

## Yearly Overview Year Reception 2025-2026

|                                                                                                            | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Autumn 2                                                                                                                                                                                                   | Spring 1                                                                                                                | Spring 2                                                                                                                                                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core School Values</b>                                                                                  | <b>September:</b> Kindness and Cooperation<br><b>October:</b> Thankfulness                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>November:</b> Friendship and Sharing<br><b>December:</b> Respect                                                                                                                                        | <b>January:</b> Unity<br><b>February:</b> Responsibility                                                                | <b>March:</b> Hope and Peace<br><b>April:</b> Patience and Perseverance                                                                                                                                                                                                                               | <b>May:</b> Trust and Honesty                                                                                                                                                                                                                                                                                                                          | <b>June:</b> Happiness<br><b>July:</b> Courage                                                                                                                                                                                           |
| <b>British Values</b><br> | Democracy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Tolerance                                                                                                                                                                                                  | Mutual Respect                                                                                                          | Rule of Law                                                                                                                                                                                                                                                                                           | Individual Liberty                                                                                                                                                                                                                                                                                                                                     | Rule of Law                                                                                                                                                                                                                              |
| <b>Events and Celebrations</b>                                                                             | Harvest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Diwali (12.11) Bonfire /Firework Night (05.11)<br>St. Andrew's Day (30.11)<br>Christmas                                                                                                                    | New Year (10.2) Lunar New Year (01.02)<br>Valentine's Day (14.02)                                                       | St. David's Day (01.03)<br>World Book Day (07.03)<br>St. Patrick's Day (17.03)<br>Mother's Day (10.3)<br>Easter (31.3)                                                                                                                                                                                | St. George's Day (23.04)<br>Eid (9/04 - 10/4)                                                                                                                                                                                                                                                                                                          | Father's Day (19.06)<br>Sandy Carnival (15.06)                                                                                                                                                                                           |
| <b>Year Group Theme</b>                                                                                    | Marvellous Me!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                            |                                                                                                                         |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                        | Transitions                                                                                                                                                                                                                              |
