









The Nethersole C of E Academy

Reception -Long term Curriculum Plan 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks	7 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Key Themes and Values	<i>The below outlines are ideas/starting points. However, in line with our Early Years ethos we primarily follow the children's ideas and interests and therefore our LTP will be adapted accordingly throughout the year.</i>					
	<p><b>Being Brave</b></p> <p>This is me!</p> <p>My family</p> <p>Where do I live?</p>	<p><b>Let's Celebrate</b></p> <p>Diwali</p> <p>Bonfire night</p>	<p><b>Winter Near and Far</b></p> <p>Winter in Polesworth</p> <p>Winter around the world</p>	<p><b>What Can We Grow?</b></p> <p>Keeping healthy</p>	<p><b>Superheroes!</b></p> <p>Local heroes</p> <p>Minibeasts</p>	<p><b>Blue Planet</b></p> <p>The seaside</p> <p>Holidays</p> <p>Conservation</p>
	<p><b>Values</b></p> 	<p><b>Values</b></p> 	<p><b>Values</b></p> 	<p><b>Values</b></p> 	<p><b>Values</b></p> 	<p><b>Values</b></p> 
	<p>Season Focus: Autumn</p>	<p>Season Focus: Autumn/Winter</p>	<p>Season Focus: Winter</p>	<p>Season Focus: Winter/Spring</p>	<p>Season Focus: Spring/Summer</p>	<p>Season Focus: Summer</p>

Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



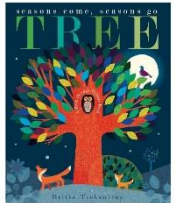
	<b>Key text:</b> <b>Funnybones</b> 	<b>Key text:</b> <b>Little Glow</b> 	<b>Key text:</b> <b>The Storm Whale in Winter</b> 	<b>Key text:</b> <b>Jack and the Beanstalk</b> 	<b>Key text:</b> <b>Superworm</b> 	<b>Key text:</b> <b>The Lighthouse Keeper's Lunch</b> 
<b>Supporting texts</b>	This Bear, That Bear We Are All Welcome The Paperdolls (Family) The Everywhere Bear The Day You Begin The Colour Monster Goes to School In Every House, On Every Street Our Town	Tree It Was a Cold, Dark Night Rama and Sita Bonfire Night Guy Fawkes Diwali Lighting a Lamp Grandpa Christmas Lanterns and Firecrackers	The Snowflake The Story of Snow The Emperor's Egg And Tango Makes Three Penguins (Non-fiction) The Rainbow Bear	Busy Spring-Nature Wakes Up Jasper's Beanstalk The Gigantic Turnip Oliver's Vegetables The Extraordinary Gardner Bloom Look and Wonder: The Amazing Plant Life Cycle Story Little Red Hen The Easter Story	Supertato Mad About Minibeasts Superheroes Don't Get Scared A Superhero Like You	Seal Surfer Commotion in the Ocean Somebody Swallowed Stanley Little Turtle and the Sea The Big Book of the Blue The Proudest Blue Julian is a Mermaid
<b>Key poems, songs and rhymes</b>	Little Boy Blue Autumn leaves	Poppy, Poppy Twinkle, Twinkle		Hot cross buns	There was an old lady Sing a song of sixpence	A sailor went to sea
<b>Stunning Start</b>	Bring your teddy bear to school	Camp fire and Autumn poems/songs	Making boats	Letter from the Giant	Superhero day	Litter picking-local area conservation
<b>Fantastic Finish</b>	Organising a birthday party for teddy (Leads into Let's Celebrate)	Collaborative artwork- Bonfire Night theme	Creating a class book- Information text about Arctic animals	Plant sale to raise funds for new resources	Visit to the Fire Station	Art gallery Share with parents

Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



## Ongoing Themes

- The Nethersole Bear will be taken on the journey throughout the year to experience what the children do.
- Children will learn about the changing seasons throughout the year. The text 'Seasons Come and Seasons Go' will be revisited every half-term.
- Children will have opportunities to learn about the local area throughout the year, supporting by lots of visits into the community.



Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Enrichment Opportunities</p>	<p>Harvest Festival Bible stories read by Father Philip Familiarisation with our learning environment and school community. Weekly Forest School sessions Visit to Polesworth Library Visit from dentist/dental nurse</p>	<p>Diwali Remembrance Day Visit to Polesworth Abbey Visit to Baby Jesus at Polesworth Abbey Nativity production World Nursery Rhyme Week Family workshop-Winter celebrations (Warwickshire Family Learning). Carol service Indian food tasting Weekly Forest School sessions</p>	<p>Road Safety- Visit from Warwickshire Famous sailors Visitor to talk about boats Weekly Forest School sessions</p>	<p>Easter Service at Polesworth Abbey Mother's Day celebration Growing plants- Plant sale? Weekly Forest School sessions Visit to local shops- buying ingredients to make bread. Chinese New Year Chinese food tasting- local restaurant? Visit from Dental charity</p>	<p>Wormery Visit to Kingsbury Water Park- minibeast hunting and pond dipping. Weekly Forest School sessions Family workshop-Spring celebrations (Warwickshire Family Learning). Visit to Polesworth Fire Station Local police officer to visit school Visit from a vet</p>	<p>Sports day Transition time-time in Year 1 classroom/with new teacher Beach day Weekly Forest School sessions</p>
-----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------

Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



<b>Parental Involvement</b>	Parents Evening  Phonics Workshop	Winter Workshop led by Warwickshire Family Learning team	Parents Evening	Number Explorers workshops led by Warwickshire Family Learning team  Mother's Day event	Maths workshop	Reading workshop
<b>Key Enquiry Questions</b>	<b>What makes me unique?</b> Who am I? What do I like to do? What do I look like? What is my body like? What can my body do? Who is in my family? Where do I live? Who is in my Nethersole family? What does my home look like? How have I changed since I was a baby?	<b>What do celebrations          mean to me?</b> How did I celebrate my birthday last year? How do other children celebrate special times? Birthday/Diwali Why are people wearing poppies? Why is Bonfire Night celebrated? How do I celebrate Christmas at home? How do we celebrate Christmas at school? Why do I celebrate Christmas? How are Diwali and Christmas the same/different? Why do we give and receive gifts? How did I celebrate Christmas last year?	<b>What happens in winter?</b> What is the weather like in winter where we live? How is this different to Autumn? What clothes do we wear in winter? How is this different to Autumn? Where are the cold places in our world? What would people wear in cold countries? What animals live in cold places in the world? How do animals survive in cold countries? How do animals shelter in cold countries?	<b>How do plants grow?</b> What do plants need to grow? What food can we grow? Why do some plants not grow? What plants grow in different countries? Which vegetables do I like? Which fruit do I like? Why is it important that we eat healthy foods? What foods are unhealthy?	<b>What minibeasts can I find          in the garden?</b> What are minibeasts? What do minibeasts look like? Where can I find them in the garden? Where can I find minibeasts in our school grounds/Forest School?  <b>Who helps me in my          community?</b>  Who helps me at home? Who helps me at school? Who can help me in my community? Who do I contact in an emergency?	<b>How can we protect the          ocean?</b> What creatures live in the ocean? What do they look like? Where are the oceans? What is pollution? How can we help animals that live in the sea?  <b>How have holidays          changed?</b>  Where have I been on holiday? Where have my friends been on holiday? How do we travel to holiday destinations? Where did my parents go on holiday?

Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



<b>Key Vocabulary</b>	Unique, family, relations, home, appearance, body parts-more ambitious-elbow, shins, skull, ankle, knee, hip, chest, similar, different, special  House, flat, bungalow, locality, detached, semi-detached, terraced, near, far	Celebration, tradition, Bonfire Night Christmas, Diwali-Rama/sits/diva/rangoli, presents, gift, God, Jesus, Mary, Joseph, Stable, Nativity, journey, remember-Remembrance Day	Arctic, polar regions, icy, different, same, continent, North Pole, South Pole, adaptations, camouflage, climate vertebrate, invertebrate, omnivore, carnivore, herbivore, scales, feathers, fur, skins, extinct, habitat, diet, conversation, endangered, species, globe, map hibernation	Flowers, petals, stem, roots, seeds, soil, life-cycle, warmth, light, healthy, unhealthy, growth, wild, garden, deciduous, evergreen, trunk, branches, leaves, vegetables, fruit, blossom, water	insects-arachnid, habitat, colony, compost, worker, dark, damp, under, tunnel, slither, soil  Community, occupation, responsibility, rescue, care	Holiday, break, journey, beach, sea, ocean, land, pier, promenade, rock pools, jetty, crab, suitcase, luggage, passport, flight, atlas, globe, map, destination, travel, abroad, foreign, conservation, pollution
-----------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------


Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



<b>PSED</b>	<p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> <li>Uses their experiences of adult behaviours to guide their social relationships and interactions</li> </ul> <p><b>Sense of Self</b></p> <ul style="list-style-type: none"> <li>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</li> <li>Enjoys a sense of belonging through being involved in daily tasks</li> </ul> <p><b>Understanding Emotions</b></p> <ul style="list-style-type: none"> <li>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> </ul>	<p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> </ul> <p><b>Sense of Self</b></p> <p>Enjoys a sense of belonging through being involved in daily tasks</p> <p><b>Understanding Emotions</b></p> <ul style="list-style-type: none"> <li>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and</li> </ul>	<p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</li> </ul> <p><b>Sense of Self</b></p> <ul style="list-style-type: none"> <li>Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> <li>Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group</li> </ul> <p><b>Understanding Emotions</b></p> <ul style="list-style-type: none"> <li>Understands their own and other people's feelings, offering empathy and comfort</li> <li>Talks about their own and others' feelings and behaviour and its consequences</li> <li>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> </ul>	<p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> </ul> <p><b>Sense of self</b></p> <ul style="list-style-type: none"> <li>Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</li> </ul> <p><b>Understanding Emotions</b></p> <p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p> <p>Seeks support, "emotional refuelling" and practical help in new or challenging situations.</p> <ul style="list-style-type: none"> <li>Understands their own and other people's feelings, offering empathy and comfort</li> </ul>	<p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> </ul> <p><b>Sense of Self</b></p> <ul style="list-style-type: none"> <li>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> </ul> <p><b>Understanding Emotions</b></p> <ul style="list-style-type: none"> <li>Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> <li>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> </ul>	<p><b>Building relationships (ELG)</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and to others' needs.</li> </ul> <p><b>Managing self (ELG)</b></p> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul> <p><b>Self-Regulation (ELG)</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their</li> </ul>
-------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------


Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



		words can hurt others' feelings				behaviour accordingly
PSED	<p>In our everyday continuous provision, we aim to nurture relationships, recognise and identify our emotions and regulate our behaviour. To support our PSED we follow the PSHE/Health and Well-being whole school approach of Jigsaw.</p> 					
PSED	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Communication and Language	<ul style="list-style-type: none"> <li>Engage in story times</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>Engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>Engage in story times</li> <li>Develop social phrases.</li> <li>Use new vocabulary through the day.</li> <li>Learn new vocabulary.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well formed sentences</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>Engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Use new vocabulary through the day.</li> <li>Learn new vocabulary.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Learn rhymes, poems, and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>Engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Use new vocabulary in different contexts.</li> <li>Learn new vocabulary.</li> <li>Learn to help work out problems and organise thinking and activities.</li> <li>Explain how things work and why they might happen</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>Listen to and talk about stories to build familiarity and understanding.</li> <li>Use new vocabulary in different contexts.</li> <li>Learn new vocabulary.</li> <li>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</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>Listen to and talk about stories to build familiarity and understanding.</li> <li>Use new vocabulary in different contexts.</li> <li>Learn new vocabulary.</li> <li>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</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>


Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



Phonics	 <b>Little Wandle Letters and Sounds</b> We follow the systematic synthetic phonics program of "Little Wandle Letters and Sounds". We begin teaching phonics as soon as the children start school and assess progress every 5 weeks. Daily 'Keep Up' sessions are put in place for children identified as not being on track.					
	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
	GPCs: s a t p i n m d g o c k c k e u r h b f l  <b>Tricky words: is I the</b>	GPCs: ff ll ss j v w x y z zz qu ch sh th ng nk  <ul style="list-style-type: none"> <li>words with –s /s/ added at the end (hats sits)</li> <li>words ending in s /z/ (his) and with – s /z/ added at the end (bags sings)</li> </ul> <b>Tricky words: put pull full as and has his her go no to into she push he of we me be</b>	GPCs: ai ee igh oa oo oo ar or ur ow oi ear air er  <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul> <b>Tricky words: was you they my by all are sure pure</b>	GPCs: Review Phase 3  <ul style="list-style-type: none"> <li>words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</li> <li>words with s /z/ in the middle</li> <li>words with –s /s/ /z/ at the end</li> <li>words with –es /z/ at the end</li> </ul> <b>Tricky words: Review all taught so far</b>	Short vowels with adjacent consonants  <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</li> </ul> <b>Tricky words: said so have like some come love do were here little says there when what one out today</b>	GPCs: Phase 3 long vowel graphemes with adjacent consonants  <ul style="list-style-type: none"> <li>CVCC CCVC CCCVC CCVCC</li> <li>words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li> <li>longer words</li> </ul> <b>Tricky words: Review all taught so far</b>
Writing Opportunities	<b>Writing opportunities:</b> Labels Lists Writing name	<b>Writing opportunities:</b> Labels Lists Writing name	<b>Writing opportunities:</b> Labels Captions and phrases Dictated sentence	<b>Writing opportunities:</b> Labels Captions and phrases Dictated sentence	<b>Writing opportunities:</b> Captions and phrases Dictated sentences	<b>Writing opportunities:</b> Captions and phrases Dictated sentences

Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



<p><b>Writing skills</b></p>	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Includes mark making and early writing in their play</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>	<ul style="list-style-type: none"> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touchscreen technology</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter type shapes</li> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>• Read individual letters by saying the sounds for them.</li> <li>• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> <li>• Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Read some letter groups that each represent one sound and say sounds for them</li> </ul> <p>Write simple phrases and sentences that can be read by others.</p>	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• 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. <b>(ELG)</b></li> </ul>
<p><b>Handwriting</b></p> 	<p>Unit 1: Practising patterns Unit 2: Curly letter family Unit 3: Long letter family Unit 4: Bouncy letter family Unit 5: Zig-zag family</p>		<p>Unit 6: Capital letters</p>		<p>Unit 7: Digraphs and trigraphs</p>	


Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



<b>Maths</b>	<b>NCETM Mastering Number</b>					
	We use the NCETM Mastering Number Programme to implement Mastery in our Maths curriculum. We also include Shape, Space and Measure into our curriculum.					
	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.		
Compare size, Mass and Capacity. Exploring pattern.	Circles and Triangles Positional Language Shapes with 4 sides Time	Compare Mass Compare Capacity	Length & Height Time 3D shape Pattern	Spatial Reasoning 1/2 Match, Rotate, Manipulate Compose and decompose	Spatial Reasoning 3/4 Visualise and Build Mapping	
<b>Physical Development</b>	Access to outside is available everyday where there are numerous opportunities to develop various gross motor skills. Reception children also have a weekly Forest School session led by Mrs Tweed, our Forest School leader.					
	<b>PE session focus:</b>  First PE Fairytale Adventures (Dance)	<b>PE session focus:</b>  Multi-Skills Word Moves	<b>PE session focus:</b>  Gymnastics Enjoy a ball	<b>PE session focus:</b>  Superhero (Dance) Tennis	<b>PE session focus:</b>  Outdoor Adventure Football fundamentals	<b>PE session focus:</b>  Athletics

Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



Physical Development	<ul style="list-style-type: none"> <li>•Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Hold a pencil to make marks.</li> </ul>	<ul style="list-style-type: none"> <li>•Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>•Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Use a range of small tools, including scissors, paintbrushes, and cutlery.</li> <li>• Hold a pencil to make anticlockwise movements and retrace vertical lines showing a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>•Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> <li>• Use a range of small tools, including scissors, paintbrushes, and cutlery.</li> </ul>	<ul style="list-style-type: none"> <li>•Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> <li>• Use a range of small tools, including scissors, paintbrushes, and cutlery.</li> </ul>	<ul style="list-style-type: none"> <li>•Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes, and cutlery.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing.</li> </ul>
Fine Motor	Activities in CP Drawing lines/circles Develop whole hand grips through holding pencils/paintbrushes	Activities in CP Develop muscle tone for pressure on paper Show hand dominance Guide drawing/writing Teach/model correct letter formation	Activities in CP Begin to form letters correctly Handle materials/tools with increasing control Holding smaller items Cutting with scissors-straight lines	Activities in CP Pencil grip effective and comfortable. Letters formed correctly. Using one hand regularly. Cut straight and curved lines	Activities in CP Pencil grip effective and comfortable. Letters formed correctly	Activities in CP Forms letters correctly Colours inside lines Draws recognisable pictures Builds with smaller blocks
EAD	 <p>We use the 'Kapow' scheme to teach key skills related to Expressive Arts and Design.</p>					

Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



EAD Creating with materials	<p>Art and Design</p> <p>Focus: Paint/Drawing</p> <p>Paint My World</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Design and Technology</p> <p>Focus: Structures</p> <p>Junk Modelling</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Art and Design</p> <p>Focus: Craft and Design/Sculpture</p> <p>Let's Get Crafty</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Design and Technology</p> <p>Focus: Cooking and Nutrition/Textiles</p> <p>Soup</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Art and Design</p> <p>Focus: Drawing/Sculpture</p> <p>Marvellous Marks</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Design and Technology</p> <p>Focus: Textiles</p> <p>Bookmarks</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
	<p><b>Key Artists</b></p> <p>Kandinsky</p>	<p>Van Gogh- Starry Night Georgia O'Keefe- Poppies</p>	<p>Jackson Pollock- Winter art</p>	<p>Van Gogh- Sunflowers</p>	<p>Lucy Arnold</p>	<p>Monet -The Beach at Sainte-Adresse  Matisse</p>
EAD-Music	<p>Charanga Scheme Each Unit of Work is supported by weekly lesson plans and assessment and has a cross curricular/topic-based focus and a musical focus that will allow the teachers to engage the children in activities related to the developmental events taking place in their changing lives.</p>					
	<p>Me!</p>	<p>My Stories</p>	<p>Everyone!</p>	<p>Our World</p>	<p>Big Bear Funk</p>	<p>Reflect, rewind, replay</p>

Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



JTW Prompts	<p><b>Prompts:</b></p> <p>How am I special/unique? What do I look like? What are the parts of my face/body? How does my body help me learn about the world? How have I changed since I was a baby?</p> <p>Seasonal changes-What can I see in Autumn?</p> <p>How do I take a photo using an I-pad?</p> <p>What is my home like?</p> <p>My own special times (ongoing throughout the year)- birthdays/holidays/new pets/siblings</p> <p>What is my favourite toy?</p> <p>What toys did my parents/grandparents play with?</p>	<p><b>Prompts:</b></p> <p>How do I celebrate my birthday/ Bonfire night/Christmas? What traditions do my family have?</p> <p>How can I remember?</p> <p>How do other people celebrate?</p> <p>Birthday/Bonfire Night/Christmas/Diwali</p> <p>Who was Guy Fawkes?</p> <p>How do I celebrate Christmas at home?</p> <p>How do we celebrate Christmas at school?</p> <p>How did we celebrate Christmas in Nursery?</p> <p>What traditions do we have?</p> <p>Seasonal changes-What can I see in Autumn/Winter?</p>	<p><b>Prompts:</b></p> <p>My own past and present-I remember... Past and present of my family members-My family can.. Families/communities/cultures/traditions. Drawing on what has been read. Seasonal changes-What can I see in Winter? What happens to animals in Winter? What can I see/feel touch when something freezes? What can I see/feel touch when something melts? What is it like to be a child in a different country? Where are the cold places around the world? People's roles in society-Who has sailed on the sea? Ben Ainslie/Ellen MacArthur Forces-how to make a boat move on water-blow/spray something etc</p>	<p><b>Prompts:</b></p> <p>My own past and present-I remember when... Past and present of my family members-My family.. Families/communities/cultures traditions. Drawing on what has been read. What different plants grow around the world? How do plants grow? Lifecycles Seasonal changes-What can I see in Spring?</p>	<p><b>Prompts:</b></p> <p>Families/communities/cultures /traditions- Understand the past through settings, characters and events encountered in books read in class and storytelling. Seasonal changes- What can I see in Spring/Summer? People's roles in society-Who helps us in our community? What buildings/things can I see on my way to school? Maps of local area</p>	<p><b>Prompts:</b></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling Where did my parents/Grandparents go on holiday? Seasonal changes- What can I see in Summer? How is it different to Winter? How do I make the world a safer space for animals? Greta Thunberg/David Attenborough-looking after the environment.</p>


Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



			Maps/globes of the world-Where can I find the sea? How can I make a boat sink/float? Famous explorers- Robert Falcon Scott			
--	--	--	----------------------------------------------------------------------------------------------------------------------------------	--	--	--


Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



Ongoing UTW throughout the year	<p style="text-align: center;"><b><u>Seasons/Environment</u></b> Weather-sun/rain/drizzle/foggy/warm/icy/frosty/Season names Same/different</p> <p style="text-align: center;"><b><u>Living things/animals</u></b> Making observations and drawing pictures-Plants-growing/flowers/animals/seeds/soil/grow/respect Sorting opportunities</p> <p style="text-align: center;"><b><u>Materials-Changing states</u></b> Explore similar/different properties talk about changes they notice/Forces-PE/construction/playdough</p> <p style="text-align: center;"><b><u>Healthy eating</u></b> Healthy, unhealthy, balance, sleep, safe, bodies, exercise-discussions during PE/CP/Jigsaw</p> <p style="text-align: center;"><b><u>Investigations</u></b> Following children’s interests e.g. exploring ice in winter shadows/light/magnets/torches/mirrors What has happened? Why do you think that happened? What is the same/different? What can you see/hear/feel?</p>					
Forest School	Evergreen/deciduous trees, Light/dark shadows, Habitats of animals, Parts of plants and trees, Local area-shops/streets/geographical features-human/nature, Environment-conservation-responsibility for local area, Physical-moving logs etc/wellies/puddle suits, Forces-moving logs, Spatial awareness, Exploration/investigation-testing theories, Den building-collaborative, Changing of seasons/weather-identifying seasonal plants, Changing states-mud/ice etc, Effects of physical activity on their bodies					
R.E. 	Jigsaw RE  Special People  <b><i>What makes people special?</i></b>	Jigsaw RE  Christmas  <b><i>What is Christmas?</i></b>	Jigsaw RE  Celebrations in different cultures and worldviews  <b><i>How do people celebrate?</i></b>	Jigsaw RE  Easter  <b><i>What is Easter?</i></b>	Jigsaw RE  Stories  <b><i>What can I learn from stories?</i></b>	Jigsaw RE  Special Places  <b><i>What makes places special?</i></b>
Technology	Computing in Early Years does not mean just using a computer-it can be developed across almost every area of learning and as part of many different play-based activities. It involves exploring objects that work in different ways and can be used for different purposes. Mechanical toys that encourage exploration of cause and effect and imaginative play resources can all aid children’s understanding of computing and it’s real world applications e.g. old laptops/keyboards/old mobile phones/plug in phones/typewriters/vintage coffee grinders/weighing scales/cars/watch/clock/wind up toys/toys with gears, levers, pulls, knobs or handles/an interactive whiteboard/cd player/headphones/voice recorder/light up vanity mirror/electrical microscope/lamp/beebots/torches/alarm clocks/microwave Role play pretend items-microwave/cooker/iron/washing machine/camera/fridge/drill/vacuum/television					

Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.



	<p style="text-align: center;"><b>Term 1</b></p> <p>Computer systems and networks- Using a computer</p>	<p style="text-align: center;"><b>Term 2</b></p> <p>Programming 1: All about instructions</p>	<p style="text-align: center;"><b>Term 3</b></p> <p>Data Handling: Introduction to data</p>
-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

Birth to Five Matters, Development Matters and The Early Years Foundation Stage Curriculum Progression Framework are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects. See Medium Term Planning for objectives taught each half-term.