> <li>- Use longer sentences of four to six words.</li> <li>- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>- Start a conversation with an adult or a friend and continue it for many turns.</li> <li>- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>- Engage in non-fiction books.</li> <li>- Learn new vocabulary.</li> <li>- Use new vocabulary through the day.</li> <li>- Articulate their ideas and thoughts in well-formed sentences.</li> <li>- Connect one idea or action to another using a range of connectives.</li> <li>- Describe events in some detail.</li> <li>- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>- Develop social phrases.</li> <li>- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own word</li> <li>- Use new vocabulary in different contexts.</li> <li>- Learn rhymes, poems and songs.</li> <li>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
<b>Physical Development</b> -Gross motor skills -Fine motor skills  <b>Year 1</b> - PE - English – Writing (Handwriting) - PSHE - Science	FS1	<b>FINE MOTOR EXPECTATIONS – whole hand / palmer grasp</b>  <b>GROSS MOTOR</b> <ul style="list-style-type: none"> <li>- Access to outdoor CP and climbing equipment.</li> </ul> <b>PE Scheme (get set for PE)</b> <ul style="list-style-type: none"> <li>- PE Multi Skills</li> <li>- Dance</li> </ul>	<b>FINE MOTOR EXPECTATIONS – overhand grasp</b>  <b>GROSS MOTOR</b> <ul style="list-style-type: none"> <li>- Access to outdoor CP and climbing equipment.</li> <li>- PE-Dance</li> <li>- Gymnastics</li> </ul>	<b>FINE MOTOR EXPECTATIONS – 4 finger grasp</b>  <b>GROSS MOTOR</b> <ul style="list-style-type: none"> <li>- Access to outdoor CP and climbing equipment.</li> </ul> <b>PE Scheme (get set for PE)</b> <ul style="list-style-type: none"> <li>- PE-Multi Skills</li> </ul>
	FS2	<b>FINE MOTOR EXPECTATIONS – 4 finger grasp</b>	<b>FINE MOTOR EXPECTATIONS – tripod grasp / quad grasp</b>	<b>FINE MOTOR EXPECTATIONS – dynamic tripod grip</b>

			<b>GROSS MOTOR</b> <ul style="list-style-type: none"><li>- Access to outdoor CP and climbing equipment.</li><li>- PE Multi Skills</li><li>- Dance</li></ul>			<b>GROSS MOTOR</b> <ul style="list-style-type: none"><li>- Access to outdoor CP and climbing equipment.</li></ul> <b>PE-Dance</b> Gymnastics			<b>GROSS MOTOR</b> <ul style="list-style-type: none"><li>- Access to outdoor CP and climbing equipment.</li><li>- PE-Multi Skills</li></ul>	
<b>PSED</b> -Self regulation -Managing self -Building relationships  <b>Year 1</b> - <b>PSHE</b>	FS1	 <b>Being in my world</b>	 <b>Celebrating Differences</b>	 <b>Dreams and Goals</b>	 <b>Healthy Me</b>	 <b>Relationships</b>	 <b>Changing Me</b>			
	FS2	 <b>Being me in my world</b>	 <b>Celebrating differences</b>	 <b>Dreams and Goals</b>	 <b>Healthy Me</b>	 <b>Relationships</b>	 <b>Changing Me</b>			
<b>Literacy</b> -Comprehension -Word reading -Writing  <b>Year 1</b> - <b>English</b>	FS1	<b>WRITING PROGRESSION</b>  <b>1. Pictures</b>  <b>Word Reading/Phonics</b> Pre phonics aspect 1-7	<b>WRITING PROGRESSION</b>  <b>2. Random Scribbling</b>  <b>Word Reading/Phonics</b> Pre phonics aspect 1-7 Launchpad for Literacy pre phonics skills	<b>WRITING PROGRESSION</b>  <b>3. Scribble Writing</b> (Written in linear fashion to mimic real writing.)  <b>Word reading/Phonics</b> Pre phonics aspect 1-7 Introduction of ELS pre SSP (emphasis on oral	<b>WRITING PROGRESSION</b>  <b>4. Symbols That Represent Letters</b>  <b>Word reading/Phonics</b> Pre phonics aspect 1-7 Introduction of ELS pre SSP (emphasis on oral	<b>WRITING PROGRESSION</b>  <b>5. Random Letters</b> (No relationship between sounds of letters and what the child is trying to say.)  <b>Word reading/Phonics</b> Pre phonics aspect 1-7 Introduction of ELS pre SSP (emphasis on oral blending and segmenting	<b>WRITING PROGRESSION</b>  <b>6. Letter Strings</b> (Progresses from left to right and top to bottom when the child "reads" his writing.)  <b>Word reading/Phonics</b> Pre phonics aspect 1-7 Introduction of ELS pre SSP (emphasis on oral blending and segmenting			