| <b>Key Texts</b>                                                                                           | <ul style="list-style-type: none"> <li>The Invisible String by Patrice Karst</li> <li>The Colour Monster by Anna Llenas</li> <li>The Colour Monster Goes to School by Anna Llenas</li> <li>Non-Fiction books about ourselves &amp; families, Harvest</li> </ul>                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Perfectly Norman by Tom Percival</li> <li>The Nativity &amp; Christmas Stories</li> <li>Non-Fiction books about Autumn, Divali, Bonfire Night, Christmas</li> </ul> | <ul style="list-style-type: none"> <li>Chocolate Mudcake</li> <li>The Smeds and the Smoos by Julia Donaldson</li> </ul> | <ul style="list-style-type: none"> <li>How to Catch A Star by Oliver Jeffers</li> <li>Supertato (various books) by Sue Hendra</li> <li>People who help us books</li> <li>Non-Fiction books about real life heroes (people who help us)</li> </ul>                                                     | <ul style="list-style-type: none"> <li>The Snail and the Whale by Julia Donaldson</li> <li>The Bad Tempered Lady Bird by Eric Carle</li> <li>The Crunching Munching Caterpillar by Sheridan Cain</li> <li>Mad About MiniBeasts by Giles Andreae (poetry)</li> <li>Superworm by Julia Donaldson</li> <li>Non-Fiction books about Mini-Beasts</li> </ul> | <ul style="list-style-type: none"> <li>Lost and Found by Oliver Jeffers</li> <li>Up and Down by Oliver Jeffers</li> <li>Various other books by Oliver Jeffers</li> <li>Stories from Other Countries</li> <li>Maps and Atlases</li> </ul> |
| <b>Personal, Social, Health, Citizenship Education (P.S.H.C.E)</b>                                         | Statements from Development Matters (2021):<br>Children in reception will be learning to: <ul style="list-style-type: none"> <li>See themselves as a valuable individual</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others</li> </ul> |                                                                                                                                                                                                            |                                                                                                                         | Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> </ul> |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                          |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                           |                                                                                                                           |                                                                                                            |                                                                                                 |                                                                                                 |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
|                          | <ul style="list-style-type: none"> <li>Manage their own needs: <ul style="list-style-type: none"> <li>Personal hygiene</li> </ul> </li> <li>being a safe pedestrian</li> </ul> <p>Children will also have the time to discuss during Circle Times, Meditation and Mindfulness sessions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                           |                                                                                                                           |                                                                                                            |                                                                                                 |                                                                                                 |
| Physical Development     | PE session: Fundamental Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | PE session: Movement – Floor Work                                                                         | PE session: Dance                                                                                                         | PE session: Gym / Wall Frame                                                                               | PE session: Ball Skills                                                                         | PE session: Athletics                                                                           |
|                          | <p>Statements from Development Matters (2021):<br/>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> </ul> <ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>lining up and queuing</li> <li>mealtimes</li> </ul> </li> </ul> <p>Children will also practice yoga.</p> |                                                                                                           |                                                                                                                           |                                                                                                            |                                                                                                 |                                                                                                 |
| Communication & Language | <p>Statements from Development Matters (2021):<br/>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important</li> <li>Learn new vocabulary</li> <li>Use new vocabulary through the day</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>Connect one idea or action to another using a range of connectives</li> <li>Describe events in some detail o Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>Develop social phrases</li> </ul> <ul style="list-style-type: none"> <li>Engage in story times</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetitions and some in their own words,</li> <li>Use new vocabulary in different contexts o Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>Learn rhymes, poems and songs</li> <li>Engage in non-fiction books</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |                                                                                                                           |                                                                                                            |                                                                                                 |                                                                                                 |
