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	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (the, to, no, go).	Phase 2 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, l Blend and segment known sounds for reading and spelling VC, CVC, CVCC	Phase 2/3 Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, the, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Phase 3 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.
	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to organise describe events and experiences. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
	Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)					
	Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing.	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may	More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to	Child takes the pen more and more, until eventually they are writing complete phrases. May still need	Child confident to write a simple short story. May still need a phonics mat to support.

	stage to act out the story.	Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.	develop to a VC and a CVC words and the adult continues to write the other parts of the story.	support. Adult writes any unknown words.	a phonics mat to support.	
SCIENCE Plymouth scheme	Autumn walk around grounds <i>All about me</i> -Explore the world around them, making observations and drawing pictures of themselves and others. -Know similarities and differences between the natural world around them. -Work and play cooperatively and take turns with others. 12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Autumn/Winter walk around grounds <i>Traditional tales</i> Speaking - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories. Natural World -Understand some important processes and changes in the natural world around them, drawing on their experiences of what has been read in class. Speaking – offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate. 16 PEACE AND JUSTICE STRONG INSTITUTIONS	Winter walk around grounds <i>Seasons</i> I can explore the world around me, making observations of colour. I can participate in discussions and offer my own ideas using scientific words. I understand some important processes and changes in the world, including colour and how they change by mixing. 13 CLIMATE ACTION	Spring walk around grounds <i>Animals</i> I can understand the similarities and differences of <i>animals</i> in this country and in other countries. I can recognise some environments that are different to the one in which they live. I can understand the effect of changing seasons on the natural world. I can engage in non-fiction books. I can revise and refine my fundamental movement skills. 15 LIFE ON LAND	Spring/Summer walk around grounds <i>People who help us</i> ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. ELG: Talk about the lives of the people around them and their roles in society.	Summer walk around grounds <i>Under the sea</i> Explore the natural world around them, making observations and drawing pictures of animals and plants. I can identify animal habitats. I can group fish based on my observations. I can make observations of the natural world. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. I understand why things float or sink. 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. I can make observations of plants and animals. 14 LIFE BELOW WATER
HISTORY	History Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.	History Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.	History Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	History Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.	History Chronology: Recount an event, orally, pictorial and/or with captions. Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.	History Chronology: Order experiences in relation to themselves and others, including stories. Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.
GEOGRAPHY	Talk about and describe features of their own home, talk about homes in other countries across the world. Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Story map around school, seating maps, nature area map and read commons signs and logos.	Recognise some similarities and differences between life in this country and life in other countries. Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world) Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.	Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.	Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Mapping: Complete a simple BeeBot program using a grid map or carpet squares.	Looking at stories from around the world, identifying them on a map. Compare and contrast. Mapping: Draw information from a simple map and identify landmarks of our local area walk.	Looking at stories from around the world, identifying them on a map. Compare and contrast. Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)

			Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica.			
COMPUTING Barefoot	Toys operated by lifting, pressing or pulling movements, such as a push and pop-up toy, Digital camera, Battery-operated torches and a den Eco wind-up torches, Toy mobile phones, Resources that encourage children to explore cause and effect, such as pulleys or whisks, CD player or other equipment for playing music Remote control vehicles, Toy toolkits, for example, builder's or doctor's kits Boards with various locks, bolts and chain locks Role-play cash register, Wind-up toys, such as bath toys, hopping toys or chattering teeth, Traditional jack-in-the-box Humming top toys, Lift-the-flap books, Pipes, funnels and tools to carry water or sand from one place to another, Pull-back friction cars Sand and water mill toys, Equipment for 'low technologies', such as washing and drying (for example, scrubbing brushes, pegs and washing lines) Touchscreen tablets with apps matched to the curriculum, Interactive whiteboard, Battery-operated role-play toys, such as a drill or mixer, Electronic keyboard Walkie-talkies Calculators, Device with apps for drawing, Recording devices, such as recording buttons or pegs, Headphones, Books which involve the use of technology (both stories and non-fiction)Desktop computer, Gears and cogs puzzle toys Light boxes, Touch light buttons, Access to photocopier, Guided use of the internet so children can find out about things that interest them, Programmable toys Coding direction cards Programmable toy mats eBooks, Metal detectors, Video recording devices Visualisers and microscopes					
DESIGN AND TECHNOLOGY	Building bridges Making porridge	Christmas card Calendars Christmas cooking	Designing traps	Making monsters	Food from around the world	Making transport with moving wheels
	Ongoing: Building towers, Junk modelling, Large outdoor construction, Construction area, Funky Fingers, Cooking activities					
ART	Portrait skills – drawing themselves. Artist study – Jackson Pollock (collaborative work)	Portrait skills – drawing themselves. Christmas cards and calendars	Portrait skills – drawing themselves. Artist Study – Yuken Teruya	Portrait skills – drawing themselves. Artist Study – Arcimboldo	Portrait skills – drawing themselves. Artist Study – Georgia O'Keefe	Portrait skills – drawing themselves. Artist Study – Yayoi Kusama, Piet Mondrian, Kandinsky, Rashid Johnson, Bridget Riley – Shape - focus
	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Children to produce a piece of artwork each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>					
PSHE	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities. Show resilience and perseverance.	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.
RELIGIOUS EDUCATION	RE What is this religious story about? Why might people tell this story? Christianity / Islam / Hindu Dharma Themselves, special things in their own lives. Talk about and describe features of their own family, talk about families in other countries across the world.	RE What ceremonies and festivals have you taken part in? Multi 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. Look closely at and make comparisons between this	RE How do people celebrate? Christianity / Islam / Hindu Dharma / Chinese New Year Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. 	RE What is right? What is wrong? What is 'good'? Multi Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	RE Why is this sacred book important? Christianity / Islam Understand that some places are special to members of their community.	Respect: Animals and know how to care for an animal/pets.

