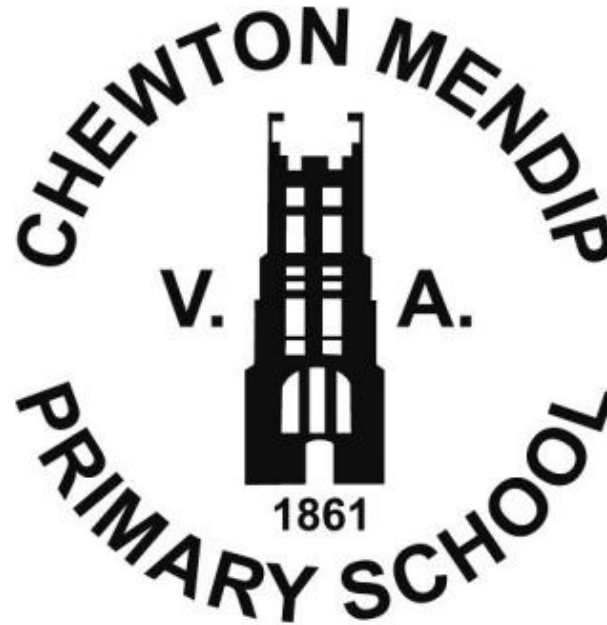




Curriculum Map 2025/2027

“The seed fell into good ground and grew up increasing and yielding thirty, sixty and a hundred times as much” Mark 4:8 (Parable of the Sower)

At Chewton Mendip Primary school we have 4 classes. These are mixed age group classes. In order to ensure all children, cover the objectives from the national curriculum we work on a 2-year cycle.

Curriculum Map Cycle A 2025/2026

Robin Class - Reception/ Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Super start and Fantastic finish – can be changed dependent on cohort and children’s learning enquiries.	Being Me in My World What are my strengths? Super start: Share photos of our families and create a photo gallery. Fantastic finish: Stay and play with parents to share learning and experiences, so far.	Let’s Celebrate! What makes a great celebration? Super start: Share bonfire and firework experiences. Create exploding rockets and pictures. Fantastic finish: Work together to plan a celebrate an event or occasion.	Art Attack! Super start: Arts week – exploring sculpture and a visit to a gallery. Fantastic finish: Our own exhibition and celebrating Chinese New Year.	Feed me, please! Where does my food come from? Super start: Planting seeds and Fantastic finish: Preparing and cooking a meal together.	Amazing Animals Super start: Share pictures, videos and stories of our pets. Fantastic finish: Visit form local farmer with chicks or lamb.	Summertime What is changing? Super start: Summer welly walk to observe changes. Fantastic finish: Arts week.
Key texts: (Not limited to) Literacy focus texts: Poetry / Non-fiction: Reading spine: Culture / tolerance / diversity focus: Understanding the world (Science / History / Geography) EA&D / Art & Design Maths	-Nursery Rhymes & All kinds of People (Emma Damon) -Feel the Beat -The Elephant and the Bad Baby (Elfrida Vipont) -My Magic Family (Lotte Jeffs) -Our Class as a Family (Shannon Olsen) -Hello World! -Ruby’s school walk (Katherine White) -Izzy Gizmo (Pip Jones) -The Pencil (Allan Ahlberg) -I’m not Just a Scribble (Diane Alber) -Beep, Beep, Vroom Vroom (Stuart J. Murphy)	-Funnybones (Janet & Allen Ahlberg) -Through the Magic Mirror by Anthony Browne -Let’s Celebrate! Festival Poems from Around the World -The Tiger Who Came to Tea (Judith Kerr) -Where the Poppies Now Grow (Hilary Robinson) -The Big Book of Festivals (Joan-Maree Hargreaves) -Trees: Seasons Come, Seasons Go (Patricia Hegarty) -Leaf Man (Lois Ehlert) -Textures (Katie Wilson) -Stella to Earth! (Simon Puttock & Philip Hopman)	-Uncle Bobby’s Wedding (Sarah Brannon) -Comparison Poetry -Tree Full of Wonder (Anna Smithers) -The Gruffalo (Julia Donaldson) -The World Came to My Place Today (Jo Redman) -Freddie and the Fairy (Julia Donaldson) -Sneezy the Snowman (Maureen Wright) -Snow (Sam Usher) -Meesha Makes Friends (Tom Percival) -The Dreaming Giant (Véronique Massenot) -Pippin Paints a Portrait (Charlotte Mei) -Six Dinner Sid (Inga Moore)	-Tiger in the Garden (Lizzie Stewart) -Jasper’s Beanstalk (Nick Butterworth) -Nonsense Poems -All About Diversity (Felicity Brookes) -Farmer Duck (Martin Wadell) -Fantastically Great Women Who Changed The World (Kate Pankhurst) -Sunny’s Seeds (Sunny Mai) -The Tiny Seed (Eric Carle) -Oliver’s Vegetables (Vivian French) -The Magic Paintbrush (Julia Donaldson) -Action Jackson (Jan Greenberg) -A Squash and a Squeeze (Julia Donaldson)	-How to Catch a Star (Oliver Jeffers) -Wriggle and Roar, Rhymes to Join in with (Julia Donaldson) -Shark in the Park (Nick Sharratt) -Elmer (David McKee) -Gerald Wants to Wear Pink (Becci Murray) -It’s a No Money Day (Kate Milner) -Skip Through the Seasons (Stella Blackstone) -The Odd Egg (Emily Gravett) -A River. Marc Martin. -The River. Patricia Hegarty (An epic journey to the sea) -The Cat and the Bird: A Children’s Book Inspired by Paul Klee (Geraldine Elschner) -Mr Gumpy’s Outing (John Burningham)	-The Sleepy Bumblebee -The Bumblebee’s Diary -Why is the Sky Blue? (Ladybird Books) -Handa’s Surprise (Eileen Browne) -Bea by the Sea (Jo Byatt) -My Dad’s Beard (Zanib Mian) -Once There Were Giants (Martin Waddell) -Sun (Sam Usher) -Paul Klee: Painting Music (Hajo Duchting) -Peace at Last (Jill Murphy)
Communication & Language (Prime Area)	Understand how to listen carefully and why listening is important. Develop social phrases, such as ‘Good morning, how are you?’ Connect one idea or action to another using a range of connectives. Ask questions to find out more and check understanding. Listen to and talk about stories to build familiarity and understanding. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to rhymes and songs, paying attention to how they sound. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					
Personal, Social and Emotional Development (Reception Prime Area))	Family and Relationships Exploring how families can be different, the characteristics	Health and Wellbeing Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the	Safety and the Changing Body Learning how to respond to adults in different situations;	Citizenship Learning about: the importance of rules and consequences of not following them; caring for the	Economic Wellbeing Learning about what money is and where it comes from, how to keep cash safe, the function of banks and	Transition to Next Year Group Transition preparation.

PSHE (Reception and Year1)	and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	building societies, spending and saving and some job roles in and out of school.	
Physical Development (Reception Prime Area) PE (Year 1)	Me and Myself *Ability to dress themselves. *Move freely and with pleasure and confidence in a range of skilful ways. *Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Sports coach: Foundation – working with others *Can play in a group *Negotiates space successfully when playing and chasing with other children, adjusting speed, or changing direction to avoid obstacles. *Accept needs of others and take turns, sharing resources. *Understand good practices regarding eating, exercise, sleeping and hygiene. *Be aware of behavioural expectations and boundaries set in our setting. *Run skilfully and negotiate space. *Respond to what others are saying or doing. *Respond to simple instructions.	Movement and Development *Travels with confidence and skill in a range of movements when using equipment. *Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. *Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Sports coach: Multi-skills Dance *Negotiate space and obstacles safely, with consideration for themselves and others. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy choices. *Confidently try new activities and show independence, resilience and perseverance in the face of challenges. *Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. *Demonstrate strength, balance and coordination when playing. *Form positive attachments to adults and friendships with peers. *Be safe and kind when touching equipment and classmates.	Throwing and Catching *Shows increasing control when catching a ball *Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. *Moves freely and with pleasure and confidence in a range of skilful ways. *Able to respond to simple instructions, showing good understanding of safety. Sports coach: Gymnastics *Explore different ways of travelling safely and move with purpose and accuracy. *Develop balance and coordination *Learn and develop rolling, copying and creating moves. *Understand the importance of landing safely and practise safe landing of jumps *Linking movements and creating phrases with beginning, middle and ends. *Perform movement phrases using a range of body actions and body parts.	Ball Skills *Shows understanding of need for safety when tackling new challenges and considers and manages some risks when using equipment. *Can play in a group, extending and elaborating play ideas within the group. *Accepts the needs of others and can take turns and share. *Shows increasing control when throwing and catching a ball. Sports coach: Multi-skills *Improve speed and agility, developing a jumping technique. *Work well as a team to improve performance. *Improve balance and coordination. *Improve fitness and strength. *Demonstrate correct jumping and landing techniques. *Work individually and cooperatively to perform a range of balances. *Apply skills learnt in a range of activities. *Understand the benefits of regular exercise.	Fun and Games *Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. *Accepts the needs of others and can take turns and share. *Move freely and with pleasure and confidence in a range of skilful ways. Sports coach: Games – football *Explore different ways to move the ball *Use simple tactics to achieve success in game situations *Develop fundamental movement skills, becoming increasingly confident and competent. *Move fluently, changing direction and speed. *Recognise space in games and use it to advantage the play. *Describe what it feels like to breathe quickly during exercise. *Show control of a ball. *Describe what they have seen others doing. *Apply simple tactics in a game.	Swimming Knowledge: *Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers. *Breathing: know that I need to take a big breath before submerging. *Water safety: understand that floating can help me to stay safe. *Rules: know that walking on poolside helps to keep me safe Skills: Strokes: can swim over a 10m distance with a buoyancy aid. *Breathing: can submerge confidently in the water. *Water safety: become aware of water safety and explore floating on my front and back. Sports Coach: Athletics *Explore different running, jumping and throwing techniques *Apply movements in a range of activities and in a combination. *Develop coordination *Practise a variety of movements. *Show control, coordination and consistency when running *Develop jumping technique showing control, coordination and consistency. *Jump in a variety of different ways. *Develop a correct underarm throw technique.

