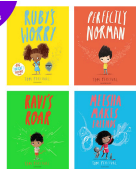
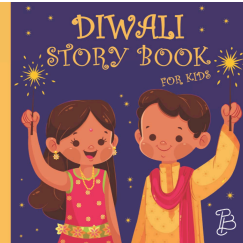


Autumn 1

Value: Resilience	P.E. – Movement and Spatial Awareness - Spatial awareness (finding space, moving safely around others) - Basic movements: running, jumping, hopping, skipping						
Week 1: 1.9.25 Planning	Wednesday 3rd - First half day with staggered start to the day 8:50 - First group (siblings) 9:15 - Second group 9:40 - Third group. All groups finish at 11:20 Thursday 4th - Second half day 8:50- 11:20 Friday 5th - Third half day 8:50- 11:20	Week 2: 8.9.25 Planning	Monday 8th - Half day with lunch 8:50- 12:30 Tuesday 9th - Half day with lunch 8:50- 12:30 Wednesday 10th - Half day with lunch and classroom time 8:50- 1:40 Thursday 11th and Friday 12th - Full Days 8:50 am - 3:20 pm				
Week Beginning	Book & Image	Writing Skill and Handwriting	Mathematics	UW/EAD	Phonics	Other/Enrichment	Word of the Week & Poem of the Week
Week 3: 15.9.25	Tom Percival books linked to Zones of Regulation 	Progress Book Writing: Mark making - 'My First Day Reception' sheet Name writing assessments Baselines	Week 3 Match, Sort & Compare Planning	Me and my family	Phase 2 s,a,t,p	Baseline Assessments Enhanced Provision Planning	Poem of the Week: Chop Chop Word of the week: Courage
Week 4: 22.9.25	Identity: Super Duper You 	Matching initial sound to feeling: Giving meaning to marks & drawing recognisable objects Initial sound match Handwriting: 1 — ○ + and first name	Week 4 Match, Sort & Compare Planning	Our world/the place we live Music: Call and response, moving to the rhythm	i, n, m, d	Paint a self portrait for display Enhanced Provision Planning	Word of the Week: Confident Song: Good to be me

Week 5: 29/9/25	Take One Picture 	<i>Matching initial sound to an image from the painting</i> Handwriting: 2 — ○ + <i>and first name</i>	Week 5 Talk about Measure & Pattern Planning	Black History Month	g, o, c, k Tricky Word: is	Word of the Week: Competition (week 4) Poem of the Week: Shoes Enhanced Provision Planning	Word of the Week: Competition Poem of the Week: Cup of Tea
Week 6: 6/10/25 Little Wandle Assessments	Let's Look at Autumn Non-Fiction Book 	<i>Writing words phonetically - I Spy Books</i> <i>It is a...(noun)</i> Spelling - nut Handwriting: 3 — ○ + <i>and first name</i>	Week 6 Talk about Measure & Pattern (2) Planning	Merryhills Values Music: Tap the beat	ck, e, u, r, Tricky Word: I	Curriculum evening on 8th October Enhanced Provision Planning	Word of the Week: Determined Poem of the Week: Cup of Tea
Week 7: 13/10/25 Baseline deadline Make links to Sukkot here - Special times of the year	Leaf Man & Shirley Hughes Poems 	<i>Write a letter from Leaf Man including cvc words (log, mud, stick)/</i> <i>Identify initial sounds</i> Spelling - stick Handwriting 4 — ○ + <i>and first name</i>	Week 7 It's Me 1,2,3 Planning	Art: Colour mixing Forest School begins Music: Hearing rhythm with stretchy lycra.*	h, b, f, l, Tricky word: the	SEND HOME LILAC BOOKS Baseline data due on Arbor by 17th October Enhanced Provision Planning	Word of the Week: Successful Poem of the Week: Falling Apples