		Launchpad for Literacy pre phonics skills  TfW book focus	TfW book focus	blending and segmenting and recognising initial sound/shapes)  Launchpad to literacy pre phonics skills  TfW book focus	blending and segmenting and recognising initial sound/shapes)  Launchpad for Literacy pre phonics skills  TfW book focus	and recognising initial sound/shapes)  Launchpad for Literacy pre phonics skills  TfW book focus	and recognising initial sound/shapes)  Launchpad for Literacy pre phonics skills  TfW book focus
	FS2	<b>WRITING PROGRESSION</b>  6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)  <b>Word Reading/Phonics</b> -Practise oral blending and segmenting - Work through Phase 2 of Letters and Sounds - Develop phoneme and grapheme correspondence - Introduce phase 2 HRS words to read and begin to spell.  TfW book focus	<b>WRITING PROGRESSION</b>  7. Letter Groups (The groups have spaces in between to resemble words.)  <b>Word Reading/Phonics</b> -Practise oral blending and segmenting - Work through Phase 2 of Letters and Sounds - Develop phoneme and grapheme correspondence - Introduce phase 2 harder to read and spell words.  TfW book focus	<b>WRITING PROGRESSION</b>  8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)  <b>Word reading/phonics</b> -Practise blending and segmenting to read and spell words within phases 2 and 3 -Read and spell phase 2 and 3 harder to read and spell words. -Read and write simple captions -Recite letter names of the alphabet.  TfW book focus	<b>WRITING PROGRESSION</b>  9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)  <b>Word reading/phonics</b> -Practise blending and segmenting to read and spell words within phases 2 and 3 -Read and spell phase 2 and 3 HRS words -Read and write simple captions. -Recite letter names of the alphabet  TfW book focus	<b>WRITING PROGRESSION</b>  10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)  <b>Word reading/phonics</b> -Revision of phase 2 and 3 phonemes and graphemes -Practise blending and segmenting to read and spell words within phase 4 -Revision of phase 2 and 3 harder to read and spell words. -Read and spell high frequency words.  TfW book focus	<b>WRITING PROGRESSION</b>  11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)  <b>Word reading/phonics</b> -Revision of phase 2 and 3 phonemes and graphemes -Practise blending and segmenting to read and spell words within phase 4 -Revision of phase 2 and 3 harder to read and spell words. -Read and spell high frequency words  TfW book focus
<b>Maths</b> -Number -Numerical Patterns  <b>Year 1 Maths</b>	FS1	<b>KEY REPRESENTATIONS – Autumn WRM</b> 		<b>KEY REPRESENTATIONS – Spring WRM</b> 		<b>KEY REPRESENTATIONS - Summer WRM</b>  -Length and height - Long, short, tall and comparing lengths -Comparing - Comparing amount of objects	

