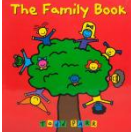
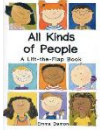
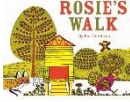
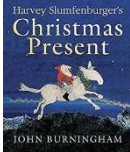
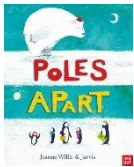
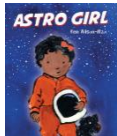


Autumn Term : Year R 2023/24

	Autumn 1 st half	Autumn 2 nd half
Topic	<u>People</u> <i>Key questions</i> Who is in my family? Who is in my class? Who can help me if I have a problem? All About Me  <i>Hands-on experiences:</i> sharing family photographs, drawing family pictures. <i>Key vocabulary:</i> unique, family, different, same, love. My School Community  <i>Hands-on experiences:</i> meeting key adults in school, making a class safety circle, having a tour of the school, electing School Council / Eco-Committee Reps. <i>Key vocabulary:</i> teacher, community, map, directions People Who Help Us  <i>Hands-on experiences:</i> visit from a fire fighter/ ambulance or police officer, people who help us role play/ dressing up. <i>Key vocabulary:</i> care, emergency, fix, deliver, helpful. Celebration Focus: Harvest Festivals, Black History Month PSHE unit: Beginning and Belonging; My Family and Friends (including anti-bullying) PD: Gym (Fun Shapes), Welly Wednesdays, Squiggle Whilst You Wriggle, Dough Disco E-Safety: <i>Privacy and Security</i> - Identify some simple examples of personal information (e.g. name, address, birthday, age, location) - Describe who would be trustworthy to share this information with	<u>On the Move</u> <i>Key questions</i> How do different people get around? How do you say hello? How do Christians celebrate Christmas? My Journeys  <i>Hands-on experiences:</i> crossing the road safely, drawing maps of our journey to school, exploring different forms of transport. <i>Key vocabulary:</i> bicycle, scooter, bus, safely, vehicle Journeys around the World  <i>Hands-on experiences:</i> making different vehicles by box modelling, learning about different countries and languages and experiences of our peers. <i>Key vocabulary:</i> language, country, island. Special Journeys  <i>Hands-on experiences:</i> trip to Audley End, preparing nativity play, Christmas post office role play. <i>Key vocabulary:</i> coach, Christmas, believe, sleigh, decorations, celebration. Celebration Focus: Bonfire Night, Diwali, Remembrance Day, Christmas, Hanukkah PSHE unit: Keeping Safe PD: Games (Fundamentals 1), Welly Wednesdays, Squiggle Whilst You Wriggle, Dough Disco E-Safety: <i>Online Reputation</i> - Identify ways that I can put information on the internet. <i>Online Bullying</i> - Describe ways that some people can be unkind online.
	<i>Little Wandle Letters and Sounds revised - Phase 2 Sets 1 – 5</i> Week 1 – s,a,t,p Week 2 – l,n,m,d Week 3 – g,o,c,k - Tricky word - is Week 4 - ck,e,u,r - Tricky word – l Week 5 – h,b,f,l - Tricky word – the • Give the sound when shown a grapheme • Find any letter on display when given the phoneme • Orally blend/segment CVC words • Blend and segment in order to read and spell CVC words • Write each letter correctly when following a model. Children will begin to read with a T/TA within a group 3 x a week. Session 1 – Decoding Session 2 - Prosody Session 3 – Comprehension	<i>Little Wandle Letters and Sounds revised - Phase 2</i> Week 1 - ff ll ss j - Tricky Words – put pull full as Week 2 – v w x y - Tricky Words - and has his her Week 3 – z zz qu , words with s /s/ added at the end (hats sits), ch - Tricky Words - go no to into Week 4 – sh th ng nk - Tricky Words - she push he of Week 5 – words with s /s/ added at the end (hats sits), words ending s /z/ (his) and with s /z/ added at the end (bags) - Tricky Words - we me be • Give the sound when shown a grapheme • Find any letter on display when given the phoneme • Orally blend/segment CVC words • Blend and segment in order to read and spell CVC words • Write each letter correctly when following a model. Children will read with a T/TA within a group 3 x a week. Session 1 - Decoding Session 2 - Prosody Session 3 – Comprehension
Phonics		