Week 8: 20/10/25 Update and share LSPs, Class Provision Maps and EAL Assessments	<u>The Everywhere Bear</u>  <u>R.E. - Special Stories</u> <u>Diwali</u> 	<i>Recall the story and write down either the initial sound or the word which is represented in the picture: den, cat, van, net</i> Spelling - van Handwriting 5 <i>first name</i>	<u>It's Me 1,2,3</u> <u>Planning</u>	R.E - Rosh Hashanah <u>R.E. Strand 1 - Which stories are special and why?</u> Music: Using scarves	Little Wandle Assessment Autumn 1	Send home The Everywhere Bear <u>Enhanced Provision Planning</u>	Word of the Week: Respectful Poem of the Week: Five Little Pumpkins
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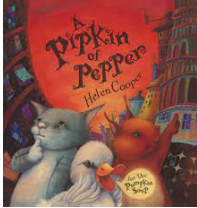
Baseline Assessment Guidance (used to support teacher judgement)

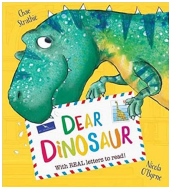
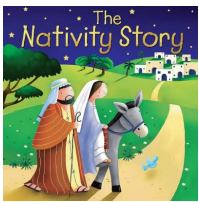
	Communication & Language	Personal & Social	Physical	Literacy	Mathematics	Understanding the World	Expressive arts & Design
Below/Well below	Showing an interest in what other children are playing and sometimes joins in. The child shifts from one task to another if you get their attention.	Enjoys the company of other children and want to play with them? Sees themselves as a separate person. Share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?	Can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? Can the child climb confidently, catch a large ball and pedal a tricycle?	Enjoys sharing a book with an adult Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Take part in finger rhymes with numbers. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. Build with a range of resources.	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Explore and respond to different natural phenomena in their setting and on trips. Notice differences between people.	Show attention to sounds and music. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds and using instruments. Start to make marks intentionally and begin to give meaning. Make simple models which express their ideas.
At	Shift from one task to another if you fully obtain their attention, for example, by using their name Using sentences of four to six words Use sentences joined up with words like 'because', 'or', 'and'?	Play alongside others or do they always want to play alone? Take part in pretend play (for example, being 'mummy' or 'daddy'?) Takes part in other pretend play with different roles –	Can the child sit comfortably on a chair using their core to support them? Hold pencil in a preferred hand Go up steps and stairs, or climb up apparatus, using alternate feet.	Write some or all of their name. Understand that print has meaning Join in with familiar rhymes Recognise words with the same initial sound, such as	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order:	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide	Use their imagination to develop stories (e.g. small world) Develop their own ideas and decide which materials to use to express them Draw with increasing complexity and detail, such as representing a

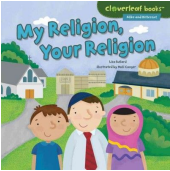
	For example: "I like ice cream because it makes my tongue shiver". Use the future and past tense: "I am going to the park" and "I went to the shop"? Answer simple 'why' questions	being the Gruffalo, for example Generally negotiate solutions to conflicts in their play	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use a comfortable grip with good control when holding pens and pencils. Use one-handed tools and equipment. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	money and mother Engage in extended conversations about stories, learning new vocabulary	1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Compare quantities using language Talk about and explore 2D and 3D shapes Understand position Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Talk about and identify the patterns around them. Extend and create ABAB patterns – stick, leaf, stick, leaf.	vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations Explore how things work. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel.	face with a circle and including details. Explore colour and colour mixing Respond to what they have heard expressing thoughts and feelings. Remember and sing entire songs and sing the pitch of a tone sung by another song. Sing the melodic shape of familiar songs Play instruments with increasing control to express their feelings and ideas.
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					Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Count objects, actions and sounds..		
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Autumn 2