			*Move in different ways, copy actions from a teacher. *Move to the music. *Copy actions from a partner. *Create own actions and movements.				*Throw towards a target showing increased control. *Show good sportsmanship. *Develop overarm throw technique. *Experience competitive throwing.
Literacy (Specific Area)	Focus texts	All Kinds of People by Emma Damon Izzy Gizmo by Pip Jones Ruby’s Walk to School by Katherine White	Funnybones by Janet and Allen Ahlberg Through the Magic Mirror by Anthony Browne Leaf Man by Lois Ehlert	Uncle Bobby’s Wedding by Sarah Brannon Pippin Paints A Portrait – by Charlotte Mei	Tiger in the Garden by Lizzie Stewart Jasper’s Beanstalk by Nick Butterworth	How to catch a star by Oliver Jeffers Shark in the Park by Nick Sharratt (Rhyming)	What the Ladybird Heard at the Seaside Hey, Water! (Non-fiction) by Antoinette Portis Iggy Peck Architect by Andrea Beaty
	Writing outcomes	Copy Print Write Sounds Daily phonics Daily story time Guided reading 1:1 reading Letter formation	CVC Words Writing Words Word strings Daily phonics Daily story time Guided reading 1:1 reading Letter formation	Letter formation Capital letters Word writing Labels Daily phonics Daily story time Guided reading 1:1 reading Letter formation	Writing short phrases or sentences Lists Daily phonics Daily story time Guided reading 1:1 reading Sentence structures Letter formation Handwriting	Sentence writing Read own writing Captions Daily phonics Daily story time Guided reading 1:1 reading Sentence structures Recount writing Letter formation Handwriting	Sentence writing Short narratives Facts Daily phonics Daily story time Guided reading 1:1 reading Sentence structures Recount writing Letter formation Handwriting
	Year 1 SPAG	-Capital and lower-case letters -Verbs -Suffixes – ‘ing’ -Finger spaces -Writing sentences	-Personal pronouns – ‘I’ -Noun suffixes – ‘s’ -Prefixes – un Capital letters and full stops -Writing sentences	-Singular nouns -Past and present verbs -Suffixes – ‘ed’ -Capital letters for days of the week -Writing sentences	-Plural nouns -Noun suffixes ‘es’ -Compound words -Question marks -Sequencing sentences	-Punctuating sentences -Nouns suffixes ‘es’ -Exclamation marks -Capital letters for names of people and places -Writing question sentences	-Joining clauses and clauses using ‘and’ -Suffixes ‘er’ -Punctuating sentences -Writing stories -Writing exclamation sentences
	Reception Phonics	Phase 2 Sounds: s a t p i n m d g o c k c k e u r h b f l Tricky words: is, I, the	Phase 2 Sounds: ff ll ss j v w x y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words: out, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	Phase 3 ai ee igh oa oo o oar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff Longer words Tricky words: was you they my by all are sure pure	Phase 3 graphemes Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review Phase 3: er air Words with double letters Longer words Words with two or more digraphs Longer words Words ending in -ing Compound words Longer words Words with s in the middle /z/ s Words ending -s Words with -es at end /z/ Tricky words: Review all taught so far. Secure spelling	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 like some come love do were here little says there when what one out today	Phase 4 graphemes Long vowel sounds CVCC CCVC 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: Phase 4 words ending in: -s /s/, -s /z/, -es Longer words

Year 1 Phonics	Review phase 3 GPCs ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear air, er /z/ s -es Words with two or more digraphs e.g. queen thicker Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Review longer words Review the tricky words Phases 2-4	Phase 5 graphemes /ur/ ir bird. /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go. /igh/ i tiger /ai/ a paper. /ee/ e he /ai/ a-e snake. /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ yoo/ ew chew new /ee/ ie shield . /or/ aw claw Grow the code: /igh/ ie e-e /ai/ay a a-e. /oa/ oa o o-e /ee/ e ie e-e ea. . /oo/ /yoo/ ew u-e u ue Tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want	Phase 5 graphemes /ee/ y funny. /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly. /oa ow snow /j/ g giant. /f/ ph phone /l/ le al apple metal /s/ c ice. /v/ ve give /u/ o-e o ou some mother young /z/ se cheese. /s/ se ce mouse fence. /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss. /z/ se s zz/ /oa/ ow oe ou o-e o oa Tricky words: any, many, again, who, whole, where, where, two, school, call, different, thought, through, friend, work	Phase 5 graphemes /ur/ or word. /oo/ u owl awful would /air/ are share /or au aur oor al author floor walk /ch/ tch match /ch/ al half. /ar/ a father /or/ a water Schwa in longer words: different /o/ a want /air ear ere bear there /ur/ ear learn. /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school. /sc/ ch chef /z/ /s/ ce se ze freeze Tricky words: once, laugh, because eye	Review Phase 5 GPCs ay play. a-e shake ea each. e he ie pie. i-e time o go. o-e home ue blue rescue ew chew new u-e rude cute aw claw. ea head ir bird. ou cloud oy toy. i tiger a paper. ow snow u unicorn. Ph phone wh wheel. ie shield g giant	Phase 5 graphemes /ai/ eight aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Review
Mathematics (Reception Specific Area) Reception Maths	NCETM: *Identify when a set can be subitised and when counting is needed *Subitise different arrangements, both unstructured and structured *Make different arrangements of numbers within 5 and talk about what they can see *Spot smaller numbers 'hiding' inside larger numbers. White Rose Maths: -Getting to know you. -Match, sort & compare *Match objects *Match pictures and objects *Identify a set *Sort objects and type *Explore sorting techniques *Create sorting rules *Compare amounts -Measure & Patterns *Compare size *Compare mass	NCETM: *Connect quantities and numbers to finger patterns *Hear and join counting sequences, connecting to the 'staircase' pattern, seeing that each number is one more. *Develop counting skills and knowledge -1:1 correspondence *Compare sets of objects by matching *Develop language 'whole' and 'Parts' White Rose Maths: -It's Me, 1, 2, 3 *Find 1, 2, 3 *Subitise 1, 2 and 3 *Represent 1, 2 and 3 *1 more *1 less *Composition of 1, 2 and 3 -Circles & Triangles *Identify and name circles and triangles *Compare circles and triangles	NCETM: *Continue to develop subitising skills for numbers beyond 5 and increasingly connect quantities to numerals. *Begin to identify missing parts for numbers within 5 *Explore the structure of numbers *Focus on equal and unequal groups when comparing numbers. White Rose Maths: -Alive in 5 *Introduce 0 *Find 0 to 5 *Subitise 0 to 5 *Represent 0 to 5 *1 more *1 less *Composition *Conceptual subitising to 5 -Mass & Capacity *Compare mass *Find a balance	NCETM: *Understand two equal groups can be called a double *Sort odd and even numbers according to their 'shape' *Develop understanding of counting sequence and link cardinality and ordinality through 'staircase' pattern *Order numbers and play track games *Join in with verbal counts beyond 20, hearing repeating pattern within numbers. White Rose Maths: -Length, Height & Time *Explore height *Compare height *Talk about time *Order and sequence time -Building 9 & 10 *Find 9 and 10 *Compare numbers to 10 *Represent 9 and 10 *Conceptual subitising to 10 *1 more *1 less	NCETM: *Continue developing counting skills. *Explore representations of numbers, including the 10-frame. See how doubles can be arranged. *Compare quantities and numbers, including objects. *Develop a sense of magnitude, e.g. knowing 8 is quite a lot more than 2, but 4 is only a bit more than 4. White Rose Maths: -To 20 and beyond *Build numbers beyond 10 (10-13) *Continue patterns beyond 10 (10-13) *Build numbers beyond 10 (14-20) *Continue patterns beyond 10 (14-20) *Verbal counting beyond 20 *Verbal counting patterns -How many now?	NCETM: *Begin to generalise about 'one more' than and 'one less' than numbers within 10 *Identify when sets can be subitised and when counting is necessary *Develop conceptual subitising skills using rekenrek White Rose Maths: -Sharing & Grouping *Explore grouping *Grouping *Even and odd sharing *Play with and build doubles -Visualise, Build & Map *Identify units of repeating patterns *Create own pattern rules *Explore own pattern rules *Replicate and build scenes and constructions