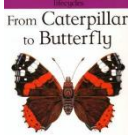
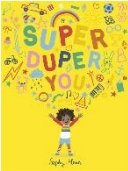
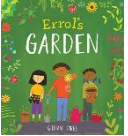
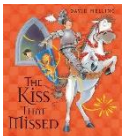
English	<i>TFW texts</i> - Mr Wiggle and Mr Waggle - Little Red Hen <i>Outcomes</i> - Focus on pre-writing skills - Telling a story as a class - Making puppets - Holding a pencil - Sitting with good posture for writing - Drawing a picture from the story - Drawing parts of a story map <i>Poems/ Rhymes</i> - Chop, Chop - Falling Apples - Wise Old Owl <i>Songs:</i> 1, 2, 3 good to be me - Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive - This Old Man - Five Little Ducks - Name Song - Things For Fingers	<i>TFW texts</i> - We're going on a bear hunt - The Jolly Christmas Postman <i>Outcomes</i> - Drawing a story map, labelling using initial sounds, writing cards - Tell a story as the class - Imitating – beginning to change a story and telling this orally - Writing a recount of trip to Audley End <i>Poems/ Rhymes</i> - A basket of Apples - Leaves are Falling - Cup of Tea <i>Songs</i> - I'm A Little Teapot - The Grand Old Duke Of York - Ring O' Roses - Hickory Dickory Dock - Not Too Difficult - The ABC Song - The Wheels on the Bus - Row, Row, Row your boat
Maths	<i>Getting to Know You</i> <i>Match, sort and compare</i> - Match objects - Match pictures and objects - Identify a set - Sort objects to a type - Explore sorting techniques - Create sorting rules - Compare amounts <i>Talk about measure and patterns</i> - Compare size - Compare mass - Compare capacity - Explore simple patterns - Copy and continue simple patterns - Create simple patterns	<i>It's Me 1 2 3!</i> - Find 1, 2 & 3 - Subitise 1, 2 & 3 - Represent 1, 2 & 3 1 more 1 less - Composition of 1, 2 & 3 <i>Circles and triangles</i> - Identify and name circles and triangles - Compare circles and triangles - Shapes in the environment - Describe position <i>1, 2, 3, 4, 5</i> - Find 4 & 5 - Subitise 4 & 5 - Represent 4 & 5 1 more 1 less - Composition of 4 & 5 - Composition of 1 – 5 <i>Shapes with 4 sides</i> - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My day and night

Spring Term : Year R 2023/24

	Autumn 1 st half	Autumn 2 nd half
Topic	<u>Animals</u> <i>Key Questions</i> Where do different animals live? How do animals adapt to their environments? Why are some animals endangered? On Safari  <i>Hands-on experiences:</i> visit from lion learners, exploring hot and cold colours, small world play with animals from the savannah. <i>Key vocabulary:</i> Kenya, savannah, grassland, equator, hot, dry. The Polar Regions  <i>Hands-on experiences:</i> exploring ice, drawing penguins, reading information books. <i>Key vocabulary:</i> Antarctica, Arctic, polar, cold, icy, melt. Ocean animals  <i>Hands-on experiences:</i> exploring plastic waste and ocean pollution, litter pick in the forest area, visit to the Museum of Zoology. <i>Key vocabulary:</i> ocean, pollution, waste, litter, protect. Celebration Focus: Lunar New Year, LGBTQ+ History Month PSHE unit: Me and My World PD: Dance (Toys), Welly Wednesdays, Dough Disco E-Safety: <i>Online Relationships</i> - Recognise some ways in which the internet can be used to communicate. Give examples of how I (might) use technology to communicate with people I know	<u>Space</u> <i>Key Questions</i> Where is space and how do I get there? What makes a good astronaut? What is a star? Rockets and the Space Station  <i>Hands-on experiences:</i> making rockets using box modelling materials, visit to the library to get information books. <i>Key vocabulary:</i> rocket, planet, solar system, sun, star, moon, Earth Astronauts  <i>Hands-on experiences:</i> astronaut role play, astronaut training, learning about Valentina Tereshkova. <i>Key vocabulary:</i> astronaut, explore, discover, travel, experiment. Stars and beyond  <i>Hands-on experiences:</i> creating art in response to Van Gogh's 'Starry Night', naming and painting planets, considering life beyond Earth. <i>Key vocabulary:</i> heat, energy, star, sun Celebration Focus: World Book Day, Easter PSHE unit: My Emotions PD: Gym (Move & Hold), Welly Wednesdays, Dough Disco E-Safety: <i>Health, wellbeing and lifestyles</i> - Identify rules that help keep us safe and healthy in and beyond the home when using technology. Give some simple examples of these rules. <i>Self-image and identify</i> - Recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.
	<i>Little Wandle Letters and Sounds Revised - Phase 3</i> Week 1 – ai ee igh oa Week 2 – oo oo ar or - Tricky words –was you they Week 3 - ur ow oi ear - Tricky words – my by all Week 4 - air er, words with double letters: dd mm tt bb rr gg pp ff - Tricky words – are sure pure Week 5 – Longer words • Give the sound when shown any grapheme • Find all or most taught graphemes when given the sound • Blend and read CVC words, compound words and longer words that need to be chunked up i.e. market, magnet, velvet. • Segment and spell CVC words, compound words and longer words that need to be chunked up i.e. market, magnet, velvet. • Read Tricky Words (CEW): phase 2-3 • Spell Tricky Words (CEW): phase 2-3 • Write each letter correctly when following a model. Children will read with a T/TA within a group 3 x a week. Session 1 - Decoding Session 2 - Prosody Session 3 – Comprehension	<i>Little Wandle Letters and Sounds Revised - Phase 3 Review</i> Week 1 - review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 - review Phase 3: er air, words with double letters, longer words Week 3 - words with two or more di/trigraphs Week 4 - longer words, words ending in –ing, compound words Week 5 - longer words, words with s in the middle /z/ s, words ending –s, words with –es at end /z/ • Give the sound when shown any grapheme • Find all or most taught graphemes when given the sound • Blend and read CVC words, compound words, longer words that need to be chunked up, words with two or more di/trigraphs and words ending with suffixes • Segment and spell CVC words, compound words, longer words that need to be chunked up, words with two or more di/trigraphs and words ending with suffixes • Review all tricky words taught so far • Secure spelling of tricky words taught so far • Write each letter correctly when following a model. Children will read with a T/TA within a group 3 x a week. Session 1 - Decoding Session 2 - Prosody Session 3 – Comprehension
Phonics		

