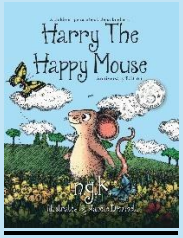
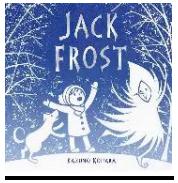
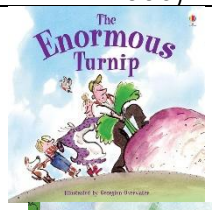
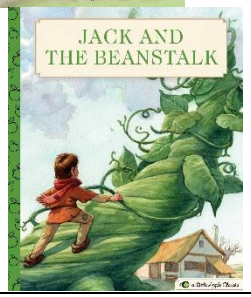
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Topic Overview	Autumn 1 All About Me Inset 1/9/26 & 23/10/26 2/9/26 – 22/10/26 (7 weeks 1 day)	Autumn 2 Autumn into Winter No Insets 2/11/25 – 18/12/25 (7 weeks)	Spring 1 Transport No Insets 4/1/26 – 12/2/26 (6 weeks)	Spring 2 Fairytales No Insets 22/2/27 – 25/3/27 (4 weeks & 4 days)	Summer 1 Amazing Animals No insets Bank holiday 3/5/27 12/4/27 – 28/5/27 (6 weeks & 4 days)	Summer 2 Brilliant Beasts Insets 19/7/27, 20/7/27 & 21/7/27 7/6/27 – 16/7/27 (6 weeks)
Characteristics of effective learning	Playing and exploring – Children investigate and experience things and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active Learning – Children concentrate and keep trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically – Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing of previous experiences which helps them to solve problems and reach conclusions.					
Overarching Principles	The four guiding principles which shape practice in our early years setting: Unique Child - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Positive Relationships - Children learn to be strong and independent through positive relationships Enabling Environments - Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. Learning and Development - Children develop and learn at different rates. We ensure that ALL children can meet their full potential. We will ensure that all children learn and develop well and are always kept healthy and safe.					
British Values	Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. These values are Democracy, Rule of Law, Respect and Tolerance, Individual Liberty. These British Values are discussed through Picture News as part of our Collective Worship but also provide a foundation for our school community intertwined throughout each school day.					
Hook (Wow Starter)	Small door in classroom and teddy mouse. Children find clues.	Jack Frost's missing hand in the classroom (found by chn)	Trip to the train station or train driver comes in.	Dress up day- Royal banquet	Adult dressed as Lion with mask and cloak comes in and asks the children to write a story	Minibeast visit/hunt