Value: Kindness	Introduction to Technology and Staying Safe Online - What is the internet? - Using devices safely - ipads in handwriting lessons			Movement and Spatial Awareness: - Introduction to balancing and simple coordination games - Ball skills: rolling, throwing, and catching large balls - Circle games and simple team activities			Forest School Planning
Week Beginning	Book & Image	Writing Skill and Handwriting	Mathematics	UW/EAD	Phonics	Other/Enrichment	Word of the Week & Poem of the Week
3/11/25	Pumpkin Soup 	<i>Sequence instructions for making pumpkin soup/Write a shopping list featuring CVC words</i> Spelling - pan Handwriting: 6  Learn to write name (copy)	Week 8 Circles & Triangles Planning  	R.E - Rosh Hashanah Music - Use a parachute to hear pitch. "Low, high, low high, lift your arms to reach the sky"	ff, ll, ss, j Tricky Words: put, pull, full, as	Make Pumpkin Soup UW: Remembrance Day 9th November Enhanced Provision Planning	Word of the Week: Inconspicuous (week 7) Poem of the Week: A Little House
10/11/25 Maths Observations	A Pipkin of Pepper 	<i>Create a 'Lost' poster and use adjectives to describe Duck</i> Handwriting: 7  c and a Spelling - duck	Week 9 It's Me 1. 2. 3. 4. 5 Planning		v, w, x, y Tricky Words: put, and, has, his, her	Begin sing along practise Enhanced Provision Planning	Word of the Week: Companion (week 8) Poem of the Week: Breezy Weather
17/11/25 Maths Observations	People Who Help Us 	<i>I will be... (occupation)</i> Spelling - help Handwriting: 8  o and d	Week 10 It's Me 1. 2. 3. 4. 5 Planning		z, qu, ch Tricky Words: go, no, to, into	- Vet - Tuesday 18th 2:40 - Firefighter - Wednesday 19th fire at 2:40 - Police Officer - Thursday 20th at 2:40 Enhanced Provision	Word of the Week: Reveal (week 9) Poem of the Week: Who has seen the wind?

		Spelling - help				Planning	
24/11/25 INSET Day on 28th November - 4 day week Cherry classroom visit 25th Apple 24th Pear 26th Winter festival 21st	Helicopter Stories 	<i>Children tell a story and the adult scribes</i> Handwriting: 9  g and q Spelling - end	Shapes with 4 Sides Planning		sh, th, ng, nk Tricky Words: she, he, of, go	Planning Road Safety & Anti-bullying week Forest School Fire Enhanced Provision Planning	Word of the Week: Forbidden (week 10) Poem of the Week: Wise Old Owl
1/12/25 Occasional Day on 1st December - 4 day week	Dear Dinosaur 	Dear Dinosaur - Writing Letters - The layout of a letter including the words 'to' and 'from' Handwriting: 10  e and s Spelling - and	Digging Deeper & Filling the Gap Planning	R.E. -Christianity: Christmas	Fill The Gap Week	Learning Conversation on Tuesday 2/12/25 and Thursday 4/12/25 Singing Shows: Pear: 2/12/25 Cherry: 3/12/25 Apple: 4/12/25 Enhanced Provision Planning	Word of the Week: category (week 13) Poem of the Week:
8/12/25 Christmas jumper day 11th Dec	The Nativity 	Progress Book Writing: <i>Sequence the story of The Nativity and write a caption.</i> Handwriting: 11  l and i Spelling - Christmas, star	Digging Deeper Planning	R.E. -Christianity: Christmas	Assessment & Fill The Gap Week	Visit from Father Edd Walk to the postbox on Friday afternoon 12/12/26 4 Maths lessons Enhanced Provision Planning	Word of the Week: Accomplish (week 12) Poem of the Week: Mice

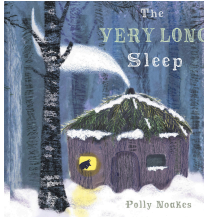
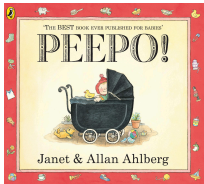
15/12/25 School finishes at 2pm on 19/12/25	Which people/places are special and why? 	<i>Draw a mindmap of special people on the page. Write a sentence with a conjunction, eg. My mum helps me to ... and ...</i> Handwriting: 12 □ / \ × △ † and u Spelling - helps	Digging Deeper Planning	R.E.F3: Which places are special and why? Hanukkah 15th December R.E. -Judaism: Chanukkah	Words with 's' at the end Tricky words: we, me, be	Festive Singing Show: Pear 15th December Cherry 16th December Apple 17th December Enhanced Provision Planning	Word of the Week: Flourish (week 14) Poem of the Week: A Basket of Apples
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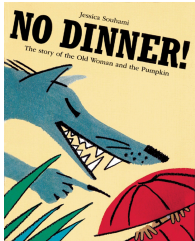
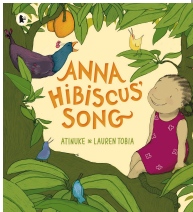
Autumn 2 Assessment Guidance (used to support teacher judgement)