	*Compare capacity *Explore simple patterns *Copy and continue simple patterns *Create simple patterns	*Shapes in the environment *Describe position -1, 2, 3, 4, 5 *Find 4 and 5 *Subitise 4 and 5 *Represent 4 and 5 *1 more *1 less *Composition of 4 and 5 -Shapes with 4 sides *Identify and name shapes with 4 sides *Combine shapes with 4 sides *Shapes in the environment *My day and night	*Explore capacity *Compare capacity -Growing 6, 7, 8 *Find 6, 7 and 8 *Represent 6, 7 and 8 *1 more *1 less *Composition of 6, 7 and 8 *Make pairs – odd and even *Double to 8 (find a double) *Double to 8 (make a double) *Combine two groups *Conceptual subitising -Length, Height & Time *Explore length *Compare length	*Composition to 10 *Bonds to 10 (2 parts) *Make arrangements of 10 *Bonds to 10 (3 parts) *Doubles to 10 (find a double) *Doubles to 10 (Make a double) *Explore even and odd -Explore 3D shapes *Recognise and name 3D shapes *Find 2D shapes within 3D shapes *Use 3D shapes for tasks *3D shapes in the environment *Identify more complex patterns *Patterns in the environment	*Add more *How many did I add? *Take away *How many did I take away? -Manipulate, Compose & Decompose *Select a shape for a purpose *Rotate shapes *Manipulate shapes *Explain shape arrangements *Compose shapes *Decompose shapes *Copy 2D shape pictures *Find 2D shapes within 3D shapes -Sharing & Grouping *Explore sharing *Sharing	*Visualise from different positions *Describe positions *Give instructions to build *Explore mapping *Represent maps with models *Create own maps from familiar places *Create own maps and plans from story situations -Make Connections *Deepen understanding *Patterns and relationships -Consolidate
Year 1 Maths	NCETM: *Subitise within 5 and recap composition of 5 *Develop understanding of the numbers 6 – 9 using the ‘5 and a bit’ structure *Compare numbers within 10 and use precise mathematical language *Re-cap order of numbers within 10 and connect this to 1 more and 1 less than a given number. White Rose Maths: -Place Value within 10 *Sort objects *Count objects *Count objects from a larger group *Represent objects *Recognise numbers as words *Count on from any number *1 more *Count backwards within 10 *1 less *Compare groups by matching *Fewer, more, same *Less than, greater than, equal to *Compare numbers *Order objects and numbers *The number line	NCETM: *Explore structure of even numbers (including even numbers composed by doubling and counting in 2s) *Explore structure of odd numbers being composed of 2s and 1s *Explore composition of numbers 6, 8 and 10 *Explore number tracks and number lines and identify the differences between them White Rose Maths: -Addition & Subtraction within 10 *Fact families – addition facts *Number bonds within 10 *Systematic number bonds within 10 *Number bonds to 10 *Addition – add together *Addition – add more *Addition problems *Find a part *Subtraction – find a part *Fact families – the eight facts *Subtraction – take away/cross out (How many left?) *Subtraction – take away (How many left?) *Subtraction on a number line	NCETM: *Explore composition of numbers 7 and 8 *Explore composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts and odd is made of an even and an odd part *Identify numbers ‘two more’ and ‘two less’ than a given number White Rose Maths: -Place value within 20 *Count within 20 *Understand 10 *Understand 11, 12 and 13 *Understand 14, 15 and 16 - Understand 17, 18 and 19 *Understand 20 *1 more and 1 less *The number line to 20 *Use a number line to 20 *Estimate on a number line to 20 *Compare numbers to 20 *Order numbers to 20 -Addition & Subtraction within 20 *Add by counting on within 20	NCETM: *Explore aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10, and connecting this to the whole – part-part diagram *Explore augmentation and reduction structures of addition using number stories, including first, then, now. White Rose Maths: -Place value within 50 *Count from 20 to 50 *20, 30, 40 and 50 *Count by making groups of tens *Groups of tens and ones *Partition into tens and ones *The number line to 50 *Estimate on a number line to 50 *1 more, 1 less -Length & Height *Compare lengths and height *Measure length using objects *Measure length in centimetres -Mass & Volume	NCETM: *Explore composition of numbers 11 to 19 as ‘10 and a bit’ and compare numbers within 20 *Connect composition of numbers 11-19 to their position in the linear number system, identifying mid-points of 5, 10 and 15 *Compare numbers within 20 White Rose Maths: -Multiplication & Division *Count in 2s *Count in 10s *Count in 5s *Recognise equal groups *Add equal groups *Make arrays *Make doubles *Make equal groups – grouping *Make equal groups - sharing -Fractions *Recognise half of an object or a shape *Find a half of an object or shape	NCETM: *Understand addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation / partitioning / augmentation / reduction) *Practise retrieving previously taught facts and reason about these White Rose Maths: -Place value within 100 *Count from 50 to 100 *Tens to 100 *Partition into tens and ones *The number line to 100 *1 more, 1 less *Compare numbers with the same number of tens *Compare any two numbers -Measurement: Money *Unitising *Recognise coins *Recognise notes *Count in coins -Measurement: Time *Before and after *Days of the week *Months of the year

	-Addition & Subtraction within 10. *Introduce parts and wholes *Part-whole model *Write number sentences	*Add or subtract 1 or 2 -Geometry: Shape *Recognise and name 3D shapes *Sort 3D shapes *Recognise and name 2D shapes *Sort 2D shapes *Patterns with 2D and 3D shapes -Consolidation	*Add using number bonds *Find and make number bonds to 20 *Doubles *Near doubles *Subtract ones using number bonds *Subtraction – counting back *Subtraction – finding the difference *Related facts *Missing number problems	*Heavier and lighter *Measure mass *Compare mass *Full and empty *Compare volume *Measure capacity *Compare capacity	*Recognise a half of a quantity *Recognise a quarter of an object or a shape *Recognise a quarter of a quantity *Find a quarter of a quantity -Geometry: Position & Direction *Describe turns *Describe position – left and right *Describe position – forwards and backwards *Describe position – above and below *Ordinal numbers	*Hours, minutes and seconds *Tell the time to the hour *Tell the time to the half hour -Consolidation
Understanding the World People, Culture & Community / Past and Present (Reception Specific Area) History/ Geography (Year 1)	Geography: Exploring maps *Locate features on an aerial photograph and name our village, Chewton Mendip and Wells on the map. *Identify land and water on a map or globe. *Recognise features on maps (real or imaginary). *Create real or imaginary maps. *Build and describe a model of a familiar place. *Describe a journey using found objects as prompts. *Talk about maps in stories, non-fiction books, atlases, on globes and Google maps. Make observations about the characteristics of places (in stories, photographs and on our school grounds). *Discuss how environments in stories and images are different to the environment we live in. *Answer simple questions. I am a scientist: Push or pull *Explore the natural world around us. *Explore ways to make objects move.	History: How was school different in the past? *Correctly order photographs on a timeline, adding some dates. *Ask questions about schools in the past and present. *Use sources to research what schools were like 100 years ago. *Identify features of a classroom now and a classroom from 100 years ago, identifying similarities and differences. *Explain why they would rather have gone to school in the past or not. Changing states of matter: *Explore the concept of Soap – bubbles, cooking, wet/dry.	Geography: Outdoor adventures *Use our senses to explore and describe the natural world around us. *Understand the effect of the changing seasons. *Describe what we see, hear and feel whilst outside. *Explore natural objects found – using our senses. *Explore and make observations of the world around us. *Explore the weather and record what we notice. *Use our senses to observe and talk about experiences in the outside (including arts week). *How can we dress during each season? *How can we welcome animals on the school grounds? (Sustainability) I am a scientist: Float or sink *Explore whether objects float or sink.	History - What is a monarch? *Know that a monarch is a king or queen and identify some of a monarch's key roles. *Explain that a king or queen is crowned in a special ceremony called a coronation ceremony. *Explain how castles have changed over time. *Identify that the power of the monarch has changed over time. *Make comparisons between past and present monarchies. Changing states of matter: *Explore the concept of cooking - Eggs – raw to cooked.	History – Welly walk. *Observe and identify signs of old and new in Chewton Mendip, including buildings, seasonal and environmental changes. How did we learn to fly? *Identify important events surrounding the history of flight. *Ask questions about people and events in the past. *Use sources to find out about people and events from the past. *Correctly order events on a timeline. I am a scientist: Light or dark *Explore how light makes shadows.	Geography: Around the World *Compare features in the local environment (link to our welly walks) to other places around the world. *Compare contrasting places within the UK. *City or countryside? Recognise the difference between city and countryside environments. *Compare different landscapes around the world. *Understand characteristics of desert environments, including climate and landscape. *Polar explorers. Explore and understand life in a cold place, comparing and contrasting it with our own lives. Changing states of matter: Dissolving, toasting.
The Natural World (Reception Specific Area) Science (Year 1)						

Welly walks	*Sensitive Bodies *Draw and label human body parts *Identify the body parts associated with each sense. *Compare and group body parts. *Senses – sense of sight, sound and feel. *Identify same, similar and difference. *Identify body parts used for the sense of sight, sound and touch. *Recognise that scientists are always making new discoveries.	*Everyday materials *Name objects and identify the materials they are made from. *Recognise that objects are made from materials that suit their purpose. *Recall that a property is how a material can be described. *Sort objects scientifically, based on the materials they are made from. *Group objects based on their properties. *Suggest ways to test materials for their properties. *Make predictions and recognise whether they were accurate. *Use observations to answer questions. *Begin to recognise a fair test. *Seasons, a year as a tree. *Using the book, Seasons come, Seasons Go by Patricia Hegarty as a reference prior to our Welly walks.	*Comparing animals *Name and describe the physical features of a range of animals. &Sort animals into groups based on their similarities and differences. *Identify characteristics specific to mammals, birds, reptiles, amphibians and fish. *Recall the diets of carnivores, herbivores and omnivores. (Whole key stage learning)	* Senses – sense of taste and smell *Identify body parts used for the sense of taste and smell. *Use the senses to make observations. *Recognise that scientists are always making new discoveries.	*Introduction to plants How can we look after a garden? *Describe ways to look after a garden. *Explain why growing vegetables at home or school can be good for the planet and is healthy. *Show how to save water when we order the plants. (Whole key stage learning)	*Seasonal Changes *Name the four seasons in order and describe the typical weather in each. *Name some activities and events in the four seasons. *Describe the appearance of a tree’s leaves in each season. *Know that summer has the most daylight hours and winter has the least daylight hours. *Record temperatures from the four seasons to compare. (Whole key stage learning)
	*Familiarisation. Walk around classrooms & the school grounds. Where is everything? Link to our Geography learning.	*Autumn walk Observing and recording signs of Autumn. *Walk along a marked route to observe seasonal changes. *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather.	*Winter walk *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather. *Discuss similarities and differences between autumn and winter.	*Spring walk *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather. *Discuss similarities and differences between autumn, winter and spring.	*Land use (and Old & New)) Walk past buildings, church, village hall. Notice similarities & differences in buildings.	*Summer walk *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather. *Discuss similarities and differences between spring, summer, autumn and winter
Expressive Arts & Design (Reception Specific Area) Being Imaginative and Expressive	-Role play characters. Confidently sing a range of well-known rhymes and songs. Perform songs, dances, poems and stories with others, or on own. Watch performances and talk about the experience. Begin to move in time to music. Make music and experience playing a range of musical instruments. Listen to music and talk about how it feels. Create own songs.					
	Nursery Rhymes and songs: *1, 2, 3, 4, 5 Once I caught a fish alive. *5 Little Monkeys	Nursery Rhymes and songs: *Nativity Songs *When Santa Got Stuck Up the Chimney	Poems - Comparison Poetry Nursery Rhymes: *I Hear Thunder, I Hear Thunder	Poems - Nonsense Poems -All About Diversity (Felicity Brookes) Nursery Rhymes:	Tell me a story... -Recount, adapt and invent. Nursery Rhymes: *The animals came in two by two	Tell me a story... -Recount, adapt and invent. Nursery Rhymes: *A Sailor went to sea, sea, sea

