

Class: Wrens	Autumn 1			Autumn 2		
Topic Title	Belonging to school			Celebrations and festivals		
Learning	Development matters			Development matters		
Communication and Language	<ul style="list-style-type: none"> Learn new vocabulary through the day. Develop social phrases. Use new vocabulary in different contexts. Learn rhymes, poems and songs. 			<ul style="list-style-type: none"> Learn new vocabulary. Ask questions to find out more. Describe events in some detail. Learn rhymes, poems and songs. 		
PSED	<ul style="list-style-type: none"> See themselves and a valuable individual. Build constructive and respectful relationships. 			<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. 		
Physical Development	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping and running. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and paintbrushes. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 			<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing and paintbrushes. Further develop and refine a range of ball skills including: throwing, catching passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 		
Literacy	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Form lower case and capital letters correctly. Phase 2 phonics 			<ul style="list-style-type: none"> Blend sounds into words so that they can read short words made up of known letter sound correspondences. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences. Form lower case and capital letters correctly. Phase 2 phonics 		
Mathematics	<ul style="list-style-type: none"> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Continue, copy and create repeating patterns. Compare length, weight and capacity. 			<ul style="list-style-type: none"> Subitise Understand the 'one more than/one less than' relationship between consecutive numbers. Automatically recall number bonds for numbers 0 – 5. 		
Understanding the World	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. 			<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this county and life in other countries. Understand the effect of changing seasons on the natural world around them. 		
Expressive Arts and Design	<ul style="list-style-type: none"> Explore a variety of artistic effects to express their ideas and feelings. Explore and engage in music making. 			<ul style="list-style-type: none"> Continue to explore a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills. Listen attentively to music, expressing their feelings and responses. Watch and talk about dance and performance art. 		
Language focus from books	The Gruffalo The colour monster The colour monster goes to school Mrs Armitage on Wheels Goodnight moon SHHH! Simon sock			Let's celebrate – special days around the world. Festivals in different cultures The Christmas pine Mr Gumpy's outing The chimpanzees happy tree Handa's Hen Handa's surprise One to ten and back again Christopher pumpkin		
Vocabulary "Gems"	Topic General Family Wrens Areas of the class Class teachers name Class teaching assistant name	Topic Specific Name of areas in classroom. Name of equipment in the areas. Class teacher name Teaching assistant name PPA teacher name Head teachers name Lunch staff name Other class names Key places around school. The colour monster, school, feelings, confused, yellow, happy, happiness, blue, sad, sadness, red, angry, anger, black, scared, fear, green, calm, rucksack, coat, classroom, classmates, music, story, playground, lunch,	ARE Vocabulary Phase 2 words – I, no, to, the into, go Can say the following sounds in words- P b m n t d k g f s y h By four uses nearly 1,500 words. Conversation is reciprocal. Can use size vocabulary eg big, small. Position, on, off, in, out, up, down. Comprehend quantity concepts eg none left, the bucket is full and use them in their conversations.	Topic General Celebrations Halloween Diwali Bonfire night Christmas	Topic Specific Halloween, Pumpkins Ghosts Bonfire night, Fireworks Bonfire, Sparklers, Safety Hot dogs, Toffee apples Guy Fawkes, York Diwali, Hindu Festival of light, Rangoli Temple, Diya lamps, Feast Christmas, Tree, Presents Father Christmas, Elf Snowman, Reindeer Wise men, Shepherds, Mary Joseph, Animals, Angels Inn keeper, Stars Chinese new year , Lantern Animal names, Tangerines Paper dragons, Money wallet, Fortune cookie Harvest, grow, crops, farmers Hanukkah, festival of light, menorah, Jewish, Dreidel,, Latkes, candles	ARE Vocabulary Phase 2 words – I, no, to, the into, go Can generally understand colour and shape words eg "put the green square in the tray". Can sort objects into single categories eg in the role play – sorting food. Maths area-sorting bears. The Foundation Stage curriculum will develop vocabulary significantly- refer to Development Matters. Can say the following sounds in words- P b m n t d k g f s y h sh ch j z l v Saying the "sh" sound. Producing clusters of consonants in words.