	Communication & Language	Personal & Social	Physical	Literacy	Mathematics	Understanding the World	Expressive arts & Design
Below/Well below	See Baseline Assessment Guidance						
At	Understand how to listen carefully and why listening is important. Learn new vocabulary. Describe events in some detail. Develop social phrases. Engage in storytimes. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	See themselves as a valuable individual. Build constructive and respectful relationships. Manage their own needs.	Revise and refine the fundamental movement skills they have already acquired: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength,	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s. CVC words	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the 'one more than' Select, rotate and manipulate shapes to develop spatial reasoning skills. Continue, copy and create repeating patterns. Compare capacity Continue a repeating pattern	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.

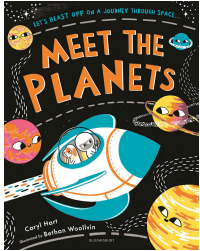
			balance, co-ordination and agility. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes				
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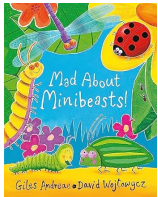
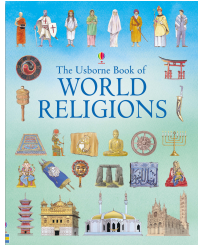
Spring 1

Value: Respect	How to Use the Internet Safely - Smartie the Penguin Story - Online the safety song - ipads in handwriting lessons			P.E. - Balance and Gymnastics: - Developing balance: balancing on different parts of the body - Movement in different ways (crawling, sliding, stretching, twisting, turning) - Simple gymnastics sequences (two or three linked movements)			
Week Beginning	Book & Image	Writing Skill and Handwriting	Mathematics	UW/EAD	Phonics	Other/Enrichment	Word of the Week and Poem of the Week
5/1/26 Start looking at displays	<u>The Very Long Sleep</u> 	<i>Create a winter scene and describe it - I can see...</i> Handwriting: OR Letters: r, b, n, h, m, k, p (3 weeks) Spelling - see, snow	<u>Alive in 5</u> <u>Planning</u>	Science - Observing and measuring: Seasonal Changes - WInter - use Explorify	Phase 3 ai, ee, igh, oa Tricky words: Review - is, as, the, I	P.E. - Dance Unit <u>Enhanced Provision Planning</u>	Word of the Week: Affluent (Week 15) Poem of the Week: Popcorn
12/1/26 Radish cutlery workshop on 15th January	<u>Please Mr Magic Fish</u> 	<i>I wish for... and... Using a capital letter, finger spaces & full stop</i> Handwriting: OR Letters: r, b, n, h, m, k, p (3 weeks) Spelling - wish, for	<u>Mass and Capacity</u> <u>Planning</u>		oo, oo, ar, or Tricky words: was, you, they	<u>Enhanced Provision Planning</u>	Word of the Week: Persuade (week 16) Poem of the Week: I can Build a Snowman
19/1/26	<u>Peepo!</u> 	<i>Compare the past with the present: Then the highchair was wood.</i> Handwriting: OR Letters: r, b, n, h, m, k, p (3 weeks) Spelling - highchair,	<u>Growing 6.7 and 8</u> Planning	History - Comparing the past with the present	ur, ow, oi, ear Tricky words: my, by, all	<u>Enhanced Provision Planning</u>	Word of the Week: Frivolous (week 17) Poem of the Week: Let's put on our mittens