		country and the lives of people in other countries within the world (homes around the world)				
PHYSICAL EDUCATION	Multi Skills – balancing and travelling X3 .	Multi Skills – throwing and catching X3 .	Muti Skills – kicking and controlling X3 .	Games which include prior skills learnt X3 .	Athletics – Sports day prep X5 Core Strength/ Gymnastics X1	Recap of fundamental skills from the whole year. Recap, review, practise and retain. Play games!
	Dance X2	Dance X2	Dance X2	Dance X2		Core Strength/ Gymnastics X1
	Core Strength/ Gymnastics X1	Core Strength/ Gymnastics X1	Core Strength/ Gymnastics X1	Core Strength/ Gymnastics X1		
MUSIC Charanga	Charanga Songs: Unit- Me - Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive - This Old Man - Five Little Ducks - Name Song - Things for Fingers Develop storylines in their pretend play.	Nativity Charanga Songs: Unit- Me - Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive - This Old Man - Five Little Ducks - Name Song - Things for Fingers Sing in a group or on their own, increasingly matching the pitch and following the melody.	Charanga Songs: Unit- My Stories - I’m A Little Teapot - The Grand Old Duke of York - Ring O’ Roses - Hickory Dickory Dock - Not Too Difficult - The ABC Song Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Charanga Songs: Unit- My Stories - I’m A Little Teapot - The Grand Old Duke of York - Ring O’ Roses - Hickory Dickory Dock - Not Too Difficult - The ABC Song Create collaboratively sharing ideas, resources, and skills.	Charanga Songs: Unit- My World - Old Macdonald - Incy Wincey Spider - Baa Baa Black Sheep - Row, Row, Row Your Boat - The Wheels on The Bus - The Hokey Cokey Listen attentively, move to, and talk about music, expressing their feelings and responses.	Charanga Songs: Unit- My World - Old Macdonald - Incy Wincey Spider - Baa Baa Black Sheep - Row, Row, Row Your Boat - The Wheels on The Bus - The Hokey Cokey Listen attentively, move to, and talk about music, expressing their feelings and responses.
	Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.					
	Authentic Outcomes	To put on a show for parents, children to learn parts, create tickets, create programmes. Children to cook some Christmas treats for parents after the show.		Go on an expedition and find monster/dinosaurs (Link to interest) use the clues found to solve what it is. Then create a large scale version to show.		Have a world show – boarding tickets, food around the world etc
LIFE SKILLS	Making a sandwich, using cutlery, tidying up, personal hygiene, putting on coat and shoes, getting dressed, road safety, caring for animals, basic first aid, firework safety, internet safety. Decision-making, creative thinking, interpersonal relationship skills, self- awareness building skills, empathy, and coping with stress and emotions					
VISITS / TRIPS	Secret Readers Messy Play Day Dress up as your favourite character. Road safety event Walk around our Local Area Library	Nursery Rhyme Week/ Dress Up Nativity Performance Christmas Jumper/Dinner Day Elf Pantomime Walk around our Local Area – Church Library	Ice Experiments Valentine’s day Internet Safety Day Pancake day Library	Barefoot Sensory Walk Growing flowers (sunflowers, daisies) Vegetable Patch Cress monsters World Book Day Library	Tiger Tea Party Chicks Butterflies National Story Telling day. Chicks Butterflies Sports day Paradise Park Library	Transition Pizza Express Library End of year fun Day