English	<i>TFW texts</i> • Dear Zoo • The Three Little Pigs <i>Outcomes</i> • Drawing a story map, labelling, writing lists • Writing speech bubbles • Beginning to tell stories in pairs • Imitating – different ugly animals e.g. 3 little penguins <i>Poems/ Rhymes</i> • Popcorn • A Little House • Pancakes • Let's Put on our Mittens <i>Songs</i> • Wind The Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping On The Bed • Twinkle Twinkle • If You're Happy And You Know It • Head, Shoulders, Knees And Toes	<i>TFW texts</i> • Whatever Next! • How to Catch a Star <i>Outcomes</i> • Drawing a story map • Beginning to write sentences • Writing labels, captions and lists • Telling stories in pairs • Writing simple poems <i>Poems/ Rhymes</i> • Spring Wind • Furry, Furry Squirrel • Hungry Birdies <i>Songs</i> • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sheep • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey
Maths	<i>Alive in 5!</i> • Introduce Zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 <i>Mass and capacity</i> • Compare Mass (2) • Find a balance • Explore capacity • Compare capacity (2) <i>Growing 6, 7, 8</i> • Find 6, 7 & 8 • Represent 6, 7 & 8 • 1 more • 1 less • Composition of 6, 7 & 8 • Make pairs – odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising <i>Length, height and time</i> • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time	<i>Building 9 & 10</i> • Find 9 & 10 • Compare numbers to 10 • Represent 9 & 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd <i>Explore 3-D shapes</i> • Recognise and name 3-D shapes • Find 2-D shapes within 3-D shapes • Use 3-D shapes for tasks • 3-D shapes in the environment • Identify more complex patterns • Patterns in the environment