Daily rhymes: Good morning rhyme. Days of the week Alphabet song Home time rhyme Music	*Humpty Dumpty *5 Little Ducks I've Got a Grumpy Face Focus: Timbre, beat, pitch contour. *Make up new words and actions about different emotions and feelings. *Explore making sound with voices and percussion instruments to create different feelings and moods. *Sing with a sense of pitch, following the shape of the melody with voices. *Mark the beat of the song with actions. The Sorcerer's Apprentice Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. *Explore storytelling elements in the music and create a class story inspired by the piece. *Identify and describe contrasts in tempo and dynamics. *Begin to use musical terms louder/quieter, faster/slower, higher/lower. *Respond to music in a range of ways e.g. movement, talking, writing.	*We Wish You a Merry Christmas (Signing) *Rudolph the Red Nose Reindeer *Jingle Bells *The 12 Days of Christmas Witch, witch Focus: Call-and-response, pitch (la-so-mi-do), timbre *Make a simple accompaniment using percussion instruments. *Use the voice to adopt different roles and characters. *Match the pitch of a four-note (la-so-mi-do) call-and-response song. Row, Row, Row Your Boat Focus: Beat, pitch (step/leap), timbre *Make up new lyrics and vocal sounds for different kinds of transport. *Sing a tune with 'stepping' and 'leaping' notes. *Play a steady beat on percussion instruments. Nativity songs and instrumental performance.	*5 Little Men in a Flying Saucer *The Grand Old Duke of York *One Finger, one thumb keep moving Bird Spotting: Cuckoo Polka Focus: Active listening, beat, pitch (so-mi), vocal play *Explore the range and capabilities of voices through vocal play. *Develop a sense of beat by performing actions to music. *Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). *Enjoy moving freely and expressively to music. Shake My Sillies Out Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat *Create a sound story using instruments to represent different animal noises / movements. *Sing an action song with changes in speed. *Play along with percussion instruments. *Perform the story as a class. *Listen to music and show the beat with actions.	*I'm a little teapot *Spring Chicken *1, 2, Buckle My Shoe *Here We Go Round the Mulberry Bush Up and Down Focus: Pitch contour rising and falling, classical music *Make up new lyrics and accompanying actions. *Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. *Use appropriate hand actions to mark a changing pitch. Five Fine Bumble Bees Focus: Timbre, tempo, structure (call-and-response), active listening *Improvise a vocal/physical soundscape about minibeasts. *Sing in call-and-response and change voices to make a buzzing sound. *Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. *Listen to a piece of classical music and respond through dance. Easter songs, hymns and performance in church.	*10 in a bed *Hey Diddle Diddle *10 Green Bottles Down There Under the Sea Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape *Develop a song by composing new words and adding movements and props. *Sing a song using call-and-response structure. *Play sea sound effects on percussion instruments. *With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E) *Listen to a range of sea-related pieces of music and respond with movement. Oh So Quiet Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. *Improvise music with different instruments, following a conductor. *Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. *Play different instruments with control. *Explore dynamics with voices and instruments. *Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.	*There's a worm at the bottom of the garden *Head, shoulders, knees and toes. *Hickory, Dickory, Dock! Slap, clap, clap Focus: Music in 3-time, beat, composing and playing *Compose a three-beat body percussion pattern and perform it to a steady beat. *Sing a melody in waltz time and perform the actions. *Transfer actions to sounds played on percussion instruments. *Listen actively to music in ¾ time. Find the beat and perform a clapping game with a partner. Bow, bow, bow, Belinda Focus: Beat, active listening, instrumental accompaniment. *Invent and perform actions for new verses. *Sing a song while performing a sequence of dance steps. *Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. *Listen to and talk about folk songs from North America.
Art/ DT Creating with Materials	DT: Structures: Junk modelling *Explore and investigate tools and materials.	Art: Collage & textiles: Exploring textures. *Explore a range of materials such as past, shells, rice,	Art: Sculpture & 3D: What is sculpture?	DT: Cooking and nutrition – Smoothies	Art: Painting and mixed media: How can paint be applied in different	DT: Structures: Boats *Understand what waterproof means and to test

	*Investigate cutting different materials. *Plan and select correct resources needed to make a model. *To verbally plan and create a junk model. *Share a finished model and talk about the processes in its creation. *Explore the different ways to join materials together (glue, paper clips, sticky tape).	tissue, paper, string and fabric, beginning to respond to different textures. *Begin to combine resources with different textures, colours and shapes. *Talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough. *Experiment with a range of media to overlap and layer to create interesting colours, textures and effects. Artistic enquiries: Karen Hurley & Collage & Textiles – Printing and rubbings *Experiment with printing a range of different objects. *Find different ways to paint, e.g. playdough, mud, plasticine etc. *Use printing tools such as fruit, vegetables and sponges. *Create patterns using repeated shapes and overlapping patterns. *Use vocabulary: Print, printing tools, rubbings, pattern, textures. Artist enquiry: Textures by Katie Wilson	*Know that 3D pieces of artwork are known as sculptures. *Know that sculptures come in different shapes and sizes. *Use the vocabulary, sculpture, 3D, models, joining, malleable material, roll, kneed, squash, pinch. How can recycled materials be used to create sculptures? *Know that sculptures were typically created from stone, wood, clay and bronze castings. *Know that modern sculptures can be made of a variety of materials. Artistic enquiries: Romuald Hazoume, Robert Bradford.	*Describe fruits and vegetables and explain how to identify fruits. *Name a range of places that fruit and vegetables grow. *Select ingredients for a recipe. *Prepare fruits and vegetables to make a smoothie. *Evaluate the process.	ways to create different textures? *Begin to develop control when using a variety of standard and self-made painting tools. *Describe textures and techniques, for example, thick, thin, wet, dry, and dribble, splatter and drip. *Use vocabulary: painting, artist, collage, paint. Artistic enquiries: Jackson Pollock, Wassily Kandinsky	whether materials are waterproof. *Test predictions for which materials will float or sink. *Compare the use of boats. *Investigate how the shape and structure of boats affects the way they move. *Design a boat. *Create a boat
Computing	Computer Systems and Networks ⁽¹⁾ Technology around us. *Identify technology *Use a keyboard to type on a computer *Use the keyboard to edit text *Create rules for using technology responsibly Online Safety -ELIM: I am kind and responsible	Creating Media: Digital writing ⁽¹⁾ *Use a computer to write. *Add and remove text on a computer. *Identify that the look of text can be changed on a computer. *Make careful choices when changing text. *Explain why I used the tools that I chose. *Compare typing on a computer to writing on paper. Online Safety -ELIM: I am kind and responsible	Programming A: Robot Algorithms ⁽²⁾ *Explain what a given command will do. *Act out a given word. *Combine forwards and backwards commands to make a sequence. *Combine four direction commands to make sequences. *Plan a simple programme. *Find more than one solution to a problem. Online Safety – ELIM: I am safe and secure	Creating Media: Digital Painting ⁽¹⁾ *Describe what different freehand tools do *Use the shape tool and the line tools *Make careful choices when painting a digital picture *Explain why I chose the tools I used *Use a computer on my own to paint a picture *Compare painting a picture on a computer and on paper. Online Safety – ELIM: I am safe and secure	Data and Information: Pictograms ⁽²⁾ *Recognise that we can count and compare objects using tally charts. *Recognise that objects can be represented as pictures. *Create a pictogram. *Select objects by attribute and make comparisons. *Recognise that people can be described by attributes. *Explain that we can present information using a computer. Online Safety: - ELIM: I am healthy	Programming B: Programming animations ⁽²⁾ *Choose a command for a given purpose. *Show that a series of commands can be joined together. *Identify that each sprite has its own instructions. *Design the parts of a project. *Use my algorithm to create a program. Online Safety: - ELIM: I am healthy