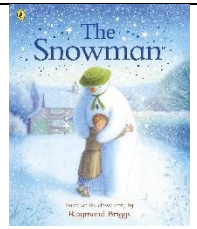
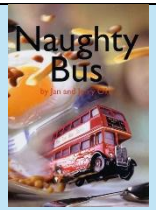
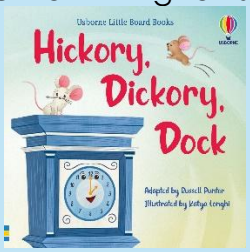
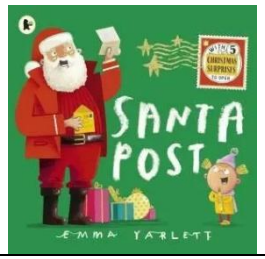
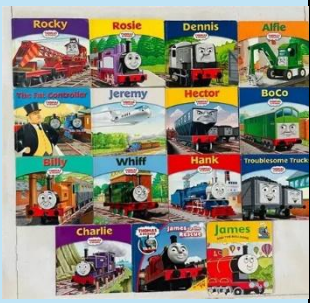
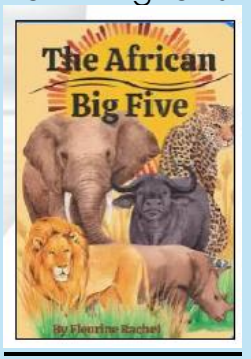
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					about The Big Five instead of The Ugly Five.	
Role-Play Area	Home Area	Winter wonderland/ Santa's Grotto	Bus station or Train	Castle	Zoo or Jungle	Garden centre/ Pet shop
Enrichment	Autumn Walk Local Area Walk Visit to the Church	Santa's visit Post Office and post box visit to post letters to Santa Nativity Diwali Guy Fawkes Remembrance Day Pantomime	Train station visits Transport museum Train driver talk Chinese New Year Valentine's Day Pancake day Police car visit Bus ride from school to the other side of school	Lent/Easter World Book Day Mother's Day Class Assembly Butterfly Garden (watching them grow) Hatch chicks/ducks Planting seeds Castle tour Dress up day for royal banquet	School trip Zoo tour Animal visits	School trip Father's Day Summer Fair Sports Day Minibeast visit Minibeast hunt
Communication and language LISTENING, ATTENTION AND UNDERSTANDING SPEAKING	Settling in activities Talking about themselves and their families Sharing their familiar experiences Talking about their goals and aspirations	Develop vocabulary Confidently singing rhymes Listening carefully and responding to stories Join in with discussions Understand how to be a good listener Talk about similarities and differences	Develop vocabulary further Ask how and why questions Retell a story with story language Remember key events in a story Describe events Listen to and talk about familiar stories and show understanding	Develop vocabulary further Recite poems, rhymes, and songs Retell stories with greater confidence Listen to and engage with selected non-fictions texts Articulate ideas and thoughts into well-formed sentences	Develop vocabulary further Recite poems, rhymes, and songs Innovate familiar stories with own ideas Listen to and engage non-fiction texts selected by themselves Use an iPad to take photographs Describe events in some detail (E.G a trip)	Develop vocabulary further Recite poems, rhymes, and songs Listen to and engage with a range of texts Talk about my school experiences

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		Talk about own experiences	Learn more rhymes, poems and songs	Ask questions to find out more		
Literacy COMPREHENSION WORD READING WRITING	Retell the story with puppets and small world characters. mark making/ name writing/initial sounds/cvc words	Sequencing the pictures in 'The Oak Tree' and 'Jack Frost' Sequencing the pictures in 'The Snowman' of how to make a Snowman. Make their own Snowman out of playdough (snow if it snows)-Take pictures Letters to Father Christmas	CVC words /labels/captions for pictures from the story. Non-fiction writing. Explain the main events of a story - Can draw pictures of characters/ event / setting in a story- include labels, sentences or captions.	Re-write the story (The Three Billy Goats Gruff and The Enormous Turnip) Captions/sentences for pictures. Writing simple captions/ sentences/sequencing and retelling. Character Description/Wanted Posters (Little Red Riding Hood)	Writing simple sentences about the new animals. Re-write the story of the Big 5. Independent Writing Performance of the poem	Incidental writing Different ways of communicating explore through the text – letters, cards, notes, messages, emails, think, say, feel bubbles. Create a fact file/booklet using diagrams, labels, simple sentences applying the technical vocab. (what it looks like? Where it lives? What it eats? Interesting facts
Texts	Harry the Happy Mouse  Hickory Dickory Dock- Nursery Rhyme	The Oak Tree Jack Frost  The Snowman	How to Train a Train  Naughty Bus	  	The Ugly Five  	Matisse's Magical Trail 

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Supporting Texts	Other linking texts 	Other linking texts  	Other linking texts 	Other linking texts 3little pigs Little Red Riding Hood/Little Red Goldilocks (Social, moral- what she right to go in?) Various versions.	Other linking texts 	Other linking texts A Spider in the bathroom 

