

Term Dates:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes:	It's all about you...	All of the lights...	The Story of my life...	I heard it through the grapevine...	Born to be wild...	Go your own way...
Reading Enhanced Curriculum:						
Topics are deeply rooted in developing a love of reading and are supported by quality key texts across a variety of genres. (EY REC)						

 Talk 4 Writing 	F2 Texts	<p><u>Owl Babies.</u> Lost and Found Description - Character</p> 	<p><u>Stickman.</u> Journey Openings and Endings</p> 	<p><u>The Gingerbread Man.</u> Journey Description - Setting</p> 	<p><u>Olivers Vegetables.</u> Change story Description – Character</p> 	<p><u>Duck in a Truck.</u> Journey Description – Setting</p> 	<p><u>The Snail & the Whale.</u> Journey Openings and Endings</p> 	
	<p>Choose which focus T4W texts will be your main REC drive for the term. Ensure this links with F1 texts to keep consistency in provision enhancements. See T4W long term plan which links to EY REC.</p>	or		or		or		or
Supporting Texts	<p>A Squash and a Squeeze – Julia Donaldson</p> <p>Chicken Licken – Jonathan Allen</p> <p>Handa's Hen – Eileen Browne</p> <p>The Story of The Little Mole Who Knew it Was None of His Business – Werner Holzwarth</p> <p>Wow Said The Owl – Tim Hopgood</p>	<p><u>Little Red Hen.</u> Journey Description - Character</p> 	<p><u>Whatever Next.</u> Journey Openings and Endings</p> 	<p>The Knight Who Wouldn't Fight – Helen Docherty</p> <p>Keep Out! – Sally Grindley</p> <p>Troll – Sally Grindley</p> <p>How to Catch a Dragon – Caryl Hart</p> <p>The Princess and the Pea – Caryl Hart</p> <p>Mr Wolf's Pancakes – Jan Fearnley</p> <p>Mama Panya's Pancakes – Mary and Rich Chamberlin</p>	<p><u>Jack & the Beanstalk.</u> Overcoming the Monster Description – Character</p> 	<p><u>Teeny Weeny Tadpole.</u> Journey Description – Setting</p> 	<p><u>Handa's Surprise.</u> Journey Openings and Endings</p> 	
<p>Children to decide on story time books via book vote. Top 30 reads & Launchpad for Literacy books may also be used.</p> <p>Links to British Values.</p> 	<p>Lucy and Tom at the Seaside – Shirley Hughes</p> <p>Alfie On Holiday – Shirley Hughes</p> <p>The Storm Whale – Benji Davies</p> <p>What The Ladybird Heard at The Seaside – Julia Donaldson</p> <p>Sharing a Shell – Julia Donaldson</p>	<p>Stanley's Stick – YouTube story version</p> <p>Guess How Much I Love You – Sam McBratney</p> <p>All About Alfie – Shirley Huges</p> <p>My Dad – Anthony Browne</p> <p>My Mum – Anthony Browne</p> <p>How to Babysit a Grandad – Jean Reagan</p> <p>Katie Morag and the Two Grandmothers – Mairi Hedderwick</p>	<p>The Knight Who Wouldn't Fight – Helen Docherty</p> <p>Keep Out! – Sally Grindley</p> <p>Troll – Sally Grindley</p> <p>How to Catch a Dragon – Caryl Hart</p> <p>The Princess and the Pea – Caryl Hart</p> <p>Mr Wolf's Pancakes – Jan Fearnley</p> <p>Mama Panya's Pancakes – Mary and Rich Chamberlin</p>	<p>Kitchen Disco – Clare Foges</p> <p>Veg Patch Party – Clare Foges</p> <p>Avacado Baby – John Burningham</p> <p>The Big Hungry Bear – Audrey Wood</p> <p>Trust Me, Jack's Beanstalk Stinks! – Eric Braun</p> <p>The Little Gardener – Emily Huges</p>	<p>Fix It Duck – Jez Alborough</p> <p>Captain Duck – Jez Alborough</p> <p>We're Going on an Egg Hunt-Martha Mumford</p> <p>The Wide Mouthed Frog- Keith Faulkner</p> <p>Oi Frog – Kes Gray</p> <p>Oi Duck Billed Platypus – Kes Gray</p>	<p>Lucy and Tom at the Seaside – Shirley Hughes</p> <p>Alfie On Holiday – Shirley Hughes</p> <p>The Storm Whale – Benji Davies</p> <p>What The Ladybird Heard at The Seaside – Julia Donaldson</p> <p>Sharing a Shell – Julia Donaldson</p>		