		<ul style="list-style-type: none"><li>-Colours - Recognising, naming and matching colours</li><li>-Sorting - Sorting by various attributes</li><li>-Pattern - Continuing AB patterns</li><li>-Size - Using the language of size</li><li>- Counting Principles - One-one principles, stable-order principle, cardinal principle, abstraction principle, order-irrelevance principle</li><li>-Comparing - Comparing amount of objects</li></ul>		<ul style="list-style-type: none"><li>-Exploring and understanding number 1</li><li>-Exploring and understanding number 2</li><li>-Exploring and understanding number 3</li><li>-Shapes - Focus on properties of shapes</li><li>- Exploring and understanding number 4</li><li>-Exploring and understanding number 5</li><li>-Exploring and understanding number 6</li><li>-My Day</li></ul>		<ul style="list-style-type: none"><li>Exploring and understanding number 1</li><li>-Exploring and understanding number 2</li><li>- Heavy and Light</li><li>- Capacity -Full, half full, empty</li><li>- Positional language</li><li>-Exploring and understanding number 3</li><li>-Exploring and understanding number 4</li><li>-Exploring and understanding number 5</li><li>-Exploring and understanding number 6</li></ul>	
	FS2	Maths is divided into Subitising, Cardinality, Ordinality and counting, composition and comparison. Long Term Planning: <a href="https://axis.ncetm.org.uk/media/3qdkfzwi/mastering-number-overview-reception.docx">https://axis.ncetm.org.uk/media/3qdkfzwi/mastering-number-overview-reception.docx</a>					
<b>Understanding the World</b> <ul style="list-style-type: none"><li>-Past and present</li><li>-People, culture and communities</li><li>-The natural world</li></ul> <ul style="list-style-type: none"><li>- <b>Year 1</b></li><li>- <b>History</b></li><li>- <b>Geography</b></li><li>- <b>Science</b></li><li>- <b>RE</b></li><li>- <b>Computing</b></li></ul>	FS1	<ul style="list-style-type: none"><li>Beginning to have their own friends.</li><li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li><li>Shows interest in the lives of people who are familiar to them.</li><li>Enjoys playing with small-world models such as a farm, a garage, or a train track.</li><li>Notices detailed features of objects in their environment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li></ul>	<ul style="list-style-type: none"><li>Remembers and talks about significant events in their own experience.</li><li>Recognises and describes special times or events for family or friends.</li><li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li><li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li></ul>	<ul style="list-style-type: none"><li>Remembers and talks about significant events in their own experience.</li><li>Recognises and describes special times or events for family or friends.</li><li>Talks about why things happen and how things work.</li><li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images.</li></ul>	<ul style="list-style-type: none"><li>Shows interest in different occupations and ways of life</li><li>Developing an understanding of growth, decay, and changes over time. Shows care and concern for living things and the environment.</li><li>Knows that information can be retrieved from computers.</li></ul>	<ul style="list-style-type: none"><li>Shows interest in different occupations and ways of life</li><li>Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</li><li>Developing an understanding of growth, decay, and changes over time.</li><li>Shows care and concern for living things and the environment.</li><li>Knows that information can be retrieved from computers.</li></ul>	<ul style="list-style-type: none"><li>Enjoys joining in with family customs and routines.</li><li>Looks closely at similarities, differences, patterns, and change. Completes a simple program on a computer.</li><li>.</li></ul>
	FS2	<ul style="list-style-type: none"><li>- Begin to make sense of their own life-story and family's history.</li></ul>		<ul style="list-style-type: none"><li>- Talk about members of their immediate family and community.</li></ul>		<ul style="list-style-type: none"><li>- Talk about the lives of the people around them and their roles in society.</li></ul>	

		<ul style="list-style-type: none"><li>- Show interest in different occupations.</li><li>- Explore how things work.</li><li>- Continue developing positive attitudes about the differences between people.</li><li>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li><li>- Use all their senses in hands on exploration of natural materials.</li><li>- Explore collections of materials with similar and/or different properties.</li><li>- Talk about what they see, using a wide vocabulary.</li><li>- Plant seeds and care for growing plants.</li><li>- Understand the key features of the life cycle of a plant and an animal.</li><li>- Begin to understand the need to respect and care for the natural environment and all living things.</li><li>- Explore and talk about different forces they can feel.</li><li>- Talk about the differences between materials and changes they notice.</li></ul>	<ul style="list-style-type: none"><li>- Name and describe people who are familiar to them.</li><li>- Comment on images of familiar situations in the past.</li><li>- Compare and contrast characters from stories, including figures from the past.</li><li>- Children in Reception will be learning to</li><li>- Draw information from a simple map.</li><li>- Understand that some places are special to members of their community.</li><li>- Recognise that people have different beliefs and celebrate special times in different ways.</li><li>- Recognise some similarities and differences between life in this country and life in other countries.</li><li>- Children in Reception will be learning to</li><li>- Explore the natural world around them.</li><li>- Describe what they see, hear and feel whilst outside.</li><li>- Recognise some environments that are different to the one in which they live.</li><li>- Understand the effect of changing seasons on the natural world around them.</li></ul>	<ul style="list-style-type: none"><li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li><li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>- 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.</li><li>- 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.</li><li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>- 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.</li><li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>			
<b>Expressive Arts and Design</b> -Creating with materials -Being imaginative and expressive  <b>Year 1</b> - Art and Design	FS1	<p>Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping, or blowing.</p> <p>Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.</p>	<p>Shows an interest in the way musical instruments sound.</p> <p>Experiments with blocks, colours and marks.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Beginning to make-believe by pretending.</p>	<p>Enjoys joining in with dancing and ring games.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously</p>	<p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Captures experiences and responses with a</p>	<p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p> <p>Makes up rhythms.</p>	<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same</p>