RE	<u>What makes people special?</u> Religion: Christianity and Judaism Concept: Meaning and purpose Discipline: Theology *I can say what makes me special. *I can describe what Christians believe about people being special. *I can describe what Jewish people believe about people being special. *I can give examples of how religious people show others they are special. *I can explain my own ideas about what makes people special.	<u>Why are some festivals and celebrations special and how are these celebrated by different people?</u> Religion: Christianity, Judaism, Hinduism Concept: Personal and Collective Discipline: Social Sciences *I can name celebrations in my own life and explain why they are special. *I can describe why Christian festivals are important. *I can describe why Jewish festivals are important. *I can describe why Hindu festivals are important. *I can identify similarities and differences between festivals. *I can explain why festivals and celebrations matter to people.	<u>What makes places special to different people and why?</u> Religion: Christianity and Judaism Concept: Place and Time Discipline: Social sciences *I can name a place that is special to me important and why. *I can describe why churches are special to festivals. * *I can describe why synagogues are special to Jewish people. *I can identify similarities and differences between churches and synagogues. *I can explain how stories make places special. I can explain why places matter to individuals and communities.	<u>Who was Jesus and why is Easter special?</u> <u>Who is the Bishop of Bath and Wells (our vicar?) and why are they important?</u> Religion: Christianity Concept: Origins and expressions Discipline: Theology *I can say who Jesus was and why he is important to Christians. *I can describe a story that shows Jesus' kindness. *I can explain why Easter is special to Christians. *I can identify Christian symbols linked to Easter. *I can say who the Bishop of Bath and Wells is and why they are important. *I can identify ways Christians express their beliefs. *I can explain my own ideas about leadership and celebration.	<u>Why are some stories special?</u> Religion: Christianity Concept: Origins and expressions Discipline: Theology Philosophy *I can name a story that is special to me. *I can say why the Bible is special to Christians. *I can describe the message of the Good Samaritan. *I can describe the message of the Lost Sheep. *I can identify similarities between special stories. *I can explain why stories matter to Christians and to me.	<u>How and why do some people care for the world?</u> Religion: Christianity Concept: Origins and expressions Ethics and values Discipline: Theology Philosophy *I can name ways people care for the world. *I can explain why Christian's care for the world. *I can describe the message of the creation story. *I can identify Christian caring actions today. *I can give reasons why everyone should care for the world. *I can explain my own ideas about caring and responsibility.
Enrichment Activities & Events	*Musician / choir visit *A parent, or member of the community, visit to read their favourite story to us. *Harvest Festival	*Pantomime visit at theatre *Road safety week- 17th November *Visit from an adult member of the community to discuss past and present, including Christmas. *A parent, or member of the community, visit to discuss their jobs and hobbies. *Autumn welly walk *Nativity	*Arts week – visit to a gallery. *A parent, or member of the community, visit to read to us. *Chinese New Year (17th February)	*Baker / chef / parent to cook with us. *A parent, or member of the community, visit to discuss their jobs and hobbies. *Walk to village hall for Soup Lunch performance. *Spring welly walk	*Visit from a parent or member of the community to discuss past and present, including holidays. *A parent, or member of the community, visit to read to us.	*Swimming lessons. *A parent, or local member of the community, visit to discuss jobs and hobbies. *Visit to a contrasting location - Farm *Summer welly walk

Curriculum map- Cycle B 2026-2027

Robin Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Hook and Fantastic finish – can be changed dependent on cohort and children’s learning enquiries.	My Family Super start: Bring in family photos Fantastic finish: Inviting our parents in to stay and play with us.	Journey of a toy Super start: Meet the toys. Fantastic finish: Share their journeys and create a new toy.	What a Wonderful World Super start: Video link to a school or watch an online video of life in Shanghai. Fantastic finish: Create postcards to send to a school in Shanghai.	The Magic Cookbook Super start: Walk through village with picnic in churchyard. Fantastic finish: Bus ride to Wells. Picnic on the green by Cathedral.	Nature Detectives Super start: Look closely – walking with magnifying glasses to spot nature. Fantastic finish: Create an environment, such as a bug hotel, for mini beasts.	Transport Super start: Read ‘Naughty Bus’ (Jan and Jerry Oke) Fantastic finish: Create class version of the story.
Key texts: (Not limited to) Focus writing text: Poetry / Non-fiction: Reading spine: Culture / tolerance / diversity focus: Understanding the world (Science / History / Geography) EA&D / Art & Design Maths	-Nursery Rhymes -A great big cuddle (Michael Rosen) -Zim Zam Zoom (James Carter) -Shark in the Park (Nick Sharratt) -Rosie’s Walk (Pat Hutchins) -Our class as a Family (Shannon Olsen) -Izzy Gizmo (Pip Jones) -Ruby’s Walk to School (Katherine White) -The Dot (Peter H. Reynolds) -A Handful of Buttons (Carmen Parets Luque)	-Through the Magic Mirror by Anthony Browne -How to Catch a Star by Oliver Jeffers -Let’s Celebrate: Festival Poems from Around the World by Debianni Chatterjee -Owl Babies (Martin Waddell) - The Best Diwali Ever by Sonali Shah -Grandpa Grumps by Katrina Moore - The Little Hen and the Great War (Jennifer Beck) -Lost in the Toy Museum: An Adventure (David Lucas) -The History of Toys (Helen Cox Cannons) - Mr. Men books (Roger Hargaves) -Funnybones by Janet and Allen Ahlberg -How to count to one (Casper Salmon)	-Press Here by Herve Tullet (Fantasy) -Fly Boy by JJ Bola & Clara Anganuzzi -Listen by Shannon Stocker (Music/disability) -Beegu (Alexis Deacon) -Uncle Bobby’s Wedding by Sarah Brannon -The Street Beneath My Feet (Charlotte Guillian) -Izzy Peck Architect by Andrea Beaty -The Game of Sculpture (Hervé Tullet) -Whatever Next (Jill Murphy)	-Supertato by Sue Hendra -Tiger in the Garden by Lizzie Stewart -Aliens Love Underpants by Claire Freeman -Avocado Baby (John Burningham) -Pippin Paints a Portrait by Charlotte Mai -The Castle The King Built (Rebecca Colby) -The Colour Monster -In a minute (Shelagh McNicholas)	-Leaf Man by Lois Ehlert -The Emerald Forest by Catherine Ward & Karin Littlewood (Environment & conservation) Poetry / Non-fiction: -Lost and Found (Oliver Jeffers) -Dear Greenpeace by Simon James -Tell Me About Plants (Emily Dodd) -Violet The Pilot (Steve Breen) -Look Inside at What We Throw Away by Rose Hall -Frida Kahlo: A Kids book about expressing yourself through art (Mary Nhin) -On the Way Home (Jill Murphy)	-The Naughty Bus by Jan & Jerry Oke -Jaspers Beanstalk by Nick Butterworth -What the Ladybird Heard at the Seaside -Hey, Water! By Antoinette Portis -Shhhh! (Sally Grindley) -Fabulous Fifi the Flamengo Flamingo by Alice Corrie & Ipek Konak -The Sky Above My Eyes (Charlotte Guillian) -Love Our Earth (Jane Cabera) -Rosie Revere, Engineer by Andrea Beaty -Andy Warhol. Little People, Big Dreams -Goodnight Moon (Margaret Wise Brown)
Communication & Language (Prime Area)	Understand how to listen carefully and why listening is important. Develop social phrases, such as ‘Good morning, how are you?’ Connect one idea or action to another using a range of connectives. Ask questions to find out more and check understanding. Listen to and talk about stories to build familiarity and understanding. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to rhymes and songs, paying attention to how they sound. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					

Personal, Social and Emotional Development (Reception Prime Area) PSHE (Reception)	Self-regulation: My feelings Recognising and describing different feelings, and learning strategies to regulate and feel calm.	Building relationships: Special relationships Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.	Managing self: Taking on challenges Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	Self-regulation: Listening to and following instructions Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.	Building relationships: My family and friends Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	Managing self: My wellbeing Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.
Physical Development (Reception Prime Area) PE (Year 1)	Me and Myself -Ability to dress themselves. -Move freely and with pleasure and confidence in a range of skilful ways. -Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Sports coach: Foundation – working with others *Can play in a group *Negotiates space successfully when playing and chasing with other children, adjusting speed, or changing direction to avoid obstacles. *Accept needs of others and take turns, sharing resources. *Understand good practices regarding eating, exercise, sleeping and hygiene. *Be aware of behavioural expectations and boundaries set in our setting. *Run skilfully and negotiate space. *Respond to what others are saying or doing. *Respond to simple instructions.	Movement and Development -Travels with confidence and skill in a range of movements when using equipment. -Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. -Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Sports coach: Multi-skills Dance *Negotiate space and obstacles safely, with consideration for themselves and others. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy choices. *Confidently try new activities and show independence, resilience and perseverance in the face of challenges. *Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.	Throwing and Catching -Shows increasing control when catching a ball -Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. -Moves freely and with pleasure and confidence in a range of skilful ways. -Able to respond to simple instructions, showing good understanding of safety. Sports coach: Gymnastics *Explore different ways of travelling safely and move with purpose and accuracy. *Develop balance and coordination *Learn and develop rolling, copying and creating moves. *Understand the importance of landing safely and practise safe landing of jumps *Linking movements and creating phrases with beginning, middle and ends. *Perform movement phrases using a range of body actions and body parts.	Ball Skills -Shows understanding of need for safety when tackling new challenges and considers and manages some risks when using equipment. -Can play in a group, extending and elaborating play ideas within the group. -Accepts the needs of others and can take turns and share. -Shows increasing control when throwing and catching a ball. Sports coach: Multi-skills *Improve speed and agility, developing a jumping technique. *Work well as a team to improve performance. *Improve balance and coordination. *Improve fitness and strength. *Demonstrate correct jumping and landing techniques. *Work individually and cooperatively to perform a range of balances. *Apply skills learnt in a range of activities.	Fun and Games -Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. -Accepts the needs of others and can take turns and share. -Move freely and with pleasure and confidence in a range of skilful ways. Sports coach: Games – football *Explore different ways to move the ball *Use simple tactics to achieve success in game situations *Develop fundamental movement skills, becoming increasingly confident and competent. *Move fluently, changing direction and speed. *Recognise space in games and use it to advantage the play. *Describe what it feels like to breath quickly during exercise. *Show control of a ball. *Describe what they done or have seen others doing. *Apply simple tactics in a game.	Swimming Knowledge: *Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers. *Breathing: know that I need to take a big breath before submerging. *Water safety: understand that floating can help me to stay safe. *Rules: know that walking on poolside helps to keep me safe Skills: Strokes: can swim over a 10m distance with a buoyancy aid. *Breathing: can submerge confidently in the water. *Water safety: become aware of water safety and explore floating on my front and back. Sports Coach: Athletics *Explore different running, jumping and throwing techniques *Apply movements in a range of activities and in a combination. *Develop coordination *Practise a variety of movements.