		<p>Apple Trouble! – Ragnhild Scamell</p> <p>Ouch! – Ragnhild Scamell</p> <p>A T-Wit for a T-Woo – Charley Farley</p> <p>There’s a Tiger in The Garden – Lizzy Stewart</p>	<p>The Pet Shop – Allan Ahlberg</p> <p>The Ghost Train – Allan Ahlberg</p> <p>Funny Bones – YouTube version</p> <p>Winnie the Witch Book Series – Valerie Thomas</p> <p>The Way Back Home – Oliver Jeffers</p> <p>How to Catch a Star – Oliver Jeffers</p> <p>Pumpkin Soup – Helen Cooper</p> <p>Funny Bones – Allan Ahlberg</p> <p>Winnie the Witch Book Series– Valerie Thomas</p>	<p>Biscuit Bear- Mini Grey</p> <p>Cake – Sue Hendra</p> <p>Mini Rabbit Not Lost – John Bond</p> <p>Supertato Book Series – Sue Hendra</p> <p>The Smartest Giant in Town – Julia Donaldson</p>		<p>Odd Dog Out – Rob Biddulph</p> <p>Hairy Maclary at Donaldson’s Dairy – Lynley Dodd</p> <p>Grrrrrrr! – Rob Biddulph</p> <p>Rainbow Fish – Marcus Pfister</p> <p>The Tiger who came to tea-Judith Kerr</p>	<p>Grandma Bird – Benji Davis</p> <p>Oi, Get Off Our Train – John Burningham</p> <p>Mr Gumpy’s Motor Car – John Burningham</p> <p>Picnic – John Burningham</p> <p>On The Way Home – Judith Kerr</p> <p>Mrs Honey’s Hat – Pam Adams</p> <p>Blown Away- Rob Biddulph</p>
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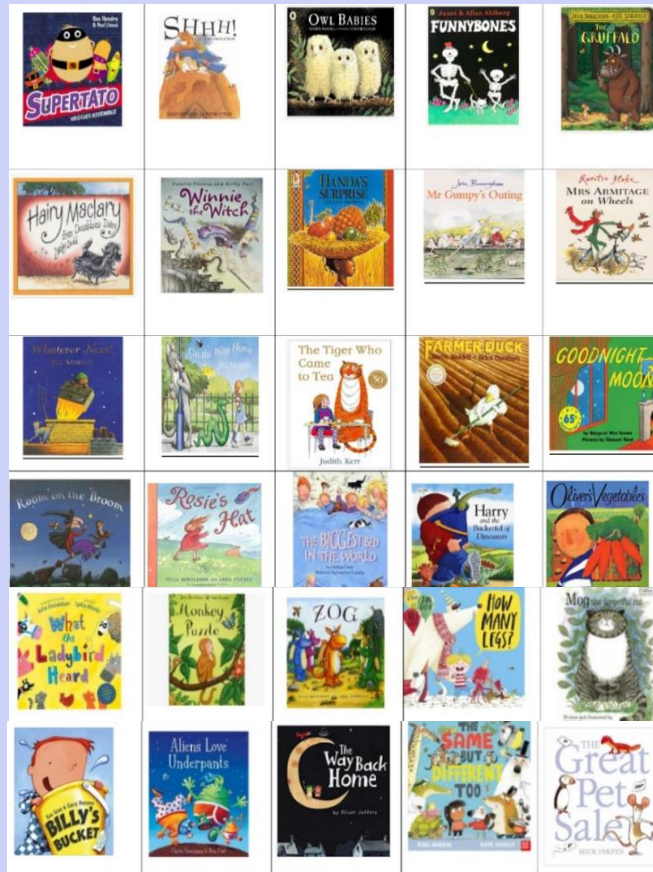
<p><u>Supporting Non-Fiction Texts</u></p> <p>In addition, see non-fiction long term outline to support key themes.</p>	<p>We are all Welcome- Alexander Penfold</p>	<p>Goodnight, Spaceman – Michelle Robinson</p>	<p>Changing Seasons</p>	<p>Easter Sparkles-Katie Dicker</p>	<p>My First Farm Book – DK Publishing</p>	<p>Weather Watch- Sun-Honor Head</p>
	<p>Children Just Like Me-DK books</p>	<p>Weather watch- Honor Head</p>	<p>Chinese New Year-Grace Jones</p>	<p>Life Cycle of a Broad Bean – Richard Spilsbury</p>	<p>Farm Animals – DK Publishing</p>	<p>Gymnastics – Catherine Veitch</p>
	<p>People who Help Us series – Rebecca Hunter</p>	<p>Roaring Rockets – Tony Mitton</p>	<p>Nadiya’s Bake me a Celebration Story</p>	<p>Life Cycle – Sunflower – Angela Royston</p>	<p>Pigs –James Maclaine</p>	<p>Dancing – Catherine Veitch</p>
	<p>Changing Seasons – Henry Pluckrose</p>	<p>Pop Corn Series – A Year of Festivals – Honor Head</p>	<p>Nadiya’s Bake me a Festive Story</p>	<p>All About Vegetables – Food Zone – Vic Parker</p>	<p>Cows – Camilla De La Bedoyere</p>	<p>Where I Live: By The Seaside – Honor Head</p>
	<p>Bread – Honor Head</p>	<p>Diwali – Chris Deshpande</p>	<p>Nadiya’s Bake me a Story</p>	<p>Salad – Honor Head</p>	<p>Milk, Cheese and Eggs – Honor Head</p>	<p>Cycling – Charlotte Guillain</p>
	<p>We Love Festivals – Harvest – Honor Head</p>	<p>Rama and the Demon King – Jessica Souhami</p>	<p>My Monster and me – Nadiya Hussain</p>	<p>Easter – Katie Dicker</p>	<p>Ranger Hamza’s Eco Quest – Ranger Hamza & Kate Kronreif</p>	<p>Football – Charlotte Guillain</p>
	<p>Black History: Discover Amazing People – Campbell Books</p>	<p>Bonfire Night – Nancy Dickmann</p>	<p>Today I’m Strong – Nadiya Hussain</p>	<p>Easter – Nancy Dickmann</p>	<p>Let’s go for a walk – Ranger Hamza & Kate Kronreif</p>	<p>Summer Changes in the environment</p>
	<p>Little Leaders: Bold Women in Black History – Vashti Harrison</p>	<p>Noisy paint box – Barb Roskenstock</p>	<p>Henry Moore at Kew – Anita Feldmen</p>	<p>New Life Cycles</p>	<p>Little Children’s Nature Activity Book: 1 – Rebecca Gilpin</p>	<p>Going on Holiday! – Maureen Lewis</p>
	<p>Little Leaders: Exceptional Men in Black History – Vashti Harrison</p>	<p>Land Art – James Brunt</p>	<p>Barbara Hepworth – What do you see? – Laura Carlin</p>	<p>Life Cycles – Angela Royston</p>		<p>Meet Claude Monet – STEAM Education</p>
				<p>Tadpole To Frog – Rachel Tonkin</p>		