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Making Marks	I explore making marks, but I do not communicate meaning. Random scribbling	I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning	I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name	I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing	I write letters with spaces between them to resemble the idea of words.
Developing Writing Words	I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name	I can hear initial sounds in words and write the letters down to match. c - cat d- dog p - pig	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right.	I can spell out and write down vc cvc words by matching letters and sounds, I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into	I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.	I write more challenging words with a sound knowledge. I use different spelling choices and more syllables. Common Exception Words
Audience and Purpose	Orally perform a poem for their gardeners/Y6.	Write a letter to Father Christmas and post it.	Create a persuasive zig-zag book for the train conductor.	Perform a showcase of fairytales in a class assembly.	Adult dressed as Lion with mask and cloak comes in and asks the children to write a story about The Big Five instead of The Ugly Five.	Each child writes a letter inviting their parents to their art show.
Phonics Reception	Sounds: Phase 2 (*s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r*) Tricky words: *to, the, no, go*	Sounds: Phase 2 (*s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss*) Tricky words:	Sounds: Phase 3 (*j, v, w, x, y, z, zz, qu*) Tricky words: *me, be, he, my, by, she*	Sounds: Phase 3 (*ch, sh, th, ng, ai, ee, igh, oa, oo*) Tricky words: *they, we, are*	Sounds: Phase 3 (ar, or, ur, ow, oi, ear, air, ure, er) Tricky words: *you, all, was, give*	Sounds: Phase 4 Tricky words: *said, have, like, so, do, some, come, were, there, little, one, when, out, what*

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	Names and sounds of letters *Writing letters*	*to, the, no, go, I, into, her* Names and sounds of letters Writing letters	Names and sounds of letters Writing letters	Sounds of digraphs and trigraphs Spelling of digraphs and trigraphs	Sounds and of digraphs and trigraphs Spelling of digraphs/trigraphs Blending and segmenting	Blending and segmenting (CCVC, CVCC, CCVCC) Understanding sentences
Personal, Social and Emotional Development Reception MANAGING SELF SELF-REGULATION MAKING RELATIONSHIPS	Making friends Rules and routines Likes and dislikes Capabilities Group work School transition Feelings Manners Personal hygiene Why are rules important?	Celebrations Importance of keeping safe (fire safety) Responsibilities in the classroom Helping others Making friends Group work Similarities and differences	Asking appropriate questions Helping others Reminder of class rules Playing in a group Writing to a pen friend Road safety Keeping safe	importance of keeping safe on the internet Importance of rules e.g. Schools, community, road Similarities and differences Feelings Hygiene	Problem solving and reasoning opportunities Morals Resolving conflicts Healthy eating Working together	Transition into year 1 Working with the new starters to create a good transition for them Reflection on the year personal targets
PSHE/RHE	KAPOW: Self-Regulation- My feelings	KAPOW: Building Relationships: My family and friends	KAPOW: Citizenship: How can I help others and the environment?	KAPOW: Health protection: How can I protect myself and others in daily life?	Ten:Ten EYFS- Module 1- Unit 2- Session 1-3 Unit 4- Session 4	KAPOW: Transition skills
Religion	Branch 1: Creation and Covenant Children to link the idea of God to beauty and creation by looking at the world around them.	Branch 2: Prophecy and Promise Children can identify what makes them special and unique. Children can sequence and retell	Branch 3: Galilee to Jerusalem Children can retell the story of the Wise Men visiting Jesus. Children can talk about how Jesus loves	Branch 4: Desert to Garden Children can talk about how to care for others during Lent. Children talk about being sorry.	Branch 5: To the ends of the Earth Children can retell the story of the Ascension and share what they wonder about God.	Branch 6: Dialogue and encounter Children say some facts about St Peter and St Paul. Children can talk about the work of our