		wood					
26/1/26	No Dinner! 	<i>No Dinner Story Map</i> Handwriting: ZM Letters: v, w, x, z (2 weeks) Spelling - forest	Growing 6, 7 and 8 Planning		air er words with double letters: dd mm tt bb rr gg pp ff Tricky words: are, sure, pure	Forest School Fire Enhanced Provision Planning	Word of the Week: Tranquil (week 18) Poem of the Week: Carrot Nose
2/2/26	Anna Hibiscus Song & special places 	<i>Speech bubble - I am happy when</i> Handwriting: ZM Letters: v, w, x, z (2 weeks) Spelling - happy, feel	Growing 6, 7 and 8 Planning	Art - African inspired fabric printing/ Pounding yam	Longer Words	Dancing based on music from Africa Safer Internet Day 6th Feb R.E - Lunar New Year 10/2/24 Enhanced Provision Planning	Word of the Week: Essential (week 19) Poem of the Week: Furry, furry squirrel
9/2/26 Update and share LSPs, Class Provision Maps and EAL Assessments Trust INSET Day 13/2/26	Bedtime for Monsters 	<i>Write a Monster Fact File</i> Handwriting: ZM Letters: v, w, x, z (2 weeks) Spelling - monster, fur	Growing 6, 7 and 8 Planning	Science: Forest School - Seasonal Changes in spring	Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all Tricky words	Forest School Fire Lunar New Year 17th February 2026 Enhanced Provision Planning	Word of the Week: Deliberate (week 20) Poem of the Week: Hungry Birdies

Spring 2

Value: Curiosity	<u>Effective Uses for the Internet</u> - Watching stories - Watching videos for information - Sound buttons for voice recording - ipads in handwriting lessons			Balance and Gymnastics: - Simple gymnastics sequences (two or three linked movements) - Introduction to small equipment (beanbags, quoits, hoops) - Partner work: mirroring and following movements			
Week Beginning	Book & Image	Writing Skill and Handwriting	Mathematics	UW/EAD	<u>Phonics</u>	Other/Enrichment	Word of the Week and Poem of the Week
23/2/26 Share LSPs	<u>Space</u> 	Write a fact about space to make a poster Research- Tasting toppings Design a Biscuit Bear and write sentences using adjectives and conjunctions Handwriting: More complex letters: f, j, y (2 weeks) Spelling - planet, space	<u>Length, Height and Time</u> Planning		Words with two or more digraphs Review all Tricky words	Look at signs of spring during storytime. <u>Enhanced Provision Planning</u>	Word of the Week: Innovative (week 35) Poem of the Week: Sliced Bread
2/3/26 World Book Day Nationally 5th March 6th March Ladybirds arriving	<u>World book week - The Giant Jam Sandwich</u> 	<i>Write a set of instructions for making a jam sandwich</i> Handwriting: Digits 0-4 Spelling - sandwich, jam	<u>Time</u> Planning		Review Phase 3: er air words with double letters longer words Review all Tricky words	Read a story outside - (Boxers Lake) 5th March Make pancakes - Shrove Tuesday R.E. - Lent <u>Enhanced Provision Planning</u> <u>Shrove Tuesday</u>	Word of the Week: sift (week 22) Poem of the Week: Pancakes

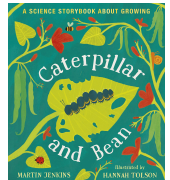
9/3/26	Minibeasts 	<i>Write two facts on being minibeasts (fact file)</i> Handwriting: More complex letters: f, j, y (2 weeks) Spelling - ant, bee, snail	<u>Length, Height and Time</u> Planning		Longer words words ending in -ing compound words	<u>Enhanced Provision Planning</u>	Word of the Week: permission Poem of the Week: Mrs Mrs Bluebird
16/3/26	<u>Special times of the year</u> and F5 : <u>Where do we belong?</u> 	<i>Write about a special time of the year to them e.g My birthday is special because...</i> Handwriting: Digits 0-4 Spelling - because	<u>Building 9 and 10</u> Planning		Longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	<u>Enhanced Provision Planning</u>	Word of the Week: ostentatious Poem of the Week: Stepping Stones
23/3/26	The Easter Story 	<i>Sequence the story of Easter and write a sentence about the story - At Easter, Jesus was put on a cross and Mary was sad.</i> Handwriting: Digits 5-9 Spelling - Easter, Jesus, cross	<u>Building 9 and 10</u> <u>Building 9 and 10</u> Planning	History - Compare and contrast characters from stories Science: Spring: Forest School - Seasonal Changes Learning Conversations	Assessment Week and Fill The Gap Week	<u>Enhanced Provision Planning</u>	Word of the Week: momentous Poem of the Week: A Little Seed Poem of the Week: Spring Wind