Outcomes	<ul style="list-style-type: none"> I can name the different areas around the classroom and find them on a simple classroom map or picture. I can greet my teachers and classmates appropriately including at register time – saying Good morning or good afternoon. I can say/sing the rhyme 'Cobbler Cobbler' During PE I can use my walking skills to walk in different ways. I can hold and use a pencil and paintbrush for drawing and painting. I can recall the Phase 2 phonemes. I can form the letters for the Phase 2 phonemes correctly. I can accurately count a group of objects up to 5 using 1:1 correspondence. I can continue an AB or ABB pattern. I can compare the length/weight of the colour monsters. I can say who is in my family and name the adults in school who work with me. I can create my own colour monster using materials of my choice. I can create music to show how the colour monster is feeling. 			<ul style="list-style-type: none"> I can use vocabulary to describe different festivals and celebrations around the world for people with different beliefs including Christmas, Harvest, Hanukkah, Diwali and Chinese New Year. I can ask a simple question about festivals around the world. I can sing/say 'Dingle Dangle Scarecrow' and perform this for Harvest. I can hold my pencil with increasing accuracy to write my name. From my PE lessons I will be able to throw and catch a ball. I can identify Phase 2 phonemes and read simple CVC words and some simple sentences. I can read the words: I, no, go, to, into, the. When writing my name I can form uppercase and lower case letters accurately. I can subitise images for numbers up to 5. I can identify 1 more or 1 less than a number up to 5. I can investigate ways of making 5 and recall number bonds to 5. I can say how images of Christmas from the past and the present are the same or different. I can discuss how the environment is changing through the seasons. 		
Previous ←	Goldcrests – All about Me - My family			Goldcrests – My Family		
Next →	Year 1 – Where I live			Year 2 – Guy Fawkes		

Class: Wrens	Spring 1			Spring 2						
Topic Title	Author studies			Plants and growing						
Learning	Development matters			Development matters						
Communication and Language	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary through the day. Engage in story time. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 			<ul style="list-style-type: none"> Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Use new vocabulary in different contexts. 						
PSED	<ul style="list-style-type: none"> Think about the perspectives of others. 			<ul style="list-style-type: none"> Manage their own needs: personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine and being a safe pedestrian. 						
Physical Development	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing, spoons and forks. Further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes. 			<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing and scissors. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Revise and refine the fundamental movement skills they have already acquired: hopping, skipping and climbing. 						
Literacy	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter/s. Phase 3 phonics 			<ul style="list-style-type: none"> Blend sounds into words so that they can read short words made up of known letter sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter/s. Phase 3 phonics 						
Mathematics	<ul style="list-style-type: none"> Subitise Link the number symbol (numeral) with its cardinal number value. Explore the composition of numbers to 10. Compare length, weight and capacity. 			<ul style="list-style-type: none"> Compare numbers Automatically recall number bonds for numbers 0 – 5 and some to 10. Continue, copy and create repeating patterns. 						
Understanding the World	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Compare and contrast characters from stories, including figures from the past. 			<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 						
Expressive Arts and Design	<ul style="list-style-type: none"> Explore and use a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play. 			<ul style="list-style-type: none"> Continue to explore and use a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. 						
