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|  | **Autumn Term** | | | **Spring Term** | | **Summer Term** | | |
| Curriculum Areas | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | | Summer 2 |
| **Theme/**  **Focus story**  *These themes may be adapted at various points to allow for children’s interests to flow through the provision* | Friendship / Who I am  -Starting school  -Being in Reception  -My family  -Who am I?  -Kindness  -Buddies  -Nursery Rhymes | Stars & Space  -The Nativity  -Night and Day  -Seasons  -Diwali  -Bonfire Night | | Traditional Tales  -D&T (food) | Creativity & Colour  -Artwork and artists  -Vocabulary | Creepy Crawlies  -Lifecycles  -Growing Butterflies | | Growing & Changing  -Planting seeds  -Non-fiction opportunities |
| **Topic Books** | **‘Incredible You’**  **The Something**  **My Friend Bear** **What We'll Build** **Koala who can** | **‘How to Catch a Star’ or ‘My Pet Star’**  **Nativity Story** | | **‘Little Red Riding Hood’**  **Three Little Pigs**  **Gingerbread Man**  **Goldilocks** | **‘The Colour Monster’**  **Elmer**  **Little Rainbow Fish** | **‘Very Hungry Caterpillar’ or ‘Superworm’**  **What the Ladybird Heard**  **The Very Quiet Cricket**  **Clem and Crab** | | **‘The Extraordinary Gardener’**  **The Tiny Seed**  **The Enormous Watermelon**  **Jack and the Beanstalk** |
| Opportunities for learning outside of the classroom | **Family event in School** | **Story time Evening** | | **Theatre Company in School** | **Explore! Wrexham** | **Bewilderwood (ELG GROSS MOTOR)** | | **Mini Adventure Night** |
| **Communication & Language** | * Commenting on what children are interested in or doing and echoing back what they say with new vocabulary added. * Develop quality conversations. * Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts. * Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher. * Sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | | | | |
| ELG Focus:  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | | | ELG Focus:  Make comments about what they have heard and ask questions to clarify their understanding.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary | | ELG Focus:  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. | | |
| **Personal, Social & Emotional** | Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.  Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. | | | Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. | | Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. | | |
| ELG Focus:  Self-Regulation:  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Managing Self:  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Building Relationships:  Work and play cooperatively and take turns with others. | | | ELG Focus:  Self-Regulation:  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Managing Self:  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Building Relationships:  Form positive attachments to adults and friendships with peers. | | ELG Focus:  Self-Regulation:  Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  Managing Self:  Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.  Building Relationships:  Show sensitivity to their own and to others’ needs. | | |
| **Mental Health and Wellbeing** | Connect- My Surroundings | | | Connect-Similarities & differences | | Discover-Try Something New | | |
| **Physical Development**  Gross Motor  See Complete PE planning | Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.  Creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. | | | | | | | |
| ELG Focus:  Negotiate space and obstacles safely, with consideration for themselves and others | | | ELG Focus:  Demonstrate strength, balance and coordination when playing. | | ELG Focus:  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | |
| **Physical Development**  Fine Motor | Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | | | | | | | |
| ELG Focus:  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. | | | ELG Focus:  Use a range of small tools, including scissors, paint brushes and cutlery. | | ELG Focus:  Begin to show accuracy and care when drawing. | | |
| **Literacy**  Comprehension | Adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. | | | | | | | |
| ELG Focus:  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | | | ELG Focus:  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | | ELG Focus:  Anticipate – where appropriate – key events in stories. | | |
| **Literacy**  Word reading  Little Wandle  Phonics | Speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. | | | | | | | |