	<p>What to Look for in Autumn – Elizabeth Jenner</p> <p>Learning about the Life Cycle of an Owl – Ruth Tomson</p> <p>Buzz Aldrin: To the moon & back: My Apollo 11 Adventure- Buzz Aldrin</p> <p>I want to be an astronaut – Peter K & Wonderworld Books</p> <p>Look Inside: Space – Rob Lloyd Jones</p> <p>Little Kids first big book of Space – National Geographic Kids</p> <p>Jackson Pollock Splashed Paint and Wasn't Sorry – Fallisto Gilbert</p> <p>Bridget Riley Works 1981-2015 – Richard Shiff</p>				<p>Nature Trail: A Joyful rhyming celebration of Natural Wonders on our doorstep</p> <p>Van Gogh – He Saw the World in Vibrant Colours -Amy Guglielmo</p> <p>Meet Van Gogh – STEAM Education</p> <p>The drawings of L.S. Lowry – Mervyn Levy</p>	<p>David Hockney – Little People, Big Dreams – Maria Isabel</p> <p>Art – A Children's Encyclopaedia - DK</p>
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Joy of Reading

Children get the chance to choose from our “top 30” list as an additional home reader.
To be used to support complimentary story time books. Top 30 to be throughout provision alongside Launchpad for Literacy top 30 reads.