Language focus through books	Jill Murphy All in one piece A quiet night in Mr large in charge Five minutes peace A piece of cake Whatever next! Just one of those days On the way home	Sue Hendra Supertato books Norman the slug with the silly shell Barry the fish with fingers Keith the cat with a silly hat. Doug the bug that went boing		Farmer duck	Rosie's walk	Six dinner Sid	The Enormous Turnip	The tiny seed	Bloom	One child one seed
Vocabulary "Gems"	Topic General Author Writing Story illustrator	Topic Specific Jill Murphy Mr Large, Mrs Large, Lester, Luke, Laura, baby On the way home Home, friend, wolf, woodcutter, flying saucer, crocodile, snake, dragon, gorilla, giant, ghost, witch Whatever Next! Baby Bear, moon, rocket, space helmet, space boots, journey, teddy, chimney, owl, aeroplane, clouds, stars, picnic,	ARE Vocabulary Phase 3 words: he, she, we, me, be, you, all, are, her, was, they, my The Foundation Stage curriculum will develop vocabulary significantly- refer to Development Matters. Can say the following sounds in words- P b m n t d k g f s y h sh ch j z l v Saying the "sh" sound. Producing clusters of consonants in words.	Topic General Seasons Spring Grow Plants Flowers Animals Easter	Topic Specific blossom, water, soil, sunlight, seeds, watering can, flower, leaves/leaf, fruit, roots, bean, rain, grow, pollen, vegetables, allotment, stem Farmer Duck, farmyard, duck, cow, farmer, duck, hen, work, moon, weepy Rosie's walk, hen, under, through, walk, fox, pond, around, past, beehives, over, haystack, fence, across, yard, mill The enormous turnip, field, pulled, planted, grew, seeds, turnip, dog, cat mouse, old man, old woman, little boy, little girl	ARE Vocabulary Phase 3 words: he, she, we, me, be, you, all, are, her, was, they, my Uses pronouns to make statements "it's hers", "let go of their jumpers." Use of his, hers, theirs. Comparative language bigger, biggest. Use of is and are eg The baby is eating Weetabix. The babies are eating Weetabix. Consistent use of past tense "I was running" progressing from "I runned" and "they were running" progressing from "they runned" Use of plurals- man- men mouse- mice. This is challenging as many children find plurals difficult. Uses a minimum of 4-5 words in a sentence. Can talk confidently about past and future events.				
Outcomes	<ul style="list-style-type: none"> I can retell the story of 'Whatever Next!' I can say how Mrs Large and other characters would be feeling in 'Five minutes Peace' I can move in different ways including high/low and over/under. I can use my spoon and fork accurately at lunchtime. I can recall the phase 3 phonemes. I can read simple sentences and phrases. I can write CVC words identifying the correct sounds and forming the letters accurately. I can subitise numbers up to 10. I can play a matching pairs game with numerals and dot cards. I can compare numbers using bigger/smaller and more than and less than. I can show different ways of making numbers to 10 using numicon. I can compare the heights of the members of the Large family. I can compare the capacity of the cups and bowls for the Large family. 			<ul style="list-style-type: none"> I can ask questions about how plants grow and about different plants. I can explain how to plant a seed. I can share ideas about how to care for plants. I can use full sentences to explain how to keep healthy. I can use scissors to cut out petals and leaves for my plant. I can move in different ways including: hopping, skipping and climbing. I can blend and read short words containing the phase 2 and 3 phonemes. I can read the words: he, she, we, me, be, you, all, are, her, was, they, my I can write simple words identifying the correct sounds and forming the letters accurately. I can compare numbers using bigger/smaller and more than and less than. I can recall number bonds to 5 and some number bonds to 10. I can continue and create repeating patterns using AB, ABB, ABBC. I can explain how we can care for the natural world around us. I can describe the outdoor environment by what I can see, hear and feel and discuss the seasonal changes that are occurring. 						
Previous ←	Puffins – Author studies – Mick Inkpen and Lucy Cousins Goldcrests – Author studies – Nick Butterworth			Goldcrests – Mini beasts						
Next →	Links to reading curriculum across the school.			Year 1 – plants Year 2 – plants						

Class: Wrens	Summer 1			Summer 2		
Topic Title	Quirks			Seaside/Sea		
Learning	Development matters			Development matters		
Communication and Language	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Learn new vocabulary, through the day. Learn rhymes, poems and songs. 			<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Learn and use new vocabulary in different contexts. Learn rhymes, poems and songs. 		
PSED	<ul style="list-style-type: none"> Show resilience and perseverance in the face of a challenge. 			<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. 		
Physical Development	<ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, spoons, forks and knives. Further develop and refine a range of ball skills including: kicking, passing and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 			<ul style="list-style-type: none"> Develop the overall body strength, balance, co-ordination and agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop the foundations of a handwriting style which is fast, accurate and efficient. 		