| Phase 2  s a t p I n m d g o c k e u r h b f l Tricky words is, I, the | Phase 2  ff,ll,ss v w x y z sh th ch nk ng Tricky Words and has his her go no to into she he of we me be | | Phase 3  ai ee igh oa oo oo ar or ur ow oi ear air er dd mm tt bb rr gg pp ff longer words Tricky words: was you they my by all are sure pure | Review all phase 3 Secure spelling words with double letters longer words some come love do –s words with –es at end /z/ Tricky words: Review | Phase 4 short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words: said so have there when what one like were here little says out today some come love do | | Phase 4 long vowel sounds CVCC CCVC Secure spelling long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d  Phase 4 words ending in: –s /s/, –s /z/, –es longer words Tricky words: Review all |
| ELG Focus:  Say a sound for each letter in the alphabet and at least 10 digraphs. | | | ELG Focus:  Read words consistent with their phonic knowledge by sound-blending. | | ELG Focus:  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | | |
| **Literacy**  Writing | Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). | | | | | | | |
| ELG Focus:  Write recognisable letters, most of which are correctly formed. | | | ELG Focus:  Spell words by identifying sounds in them and representing the sounds with a letter or letters. | | ELG Focus:  Write simple phrases and sentences that can be read by others. | | |
| **Mathematics**  Number/Numerical  Patterns  **Power Maths** | Count confidently, develop a deep understanding of the numbers to 10.  Relationships between numbers to 10 and the patterns within those numbers.  Develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. | | | Develop a secure base of knowledge and vocabulary.  Apply and build on understanding and knowledge of numbers to 10 - such as using manipulatives, including small pebbles and tens frames for organising counting.  Develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. | | Develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.  Develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. | | |
| ELG Focus:  Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5. | | | ELG Focus:  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  Verbally count beyond 20, recognising the pattern of the counting system. | | ELG Focus:  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | |
| **Mastering Number** | Build on previous experiences of number and further develop subitising and counting skills. Explore the composition of numbers within 5. Begin to compare sets of objects and use the language of comparison. | | | Continue to develop subitising and counting skills. Explore the composition of number within and beyond 5. Begin to identify when 2 sets are equal or unequal and connect two equal groups to doubles. Begin to connect quantities to numerals. | | Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. Secure knowledge of number facts. | | |
| **Understanding the World**  \*See RE below  **Past and present** - History    **The Natural Word** – Science  **The Natural World** – Geography | Develop children’s personal experiences (school visits).  Meeting important members of society such as police officers, nurses and firefighters.  Listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.  Building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | | | |
| Autumn  Chronological understanding  Sequence events in order e.g. now, then.  Begin to use a simple timeline of events.  In their own life  Talk about how I have changed since being a baby.  Know that my parents and grandparents were once babies and children.  Talk about past and present events in their own life.  In their own life and their family history  Begin to make sense of their own life-story and family’s history.  Begin to share key family events and celebrations.  Talk about past and present events in their own life and the lives of family members.  Share family celebrations past and present | | Spring  Range and depth of historical knowledge  Begin to know some similarities and differences between things in the past and now.  Interpretations of history  Explore objects, artefacts and photos from the past and now.  Historical enquiry  Ask simple questions about the past comparing to now. | | | | Summer  Chronological understanding  Sequence events in order e.g. now, then.  Range and depth of historical knowledge  Begin to know some similarities and differences between things in the past and now.  Interpretations of history  Explore objects, artefacts and photos from the past and now.  Historical enquiry  Ask simple questions about the past comparing to now. | |
| ELG Focus:  Past and Present  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | | | | |
| Autumn  Changing states of matter  Make comments about changes they observe - ice and water link this to seasons  Seasons  Make comments about how the weather changes  Recognise common weather patterns  Recognise light and dark  Animals including humans  Name parts of the human body  Talk about what the parts of the body do | | Spring  Materials  Name some common materials.  Explain some properties of common materials.  Suggest the correct materials to use to solve a problem - best material for  Environments  Recognise common environments.  Explain features of these environments.  Compare environments talking about similarities and differences. | | | | Summer  Plants  Name basic parts of a plant.  Know the names of some common plants.  Explain what a plant needs to grow.  Explain how plants change as they grow.  Animals including minibeats  Name some animals including minibeasts.  Name some baby animals.  Explain how animals change as they grow.  Explain where animals live. | |