| Writing                  | Mark making & emergent writing (writing station)<br>Names Labels for monsters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark making & emergent writing (writing station)<br>Phonics<br>Letter formation/<br>handwriting CVC words | Mark making & emergent writing (writing station)<br>Phonics<br>Letter formation/<br>handwriting CVC words<br>Tricky words | Mark making & emergent writing (writing station)<br>Phonics<br>Letter formation/<br>handwriting CVCC words | Mark making & emergent writing (writing station)<br>Phonics<br>Letter formation/<br>handwriting | Mark making & emergent writing (writing station)<br>Phonics<br>Letter formation/<br>handwriting |

|                        |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        |                                                                                                                                                                                                                                                 | Tricky words<br>Descriptive Words<br>(Fireworks)<br>Bonfire poetry<br>Letters to Father<br>Christmas                                                                                                                                                                                                     | Thank you letters to<br>Father Christmas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Tricky words<br>Common exception<br>words<br>Descriptive Words<br>Sentence Writing | Tricky words<br>Common exception<br>words<br>Sentence Writing                                                                                                                                                                                                                                                                                                                                                                       | Descriptive Words<br>Sentence Writing<br>Tricky words<br>Common exception<br>words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Phonics and<br>Reading | Phase 1 Recap – focus<br>on oral blending and<br>segmenting                                                                                                                                                                                     | Phase 2 <ul style="list-style-type: none"> <li>Step 1: s a t p</li> <li>Step 2: i n m d</li> <li>Step 3: g o c k</li> <li>Step 4: ck e u r</li> <li>Tricky Word</li> <li>Reading: the, to Step 5: h b f ff l ll ss</li> <li>Tricky Word</li> <li>Reading: no, go, l</li> <li>Revise Steps 1-5</li> </ul> | Phase 3 <ul style="list-style-type: none"> <li>Step 6: j v w x<br/>Tricky Word Reading: no, go, l, the, to</li> <li>Step 7: y z zz qu ch<br/>Tricky Word Reading: he, she<br/>Tricky Word Writing: the, to</li> <li>sh th (unvoiced) th (voiced) ng<br/>Tricky Word Reading: we, me, be</li> <li>ai ee igh oa<br/>Tricky Word Reading: was<br/>Tricky Word Writing: no, go, l</li> <li>oo (short) oo (long) ar or<br/>Tricky Word Reading: my</li> <li>ur ow oi ear<br/>Tricky Word Reading: you</li> <li>air ure er<br/>Tricky Word Reading: they</li> <li>Practise all Level 3 GPCs<br/>Tricky Word Reading: here, all, are</li> </ul> |                                                                                    | Phase 3 Recap <ul style="list-style-type: none"> <li>Trigraphs and Consonant Digraphs</li> </ul> Recap: was, my <ul style="list-style-type: none"> <li>Letter Sounds and</li> </ul> Vowel Digraphs<br>Recap: we, they <ul style="list-style-type: none"> <li>Practise all Level 3</li> </ul> GPCs<br>Revision of all Phase 3 tricky words <ul style="list-style-type: none"> <li>Tricky Word Writing: the, to, no, go, l</li> </ul> | Phase 4 <ul style="list-style-type: none"> <li><b>CVCC Words</b></li> </ul> Tricky Word Reading: said, so<br>Tricky Word Writing: he, she, me, we, be <ul style="list-style-type: none"> <li><b>CCVC Words</b></li> </ul> Tricky Word Reading: have, like, come, some<br>Tricky Word Writing: was, you <ul style="list-style-type: none"> <li><b>Adjacent Consonants</b></li> </ul> Tricky Word Reading: were, there, little, one<br>Tricky Word Writing: they, are, all <ul style="list-style-type: none"> <li><b>Polysyllabic Words</b></li> </ul> Tricky Word Reading: do, when, out, what<br>Tricky Word Writing: my, here |
