

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous me!	Let's Celebrate!	Into the woods	Down on the Farm	Our planet	What adventures we'll have
Book Overview	<p>Colour Monster</p> <p>Super Duper You</p> <p>Funny Bones</p> <p>Perfectly Normal</p> <p>We planted a Pumpkin Seed</p> <p>Pumpkin Soup</p>	<p>The story of Diwali</p> <p>We're Going on a Bear Hunt</p> <p>The Jolly Postman</p> <p>The Snowman</p> <p>Father Christmas Needs a Wee</p> <p>The First Christmas (Nativity)</p>	<p>Owl Babies</p> <p>The Odd Egg</p> <p>The Runaway Wok</p> <p>The Three Little Pigs</p> <p>Pigs Might Fly</p> <p>What the Ladybird Heard</p>	<p>Farmer Duck</p> <p>Supertato</p> <p>The Enormous Turnip</p> <p>Jack and the Jelly Bean</p> <p>Stalk</p> <p>Jim and the Giant</p> <p>The Very Hungry Caterpillar</p>	<p>Handa's Surprise</p> <p>Elmer</p> <p>Lost and Found</p> <p>Dear Zoo</p> <p>What a Waste</p> <p>A planet full of Plastic</p>	<p>Whatever Next</p> <p>The Runaway Train</p> <p>Local Author visit (Gareth Coombs)</p> <p>The Rainbow Fish</p> <p>Sharing a Shell</p> <p>Commotion in the Ocean</p>
PSED	<p>Settling into school</p> <p>School rules and expected behaviours.</p> <p>Looking at moods using the story of The colour Monster and ClassDojo (Moods and Attitudes/Big Challenges)</p> <p>Use of emotion tree to talk about our feelings and how to manage them</p> <p>Fire Safety: Visit from the Fire Service</p>	<p>Recap of school rules and expected behaviours.</p> <p>Continue use of the emotion tree to explore feelings and emotions.</p> <p>Turn taking when playing games and in conversations.</p> <p>The Elf on the shelf to talk about and recognise acceptable behaviour.</p> <p>Visit from Postal Worker</p> <p>ClassDojo: Respect</p>	<p>Develop children's understanding of emotions using the Emotion tree in the morning. Learn to identify physical sensations associated with certain feelings.</p> <p>Introduce "Busy Jobs" to encourage children to manage their time effectively and to build independence in the setting</p> <p>ClassDojo: Perseverance</p>	<p>Continue to develop children's understanding of emotions using the Emotion tree in the morning. Learn to identify physical sensations associated with certain feelings.</p> <p>How can we help others?</p> <p>Continue with "Busy Jobs" to encourage children to manage their time effectively and to build independence in the setting</p> <p>ClassDojo: Growth Mindset</p>	<p>How can we look after our environment and the wider planet?</p> <p>Start Recycling project</p> <p>ClassDojo: Empathy</p>	<p>Look at our year in Reception and have circle times to talk about moving to Year One</p> <p>; New beginnings</p> <p>ClassDojo: Positive Thinking and Revisit Big Challenges</p>

	<p><b>ELG: Self Regulation</b>  Show an Understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b>  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b>  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendship with peers.  Show sensitivity to their own and others' needs.</p>					
CAL	Children to practice speaking and listening in small groups using Treasure Boxes brought in from home to introduce ourselves. Constructing a simple spoken sentence. Responding to others with relevant questions Turn taking when speaking Circle Time opportunities	Talk for writing Jane Considine Constructing a simple spoken sentence. Responding to others with relevant questions Turn taking when speaking Listening and responding to a range of stories. Preparing questions for visitors and listening for responses. Circle Time opportunities	Continue with Talk for Writing Jane Considine. Introduce new and relevant vocabulary. Display in area and practice using in spoken sentences. Continue to listen and respond to a range of books and stories Retelling activities for children to tell stories to each other using props, role play and puppet theatre. Circle Time opportunities	Continue with Talk for Writing Jane Considine. Introduce the term conjunction and encourage children to build spoken sentences containing and, but, because Continue to listen and respond to a range of books and stories Retelling activities for children to tell stories to each other using props, role play and puppet theatre. Circle Time opportunities	Continue with Talk for Writing Jane Considine. A walk around the village; think of questions to ponder before the walk, In groups prepare a spoken presentation on what they noticed on the walk and areas they feel need improving. Circle Time opportunities	Continue with Talk for Writing Jane Considine. Circle Time opportunities link with inviting new children into our area and coach present children to act as guides and experts for the new intake. What information will the new children want to know? Prepare questions to ask Year One about their experiences in Key Stage One.
	<p><b>ELG: Listening, Attention and Understanding</b>  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>					