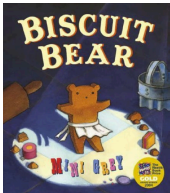
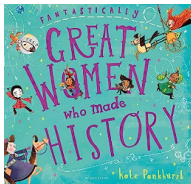
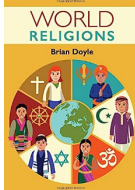
Spring Assessment Guidance (used to support teacher judgement)

	Communication & Language	Personal & Social	Physical	Literacy	Mathematics	Understanding the World	Expressive arts & Design
Below/Well below	See Autumn Assessment Guidance	See Autumn Assessment Guidance	See Autumn Assessment Guidance	See Autumn Assessment Guidance	See Autumn Assessment Guidance	See Autumn Assessment Guidance	See Autumn Assessment Guidance
At	Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. 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 and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own	Express their feelings and consider the feelings of others. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others Know and talk about the different factors that support their overall health and wellbeing:	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency Develop overall body-strength, balance, coordination and agility. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Count beyond ten Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity	Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses.

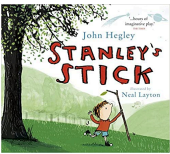
	words.		which is fast, accurate and efficient.	Re-read what they have written to check that it makes sense.			
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Summer 1

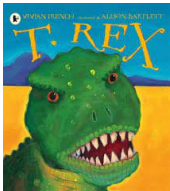
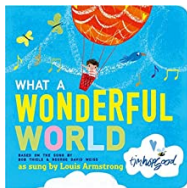
Value: Responsibility	Effective Uses for Technology - Re-cap of key messages - Sound buttons for voice recording			Team Games and Athletics - Cooperative games: working in pairs and small teams - Outdoor adventure activities (obstacle courses, treasure hunts, parachute games)			
Week Beginning	Book & Image	Writing Skill and Handwriting	Mathematics	UW/EAD	Phonics	Other/Enrichment	Word of the Week and Poem of the Week
13/4/26 I	Helicopter Stories (Second Round) 	<i>Child describes their story and an adult scribes</i> Handwriting: Capital Letters CC Letters: c, a, o, d, g, q, e, s, (3 weeks) Spelling - Once upon a time	Explore 3D Shapes Planning		Short vowels CVCC Tricky words: said, so, have, like	Enhanced Provision Planning	Word of the Week: Hysterical (week 26) Poem of the Week: Five Five Little Peas
20/4/26	Jack and the Beanstalk 	<i>Descriptive a setting at the top of the beanstalk using adjectives and conjunctions</i> Handwriting: CC Letters: c, a, o, d, g, q, e, s, (3 weeks) Spelling - Jack, bean, grow/growing	To 20 and Beyond Planning		Short vowels CVCC CCVC Tricky words: some, come, love, do	ICT Digital skills: Use an ipad to take photos of the seed's growing process (Home button, camera, scan QR code and follow instructions) St. George's Day on 23rd Enhanced Provision Planning	Word of the Week: Scrumptious (week 27) Poem of the Week: I have a Little Frog
27/4/26 5th May - Bank Holiday	Caterpillar and Bean 	<i>Sequencing the life cycle of a bean with time conjunctions</i> Handwriting: CC Letters: c, a, o, d, g, q, e, s, (3 weeks) Spelling - caterpillar	To 20 and Beyond & How Many Now? Planning	Science: Growing Beans - Use language linked to Year 1	short vowels CCVCC CCCVC CCCVCC longer words Tricky words: were, here, little, says	Forest School Fire Enhanced Provision Planning	Word of the Week: Sweltering (week 28) Poem of the Week: If I were so Very Small