		*Demonstrate strength, balance and coordination when playing. *Form positive attachments to adults and friendships with peers. *Be safe and kind when touching equipment and classmates. *Move in different ways, copy actions from a teacher. *Move to the music. *Copy actions from a partner. *Create own actions and movements.		*Understand the benefits of regular exercise.		*Show control, coordination and consistency when running *Develop jumping technique showing control, coordination and consistency. *Jump in a variety of different ways. *Develop a correct underarm throw technique. *Throw towards a target showing increased control. *Show good sportsmanship. *Develop overarm throw technique. *Experience competitive throwing.
Literacy	Zim Zam Zoom by James Carter (poetry)	The Best Diwali Ever by Sonali Shah	Press Here by Herve Tullet (Fantasy)	The Colour Monster	Dear Greenpeace by Simon James	The Naughty Bus – Jan and Jerry Oke
	A great big cuddle by Michael Rosen	Grandpa Grumps by Katrina Moore	Fly Boy by JJ Bola & Clara Anganuzzi	Supertato by Sue Hendra	The Emerald Forest by Catherine Ward & Karin Littlewood (Environment and conservation)	Fabulous Fifi the Flamengo Flamingo – Alice Corrie & Ipek Konak
	Our Class as a Family by Shannon Olsen	Let’s Celebrate: Festival Poems from Around the World by Debiani Chatterjee	Listen by Shannon Stocker (music / disability)	Aliens love Underpants by Claire Freeman	Look Inside at What we Throw Away by Rose Hall	Rosie Revere, Engineer by Andrea Beaty
Writing Outcomes	Copy Print	CVC Words	Letter formation	Writing short phrases or sentences	Sentence writing	Sentence writing
	Write Sounds	Writing Words	Capital letters	sentences	Read own writing	Short narratives
	Daily phonics	Word strings	Word writing	Lists	Captions	Facts
	Daily story time	Daily phonics	Labels	Daily phonics	Daily phonics	Daily phonics
	Guided reading	Daily story time	Daily phonics	Daily story time	Daily story time	Daily story time
	1:1 reading	Guided reading	Daily story time	Guided reading	Guided reading	Guided reading
	Letter formation	1:1 reading	Guided reading	1:1 reading	1:1 reading	1:1 reading
		Letter formation	1:1 reading	Sentence structures	Sentence structures	Sentence structures
			Letter formation	Letter formation	Recount writing	Recount writing
				Handwriting	Letter formation	Letter formation
					Handwriting	Handwriting
Reception Phonics	Phase 2	Phase 2	Phase 3	Phase 3 graphemes	Phase 4	Phase 4 graphemes
	Sounds: s a t p i n m d g o c k c k e u r h b f l	Sounds: ff ll ss j v w x y z zz qu	ai ee igh oa oo o oar or ur ow oi ear air er	Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Short vowels CVCC	Long vowel sounds CVCC
	Tricky words: is, I, the	words with s /s/ added at the end (hats sits)	words with double letters: dd mm tt bb rr gg pp ff	Review Phase 3: er air	Short vowels CVCC CCVC	CCVC
		words with s /s/ added at the end (hats sits)	Longer words	Words with double letters	Short vowels CCVCC CCCVC	Long vowel sounds CCVC
		words ending s /z/ (his) and with s /z/ added at the end (bags)	Tricky words: was you they my by all are sure pure	Words with two or more digraphs	Longer words	Phase 4 words ending -s /s/
		Tricky words: out, pull, full, as, and, has, his, her, go, no, to, into, she , push, he, of, we, me, be		Longer words	Compound words	Phase 4 words ending -s /z/
				Words ending in -ing	Root words ending in: -ing, -ed, /t/, -ed/ id/ed/-est	Phase 4 words ending -es
				Compound words	Tricky words: said so have like some come love do were here	Longer words
				Longer words	little says there when what one out today	Root word ending in -ing, -ed, /t/, -ed /id/ ed/, -ed /d/
				Words with s in the middle /z/ s		Phase 4 words ending in: Phase 4 words ending in: -s /s/, -s /z/, -es
				Words ending -s		Longer words

				Words with -es at end /z/ Tricky words: Review all taught so far. Secure spelling		
Year 1 Phonics	Review phase 3 GPCs ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear air, er /z/ s -es Words with two or more digraphs e.g. queen thicker Phase 4: CVCC CCVC CCVCC CCVC Phase 4 with long vowels Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Review longer words Review the tricky words Phases 2-4	Phase 5 graphemes /ur/ ir bird. /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go. /igh/ i tiger /ai/ a paper. /ee/ e he /ai/ a-e snake. /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ yoo/ ew chew new /ee/ ie shield. /or/ aw claw Grow the code: /igh/ ie e-e /ai/ay a a-e. /oa/ oa o o-e /ee/ e ie e-e ea. . /oo/ /yoo/ ew u-e u ue Tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want	Phase 5 graphemes /ee/ y funny. /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly. /oa ow snow /j/ g giant. /f/ ph phone /l/ le al apple metal /s/ c ice. /v/ ve give /u/ o-e o ou some mother young /z/ se cheese. /s/ se ce mouse fence. /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss. /z/ se s zz/ /oa/ ow oe ou o-e o oa Tricky words: any, many, again, who, whole, where, where, two, school, call, different, thought, through, friend, work	Phase 5 graphemes /ur/ or word. /oo/ u oul awful would /air/ are share /or au aur oor al author floor walk /ch/ tch match /ch/ al half. /ar/ a father /or/ a water Schwa in longer words: different /o/ a want /air ear ere bear there /ur/ ear learn. /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school. /sc/ ch chef /z/ /s/ ce se ze freeze Tricky words: once, laugh, because eye	Review Phase 5 GPCs ay play. a-e shake ea each. e he ie pie. i-e time o go. o-e home ue blue rescue ew chew new u-e rude cute aw claw. ea head ir bird. ou cloud oy toy. i tiger a paper. ow snow u unicorn. Ph phone wh wheel. ie shield g giant	Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission /or/ augh our oar ore daughter pour oar more Review
Mathematics (Reception Specific Area) Reception Maths	NCETM: *Identify when a set can be subitised and when counting is needed *Subitise different arrangements, both unstructured and structured *Make different arrangements of numbers within 5 and talk about what they can see *Spot smaller numbers 'hiding' inside larger numbers. White Rose Maths: -Getting to know you. -Match, sort & compare *Match objects *Match pictures and objects *Identify a set *Sort objects and type *Explore sorting techniques *Create sorting rules	NCETM: *Connect quantities and numbers to finger patterns *Hear and join counting sequences, connecting to the 'staircase' pattern, seeing that each number is one more. *Develop counting skills and knowledge -1:1 correspondence *Compare sets of objects by matching *Develop language 'whole' and 'Parts' White Rose Maths: -It's Me, 1, 2, 3 *Find 1, 2, 3 *Subitise 1, 2 and 3 *Represent 1, 2 and 3 *1 more *1 less *Composition of 1, 2 and 3 -Circles & Triangles	NCETM: *Continue to develop subitising skills for numbers beyond 5 and increasingly connect quantities to numerals. *Begin to identify missing parts for numbers within 5 *Explore the structure of numbers *Focus on equal and unequal groups when comparing numbers. White Rose Maths: -Alive in 5 *Introduce 0 *Find 0 to 5 *Subitise 0 to 5 *Represent 0 to 5 *1 more *1 less *Composition	NCETM: *Understand two equal groups can be called a double *Sort odd and even numbers according to their 'shape' *Develop understanding of counting sequence and link cardinality and ordinality through 'staircase' pattern *Order numbers and play track games *Join in with verbal counts beyond 20, hearing repeating pattern within numbers. White Rose Maths: -Length, Height & Time *Explore height *Compare height	NCETM: *Continue developing counting skills. *Explore representations of numbers, including the 10-frame. See how doubles can be arranged. *Compare quantities and numbers, including objects. *Develop a sense of magnitude, e.g. knowing 8 is quite a lot more than 2, but 4 is only a bit more than 4. White Rose Maths: -To 20 and beyond *Build numbers beyond 10 (10-13) *Continue patterns beyond 10 (10-13) *Build numbers beyond 10 (14-20)	NCETM: *Begin to generalise about 'one more' than and 'one less' than numbers within 10 *Identify when sets can be subitised and when counting is necessary *Develop conceptual subitising skills using rekenrek White Rose Maths: -Sharing & Grouping *Explore grouping *Grouping *Even and odd sharing *Play with and build doubles -Visualise, Build & Map *Identify units of repeating patterns