Literacy	<ul style="list-style-type: none"> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Phase 3/4 phonics 			<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Phase 3/4 phonics 		
Mathematics	<ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. Compare numbers Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 			<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. 		
Understanding the World	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Recognise some environments that are different to the one in which they live. 			<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Draw information from a simple map. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 		
Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. 			<ul style="list-style-type: none"> Continue to explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses. 		
Language focus through books	The Jolly Postman Owl Babies What the ladybird heard How many legs? One is a snail and ten is a crab			What the ladybird heard at the seaside The lighthouse keeper collection Seaside poems Katie Morag collection Lucy and Tom at the seaside. I spy island		
Vocabulary "Gems"	Topic General Quirks Eggs Hatch Growing	Topic Specific Owl babies, night, woods, hole, branch, ivy, tree, mother. The Jolly Postman, jolly, read, letter, postman, paper, palace, giant, grandma, bicycle, cottage, postcard. Eggs, hatch, grow, hatching, nest, home, needs, habitat, environment.	ARE Vocabulary Phase 4 words: said, have, like, so, do, some, when, come, little, one, were, out, what, there Positional language- middle, around, away from, between, through, next to, beside, last. Size – short length, short height. By five, can understand the language of in front, in a line, corner, middle. The concept of time should be consolidated daily eg today, yesterday, tomorrow, morning, afternoon. Uses the past participle. Uses adverbs eg quickly, quietly, slowly.	Topic General Beach Seaside Sea Sand Sandcastle	Topic Specific Past, present, sun, lifeguard, lifeboat, pebbles, rock pool, shells, beach huts, bucket and spade, digging, lighthouse, shore, ice cream, waves, kite, Frisbee, seagull, boat, cave, cliffs, harbour, pier, lifebelt, deckchair, fish, seaweed, crab, starfish, paddling, sun safety, hat, sunglasses, sun cream/lotion, beach ball, water safety, dolphin, jellyfish, angel fish, shark, lobster, barnacles, other sea creature names.	ARE Vocabulary Phase 4 words: said, have, like, so, do, some, when, come, little, one, were, out, what, there Uses more complex sentences. Uses imaginative language in play. Likes to pretend and act out stories. Can describe an object or possessions well. Can use different describing words to explain something. Asks meanings of words. Is keen to find out new words and put them in a sentence. "The dinosaur has scales" to "the dinosaur has pointy scales".
Outcomes including checkpoints.	<ul style="list-style-type: none"> I can answer questions about the Quirks using connectives to link my ideas. Through discussion we can identify and describe ways to care for the Quirks. I can sing/perform 'There were 10 little Quirks' I can move with, pass and stop the ball accurately using my foot. I can use my knife and fork at lunchtime accurately. I can read my reading book to an adult. I can write a short sentence about the Quirks using a capital letter, full stop and finger spaces and I can re-read it to check that it makes sense. I can play pairs games with numerals and dots cards up to 20. I can use shapes to design a home for the Quirks – fit the criteria. I can discuss and compare the Quirks family to my own family. I can compare the Quirks environment/habitat to my own and other creatures. I can develop a story about the Quirks. I can design hats for the Quirks. 			<ul style="list-style-type: none"> I can speak confidently about the seaside and a day at the seaside using new vocabulary (sand, sea, pebbles, fish, lighthouse, cliffs) I can say sing the rhyme 'I'm a little fish' I can explain how I am feeling. I can complete a seaside obstacle course. I can write my name/short sentence forming most of the letters correctly. I can read the phase 4 common exception words. I can say what is different between the seaside and Tang Hall. I can read my phonics book accurately to an adult. I can write a sentence about the seaside and re-read it to check that it makes sense. I can make an AB, ABB, or ABBC pattern and continue it. I can use tangram shapes to make other shapes. I can identify/label seaside features on a map. I can discuss seaside holidays in the past by asking my family questions. I can create my own kite. 		
Previous ←	Goldcrests – My family - Traditional tales			Puffins – water animals/sea creatures.		
Next →	Year 1 – Dinosaur disaster - Animals Year 2 - Living things and their habitats			Year 1 – surrounding seas		