F2






	Term Dates	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Themes:	It's all about you...	All of the lights...	The story of my life...	I heard it through the grapevine...	Born to be wild...	Go your own way...
<p>Nursery Rhymes</p> <p>Rhyme of the week: The rhyme supports phonological awareness and patterns in sounds.</p> <p>(Links to Nursery Rhyme and Poetry Progression Document Nursery to Year 6.)</p> <p>NC Link Year 1 Oracy Speaking and Music.</p>	F2	<p>Daffodils are all around</p> <p>Polly put the kettle on</p> <p>There was an old lady who swallowed a fly</p> <p>It's Raining, it's pouring...</p> <p>Miss Polly had a dolly</p>	<p>Twinkle twinkle chocolate bar</p> <p>3 blind mice</p> <p>Star light, star bright</p> <p>Here we go around the mulberry bush.</p> <p>This old man</p> <p>Michael Finnegan</p>	<p>Little Bo Peep</p> <p>Little Miss Muffet</p> <p>Peter Piper</p> <p>Roses are red, violets are blue.</p> <p>Pease porridge hot.</p>	<p>Old Macdonald- 10 animals</p> <p>Sing a song of six pence.</p> <p>Mary had a little lamb.</p> <p>10 in a bed</p>	<p>Wheels on the bus- 10 actions</p> <p>Ring o ring o roses</p> <p>Dingle dangle scarecrow.</p> <p>We're all going to the Zoo tomorrow.</p>	<p>The Grand old Duke of York</p> <p>London Bridge</p> <p>London's burning</p> <p>Frere Jacques</p> <p>Oranges and lemons</p>

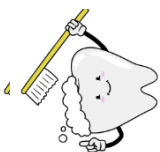
	Term Dates	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic Themes:	It's All About You...	All of the lights...	The Story of my life...	I heard it through the grapevine...	Born to be wild...	Go your own way...
Visits and Enrichments		<ul style="list-style-type: none"> Baking bread Brush Bus/Dentist Harvest and Church visit Walk to the post box to post a letter. Visit a local shop. Wildlife Ranger/RSPB visit Delivering a food package to the local community. 	<ul style="list-style-type: none"> Christmas Christingle Bonfire Pantomime Park visit. Police visit Fire brigade visit Diwali celebration with Indian food tasting and dancing and cooking. Baking festive spiced biscuits. 	<ul style="list-style-type: none"> Doctor/Nurse Lunar New Year - visitor, food tasting and cooking. Garden centre visit to buy seeds for next term. Making Pancakes World Book Day Making and trying porridge Baking gingerbread men. Visit to an allotment. Visit the Scarborough castle as part of traditional stories 	<ul style="list-style-type: none"> Park Ranger Visit to local wildlife. Forest school workshop Growing vegetables or plants Fruit and vegetable tasting 	<ul style="list-style-type: none"> Chicks, Tadpoles, Zoolab visit. Farm visit in the countryside. Forest School Workshop Making a smoothy Making salads Purple pig farm visit into school. Rockpool exploration. 	<ul style="list-style-type: none"> Police Road Safety Art Gallery Visit Lolly Pop Person Sports day School Fayre Visit to the local town centre. Land train rides on the sea front.

	Term Dates	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Parental Involvement		<ul style="list-style-type: none"> Parents Evening Stay and Play - (Phonics) Maths morning workshop Pre-phonics skills workshop Stay and read 	<ul style="list-style-type: none"> Visits to Church Stay and Play - (Christmas Crafts) Maths morning workshop Stay and read 	<ul style="list-style-type: none"> Lunar New Year Workshop Stay and play – gardening focus. Maths morning workshop Parents evening Stay and read 	<ul style="list-style-type: none"> Gardening workshop Stay and play – food and healthy eating focus. Story session workshop Stay and read 	<ul style="list-style-type: none"> Stay and play – design and technology/model focus. Visit to the farm. Cooking workshop 	<ul style="list-style-type: none"> Stay and play. Sports day Visit into Town Transition into Year 1 meeting.