<div><div>- Design Technology</div><div>- Music</div></div>			<div>Creates movement in response to music. Sings to self and makes up simple songs.</div>	<div>when the adult is not there.  Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.  Uses available resources to create props to support role-play.</div>	<div>range of media, such as music, dance and paint and other materials or words.  Developing preferences for forms of expression. Uses movement to express feelings.</div>		
	FS2	<div>Three and Four-Year-Olds will be learning to</div> <div><div>- Explore different materials freely, in order to develop their ideas about how to use them and what to make.</div><div>- Develop their own ideas and then decide which materials to use to express them.</div><div>- Join different materials and explore different textures.</div><div>- Create closed shapes with continuous lines and begin to use these shapes to represent objects.</div><div>- Draw with increasing complexity and detail, such as representing a face with a circle and including details.</div><div>- Use drawing to represent ideas like movement or loud noises.</div><div>- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</div><div>- Explore colour and colour mixing.</div><div>- Take part in simple pretend play, using an object to represent something else even though they are not similar.</div><div>- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</div><div>- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</div><div>- Listen with increased attention to sounds.</div><div>- Respond to what they have heard, expressing their thoughts and feelings.</div></div>	<div><div>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</div><div>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</div><div>- Create collaboratively, sharing ideas, resources, and skills.</div><div>- Children in Reception will be learning to</div><div>- Listen attentively, move to and talk about music, expressing their feelings and responses.</div><div>- Watch and talk about dance and performance art, expressing their feelings and responses.</div><div>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</div><div>- Develop storylines in their pretend play.</div><div>- Explore and engage in music making and dance, performing solo or in groups.</div></div>	<div><div>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</div><div>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</div><div>- Create collaboratively, sharing ideas, resources, and skills.</div><div>- Children in Reception will be learning to</div><div>- Listen attentively, move to and talk about music, expressing their feelings and responses.</div><div>- Watch and talk about dance and performance art, expressing their feelings and responses.</div><div>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</div><div>- Develop storylines in their pretend play.</div><div>- Explore and engage in music making and dance, performing solo or in groups.</div></div>			

		<ul style="list-style-type: none"><li>- Remember and sing entire songs.</li><li>- Sing the pitch of a tone sung by another person ('pitch match').</li><li>- Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.</li><li>- Create their own songs or improvise a song around one they know.</li><li>- Play instruments with increasing control to express their feelings and ideas.</li></ul>		
	Drawing Journey	 <p><b>2 years</b>      <b>3 years</b>      <b>4 years</b>      <b>6 years</b></p>		
		<p><b>2-4 years:</b> Scribbling (Lowenfeld), Pre-Representational (Burton), and Mark-making (Kerlavage)</p> <ul style="list-style-type: none"><li>• Kinesthetic activity</li><li>• Includes: mandalas, slash marks, bang dots, and open shapes.</li><li>• Transition: closed shapes</li></ul> <p><b>4-7 years:</b> Pre-Schematic (Lowenfeld), First Visual Symbols (Burton), and Early Symbol Making (Kerlavage)</p> <ul style="list-style-type: none"><li>• Early understanding of symbols</li><li>• Includes: Nature, filling the paper, floating shapes</li><li>• Transition: tadpole people</li></ul>		



	<p><b>Across FSU</b></p> <p>The careful Planning of continuous and enhanced provision will provide children with the experiences needed to achieve the ELG for Expressive arts and design. Continuous provision will be planned to provide skills such as:</p> <p><b>Art and DT</b>  <b>Drawing</b> – to use a variety of materials including pens, pencils, charcoal and pastel / to experiment drawing lines and circles / to accurately draw a person.  <b>Texture</b> – handling and manipulating objects (clay, sand, textiles, dough) / collage / sensory experiences.  <b>Colour</b> – paint, pencils, crayons, pastels / using and naming primary colours / Mixing colours / make marks and give meaning.  <b>Form</b> – 3D work at the creative area / joining, fixing and handling tools / constructing / building / planning.  <b>Pattern</b> – to experiment with irregular and repeating patterns / simple symmetry</p> <p><b>Music</b>  <b>Hearing and listening</b> – Can distinguish between the sounds of instruments / dynamics / rhythm  <b>Vocalising and singing</b> – Sings songs / rhymes and make up own songs  <b>Moving and dancing</b> – claps/moves to a beat / moves in different ways in response to music  <b>Exploring and playing</b> – explores different instruments</p>
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**Appendix 1: Detailed Delta Assessment Schedule.**