	<p><b>ELG: Speaking</b>  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tense and making use of conjunctions, with modelling and support from their teacher.</p>					
PD	<p>Negotiating space safely.  Safe use of scooters and balance bikes in the outside area.  Balancing activities</p> <p>Introduce Kinetic letters scheme using Brave Monkey and Scared Monkey. Learn large moves: down bump, push, pull, flick</p> <p>Introduce correct letter formation of Window Cleaner Family; i, l, t, u</p> <p>Safe use of scissors when carrying</p> <p>Practice how to use scissors to cut straight and curved lines.</p>	<p>Continue negotiating space safely.  Safe use of scooters and balance bikes in the outside area.  Balancing activities, stills, wobble board etc</p> <p>Recap Window cleaner family from Kinetic letters scheme.  Go over large moves, push, pull, down, bump, flick and add "hug the tree"</p> <p>Introduce correct letter formation of the Jumper family; h, b, r, n, m, p</p> <p>Safe use of scissors and practice how to use scissors to cut wavy lines.  Pencil grip</p>	<p>Enjoy use of bikes and scooters in the Outside area.  Manipulating resources to build obstacle courses.</p> <p>Continue with Kinetic letters.  Include large movements and exercises for strengthening bodies ready to write</p> <p>Recap the Jumper family formation of letters.  Introduce correct letter formation of the Abracadabra family; c, o, a, d, g, s, q</p>	<p>Enjoy use of bikes and scooters in the Outside area.  Manipulating resources to build obstacle courses.</p> <p>Continue with Kinetic letters.  Include large movements and exercises for strengthening bodies ready to write</p> <p>Recap the Abracadabra family formation of letters  Introduce e as member of the Squirter family.</p>	<p>Practice scissor skills when working on EAD projects and explore joining techniques.</p> <p>Continue with Kinetic letters.  Include large movements and exercises for strengthening bodies ready to write</p> <p>Recap all letter formation so far.  Introduce the Fisher family; j, y, g, f</p>	<p>Continue with Kinetic letters.  Include large movements and exercises for strengthening bodies ready to write</p> <p>Recap all letter formation so far.  Introduce the Slider family; v, w, x, z, k</p>
	<p><b>ELG: Gross Motor Skills</b>  Negotiate space and obstacles safely, with consideration for themselves and others;  Demonstrate strength, balance and coordination when playing;  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b>  Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases;</p>					

	Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.					
L	<p>Introduce the terms phoneme, grapheme, blending and segmenting</p> <p>Introduce the first 15 single sounds (name and phoneme)</p> <p>S, a, t, p, i, n, m, d, g, o, c, k, e, u, r, ck</p> <p>Teach children to blend simple CVC words using sounds learnt</p> <p>Listening and responding to Traditional Tales</p> <p>Story mapping in groups</p>	<p>Reinforce the terms grapheme, phoneme, blending and segmenting.</p> <p>Recap the first 15 single sounds</p> <p>Introduce and teach the next 11 single sounds and begin to look at diagraphs ch, sh, th, ng, oo as in moon, ar</p> <p>Practice blending words using sounds covered.</p> <p>Teach segmenting of words into discrete sounds/phonemes</p> <p>Jane Considine Writing unit; We're Going on a Bear Hunt by Michael Rosen</p> <p>Letter Writing</p>	<p>Ensure children can use the terms, grapheme, phoneme, blending and segmenting correctly. Recap all sounds learnt so far. Introduce and teach the diagraphs: oo as in look, ow, ee, ay, ar, oy</p> <p>Please note children will be put in groups across the Key Stage for Phonics so that they are matched to their progress in reading.</p> <p>Jane Considine Writing unit; Pigs might Fly by Jonathan Emmett</p> <p>Listening and responding to Traditional Tales</p>	<p>Ensure children can use the terms, grapheme, phoneme, blending and segmenting correctly. Recap all sounds learnt so far. Introduce and teach the diagraphs: ou, or, ir, and introduce the trigraphs igh and air</p> <p>Jane Considine Writing unit; Jack and the Jellybean Stalk by Rachael Mortimer and Liz Pichon</p>	<p>Recap and consolidate all phonemes learnt.</p> <p>Practice blending and segmenting words for reading and spelling.</p> <p>Look at writing simple sentences and using them in a report about our environment.</p> <p>Jane Considine Writing Unit; Handa's Surprise by Eileen Browne</p>	<p>Recap and consolidate all phonemes learnt.</p> <p>Practice blending and segmenting words for reading and spelling.</p> <p>Look at writing simple sentences</p> <p>Jane Considine Writing unit; The Rainbow Fish by Marcus Pfister</p>
	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate-where appropriate-key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 diagraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>					

	<p><b>ELG: Writing</b>          Write recognisable letters, most of which are correctly formed          Spell words by identifying sounds in them and representing the sounds with a letter or letters;          Write simple phrases and sentences that can be read by others.</p>					
M	<p>Securing Pre-number skills          One to one correspondence,          Numbers and amounts 1-5 (One number a week)          Introduce the language of more and fewer by comparing groups of up to 5 objects presented in different ways, including dice formation.          Introduce Numicon          Measuring using cups and containers          Baseline Assessments</p>	<p>One to one correspondence          Teach and practice subitising to 5          Numbers and amounts 1-7          Properties of 2D and 3D shapes; Children will be introduced to shapes and their properties with a focus on rolling and stacking with 3D shapes and viewing 2D shapes in different orientations.          Change within 5; children will learn how to find one more and one less than a number within 5 in the context of a first, then, now story structure. They will use pictures, objects and a five frame to show what is happening.          Number bonds within 5; putting objects into two groups, using a part-whole model to represent the groups and the bonds to 5.          Measurement using scales to balance objects</p>	<p>Children will learn to count to 10 and represent numbers in concrete and pictorial form          Practice one to one correspondence          Use a ten frame and counters          Explore the concept of number bonds          Identify more or less than a number up to 10,          Introduce the concept of addition by combining two groups of objects and of subtraction as the difference between two amounts.          Length, height and weight.          Compare two or more items using the vocabulary of measure, use non-standard measures to measure then compare items.</p>	<p>Children will continue exploring addition and subtraction.          Use counters, tens frames and the part-whole model to look at and explore number bonds to 10.          Children will begin to work with subtraction number bonds, following the 'missing part' structure.          Children will learn how to recognise, extend, create and explain simple repeating patterns. They will consider patterns using pictures, sounds, words and actions</p>	<p>Children will explore addition and subtraction through counting on and counting back.          Children will use a number track to practise counting the number of jumps required to move on or back.          Explore numbers from 10 to 20.          Children will count to 20 and back to 0, identify one more and one less, and compare and represent numbers.          Begin to look at the patterns of doubles, halves and odd and even numbers          Money: coin recognition and values.</p>	<p>Continue to explore doubles, halves, odd and even numbers          Children will learn that a shape can have other shapes within it.          Children will begin by using two shapes to make a new shape.          They will build on this composition of shapes skill to attempt building one shape in multiple ways          Volume and capacity. Compare two or more items using the vocabulary of measure and compare containers visually.          Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>