4/5/26 May Day on 4th May	Biscuit Bear 	Write a sentence about where something precious could be kept safe Research- Tasting toppings Spelling - safe Handwriting: L Letters: l, i, t, u, (2 weeks)	Manipulate, Compose and Decompose Planning	Forest School - Hapa Zome	Longer words compound words Tricky words: there, where, what, one	Bake biscuits Enhanced Provision Planning	Word of the Week: Sturdy (week 29) Poem of the Week: A Little Shell
11/5/26 Update and share LSPs, Class Provision Maps and EAL Assessments	Great Women in History 	_ is an inspiration because... Handwriting: L Letters: l, i, t, u, (2 weeks) Spelling - inspires, me, shet	Manipulate, Compose and Decompose Planning	Forest School: Threading Leaf Garlands Bee Bot map - get the biscuit away from the dog. R.E. - Where do we belong and why? 	Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky words: out, today	Enhanced Provision Planning	Word of the Week: Exuberant (week 32) Poem of the Week: Thunderstorm
18/5/26	Looking After Me Non-Fiction Book 	<i>Write a sentence on how to stay healthy including a conjunction.</i> Spelling - teeth, body	Digging Deeper			Enhanced Provision Planning	

Summer 2

Value: Collaboration	<u>Effective Uses for the Technology</u> - Recap key messages - Use Bee Bots for coding			<u>Team Games and Athletics</u> Athletics-style activities (running races, jumping, throwing for distance) - Bat and ball skills (striking with a bat, dribbling with feet, aiming at a target) - Sports Day preparation and participation			
Week Beginning	Book & Image	Writing Skill and Handwriting	Mathematics	UW/EAD	Phonics	Other/Enrichment	Word of the Week and Poem of the Week
1/6/26 2nd June INSET - 4 day week	<u>Migration</u> 	<i>Write about a time that the children had a change e.g. changing school and how they felt</i> Handwriting: OR Letters: r, b, n, h, m, k, p (3 weeks) Spelling - kind, because	<u>Sharing and Grouping</u>	ICT Computing Digital Skills - I know how to use a microphone To speak with growing confidence I know where the speaker is located on my device. Geography - Map Reading	Long vowel sounds CVCC CCVC	Enhanced Provision Planning	Word of the Week: Conscientious (week 36) Poem of the Week: Five Little Owls
8/6/26 Eid Al-Adha 10th Pear Assembly 11th Apple Assembly EYFS DATA DUE!	<u>Stanley's Stick</u> 	<i>D&T - Design a stick and describe it using various adjectives and conjunctions.</i> Handwriting: OR Letters: r, b, n, h, m, k, p (3 weeks) Spelling - stick	<u>Visualise, Build and Map</u> https://www.codeforlife.education/rapidrouter/2/ Use a coding website instead of Beebot - plan this into the lesson slides.	Geography: Look at a map of the school and find Stanley's Stick. End up at Forest School and choose a stick to turn into an item from our imagination. Predict where the stick will be.	Long vowel sounds CCVC, CCCVC, CCV, CCVCC	Computing: Beebots ☐ Follow simple oral algorithms ☐ Spot simple patterns ☐ Input a simple sequence of commands to control a digital device. Managing Information Online ☐ Talk about how to use the internet as a way of finding information online. Privacy and Security ☐ Identify and name examples of their own personal information. ☐ Name people they trust and	Word of the Week: Fondness (week 37) Poem of the Week: The Fox

						why	
15/6/26 18th Cherry Assembly	On Sudden Hill 	Handwriting: OR Letters: r, b, n, h, m, k, l	Visualise, Build and Map		Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	Enhanced Provision Planning	Word of the Week: Ambition (week 40) Poem of the Week: Under a Stone
22/6/26	Story Writing	<i>Write a story</i> Handwriting: ZM Letters: v, w, x, z (2 weeks) Spelling - feed, groom	Make Connections		root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	RE Eid Al-Adha Forest School Fire Enhanced Provision Planning	Word of the Week: Curious (week 41) Poem of the Week: Monkey Babies
29/6/26 Gizem finishes 30th June Go to Knebworth on Friday 3 July	Pets 	<u>Progress Book Writing:</u> <i>Create a report on pets</i> Handwriting: ZM Letters: v, w, x, z (2 weeks) Spelling - dinosaur	Make Connections		Phase 4 words ending in: -s /s/, -s /z/, -es longer words	Visits from various domestic pets Enhanced Provision Planning	Word of the Week: Exhilarating (week 43) Poem of the Week: Dance

