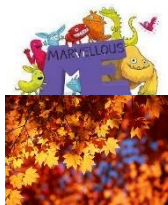








Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt our planning to the interests and needs of the children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me and Autmn 	Festivals & Celebrations 	Winter Wonderland 	Ready, Steady Grow (Spring & Easter) 	It's Alive (Minibeasts and Animals) 	Traditional Tales 
Things we will cover	<ul style="list-style-type: none"> • Myself and my family • Things I like to do • Where I live and who I live with • Our school community • Autumn 	<ul style="list-style-type: none"> • Autumn • Bonfire night • Diwali • Remembrance Sunday • Christmas 	<ul style="list-style-type: none"> • Winter • Arctic • Antarctic • Animals • Habitats • Chinese New Year 	<ul style="list-style-type: none"> • Mother's day • Planting • New Life • Easter • Pancake day 	<ul style="list-style-type: none"> • Minibeasts • Life cycles • Animal and habitats • Summer 	<ul style="list-style-type: none"> • Storytelling. • Looking at how stories have changed over time. What do they tell us? • Read different versions of the same stories.
Books we will be looking at	<ul style="list-style-type: none"> • The Colour Monster goes to school. • All are welcome • A Superpower like mine • The Hugasaurus • Pumpkin Soup • The Leaf thief 	<ul style="list-style-type: none"> • Room on the broom • The story of Rama and Sita • The Stick Man • The Jolly Christmas Postman • The Christmas Story 	<ul style="list-style-type: none"> • The Polar Bear and the Snow Cloud • Lost and found • Non-fiction texts • Over and Under the snow • One Snowy Night 	<ul style="list-style-type: none"> • Jasper's Beanstalk • Oliver's vegetables • Supertato – The Great Eggscape • The Odd Egg • Mr Wolf's Pancakes • Who is in the egg? 	<ul style="list-style-type: none"> • The Trouble with Tadpoles • The Gruffalo • Bella loves bugs • Do you love bugs? (non-fiction) 	<ul style="list-style-type: none"> • The Three Little Pigs • The Gingerbread Man • Spreading my wings

Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt our planning to the interests and needs of the children.

			<ul style="list-style-type: none"> I love Chinese New Year 			
'Awe and wonder' enrichment	<ul style="list-style-type: none"> Learn about our school environment Autumn Seasonal Walk 	<ul style="list-style-type: none"> Diwali food tasting The Nativity 	<ul style="list-style-type: none"> Chinese Banquet and Dragon dance Ice surprises 	<ul style="list-style-type: none"> Easter bonnet parade Mother's Day crafts Gardening and growing our own plants 	<ul style="list-style-type: none"> Observing tadpoles – life cycles Farm visit 	<ul style="list-style-type: none"> Porridge tasting Den building

Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

Communication and language 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in story times, rhymes, and songs. • Maintain attention in whole class/groups. • Follow 1 step instructions. • Understand 'why' questions. • Use sentences 4-6 words. • Use talk to organise play. • Learns new vocabulary. • Listens to and talks about stories to build familiarity and understanding. • Is developing social phrases. 	<ul style="list-style-type: none"> • Listen in familiar & new situations. • Engage in story times. • Maintain attention in new situations. • Ask questions to find out more and to check they understand what has been said to them. • Follow instructions with 2 parts in a familiar situation. • Start a conversation with peers and familiar adults and continue for many turns. • Develop social phrases • Listens to and talks about stories to build familiarity and understanding. • Is able to describe events in some detail. • Uses new vocabulary in different contexts. 	<ul style="list-style-type: none"> • Listen attentively in a range of situations. • Maintain attention during appropriate activity. • Engage in non-fiction books. • Consider the listener and take turns. • Use talk to organise/stand for something else in play. • Begin to use past tense. • Begin to recount past events. • Listens to and talks about stories to build familiarity and understanding. • Listens carefully to rhymes and songs paying attention to how they sound. • Learns rhymes, poems and songs. • Listen to and talk about selected non-fiction to develop a deep familiarity with new 	<ul style="list-style-type: none"> • Understand why listening is important. • Maintain attention in different contexts. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Ask questions to find out more and check understanding. • Articulate their ideas and thoughts in well-formed sentences. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Begin to connect one idea or action to another using a range of connectives. • Describe events in some detail. • Listens to and talks about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> • Listen and understand instructions while busy with another task. • Maintain activity while listening. • Understand how, why, where questions. • Describe events in some detail. • Express ideas about feelings and experiences. • Articulate their ideas and thoughts in well-formed sentences. • Use language to reason. • Listens to and talks about stories to build familiarity and understanding. • Makes comments about what he/she has heard and asks questions to clarify understanding. 	<ul style="list-style-type: none"> • Listen and respond with relevant questions, comments, or actions. • Attend to others in play. • Make comments and clarify thinking with questions. • Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Speak in well-formed sentences with some detail. • Use new vocabulary in different contexts. • Express ideas and feelings about his/her experiences using full sentences. • Use past, present, and future tenses in conversation with peers and adults. • Listen to and talk about stories to build familiarity and understanding.
--	---	---	---	---	--	---


Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

			<div>knowledge and vocabulary</div> <ul style="list-style-type: none">• Is able to describe events in some detail.			<ul style="list-style-type: none">• Use conjunctions to extend and articulate their ideas.• Listens to and talks about stories to build familiarity and understanding.• Participates in small group, class and one-to-one discussions, offering their own ideas and using recently introduced vocabulary.
--	--	--	--	--	--	---


Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

Physical development *Gross motor skills *Fine motor skills	<ul style="list-style-type: none"> • Putting on coat • Hanging up our coats. • Taking off shoes and socks • Knowing how to use the outdoors safely. • Sweeping, balancing climbing • Pencil grasp • Mark making • Snipping with scissors • Hand washing • Dough disco (see progression document) 	<ul style="list-style-type: none"> • Zipping up a coat • Chalking • Dough disco (see progression document) • Forming initial letters • Hand washing/hygiene • Moving freely jumping on and off objects over and through balancing and climbing equipment 	<ul style="list-style-type: none"> • Forming letters • Knowing what makes us healthy • Putting on gloves/scarves • Dough disco (see progression document) 	<ul style="list-style-type: none"> • Forming letters with correct pencil grip • Using tools scissors/pencils/brushes • Learn about eating a range of healthy foods • Dough disco (see progression document) 	<ul style="list-style-type: none"> • Forming letters using the correct formation • Using tools scissors/pencils/ brushes correctly • Dough disco (see progression document) • Kicking/passing/ rolling • To begin to show accuracy and care when drawing. • To hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost cases. 	<ul style="list-style-type: none"> • Forming letters using the correct formation • Using scissors/pencils/ brushes correctly • Simple games & adapting the rules/scoring • Dough disco (see progression document)
Ongoing throughout the year	<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. • 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 spoon. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, co-ordination, and agility. 					

Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

	<ul style="list-style-type: none"> Revising and refining the fundamental movement skills he/she has already acquired ; eg walking, crawling, running, jumping, hopping, climbing and skipping. 					
PE 	Basic skills <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of skilful ways. Engages in conversation with others. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Ability to link sounds to letters, naming and sounding the letters of the alphabet. Ability to dress themselves with support if necessary. 	Dance(Link to fireworks and bonfire night) <ul style="list-style-type: none"> Explore and copy basic body actions and rhythms. Negotiate space confidently, using appropriate strategies. Use their bodies to respond to stories, topics, and music. 	Gymnastics <ul style="list-style-type: none"> Travels with confidence and skill in a range of movements when using equipment. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Moves freely and with pleasure and confidence in a range of skilful ways. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. 	Ball skills <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Can play in a group, extending and elaborating play ideas within the group. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Shows increasing control when throwing and catching a large ball. 	Team games <ul style="list-style-type: none"> Can play in a group. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Keeps play going by responding to what others are saying or doing. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. 	Sports day preparation <ul style="list-style-type: none"> Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Moves freely and with pleasure and confidence in a range of skilful ways. Shows understanding when counting objects to 10 and beginning to count beyond 10.


Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

<p>Personal social and emotional development *Self-regulation *Managing self *Building relationships</p> 	<ul style="list-style-type: none"> • 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. • Manages own needs around personal hygiene. <p>SCARF Me and My Relationships</p> <ul style="list-style-type: none"> • <u>All about me</u> • <u>What makes me special</u> • <u>Me and my special people</u> • <u>Who can help me?</u> • <u>My feelings</u> 	<ul style="list-style-type: none"> • Beginning to express their feelings and consider the perspectives of others. • Recognise they are a valuable individual. • Begin to take turns and share resources. • Think about the perspective of others. • Independently choose where they would like to play. • Continue to build constructive and respectful relationships. • Know and talk about the different factors that support overall health and wellbeing. <p>SCARF Valuing Difference</p>	<ul style="list-style-type: none"> • 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. <p>SCARF Keeping safe</p> <ul style="list-style-type: none"> • <u>What's safe to go onto my body</u> • <u>Keeping Myself Safe - What's safe to go into my body (including medicines)</u> • <u>Safe indoors and outdoors</u> 	<ul style="list-style-type: none"> • 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. • Know and talk about the different factors that support overall health and wellbeing eg toothbrushing, screentime. <p>SCARF Rights and respect</p> <ul style="list-style-type: none"> • <u>Looking after my special people</u> • <u>Looking after my friends</u> 	<ul style="list-style-type: none"> • 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 • Can set and work towards simple goals • Is able to wait for what he/she wants and control immediate impulses when appropriate. • Know and talk about the different factors that support overall health and 	<ul style="list-style-type: none"> • 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. • Is beginning to regulate behaviours accordingly. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity. • Shows an ability to follow instructions involving several ideas or actions. • Can set and work towards simple goals.
---	---	---	--	---	---	---

Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

	<ul style="list-style-type: none"> • My feelings (2) 	<ul style="list-style-type: none"> • I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring • I am a friend 	<ul style="list-style-type: none"> • Listening to my feelings • Keeping safe online • People who help to keep me safe 	<ul style="list-style-type: none"> • Being helpful at home and caring for our classroom • Caring for our world • Looking after money (1): recognising, spending, using • Looking after money (2): saving money and keeping it safe 	<p>wellbeing- road safety.</p> <ul style="list-style-type: none"> • Form positive attachments to adults and peers. • Works and plays cooperatively taking turns. <p>SCARF Being my best</p> <ul style="list-style-type: none"> • Bouncing back when things go wrong • Yes, I can! • Healthy eating • My healthy mind • Move your body • A good night's sleep 	<ul style="list-style-type: none"> • Shows sensitivity to the needs of others. • Works and plays cooperatively taking turns. <p>SCARF Growing and changing</p> <ul style="list-style-type: none"> • Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? • Getting bigger
--	---	--	--	--	--	--

Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

Literacy 	Comprehension: <ul style="list-style-type: none"> • Listen and enjoy sharing a range of books. • Hold a book correctly, handle with care. • Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. • Know that text in English is read top to bottom and left to right. • Know the difference between text and illustrations. • Recognise some familiar words in print, e.g., own name or advertising logos. • Enjoy joining in with rhyme, songs and poems. • Explain in simple terms what is happening in a 	Comprehension: <ul style="list-style-type: none"> • Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. • Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. • Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. • Sequence two events from a familiar story, using puppets, pictures from book or role-play. 	Comprehension: <ul style="list-style-type: none"> • Use picture clues to help read a simple text. • Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. • Show understanding of some words and phrases in a story that is read aloud to them. • Express a preference for a book, song or rhyme, from a limited selection. • Play is influenced by experience of books (small world, role play). 	Comprehension: <ul style="list-style-type: none"> • Retell stories in the correct sequence, draw on language patterns of stories. • With prompting, show understanding of many common words and phrases in a story that is read aloud to them. • Suggest how an unfamiliar story read aloud to them might end. • Give a simple opinion on a book they have read, when prompted. • Recognise repetition of words or phrases in a short passage of text. • Play influenced by experience of books • Innovate a well-known story with support. 	Comprehension: <ul style="list-style-type: none"> • Correctly sequence a story or event using pictures and/or captions. • Make simple, plausible suggestions about what will happen next in a book they are reading. • Know the difference between different types of texts (fiction, nonfiction, poetry) • Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. • Play influenced by experience of books - gestures and actions used to act out a story, 	Comprehension: <ul style="list-style-type: none"> • Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. • Recall the main points in text in the correct sequence, using own words and include new vocabulary. • When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. • With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. • Uses and understands recently
---	---	--	---	---	--	---

Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

	<p>picture in a familiar story.</p> <ul style="list-style-type: none"> Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. 				<p>event or rhyme from text or illustrations.</p> <ul style="list-style-type: none"> Anticipates, where appropriate, key events in stories. Demonstrates an understanding of what has been read to them by retelling stories/narrative using their own words and recently introduced vocabulary. 	<p>introduced vocabulary.</p>
	<p>Word Reading:</p> <ul style="list-style-type: none"> Hear general sound discrimination and be able to orally blend and segment. 	<p>Word Reading:</p> <ul style="list-style-type: none"> 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. 	<p>Word Reading:</p> <ul style="list-style-type: none"> 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. 	<p>Word Reading:</p> <ul style="list-style-type: none"> 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. 	<p>Word Reading:</p> <ul style="list-style-type: none"> 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 	<p>Word Reading:</p> <ul style="list-style-type: none"> Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.

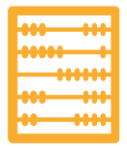
Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

					necessary, a few exception words.	
	<p>Emergent writing:</p> <ul style="list-style-type: none"> 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. <p>Composition:</p> <ul style="list-style-type: none"> Use talk to organise describe events and experiences. <p>Spelling:</p> <ul style="list-style-type: none"> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. <p>Handwriting:</p> <ul style="list-style-type: none"> Know that print carries meaning and in English, 	<p>Emergent writing:</p> <ul style="list-style-type: none"> 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. <p>Composition:</p> <ul style="list-style-type: none"> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. <p>Spelling:</p> <ul style="list-style-type: none"> Orally spell VC and CVC words by identifying the sounds. Write own name. 	<p>Emergent writing:</p> <ul style="list-style-type: none"> Use appropriate letters for initial sounds. <p>Composition:</p> <ul style="list-style-type: none"> Orally compose a sentence and hold it in memory before attempting to write it. <p>Spelling:</p> <ul style="list-style-type: none"> Spell to write VC and CVC words independently using Phase 2 graphemes. <p>Handwriting:</p> <ul style="list-style-type: none"> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. 	<p>Emergent writing:</p> <ul style="list-style-type: none"> Build words using letter sounds in writing. <p>Composition:</p> <ul style="list-style-type: none"> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. <p>Spelling:</p> <ul style="list-style-type: none"> 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. <p>Handwriting:</p> <ul style="list-style-type: none"> Holds a pencil effectively to form recognisable letters. Know how to form 	<p>Emergent writing:</p> <ul style="list-style-type: none"> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. <p>Composition:</p> <ul style="list-style-type: none"> Write a simple sentence with a full stop. <p>Spelling:</p> <ul style="list-style-type: none"> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. <p>Handwriting:</p>	<p>Emergent writing:</p> <ul style="list-style-type: none"> 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. <p>Composition:</p> <ul style="list-style-type: none"> 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.


Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

	<p>is read from left to right and top to bottom.</p> <ul style="list-style-type: none"> • Draws lines and circles. 	<p>Handwriting:</p> <ul style="list-style-type: none"> • Form letters from their name correctly. • Recognise that after a word there is a space. 		<p>clear ascenders and descenders.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Write simple letters and phrases that can be read by others. <p>Spelling:</p> <ul style="list-style-type: none"> • 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. <p>Handwriting:</p> <ul style="list-style-type: none"> • Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
--	---	---	--	--	---	---

Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt our planning to the interests and needs of the children.

	<i>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)</i>					
Phonics	Teach Phase 2 Graphemes (s,a,t,p, i,n,m,d, g,o,c,k, ck,e,u,r, h,b,f,l) Tricky words Is, I, the,	Teach Phase 2 Graphemes (ff,ll,ss,j, v,w,x,y, z,zz,qu,ch, sh,th,ng,nk) words with s/z added at the end Tricky words as, and, has, his, her, go, no, to ,into, she, he, of, we, me, be	Teach Phase 3 Graphemes (ai,ee,igh,oa, oo,oo,ar,or, ur,ow,oi,ear, air,er words with double letters: dd,mm,tt,bb, rr,gg,pp,ff Tricky words was,you,they,my, by,all,are,sure,pure	Review Phase 3 Grapheme Tricky words Review all taught so far	Teach Phase 4 (CVCC, CCVC, CCVCC, CCVCV,CCCVCC) Tricky words said,so,have,like, some,come,love, do,were,here, little,says,there, when,what,one, out,today	Teach Phase 4 (CVCC, CCVC, CCVCC, CCVCV,CCCVCC) Word endings –s, es, ing, ed, id, Tricky words Review all taught so far
Mathematics 	Power Maths Counting to 1,2 and 3 Counting to 4 Counting to 5 Comparing quantities of identical objects Comparing quantities of non-identical objects	Power Maths 3D shapes 2D shapes One more One less Introducing the part-whole model Spatial awareness	Power Maths Counting to 6, 7 and 8 Counting to 9 and 10 Comparing groups up to 10 Combining 2 groups to find the whole Length, height and distance Weight	Power Maths Using a ten frame The part-whole model to 10 Subtraction Making simple patterns Exploring more complex patterns	Power Maths Adding by counting on Taking away by counting back Counting to and from 20 Doubling Halving and sharing Odd and evens	Power Maths Composing and decomposing shapes Volume and capacity Sorting into 2 groups My day (time)
Ongoing throughout the year	<i>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers shapes within it, just as numbers can. Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</i>			<i>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other Continue, copy, and create repeating patterns.</i>		

Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

<p>Understanding the world *Past & present *People, culture and communities *The natural world</p> 	<p>Chronology:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and the relationship to them. • Name and describe people who are familiar to them. 	<p>Chronology:</p> <ul style="list-style-type: none"> • 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. <p>Enquiry:</p> <ul style="list-style-type: none"> • 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. 	<p>Chronology:</p> <ul style="list-style-type: none"> • Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) 	<p>Chronology:</p> <ul style="list-style-type: none"> • Talk about and understand changes in their own lifetime, by creating a personal timeline. <p>Enquiry:</p> <ul style="list-style-type: none"> • Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. 	<p>Chronology:</p> <ul style="list-style-type: none"> • Recount an event, orally, pictorial and/or with captions. <p>Enquiry:</p> <ul style="list-style-type: none"> • 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. 	<p>Chronology:</p> <ul style="list-style-type: none"> • Order experiences in relation to themselves and others, including stories. <p>Enquiry:</p> <ul style="list-style-type: none"> • 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. • Describe the immediate environment using knowledge from stories, observation, discussion and non-fiction texts.
---	--	--	---	--	--	---


Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

	<p>Respect:</p> <ul style="list-style-type: none"> • 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. <p>Map work:</p> <ul style="list-style-type: none"> • Talk about the features of their immediate environment with visual representations e.g., classroom maps, Colour Monster's story map around school, seating maps, nature area map and read commons signs and logos. 	<p>Respect:</p> <ul style="list-style-type: none"> • 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 country and the lives of people in other countries within the world (homes around the world) • Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. 	<p>Respect:</p> <ul style="list-style-type: none"> • 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. • 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. • Identify on a map. • Recognise some environments that are different to the one in which they live e.g., Antarctica. 	<p>Respect:</p> <ul style="list-style-type: none"> • 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. • Complete a simple BeeBot program using a grid map or carpet squares. • Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., the local area. 	<p>Respect:</p> <ul style="list-style-type: none"> • Animals and know how to care for an animal/pets • Draw information from a simple map and identify landmarks of our local area walk. • Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. • Find out about their local area by talking to people, examining photographs, and visiting local places. • Understand the key features of the life cycle of a plant or animal. 	<p>Respect:</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Create own maps using grid paper and symbols (x marks the spot treasure maps) • Recognise, know, and describe features of different places. • Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.
--	--	---	--	---	--	---

Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

			<ul style="list-style-type: none"> • Use technology and IT equipment to make observations or find information about different locations and places. • Recognise, know, and describe features of different places. • Look closely at similarities and differences. 			
	<p>Communication: Comment on what they notice about the environment where they live and <i>understand the effect of the changing seasons on the natural world around them.</i> <i>Describe what they see, hear, and feel outside.</i></p> <p>Observation: <i>Explore the natural world around them</i> by taking part in outdoor learning and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>					

Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

<p>Expressive Arts and Design</p> 	<ul style="list-style-type: none"> Portrait skills – drawing themselves, observational work, papier mache <p>Charanga Songs: 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</p> <p>Songs for Harvest Festival</p> <ul style="list-style-type: none"> Develop storylines in their pretend play. 	<ul style="list-style-type: none"> Using primary coloured paints to create secondary colours Using a range of materials to make collages and models. Decorating the 'Children's Christmas Tree' with our own hand made decorations. Taking part in Christmas Crafts. <p>Charanga Songs: I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Christmas Nativity songs</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and 	<ul style="list-style-type: none"> Observational drawings of animals. Collage materials to create winter scenes. Colour mixing <p>Charanga Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> Observational drawings. Drawing representations of living things (plants/flowers) Using a variety of media to create a Spring senses collage based on a Spring walk. Designing our models with a vision in mind and using collage materials to incorporate pattern, colour, texture and form into our work. <p>Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p> <ul style="list-style-type: none"> Create collaboratively sharing ideas, resources, and skills. 	<ul style="list-style-type: none"> Representing our own ideas, thoughts and feelings through design and technology. Introduced to clay, exploring and manipulating. Creating a small mini-beast looking carefully at detail and size. Safely exploring a variety of materials, tools and techniques, experimenting with colour, design and function to create a creature habitat. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the 	<ul style="list-style-type: none"> Continuing to explore colour mixing. Using primary colours to make secondary colours for specific purposes. Continuing our process art and use the clay to create a characters we may find in the forest; using the tools to add detail and pattern. Developing our DT skills; designing our models with a vision in mind. Using the design sheets in provision to plan our ideas. DT Building houses from different materials. Three Little Pigs link. <p>Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep</p>
---	--	---	--	---	---	---

Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt out planning to the interests and needs of the children.

		dance, performing solo or in groups.		<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<p>process they have used.</p> <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. <p>Charanga Songs: Big Bear Funk</p> <ul style="list-style-type: none"> Continue to use instruments to make music and focus on tempo, rhythm and beat – relating this to syllables in words. Listen attentively, move to, and talk about music, expressing their feelings and responses. 	<p>Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
--	--	--------------------------------------	--	--	--	--