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	Children will learn some facts about God's gift of creation. Children will be able to use the actions for the Sign of the Cross. Children will learn what happens at a Baptism.	the story of the birth of Jesus.	everyone through welcoming everyone. Children can talk about why Jesus performs miracles. Children can makes links between stories and use what they have learned to make their own choices. Children can talk about the meaning of 'glory'.	Children talk about Easter signs and symbols. Children can talk about the events that happened during Holy Week in order.	Children can describe the Holy Spirit (linked to Pentecost). Children can talk about how Jesus' friends cared for each other. Children can describe what Christians do at church on Sunday.	parish priests, Father Ethelbert and Father Stephen. Children can remember some of the things used at Shabbat. Children talk about a madrasa or mosque and what Muslim people do to get ready to pray and things they use to help them pray.
Maths Reception	Weeks 1 and 2: Getting to know you (Baseline) Weeks 3 to 4: Match, sort and compare Week 5 to 6: Talk about measure and patterns Mastery in Maths (Maths Hub)	Weeks 7 to 8: It's me, 1, 2, 3 Week 9: Circles and triangles Weeks 10 to 11: 1, 2, 3, 4, 5 Week 12: Shapes with 4 sides Mastery in Maths (Maths Hub)	Weeks 1 to 2: Alive in 5 Week 3: Mass and capacity Weeks 4 to 5: Growing 6, 7, 8 Mastery in Maths (Maths Hub)	Weeks 6 to 7: Length, height and time Weeks 8 to 10: Building 9 and 10 Weeks 11 to 12: Explore 3D shapes Mastery in Maths (Maths Hub)	Weeks 1 to 2: To 20 and beyond Week 3: How many now? Weeks 4 to 5: Manipulate, compose and decompose Weeks 6 to 7: Sharing and grouping Mastery in Maths (Maths Hub)	Weeks 6 to 7: Sharing and grouping Weeks 8 to 10: Visualise, build and map Week 11: Make connections Week 12+: Consolidation Mastery in Maths (Maths Hub)
MAC (Maths across the Curriculum)	Ordering events on a timeline in chronological order.	Maps and directions.	Temperatures- Hot and Cold	Shapes and patterns through artwork	3D shapes through junk modelling. Animal pictograms.	Building boats and using non-standard units of measure

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	Numbers for chn to use to ring using mobiles (MAC)	Wrapping different shaped presents for Christmas	Measuring growth of vegetables			
Physical Development FINE MOTOR	Use a comfortable grip with good control when holding pens and pencils. Uses a variety of media and tools to scribble and doodle.	Use one-handed tools and equipment, for example, making snips in paper with scissors. 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. Draws lines, shapes and patterns.	Further 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. Adds detail to drawings.	Further 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. Demonstrates control of tools for drawing.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Takes care when drawing.	Holds writing implements with a mature pencil grip and uses an appropriate amount of pressure. Use a range of small tools, including scissors, paintbrushes and cutlery. Draws pictures using a range of media and materials. Demonstrates accuracy in their drawing.
Physical Development GROSS MOTOR	Through continuous provision – climbing equipment, outdoor gym, building equipment, wheeled resources for children to use such as wheelbarrows, scooters, balance bikes, prams. The following key learning will be covered through the year: • Fundamental Movement Skills • Gross Motor skills/movement • Spatial Awareness • Safety Awareness • Use of apparatus • Body Strength • Movement of body parts Use of vocabular linked to Movement					

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PE	Lancashire PE Unit – skills Elmer	Lancashire PE Unit – Jack and the Beanstalk	Lancashire PE Unit – Rosie's walk	Lancashire PE Unit – Mini-Beasts	Lancashire PE Unit – Transport	Lancashire PE Unit – Fundamental movement
Understanding the World Reception	Talk about key events in their own lives and about family and friends. Learn about our school, community and where we live. Changes – seasons similarities and differences exploring technology exploring new environments	Show an interest in significant events and experiences in the lives of others including friends and family members. (Bonfire night, Christmas etc…) Recognise that people have different beliefs and celebrate special times in different ways. Explore the freezing and melting. Talk about the environment.	Trying different food Different cultures and beliefs Similarities and differences Past and present transport- old and new Investigating floating and sinking Investigate magnets (treasure has sunk to the bottom of the sea) Mapwork around school- using Google Earth	Draw information from a simple map. Lifecycles Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Changes – season Making observations about plants, fruit and vegetables Seasonal changes	Look at different animal groups and their habitats. Look at lifecycles. Looking at the past Explore the natural world around them. Looking at important people Similarities and differences Traditions Compare animals in different countries (hot and cold)	Simple fieldwork and observational skills to study the geography of the school grounds and the key human and physical features of the surrounding environment Compare to different places including their immediate environment. Ask questions about their immediate environment and other places studied. Seasonal changes Exploring different countries
Science Links	Humans (Science PLAN unit)	Seasonal changes (Science PLAN unit) Sound and light (Science PLAN unit)	Forces (Science PLAN unit) Materials, including changing materials (Science PLAN unit)	Seasonal changes (Science PLAN unit)	Animals, excluding Humans (Science PLAN unit)	Living things and their habitats (Science PLAN unit)
History Links	Our School	***Geography Focus***	Famous Explorers	***Geography Focus***	People who help us	***Geography Focus***
Geography	***History Focus***	Our homes and different environments	***History Focus***	Fieldwork- Messy Maps- the environment around us. School- name, locate and	***History Focus***	Dressing and weather in the different seasons