| ELG Focus:  The Natural World  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | | | |
| Autumn  Geographical Enquiry  Name and locate places in the school setting.  Describe the immediate environment.  Weather  Observe weather and how the weather is different from other seasons.  Notice how the weather affects animals and people. | | Spring  Location / Direction  Follow simple instructions using positional language.  Weather  Observe weather and how the weather is different from other seasons.  Notice how the weather affects animals and people. | | | | Summer  Using and Drawing Maps  Retrieve information from a simple map.  Use imagination and ideas from stories to create own simple maps.  Weather  Observe weather and how the weather is different from other seasons.  Notice how the weather affects animals and people. | |
| ELG Focus:  People Culture and Communities  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | | | | | | | |
| **Expressive Arts and Design**  Art  Music | Explore and play with a wide range of media and materials.  The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.  The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | | | | | | |
| Autumn 1 - Look at me!  Artists: range of self-portraits from various artists  Drawing  Use a range of media to make portraits with lines, shapes and different colours.  Share artwork with others and explain the processes they have used.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Explore realistic and unrealistic portraits and say what they like and dislike about them. | | | Spring 1 - Art tells a story  Artist: Hannah Bullen-Ryner  3D form  Use a range of materials to represent parts in artwork.  Create artwork that looks real from natural materials.  Look closely at materials and select appropriate ones to make art work from.  Recognise patterns.  Explore textures of materials.  Share artwork with others and explain the processes they have used.  Explore, use and refine a variety of artistic effects to express their ideas and feelings. | | Summer 1 - Creepy Crawlies  3D form / sculpture  Safely use and explore a variety of materials, tools and techniques, experimenting with texture and form.  Explore how to manipulate clay.  Use techniques to mould clay into desired shapes.  Shape clay into a range of shapes.  Squeeze, pinch, flatten and roll clay.  Make changes to artwork after talking about it with others.  Share artwork with others and explain the processes they have used. | | |
| Autumn 2 - Dark and Light  Artist: Pablo Picasso  Textiles / Collage  Use a range of media to make black and white.  Explore using dark and light colours.  Use a range of materials to create pictures through the media of collage.  Use resources to stick and attach.  Share artwork with others and explain the processes they have used.  Explore, use and refine a variety of artistic effects to express their ideas and feelings. | | | Spring 2 - Let’s get colourful  Artists: range of artists who use colour in their work, main focus Paul Klee  Painting  Design a piece of artwork.  Mix colours to make desired colours from artwork.  Recognise primary and secondary colours.  Explore a range of tools to apply colours. | | Summer 2 - Growing  Artists: Clementine Hunter and Claude Monet  Printing  Use tools to mimic patterns.  Select appropriate colours to use in floral art.  Explore, use and refine a variety of artistic effects to express their ideas and feelings. | | |
| Continuous Provision opportunities:  Family drawings, sketching, making houses, water-colours / paints and different medias, printing. | | | Continuous Provision opportunities:  Mixing colours, presenting artwork and asking questions about other’s artwork, developing vocabulary, adding texture to artwork, building, cutting and sticking. | | Continuous Provision opportunities:  Patterns, printing, exploring different medias, sketching, building. | | |
| ELG Focus: Autumn 1 and 2  Creating with Materials  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.  Share their creations, explaining the process they have used. | | | ELG Focus: Spring 1 and 2  Creating with Materials  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.  Share their creations, explaining the process they have used. | | ELG Focus: Summer 1 and 2  Creating with Materials  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.  Share their creations, explaining the process they have used. | | |