|                        | Weekly School Library Visit<br>Wordless Reading Books                                                                                                                                                                                           | Weekly School Library Visit<br>Word wallets<br>Phonic Reading Book<br>Phonic workbooks                                                                                                                                                                                                                   | Weekly School Library Visit<br>Word wallets<br>Phonic Reading Book<br>Phonic workbooks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                    | Weekly School Library Visit<br>Word wallets<br>Phonic Reading Book<br>Phonic workbooks                                                                                                                                                                                                                                                                                                                                              | Weekly School Library Visit<br>Word wallets<br>Phonic Reading Book<br>Phonic workbooks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Mathematics            | White Rose Maths: <ul style="list-style-type: none"> <li><b>Getting to know you</b> <ul style="list-style-type: none"> <li>Baseline</li> <li>Routines</li> <li>Positional language</li> <li>Exploring inside and outside</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                                          | White Rose Maths: <ul style="list-style-type: none"> <li><b>Alive in 5!</b> <ul style="list-style-type: none"> <li>Number: Introducing zero; Comparing Numbers to 5; Composition of 4 and 5</li> <li>Measure, shape and special thinking: Compare Mass; Compare Capacity</li> </ul> </li> <li><b>Growing 6,7,8</b></li> </ul>                                                                                                                                                                                                                                                                                                            |                                                                                    | White Rose Maths: <ul style="list-style-type: none"> <li><b>To 20 and beyond</b> <ul style="list-style-type: none"> <li>Number: Building Numbers beyond 10; Counting Patterns Beyond 10</li> <li>Measure, shape and special thinking: Spatial Reasoning – Match, Rotate Manipulate</li> </ul> </li> </ul>                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>▪ <b>Just like me</b> <ul style="list-style-type: none"> <li>o Number: Match and sort; compare amounts</li> <li>o Measure, shape and special thinking: compare size, mass and capacity; exploring pattern.</li> </ul> </li> <li>▪ <b>It's me 123</b> <ul style="list-style-type: none"> <li>o Number: Representing, comparing and composition of 1,2,3</li> <li>o Measure, shape and special thinking: Circles and Triangles; Positional Language</li> </ul> </li> <li>▪ <b>Light &amp; dark</b> <ul style="list-style-type: none"> <li>o Number: Representing numbers to 5; One More and Less</li> <li>o Measure, shape and special thinking: Shapes with 4 sides; Time</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>o Number: 6,7 &amp; 8; Combining 2 amounts;</li> <li>o Making Pairs</li> <li>o Measure, shape and special thinking: Length and Height; Time</li> <li>▪ <b>Building 9&amp;10</b> <ul style="list-style-type: none"> <li>o Number: Counting to 9 and 10; Comparing</li> <li>o Numbers to 10; Bonds to 10</li> <li>o Measure, shape and special thinking: 3-d shapes; Spatial Awareness; Patterns</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>▪ <b>First, then, now</b> <ul style="list-style-type: none"> <li>o Number: Adding More, Taking Away</li> <li>o Measure, shape and special thinking: Spatial Reasoning – Compose and Decompose</li> </ul> </li> <li>▪ <b>Find my pattern</b> <ul style="list-style-type: none"> <li>o Number: Doubling; Sharing and Grouping; Even and Odd</li> <li>o Measure, shape and special thinking: Spatial Reasoning – Visualise and Build</li> </ul> </li> <li>▪ <b>On the move</b> <ul style="list-style-type: none"> <li>o Number: Deepening Understanding; Patterns</li> <li>o and Relationships</li> <li>o Measure, shape and special thinking: Spatial Reasoning - Mapping</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Understanding the World</b> | <ul style="list-style-type: none"> <li>▪ Monthly observation of seasonal changes and changes in nature</li> <li>▪ Forest School Activities</li> <li>▪ Daily observations of weather</li> <li>▪ Similarities and differences</li> <li>▪ Likes and dislikes</li> <li>▪ All about me boxes</li> <li>▪ Our families</li> <li>▪ Family celebrations incl. birthdays</li> <li>▪ Our senses</li> <li>▪ Harvest</li> <li>▪ Remote controlled toys</li> <li>▪ Navigating around our school</li> </ul>                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>▪ Monthly observation of seasonal changes and changes in nature</li> <li>▪ Forest School Activities</li> <li>▪ Daily observations of weather</li> <li>▪ Beebots</li> <li>▪ Diwali</li> <li>▪ Remembrance</li> <li>▪ Bonfire night (Guy Fawkes)</li> <li>▪ Advent</li> <li>▪ The story of the First Christmas, nativity.</li> <li>▪ St Andrew</li> <li>▪ Explore light</li> </ul> | <ul style="list-style-type: none"> <li>● Monthly observation of seasonal changes and changes in nature</li> <li>● Forest School Activities</li> <li>● Daily observations of weather</li> <li>● Materials</li> <li>● RSPB bird watch</li> <li>● Lunar New Year</li> </ul>                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>● Monthly bservation of seasonal changes and changes in nature</li> <li>● Forest School Activities</li> <li>● Daily observations of weather</li> <li>● St David</li> <li>● St Patrick</li> <li>● St George</li> <li>● Easter story</li> <li>● Different occupations – people who help us</li> <li>● Recycling</li> </ul> | <ul style="list-style-type: none"> <li>● Monthly bservation of seasonal changes and changes in nature</li> <li>● Forest School Activities</li> <li>● Daily observations of weather</li> <li>● Bug habitats</li> <li>● Identifying creatures</li> <li>● Observing life cycle of butterflies</li> <li>● Wormery</li> <li>● Minibeast hunting</li> <li>● Eid</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>● Monthly observation of seasonal changes and changes in nature</li> <li>● Forest School Activities</li> <li>● Daily observations of weather</li> <li>● Exploring a globe and maps – world &amp; local journeys we have taken</li> <li>● Map work – drawing own &amp; following</li> <li>● A journey in Sandy – physical &amp; human features - walk around the estate</li> <li>● Vehicles/forms of transport</li> <li>● Comparison with life in other countries/cultures</li> </ul> |