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				recognise features of the school setting and grounds		
Expressive Arts and Design	All about me: Exploring colours and creating portraits of themselves (Drawing). Creating portraits of themselves as astronauts (Collage).	Winter: Experimenting with natural materials as artwork (Textiles). Looking at tones of colours. Tree rubbings. (Printing) Using collage to create Jack Frost characters (using cold colours- Collage).	Transport: Make Chinese dragons and lanterns for Chinese New Year (using warm colours. 3D). Creating models of vehicles using malleable materials. Painting models using matching colours (3D).	Fairy tales: Using technology to create pictures of castles (2D shapes- Digital). Drawing/painting story spoons to create book characters (Drawing/Painting). Using textiles for finger puppets (Textiles). Exploring collage materials to create a giant's head (Collage).	Growing: Using different media to create a butterfly (Collage). Observational drawing of living things- plants, foods, friends, animals (Drawing). Printing with vegetables and fruits (Printing)	People who help us: Drawings of visitors- train driver, Priest, fire brigade, etc (Drawing and Painting).
Music Links	KAPOW Exploring Sound (R)	KAPOW Celebration Music (R)	KAPOW Transport (R)	KAPOW Big Band (R)	KAPOW Dynamics (Theme: Seaside) (1)	KAPOW Sound Patterns (Theme: Fairytales) (1)
Art Links	***DT Focus***	Cold Places: Mixing Materials Looking at cold colours, linking to places. Combining drawing and painting to create scenes. Use of lines to create shape. Link final piece to cold colours. Link to line work to winter and the seasons.	***DT Focus***	Observational Drawing: Plants and flowers Looking at a wide range of real-life plants and making observational drawings of these. (Drawing)	***DT Focus***	People who help us: 3D models Creating 3D model of someone who helps us using malleable materials.

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DT Links	Food Technology- Fruit kebabs/vegetable kebabs/fruit jelly Chopping, juicers	***Art Focus***	Mechanisms- How to Train a Train. Making a train with wheels.	***Art Focus***	Structures- Castles and Bridges - free-standing structure.	***Art Focus***
Computing Links	KAPOW Computing systems and networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring Hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data	Programming 1: Algorithms unplugged (Y1)
Online Safety	Self-image and identify	Online Relationships	Online Reputation	Managing Online Information	Privacy and Security	Copyright and Ownership
Assessment Opportunities	Analyse Nursery Assessments Baseline Assessment (NFER) Baseline Assessment (In-house) Phonics Tracker Insight	On-going assessments Interventions Writing moderation (internal and external) RE moderation (internal) Insight End of term school reports Phonics Tracker	On-going assessments Insight Interventions Parents Evening Phonics Tracker Insight	On-going assessments Interventions Writing moderation (internal and external) RE moderation (internal) Insight End of term school reports Phonics Tracker Pupil Progress Meeting	On-going assessments Insight Interventions Phonics Tracker Insight	ELG's Interventions Writing moderation (internal and external) RE moderation (internal) Insight End of term school reports Pupil Progress Meeting Phonics Tracker
Parental Involvement	Phonics Workshop Phonics Bug Workshop	Writing Workshop Maths Workshop Nativity ERIC-	Parents Evening Everybody Reads In Class	Share a book (World Book Day) Class Assembly	Mother's Day assembly Art exhibition	New starters play dates Sports day