6/7/26 Capital Letters	T-Rex 	<i>Dinosaur facts</i> <i>A capital letter, finger spaces, full stop, adjectives and a conjunction.</i> Handwriting: More complex letters: f, j, y (2 weeks) Spelling - In the end...	Make Connections On the Move - Phase 10: Digging Deeper	R.E. What is special about our world? 	Fill the gap	Transition to Year 1 Enhanced Provision Planning	Word of the Week: Signature (week 44) Poem of the Week: I Have a Little Frog
13/7/26 Last day of term 18th July - school closes at 2pm	The Dot 	Handwriting: More complex letters: f, j, y (2 weeks)	Fill the Gap		Fill the gap	Transition to Year 1 Enhanced Provision Planning	Word of the Week: Transition Poem of the Week: Our favourite poems

Summer Assessment Guidance (ELG) - (used to support teacher judgement)

Children at the expected level of development will:

	ELG: Communication & Language	ELG: Personal & Social	ELG: Physical	ELG: Literacy	ELG: Mathematics	ELG: Understanding the World	ELG: Expressive arts & Design
At	<u>Listening, Attention and Understanding</u> Children at the expected level of development will: - 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. <u>ELG: Speaking</u> Children at the expected level of development will: - 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	<u>Self-Regulation</u> Children at the expected level of development will: - 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. <u>Managing Self</u> Children at the expected level of development will: - Be confident to try new activities and	<u>Gross Motor Skills</u> Children at the expected level of development will: - 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. <u>Fine Motor Skills</u> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	<u>Comprehension</u> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <u>Word Reading</u> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words	<u>Number</u> Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; <u>Subitise</u> Children at the expected level of development will: (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. <u>Numerical Patterns</u> Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting	<u>Past and Present</u> Children at the expected level of development will: - 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. <u>People, Culture and Communities</u> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	<u>Creating with Materials</u> Children at the expected level of development will: - 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. <u>Being Imaginative and Expressive</u> Children at the expected level of development will: - 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,

	from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	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. <u>Building Relationships</u> Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.		consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing</u> Children at the expected level of development will: - 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.	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.	- 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. <u>The Natural World</u> Children at the expected level of development will: - 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	and – when appropriate – try to move in time with music.
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						natural world around them, including the seasons and changing states of matter.	
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How this document is used

- This plan is the intent for learning for the entire year in Reception
- It is based on Development Matters in the Autumn and Spring terms and The Goals in the Summer term
- The vocabulary and progression from the Year 1 is linked in with learning in Reception to prepare them for later learning
- Each term, the learning environment is adapted to reflect progression in teaching and learning. The resources in learning environment is then used by teachers to assess children's progress and devise 'next steps' to close gaps in learning
- Each day, children who need support in phonics are included in 'keep up group'
- The document is used as a progression model with clear end goals which children work towards throughout the year but not a list of targets
- Both Continuous and Enhanced Provision for learning both inside and outside are planned for each week and adapted to suit the point in time, the children's interests and the core book

Computing

P.E./dance

Music

POP/DYT

https://www.amazon.co.uk/Somebody-Swallowed-Stanley-Sarah-Roberts/dp/1407195107/ref=pd_lpo_d_sccl_1/520-8196248-7023028?pd_rd_w=475KP&content-id=amzn1.sym.bb13d3fc-af40-4fff-a822-e0e4c415da96&pf_rd_p=bb13d3fc-af40-4fff-a822-e0e4c415da96&pf_rd_r=F09GH2ZQNPKT983PQS50&pd_rd_wg=vNKQd&pd_rd_r=56906e22-8851-4496-b533-f8fdffeb5f4c&pd_rd_i=1407195107&psc=1