|                                     | environment                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Expressive Arts &amp; Design</b> | <ul style="list-style-type: none"> <li>• Singing songs and rhymes</li> <li>• Harvest songs and performance</li> <li>• Listen &amp; respond to music</li> <li>• Exploring with musical instruments</li> <li>• Mark making</li> <li>• Using different media to create marks – dots, spots, lines, curved, straight</li> <li>• Self-portraits - sketch, basic shapes, different colours</li> <li>• Cooking</li> </ul> | <ul style="list-style-type: none"> <li>• Singing songs and rhymes</li> <li>• Christmas songs and performance</li> <li>• Listen &amp; respond to music</li> <li>• Exploring with musical instruments</li> <li>• Mark making</li> <li>• Using different media e.g. Firework pictures, poppies</li> <li>• Manipulate materials to form cones and cylinders e.g. rocket</li> <li>• Clay Mehndi patterned hands (printing)</li> <li>• Colour mixing – autumn leaves – orange</li> <li>• Printing (poppies)</li> <li>• Cooking</li> </ul> | <ul style="list-style-type: none"> <li>• Singing songs and rhymes</li> <li>• Listen &amp; respond to music</li> <li>• Exploring with musical instruments</li> <li>• Mark making</li> <li>• Manipulate materials</li> <li>• Sketch (observational drawing)</li> <li>• Lunar New Year – lanterns – animal of year</li> <li>• Colour mixing – Smeds &amp; Smoos - purple</li> <li>• Cooking</li> </ul> | <ul style="list-style-type: none"> <li>• Singing songs and rhymes</li> <li>• Easter songs and performance</li> <li>• Listen &amp; respond to music</li> <li>• Exploring with musical instruments</li> <li>• Mark making</li> <li>• Manipulate materials</li> <li>• Cooking</li> </ul> | <ul style="list-style-type: none"> <li>• Singing songs and rhymes</li> <li>• Listen &amp; respond to music</li> <li>• Exploring with musical instruments</li> <li>• Mark making</li> <li>• Manipulate materials</li> <li>• Exploring textures - collage</li> <li>• Artist – Henri Matisse – The Snail</li> <li>• Natural art</li> <li>• Clay minibeast</li> <li>• cooking</li> </ul> | <ul style="list-style-type: none"> <li>• Singing songs and rhymes</li> <li>• Songs and music from around the world</li> <li>• Listen &amp; respond to music</li> <li>• Exploring with musical instruments</li> <li>• Mark making</li> <li>• Manipulate materials</li> <li>• Design and make a junk model vehicle</li> <li>• Art styles from around the world <ul style="list-style-type: none"> <li>• cooking</li> </ul> </li> </ul> |
| <b>Enrichment days and trips</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                    | Christmas production<br>Pantomime                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                     | World Book Day (Dress Up)                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                      | Sports Day<br>Local Walk                                                                                                                                                                                                                                                                                                                                                                                                             |

|                    |                        |                              |                       |                       |                       |                       |
|--------------------|------------------------|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Home<br>engagement | WOWS                   | WOWS                         | WOWS                  | WOWS                  | WOWS                  | WOWS                  |
|                    | Marvellous Me          | Marvellous Me                | Marvellous Me         | Marvellous Me         | Marvellous Me         | Marvellous Me         |
|                    | Communication          | Communication                | Communication         | Communication         | Communication         | Communication         |
|                    | All about me box       | Phonics: sound &             | Phonics: sound &      | Phonics: sound &      | Phonics: sound &      | Phonics: sound &      |
|                    | Wordless reading books | word wallets (weekly)        | word wallets (weekly) | word wallets (weekly) | word wallets (weekly) | word wallets (weekly) |
|                    | Parental observations  | Reading Books                | Reading Books         | Reading Books         | Reading Books         | Reading Books         |
|                    |                        | Autumn walk treasures bag    | Parental observations | Parental observations | Parental observations | Parental observations |
|                    |                        | Parental observations        |                       |                       |                       |                       |
|                    |                        | Parents phonics info session |                       |                       |                       |                       |
|                    |                        | Parent phonics drop ins      |                       |                       |                       |                       |