	*Compare amounts -Measure & Patterns *Compare size *Compare mass *Compare capacity *Explore simple patterns *Copy and continue simple patterns *Create simple patterns	*Identify and name circles and triangles *Compare circles and triangles *Shapes in the environment *Describe position -1, 2, 3, 4, 5 *Find 4 and 5 *Subitise 4 and 5 *Represent 4 and 5 *1 more *1 less *Composition of 4 and 5 -Shapes with 4 sides *Identify and name shapes with 4 sides *Combine shapes with 4 sides *Shapes in the environment *My day and night	*Conceptual subitising to 5 -Mass & Capacity *Compare mass *Find a balance *Explore capacity *Compare capacity -Growing 6, 7, 8 *Find 6, 7 and 8 *Represent 6, 7 and 8 *1 more *1 less *Composition of 6, 7 and 8 *Make pairs – odd and even *Double to 8 (find a double) *Double to 8 (make a double) *Combine two groups *Conceptual subitising -Length, Height & Time *Explore length *Compare length	*Talk about time *Order and sequence time -Building 9 & 10 *Find 9 and 10 *Compare numbers to 10 *Represent 9 and 10 *Conceptual subitising to 10 *1 more *1 less *Composition to 10 *Bonds to 10 (2 parts) *Make arrangements of 10 *Bonds to 10 (3 parts) *Doubles to 10 (find a double) *Doubles to 10 (Make a double) *Explore even and odd -Explore 3D shapes *Recognise and name 3D shapes *Find 2D shapes within 3D shapes *Use 3D shapes for tasks *3D shapes in the environment *Identify more complex patterns *Patterns in the environment	*Continue patterns beyond 10 (14-20) *Verbal counting beyond 20 *Verbal counting patterns -How many now? *Add more *How many did I add? *Take away *How many did I take away? -Manipulate, Compose & Decompose *Select a shape for a purpose *Rotate shapes *Manipulate shapes *Explain shape arrangements *Compose shapes *Decompose shapes *Copy 2D shape pictures *Find 2D shapes within 3D shapes -Sharing & Grouping *Explore sharing *Sharing	*Create own pattern rules *Explore own pattern rules *Replicate and build scenes and constructions *Visualise from different positions *Describe positions *Give instructions to build *Explore mapping *Represent maps with models *Create own maps from familiar places *Create own maps and plans from story situations -Make Connections *Deepen understanding *Patterns and relationships -Consolidate
Year 1 Maths	NCETM: *Subitise within 5 and recap composition of 5 *Develop understanding of the numbers 6 – 9 using the ‘5 and a bit’ structure *Compare numbers within 10 and use precise mathematical language *Re-cap order of numbers within 10 and connect this to 1 more and 1 less than a given number. White Rose Maths: -Place Value within 10 *Sort objects *Count objects *Count objects from a larger group *Represent objects *Recognise numbers as words	NCETM: *Explore structure of even numbers (including even numbers composed by doubling and counting in 2s) *Explore structure of odd numbers being composed of 2s and 1s *Explore composition of numbers 6, 8 and 10 *Explore number tracks and number lines and identify the differences between them White Rose Maths: -Addition & Subtraction within 10 *Fact families – addition facts *Number bonds within 10 *Systematic number bonds within 10	NCETM: *Explore composition of numbers 7 and 8 *Explore composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts and odd is made of an even and an odd part *Identify numbers ‘two more’ and ‘two less’ than a given number White Rose Maths: -Place value within 20 *Count within 20 *Understand 10 *Understand 11, 12 and 13 *Understand 14, 15 and 16 Understand 17, 18 and 19 *Understand 20	NCETM: *Explore aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10, and connecting this to the whole – part-part diagram *Explore augmentation and reduction structures of addition using number stories, including first, then, now. White Rose Maths: -Place value within 50 *Count from 20 to 50 *20, 30, 40 and 50	NCETM: *Explore composition of numbers 11 to 19 as ‘10 and a bit’ and compare numbers within 20 *Connect composition of numbers 11-19 to their position in the linear number system, identifying mid-points of 5, 10 and 15 *Compare numbers within 20 White Rose Maths: -Multiplication & Division *Count in 2s *Count in 10s *Count in 5s *Recognise equal groups *Add equal groups *Make arrays *Make doubles	NCETM: *Understand addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation / partitioning / augmentation / reduction) *Practise retrieving previously taught facts and reason about these White Rose Maths: -Place value within 100 *Count from 50 to 100 *Tens to 100 *Partition into tens and ones *The number line to 100 *1 more, 1 less

	*Count on from any number *1 more *Count backwards within 10 *1 less *Compare groups by matching *Fewer, more, same *Less than, greater than, equal to *Compare numbers *Order objects and numbers *The number line -Addition & Subtraction within 10. *Introduce parts and wholes *Part-whole model *Write number sentences	*Number bonds to 10 *Addition – add together *Addition – add more *Addition problems *Find a part *Subtraction – find a part *Fact families – the eight facts *Subtraction – take away/cross out (How many left?) *Subtraction – take away (How many left?) *Subtraction on a number line *Add or subtract 1 or 2 -Geometry: Shape *Recognise and name 3D shapes *Sort 3D shapes *Recognise and name 2D shapes *Sort 2D shapes *Patterns with 2D and 3D shapes -Consolidation	*1 more and 1 less *The number line to 20 *Use a number line to 20 *Estimate on a number line to 20 *Compare numbers to 20 *Order numbers to 20 -Addition & Subtraction within 20 *Add by counting on within 20 *Add using number bonds *Find and make number bonds to 20 *Doubles *Near doubles *Subtract ones using number bonds *Subtraction – counting back *Subtraction – finding the difference *Related facts *Missing number problems	*Count by making groups of tens *Groups of tens and ones *Partition into tens and ones *The number line to 50 *Estimate on a number line to 50 *1 more, 1 less -Length & Height *Compare lengths and height *Measure length using objects *Measure length in centimetres -Mass & Volume *Heavier and lighter *Measure mass *Compare mass *Full and empty *Compare volume *Measure capacity *Compare capacity	*Make equal groups – grouping *Make equal groups - sharing -Fractions *Recognise half of an object or a shape *Find a half of an object or shape *Recognise a half of a quantity *Recognise a quarter of an object or a shape *Recognise a quarter of a quantity *Find a quarter of a quantity -Geometry: Position & Direction *Describe turns *Describe position – left and right *Describe position – forwards and backwards *Describe position – above and below *Ordinal numbers	*Compare numbers with the same number of tens *Compare any two numbers -Measurement: Money *Unitising *Recognise coins *Recognise notes *Count in coins -Measurement: Time *Before and after *Days of the week *Months of the year *Hours, minutes and seconds *Tell the time to the hour *Tell the time to the half hour -Consolidation
Understanding The World (Reception Specific Area) People, Culture & Community / Past and Present (Reception) History/ Geography (Year 1)	Geography: Where am I? *Where do we live? *Identify the countries within the United Kingdom. *Identify features in the school grounds. *Use directional language to describe the location of features. *Recognise features from an aerial perspective. *Recognise the purpose of symbols on a map. *Recognise how different places on the school grounds make me feel.	History: Peek into the Past *Describe changes over time *Sort photographs from the past and present. *Begin to recognise the order events happen. *Identify toys from the past. *Compare pictures from the past and present. *Remembrance Day *Explain why some people remember those who keep the world safe.	Geography: UK locations *Explore contrasting locations and land use in the UK. *Learn about how our milk gets from the farm to the shops. *Explore life on the Isles of Scilly. *Listen to what life is like traveling around on transport for a child living in London and see some of the landmarks. *Find out about jobs and tourism in a seaside town, Weymouth. *Learn how honey is made. *What is it like to live in an eco-village?	History: Adventures through time. *Begin to understand the concept of generations. Look at family trees. *Recognise special achievements. *Recognise that kings and queens are powerful people. *Understand that the environment around us changes as time passes. *Compare modes of transport of the past with the present.	Geography: Contrasting environments. *Name and locate the seven continents. *Locate the north and south poles on a world map. *Locate the equator. *Comparing locations – hilly cities – Edinburgh and Ethiopia. *Explore contrasting climates of Northern England and Northern Australia. *Explain why they would prefer to live in a hot or cold place. *Compare living in remote locations like Shetland and Iqaluit in Canada. *Compare the lives of two children in London and Tokyo. *Comparison of two coastal capitals, Cardiff and Port Moresby in Papua New Guinea. History – Welly walk. Old and new.	History: What is History? *Recognise the order events happen. *Identify that people spend their holidays in different ways. *Compare photographs of holidays from the past. *Find out about holidays from the past from people who were there. *Compare holidays from the past and present. *Recall life events.

The Natural World (Reception Specific Area) Science (Year 1)	Changing states of matter: * Explore the concept of dissolving, drying and mixing. *Making connections: Fairytale science *Compare and describe different animal groups. *Working scientifically, use time to measure and compare speed. The Gingerbread Man *Describe the properties of everyday materials, investigating ‘waterproof’. *Plan how to carry out a test. *Use our senses to observe and describe our senses. *Use touch to describe how materials feel. (Whole key stage topic)	I am a scientist: Loud or quiet *Explore the natural world around us. *Explore and compare different sounds. *Changing Seasons *Recognise changes outside in Autumn. *Recognise different types of weather. *Seasons, a year as a tree. Link to welly walk.	Changing states of matter: *Explore the concept of melting, clay – drying, decomposing – plants. *Investigating Science through stories. *Do taller trees have wider trunks? *Describe and compare the features of woodland animals. *Measure animal footprints to identify differences in animal features. *Describe the properties of everyday materials, building an animal home. *Identify animals that are carnivores, herbivores and omnivores. (Whole key stage topic) *Changing Seasons *Recognise how animals prepare for winter.	I am a scientist: Freeze or melt *Explore freezing and melting. *Life Cycles and Health *Identify different stages of the human life cycle. *Know which offspring come from which animal. *Observe growth in humans. *Use simple measuring equipment. *Identify and list the basic needs for survival for humans and animals. *Recognise the importance of exercise and personal hygiene. *Identify how to have a balanced diet. (Whole key stage topic) *Changing Seasons *Recognise changes in Spring. *Spring walk *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather. *Discuss similarities and differences between autumn and winter.	Changing states of matter: *Explore the concept of growing – seeds germinating. Decay – food. Blending. *Animal adventures *Sort objects into living and non-living. *Find and describe minibests. *Sort and describe farm animals. *Sort animals based on where they live. *Compare my home with a zoo animal home. *Changing Seasons *Investigate the mixture needed to build a sandcastle. *Land use (and Old & New)) Walk past buildings, church, village hall. Notice similarities & differences in buildings.	I am a scientist: Caring for the Earth *Recognise some ways to look after the planet. *Our Beautiful Planet *Recognise some ways to look after the planet. *Identify and name plants. *Identify and name plant parts. *Explore what helps seeds grow. *Recognise some ways to look after the planet. *Changing Seasons *Summer senses *Summer walk *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather. *Discuss similarities and differences between spring, summer, autumn and winter
Welly walks	*Familiarisation. Walk around classrooms & the school grounds. Where is everything? Link to our Geography learning.	*Autumn walk Observing and recording signs of Autumn. *Walk along a marked route to observe seasonal changes. *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather.	*Winter walk *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather. *Discuss similarities and differences between autumn and winter.	*Spring walk *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather. *Discuss similarities and differences between autumn, winter and spring.	Tell me a story... Nursery Rhymes: *Mary had a little lamb * This little piggy *Baa baa black sheep	Tell me a story... -Recount, adapt and invent. Nursery Rhymes: *If I were a mini beast
Expressive Arts & Design (Reception) Being Imaginative and Expressive Daily rhymes:	-Role play characters. Confidently sing a range of well-known rhymes and songs. Perform songs, dances, poems and stories with others, or on own. Watch performances and talk about the experience. Begin to move in time to music. Make music and experience playing a range of musical instruments. Listen to music and talk about how it feels. Create own songs. Nursery Rhymes: *Five current buns * Twinkle Twinkle *Ring a ring o’ roses *Dingle dangle scarecrow	Nursery Rhymes and Songs: *Nativity Songs *When Santa Got Stuck Up the Chimney	Poems Nursery Rhymes: *There was an old woman * Hush Little Baby *Round and round the garden	Poems Nursery Rhymes: *Doctor Foster * Incy, Wincy, Spider!		