| Autumn 1 - Me!  - explore: growing, homes, colour, toys, how I look  Explore high sounds and low sounds using voices and glockenspiels.  Copy-clap the rhythm of names.  Find the pulse. | | | Spring 1 - Everyone!  - explore: family, friends, people and music from around the world  Invent ways to find the pulse.  Copy-clap some rhythms of phrases from the songs.  Explore high pitch and low pitch in the context of the songs.  Use the starting note to explore melodic patterns using one or two notes. | | Summer 1 - Big Bear Funk  - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments  Find a funky pulse.  Copy-clap 3 or 4 word phrases from the song.  Keep the beat of the song with a pitched note.  Add pitched notes to the rhythm of the words or phrases in the song.  Enjoy playing patterns using a combination of any of the three notes C, D and E. | | |
| Autumn 2 - My Stories  - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time  Find the pulse as one of the characters from the song.  Copy-clap the rhythm of small phrases from the songs.  Explore high pitch and low pitch in the context of the songs.  Invent a pattern to go with a song using one note. | | | Spring 2 - Our World  - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space  Find the pulse and show others your ideas.  Copy-clap some rhythms of phrases from the songs.  Explore high pitch and low pitch using the images from the songs.  Use the starting note to explore melodic patterns using one or two notes. | | Summer 2 - Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.  Consolidation of knowledge and skills | | |
| Continuous Provision opportunities:  Free playing of instruments to explore their different sounds (timbres) and volumes (dynamics).  To develop knowledge of instruments and their sounds; how to play the instruments (they may not have had an opportunity in their music lesson to play all of the instruments); develop fine and gross motor skills which will support mark making. | | | Continuous Provision opportunities:  Improvising or composing either individually or in small groups. This could be free or partially directed through prompts such as pictures - ‘create music for this character’ or ‘create music for this picture’ or ‘create music for this mood’.  Exploration of sounds to create/match to moods and characters. An ability to develop and organise sounds to compose music as an extension from class music lessons. Class composition is a more directed activity within the structure of a song, whereas this activity is freely creative. An opportunity to develop imaginative and expressive play through music. | | Continuous Provision opportunities:  Listening to a variety of music with prompts for thinking and questioning.  Develop listening and responding skills individually as an extension from whole-class music lessons. | | |
| ELG focus: Autumn 1 and 2  Being Imaginative and Expressive  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. | | | ELG focus: Spring 1 and 2  Being Imaginative and Expressive  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. | | ELG focus: Summer 1 and 2  Being Imaginative and Expressive  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. | | |
| No Outsiders | The Family Book | Mummy, Mama and Me | | The Worrysaurus | Blue Chameleon | Red Rockets and Rainbow Jelly | | You Choose |
| **Understanding the World**  People, Culture and Communities / Past and Present  Religious Eductions  *Cheshire West Agreed Syllabus 2024 EYFS Guidance*  Including other opportunities to celebrate cultures | Christianity: Special Stories - What is the Bible?  Explore why Christians say Jesus is special through the miracle stories.  Talk about the Bible as a special book for Christians which has many special stories.  How do Hindus celebrate Diwali?  Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country. Explore Diwali & Eid | Christianity: Special Times - Why do people perform Nativity plays at Christmas?  Why do people give and receive presents?  Develop curiosity as to why Christians do nativity plays at Christmas.  Explain why Christians give and receive presents at Christmas.  Take part in nativity performance  Advent and Christmas celebrations  Remembrance | | Christianity: Special People - Why do Christians believe Jesus is special?  Explore why Christians say Jesus is special through the miracle stories.  Chinese New Year | Christianity: Special Times - Why is Easter a sad and a happy time?  Recall key important aspects of the Easter story & begin to say why Christians think the resurrection is important. | Christianity: Special Stories - What do Christians believe about God?  Talk about how Christians might worship God. | | Christianity: Special Places - What happens in a Church?  Talk about how Christians might worship God in church.  Visit St John’s Church  How do Muslims celebrate Eid? Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country. Explore Diwali & Eid |