Summer Term : Year R 2023/24

	Autumn 1 st half	Autumn 2 nd half
Topic	Growing <i>Key Questions</i> What does a caterpillar turn into? How have I grown? How does a plant grow? Growing Caterpillars  <i>Hands-on experiences:</i> watching caterpillars grow, making butterfly lifecycles, making observational drawings. <i>Key vocabulary:</i> caterpillar, butterfly, chrysalis, egg, lifecycle, change. Growing Me  <i>Hands-on experiences:</i> trying different fruits, dentist role play, looking at our baby pictures. <i>Key vocabulary:</i> dentist, teeth, cavity, patient, baby, toddler, child. Growing Plants  <i>Hands-on experiences:</i> visit to the Botanical Gardens, planting cress and sunflowers, exploring the growth of plants and trees on Welly Wednesdays. <i>Key vocabulary:</i> root, seed, soil, stem, watering can, vegetable, plant, grow, pick Celebration Focus: Eid PSHE unit: Healthy Lifestyles PD: Games (Fundamentals 2), Welly Wednesdays E-Safety: <i>Managing Online Information</i> - Talk about how to use the internet as a way of finding information online. Identify devices I could use to access information on the internet.	Long, Long Ago <i>Key Questions</i> How were things different in the past? Who lived in a castle? What happened to the dinosaurs? Daily life in the past  <i>Hands-on experiences:</i> hand wash clothes and hang them out to dry, explore artefacts and photographs from the past <i>Key vocabulary:</i> past, history, old, new Castles and Knights  <i>Hands-on experiences:</i> making shields, box modelling castles, learning about different people who lived in castles. <i>Key vocabulary:</i> castle, knight, portcullis, drawbridge, catapult Dinosaurs  <i>Hands-on experiences:</i> exploring fossils from the Sedgewick Museum, measuring the size of dinosaurs on the field, making salt dough fossils. <i>Key vocabulary:</i> dinosaur vocabulary, prehistoric, fossil, excavate. Celebration Focus: Refugee Week PSHE unit: My Body and Growing Up PD: Athletics (Sports Day Skills), Welly Wednesdays. E-Safety: <i>Copyright and ownership</i> - Know that work I create belongs to me. Name my work so that others know it belongs to me. <i>Recap elements of E-safety based on need.</i>
	<i>Little Wandle Letters and Sounds Revised - Phase 4</i> Week 1 – short vowels CVCC - Tricky words - said so have like Week 2 – short vowels CVCC CCVC - Tricky words - some come love do Week 3 – short vowels CCVCC CCCVC CCCVCC, longer words - Tricky words - were here little says Week 4 – longer words, compound words - Tricky words - there when what one Week 5 – root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est - Tricky words - out today • Give the sound when shown any grapheme • Find all or most taught graphemes when given the sound • Blend and read CVC words, 4 and 5 letter words, compound words, longer words that need to be chunked up, words with two or more di/trigraphs and words ending with suffixes • Segment and spell CVC words, compound words, longer words that need to be chunked up, words with two or more di/trigraphs and words ending with suffixes • Read and spell phase 4 tricky words (CEW) • Review all tricky words taught so far • Secure spelling of tricky words taught so far • Write each letter correctly when following a model. Children will read with a T/TA within a group 3 x a week. Session 1 - Decoding Session 2 - Prosody Session 3 – Comprehension	<i>Little Wandle Letters and Sounds Revised - Phase 4</i> Week 1 – long vowel sounds CVCC CCVC Week 2 – long vowel sounds CCVC CCCVC CCV CCVCC Week 3 – Phase 4 words ending –s /s/, Phase 4 words ending –s /z/, Phase 4 words ending –es, longer words Week 4 – root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 – root word ending in: –er, –est, longer words • Give the sound when shown any grapheme • Find all or most taught graphemes when given the sound • Blend and read CVC words, 4 and 5 letter words, compound words, longer words that need to be chunked up, words with two or more di/trigraphs and words ending with suffixes • Segment and spell CVC words, compound words, longer words that need to be chunked up, words with two or more di/trigraphs and words ending with suffixes • Review all tricky words taught so far • Secure spelling of tricky words taught so far • Write each letter correctly when following a model. Children will read with a T/TA within a group 3 x a week. Session 1 - Decoding Session 2 - Prosody Session 3 – Comprehension
Phonics		

English	<i>TFW texts</i> • The Very Hungry Caterpillar • The Enormous Turnip <i>Outcomes</i> • Drawing a story map • Beginning to write sentences with punctuation • Writing labels, captions and lists • Drawing and labelling a life cycle • Imitating and innovating • Beginning to tell stories individually <i>Poems/ Rhymes</i> • I have a little seed • Five Little Peas • Caterpillar rhyme • If I Were So Very Small <i>Songs</i> • Big Bear Funk • Tooth brushing songs	<i>TFW texts</i> • Each Peach Pear Plum • Tyrannosaurus Drip - Dinosaur information text <i>Outcomes</i> • Drawing a story map • Beginning to write sentences with punctuation • Writing labels, captions and lists • Writing an information text • Imitating and innovating • Beginning to tell stories individually <i>Poems/ Rhymes</i> • The Fox • Monkey Babies • Thunderstorm • Five Little Owls, • Under a Stone <i>Songs</i> • In and out the dusty bluebells • Skip to my Lou • Ring a ring a roses
Maths	<i>To 20 and Beyond</i> • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns • Counting Patterns Beyond 10 <i>How many now?</i> • Add More • How many did I add? • Take Away • How many did I take away? <i>Manipulate, compose and decompose</i> • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2-D shapes • Decompose shapes • Copy 2-D shape pictures • Find 2-D shapes with 3-D shapes	<i>Sharing & Grouping</i> • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles <i>Visualise, build and map</i> • Identify units of repeating patterns • Create own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations <i>Make connections</i> • Deepening Understanding • Patterns and Relationships <i>Consolidation</i>