Days of the week Alphabet song		*We Wish You a Merry Christmas (Signing) *Rudolph the Red Nose Reindeer *Jingle Bells *The 12 Days of Christmas	*Continents song	*Lavender's Blue! (Old rhyme – 350years old) *Two little dickie birds sitting on a wall	*Pussy cat, pussy cat, where have you been?	*There's a worm at the bottom of the garden *You are my sunshine *If you're happy and you know it
Music	Menu Song Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1. *Participate in creating a dramatic group performance using kitchen-themed props. *Sing a cumulative song from memory, remembering the order of the verses. *Play classroom instruments on the beat. *Copy a leader in a call and response song, show the shape of the pitch moving with actions, and sing using mi-re-do. *Listen and move in time to the song.	Colonel Hathi's March Magical Musical Aquarium Focus: Beat, march, timbre, film music. *Compose music to march to using tuned and untuned percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).	Football Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. *Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. • Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Who Stole My Chickens and My Hens? Focus: 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skifty' rhythm), clapping games. *Compose new lyrics and create short body percussion patterns to accompany the song. • Sing familiar songs in low and high voices, recognising higher and lower. • Play a partner clapping game while singing a song. • Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments.	Dancing and Drawing to Nautilus Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music. *Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. • Develop awareness of duration and the ability to move slowly to music. • Create artwork, drawing freely and imaginatively in response to a piece of music.	Come Dance with Me Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3. *Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format. • Copy call-and-response patterns with voices and instruments.
Art / DT (Year 1) Creating with Materials (Reception)	Art: Drawing: Self-portraits. *Draw a self-portrait with a likeness of yourself. *Begin to use shading in drawings. *Draw the features of a face in the correct positions. *Use appropriate colours when adding to the face. *Hold pencil and paintbrush correctly when drawing and shading. *Use different materials such as oil pastels and paints for different effects.	DT: Cooking & Nutrition: Soup *Explore and become familiar with different types of fruits and vegetables and their differences in texture, taste and appearance. *Explore different vegetables using the five senses. *Design a fruit and vegetable soup recipe. *Learn to use a knife safely, using a bridge cut. *Safely use tools to prepare ingredients.	Art: Sculpture & 3D: How are sculptures created using natural materials? *Know that there are different types of sculpture. *Know about the work of Andy Goldsworthy. *Explore arrangements using natural materials. *Observe and use colours, textures, shapes and patterns in natural materials.	Easter songs and hymns with performance in church. DT: Textiles: Bookmarks *Develop threading and weaving skills. *Practise and apply weaving skills to a specific material -paper *Practise and apply threading skills with specific materials -hessian and wool. *Use threading and sewing to design a product – bookmark.	Cat and Mouse Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation. *Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns.	Art: Sculpture: Investigating sculpture. 2D & 3D. Clay *Use different materials such as clay, papier mâché and wax crayons. *Experiment with 3D shape using a range of materials safely. *Practise care and control when using materials. Use vocabulary: clay, design, kneading, moulding, sculpture, sculptor, sketch, shaping.

	& Drawing: How are lines and shapes used in drawings? *Describe lines, shapes and patterns created. *Demonstrate control when drawing using chalk, wax crayons, pencils, colouring pencils and felt tips. Use vocabulary: drawing, line, shape, observation, abstract, cartoon. Artistic enquiries: Jon Burgerman, Roger Hargreaves, Piet Mondrian	*Design food packaging, researching existing soup packaging before generating own ideas for the class soup.	*Work with others to create a group piece of artwork using natural materials. *Communicate reasons, thoughts, observations and feelings about work created. *Explore and experiment with other sculpting materials. *Use vocabulary: Sculpture, natural materials, twist, knot, tie, intertwine, colours, shapes, patterns. Artistic enquiries: Andy Goldsworthy, Heather Jansch & Printing using natural and man-made tools. *Use natural printing tools - fruits and vegetables. *Use manmade printing tools – forks and Lego. *Create prints on a range of different materials and fabrics. *Overlap prints and create repeating patterns. Use vocabulary: Print ,printing tools, rubbings, pattern, textures. Artistic enquiries: Hannah Rampley	*Create a textiles product – bookmark – following their own design. *Reflect on their achievements.		& Printmaking: The language of art. *Experiment with oil pastels. *Experiment with line, shape, pattern and colour. *Compare design and print repeating patterns. *Compare similarities and differences of Andy Warhol's artwork and other artists. *Use vocabulary: experiment, expression, inspiration, media, pop-art, print, technique. Artistic enquiries: Andy Warhol
Computing (Year 1)	Computer Systems and Networks Technology around us. *Identify technology *Use a keyboard to edit text *Create rules for using technology responsibly. Online Safety -ELIM: I am kind and responsible	Creating Media: Digital writing *Use a computer to write. *Add and remove text on a computer. *Identify that the look can be changed on a computer. *Make careful choices when changing text. Explain why I used the tools that I chose. *Compare typing on a computer to writing on paper. Online Safety -ELIM: I am kind and responsible	Programming A: Robot Algorithms *Explain what a given command will do *Act out a given word *Combine four direction commands to make sequences *Plan a simple program *Find more than one solution to a problem	Creating Media: Digital Painting *Use a computer to write *Add and remove text on a computer *Identify that the look of text can be changed on a computer. *Make careful choices when changing text *Explain why I used the tools that I chose. *Compare typing on a computer to writing on paper.	Data and Information: Pictograms *Recognise that we can count and compare objects using tally charts. *Recognise that objects can be represented as pictures. *Create a pictogram. *Select objects by attribute and make comparisons. *Recognise that people can be described by attributes. *Explain that we can present information using a computer. Online Safety: - ELIM: I am healthy	Programming B: Programming *Choose a command for a given purpose *Show that a series of commands can be joined together. *Identify that each sprite has its own instructions. *Design the parts of a project. *Use my algorithm to create a program. Online Safety: - ELIM: I am healthy

RE	<u>What makes people special?</u> Religion: Christianity and Judaism Concept: Meaning and purpose Discipline: Theology *I can say what makes me special. *I can describe what Christians believe about people being special. *I can describe what Jewish people believe about people being special. *I can give examples of how religious people show others they are special. *I can explain my own ideas about what makes people special.	<u>Why are some festivals and celebrations special and how are these celebrated by different people?</u> Religion: Christianity, Judaism, Hinduism Concept: Personal and Collective Discipline: Social Sciences *I can name celebrations in my own life and explain why they are special. *I can describe why Christian festivals are important. *I can describe why Jewish festivals are important. *I can describe why Hindu festivals are important. *I can identify similarities and differences between festivals. *I can explain why festivals and celebrations matter to people.	<u>What makes places special to different people and why?</u> Religion: Christianity and Judaism Concept: Place and Time Discipline: Social sciences *I can name a place that is special to me and explain why. *I can describe why churches are special to Christians. *I can describe why synagogues are special to Jewish people. *I can identify similarities and differences between churches and synagogues. *I can explain how stories make places special. *I can explain why places matter to individuals and communities.	<u>Who was Jesus and why is Easter special? Who is the Bishop of Bath and Wells (our vicar?) and why are they important?</u> Religion: Christianity Concept: Origins and expressions Discipline: Theology *I can say who Jesus was and why he is important to Christians. *I can describe a story that shows Jesus' kindness. *I can explain why Easter is special to Christians. *I can identify Christian symbols linked to Easter. *I can say who the Bishop of Bath and Wells is and why they are important. *I can identify ways Christians express their beliefs. *I can explain my own ideas about leadership and celebration.	<u>Why are some stories special?</u> Religion: Christianity Concept: Origins and expressions Discipline: Theology Philosophy *I can name a story that is special to me. *I can say why the Bible is special to Christians. *I can describe the message of the Good Samaritan. *I can describe the message of the Lost Sheep. *I can identify similarities between special stories. *I can explain why stories matter to Christians and to me.	<u>How and why do some people care for the world?</u> Religion: Christianity Concept: Origins and expressions Ethics and values Discipline: Theology Philosophy *I can name ways people care for the world. *I can explain why Christian's care for the world. *I can describe the message of the creation story. *I can identify Christian caring actions today. *I can give reasons why everyone should care for the world. *I can explain my own ideas about caring and responsibility.
Enrichment activities & Events	- Weekly parent readers -Harvest Festival	-Whole school Pantomime Theatre visit -Visit from a parent or community member to talk about their job and interests. -Remembrance Day -Christmas and Nativity	-Visit from community member to talk about the history of our school. What was it like in the past? -Shrove Tuesday -Christmas New Year	-Visit from a parent or community member to talk about their job and interests. -Soup lunch, performing -Mother's Day -Easter	- Walk through village with picnic in churchyard -(Contrasting locality) Bus ride to Wells. Picnic on the green by Cathedral. - Parent readers -Parent's to read their favourite book,.	- Summer walk Repeat route, noticing similarities & differences. – Changing states of matter. -Swimming Lessons -Father's Day