Autumn Term				Spring Term				Summer Term		
September	October	November	December	January	February	March	April	May	June	July
<p>EYFS baselines F1 and 2 observational assessment</p> <p>RBA statutory baseline</p> <p>Baseline analysis end of September ready for Delta cluster moderation.</p> <p>In house moderation own EYFS teams</p> <p>Meeting with the school SENCO highlighting any children with significant needs/targets.</p> <p>Trackers set up e.g., Phonics Tracker</p>	<p>EYFS training for parents – the EYFS curriculum</p> <p>Delta cluster moderation 1.</p> <p>EY-YR1 team moderation.</p> <p>Focus on YR1 baselines (other cluster schools to attend if needed)</p> <p>Phonics testing F2</p> <p>Launch Pad Tracker - start</p> <p>EYFS CPD yearly cycle to start (based on ADP and school priorities)</p>	<p>EYFS training for parents – importance of early reading and writing</p> <p>End of November – Home visits for January F1 starters</p> <p>Stay and play sessions for new starters F1</p> <p>Review displays and ensure they are consistently high quality.</p> <p>Replace any damaged labels etc.</p> <p>Begin to make contact with PVI settings/childminders for children new to your setting in January (nursery children)</p>	<p>EYFS end of Autumn data collection and analysis</p> <p>F1 and F2.</p> <p>Delta cluster moderation 2.</p> <p>In house moderation own EYFS teams</p> <p>EY/Year 1 moderation</p> <p>EYFS deep clean of resources, furniture and toys for spring term.</p> <p>Phonics testing F2</p> <p>Launch Pad tracker updates</p>	<p>EYFS baselines F1 new starters</p> <p>EYFS training for parents – using observational assessment</p> <p>Boarder line GLD booster groups to start. Particular focus on reading, writing and maths (PSRN)</p>	<p>Delta cluster moderation 3.</p> <p>EY-YR1 team moderation. Focus reading and writing (other cluster schools to attend if needed).</p> <p>Review displays and ensure they are consistently high quality.</p> <p>Replace any damaged labels etc.</p> <p>Phonics testing F2</p> <p>Begin to make contact with PVI settings/childminders for children new to your setting in April (nursery children)</p> <p>Mid-year CPD review for your EYFS team. Ensure all CPD logs are up to date and ongoing.</p>	<p>End of March – Homevisits for summer term F1 starters</p> <p>Stay and play sessions for new starters F1</p> <p>In house moderation own EYFS teams</p> <p>EYFS deep clean of resources, furniture and toys for summer term.</p> <p>EYFS end of Spring term collection and analysis</p> <p>F1 and F2.</p> <p>LA mid-year data submission (optional)</p>	<p>EYFS baselines F1 new starters</p> <p>Delta cluster moderation 4.</p> <p>Booster groups to start. Particular focus on reading, writing, maths.</p> <p>Phonics testing F2 and F1</p> <p>Launch Pad Tracker update</p>	<p>School trip organisation</p> <p>In house moderation own EYFS teams</p> <p>Transition meetings with PVI settings for children starting in September</p> <p>Meeting with the school SENCO</p> <p>With EHCP updates and targets</p> <p>EYFS policy and risk assessments annual review and updates</p> <p>Begin to make contact with PVI settings/childminders for children new to your setting in September.</p>	<p>Home visits for new nursery and reception starters</p> <p>Stay and play sessions for September new starters F1 and 2</p> <p>Delta cluster moderation 5.</p> <p>EY-YR1 team transition meeting (other cluster schools to attend if needed)</p> <p>Phonics testing F2 and F1</p> <p>EYFS (end of June) Summer term data collection and analysis for F1 and 2.</p>	<p>Parent and carers welcome presentation for children new in September</p> <p>Transition days for September starters F1 and 2 (the last week of term)</p> <p>Delta cluster moderation 6.</p> <p>123 Data sheets to be sent to the LA for DfE submission</p> <p>EYFS deep clean of resources, furniture and toys for autumn term.</p> <p>PST for Reception children who are ready</p>

Staff CPD outline in place			LA end of autumn term data submission (optional)							Launch Pad Tracker update	ADP writing for next year.  LA end of year data submission for DfE.
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