	<p><b>ELG: Number</b>          Have a deep understanding of number to 10, including the composition of each number;          Subitise (recognise quantities without counting) up to 5;          Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b>          Verbally count beyond 20, recognising the pattern of the counting system;          Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;          Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
UW	<p>RE (PCC) Ourselves,          Our families, our community.  <b>(Where do we belong?)</b>          Look at how Christians welcome people to their church, how do people show how they belong to different groups</p> <p>People who look after us.          Fire Safety: Visit from the Fire Service</p>	<p>RE (PCC) Celebrations and special times          Diwali/Christmas  <b>(What happens at a festival?)</b>          Look at people from different cultures and religions by looking at some of the festivals they celebrate. How are they the same/different to celebrations we are familiar with?</p> <p>Visit from a postal worker          Use Bee Bots to map out the postal workers route as they deliver letters.          Visit to the post office to buy stamps for our letters</p>	<p>RE (PCC)          Special Books  <b>(What can we learn from stories from Religion?)</b>          Explore stories from different key texts: Creation, The Crying Camel, Noah's Ark, Zacchaeus</p> <p>Life Cycles          What does an egg need to survive and hatch?          Which animals lay eggs?          Build a bug hotel. Explore why bugs are important          Visit to a farm (virtual or real)</p>	<p>RE (PCC)          Special Books  <b>(What can we learn from stories from Religion?)</b>          Creation, The Crying Camel, Noah's Ark, Zacchaeus</p> <p>Changes in living things          Watch a caterpillar become a butterfly; lifecycle in action          Look at the seasons and the weather.          How does this impact our environment?          Visit Wollaston Pocket Garden          (Link with art... observational drawing)</p>	<p>RE (PCC)          Celebrations and special times  <b>(What happens at a wedding?)</b>          Explore Christian and Hindu weddings, customs and beliefs</p> <p>Explore our local environment. Introduce and model new vocabulary where appropriate.          A walk around our local environment.          Look at the features of our local environment and compare with the</p>	<p>RE (PCC)          Celebrations and special times  <b>(What happens at a wedding?)</b>          Christian and Hindu</p> <p>Compare Wollaston to places on the coast.          Life in the ocean          Learn about the RNLI and why it exists.          How has it changed over time?          Ships and boats then and now.          Floating and sinking, what are the best materials for building a boat?</p>

					environments found in Kenya. Learn how we can recycle and the impact this can have on our local environment and the world.	
<p><b>ELG: Past and Present</b> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World Children</b> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						
EAD	Self portraits Observing closely Using a paint brush Holding a pencil Mixing colours	Mixing colours Create a tealight holder using a jar and glass paint.	Build a home for the three little pigs (Exploring materials link with UW)  Use a variety of joining skills to create a bug hotel	Observational drawing (Link to visit of Pocket park)	Use a variety of materials to create own printing blocks. Use to make repeating patterns and replicate patterns in the environment.	Use natural materials to create patterns and pictures. Look closely at natural artefacts and use a pencil confidently to draw them.
Kapow! (Music)	<b>Me!</b> Finding the pulse	<b>Celebrations!</b> Learning about the music from a range of cultural and	<b>Exploring Sound</b> Exploring how to use our voice and bodies to make	<b>Music and Movement</b> Creating simple actions to songs, learning how to move	<b>Musical Stories</b> A unit based on traditional children's	<b>Big Band</b> Learning about the four different groups of musical

	Listening and responding to music This will change in September 2022	religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas <b>Carol Concert for Christmas</b>	sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment	to a beat and expressing feelings and emotions through movement to music	tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.	instruments, following a beat using an untuned instrument and performing a practised song to a small audience
<p><b>ELG: Creating with Materials</b>          Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;          Share their creations, explaining the process they have used;          Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b>          Invent, adapt and recount narratives and stories with peers and their teacher;          Sing a range of well-known nursery rhymes and songs;          Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>						

Wollaston Primary EYFS Curriculum Map