Development Matters Progression

See progression maps linked to launchpad for literacy.

 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, Social, Emotional Development</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Progressive links</p> 	<p style="text-align: center;">F2</p> <p>By the end of F2 children should achieve Early Learning Goal highlighted in yellow.</p> <p>For those children who may not be at this stage of progression, please refer to F1 stages.</p>	Self-Regulation		Managing Self		Building Relationships	
		Reception	ELG	Reception	ELG	Reception	ELG
		<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	<ul style="list-style-type: none"> 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 where appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Manage their own needs. Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of making healthy food choices. 	<ul style="list-style-type: none"> Build constructive and respectful relationships. 	<ul style="list-style-type: none"> 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.
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
		<u>Being me in my World</u> Settling into a new school/class	<u>I am respectful.</u> Celebrating differences	<u>I am resourceful.</u> Dreams and Goals	<u>I am resilient.</u> Healthy me	<u>I am responsible.</u> Relationships	<u>I am reflective.</u> Changing me



Dental Decay is a growing issue across our country, and we understand the importance of promoting good oral health in EYFS.

Our curriculum will address the points below:

- Links to healthy me in Jigsaw.

- Talking to children about the effects of eating too many sweet things.
- Promoting regular toothbrushing – twice a day for 2 minutes using a fluoride toothpaste.
- Encouraging children to visit the dentist regularly (twice a year is recommended).
- Encouraging parents to promote good oral health at home.
- Participation in a toothbrushing scheme.
- Information leaflets included in home visit packs.
- Non-fiction books links to healthy eating and the dentist.
- Healthy eating displays.
- Snack areas / snack time of key importance.
- Food technology linking to a range of EY REC texts.


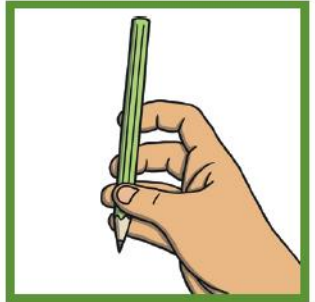
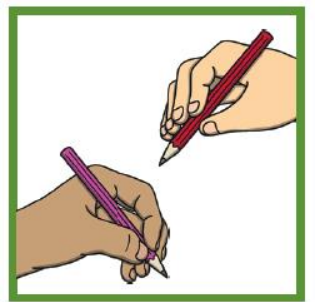

F2
Oral health book links (EY REC)

- Little Red Hen
- The Gingerbread Man
- Oliver's Vegetables
- Handa's Surprise

Development Matters Progression

See progression maps linked to launchpad for literacy.

	<p>F2</p> <p>By the end of F2 children should achieve Early Learning Goal highlighted in yellow.</p> <p>For those children who may not be at this stage of progression, please refer to F1 stages.</p>	<p>Reception</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills that they have already acquired: <ul style="list-style-type: none"> * Rolling * Crawling * Walking * Jumping • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body strength, coordination and 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. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Further develop and refine a range of ball skills such as throwing, catching, kicking, and batting. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> * Regular physical activity * Healthy eating * Toothbrushing * Sensible amount of screen time * Having a good sleep routine * Being a safe pedestrian • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> * Lining up and queuing * Meal times * Personal hygiene 	<p>ELG</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely with consideration from themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. 		<p>Reception</p> <ul style="list-style-type: none"> • 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. • Develop the foundations of a handwriting style that is fast, accurate and efficient. 	<p>ELG</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. • Use a range of small tools such as scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
		<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>

PE: Gross Motor  Get Set 4 PE.		Introduction to PE Unit 1 and 2 Hall time Continuous outdoor provision	Ball Skills Unit 1 and 2	Dance Unit 1 and 2	Fundamentals Unit 1 and 2	Games Unit 1 and Unit 2	Gymnastics Unit 1 and Unit 2
		4 Finger Grasp	Tripod Grasp	Dynamic Tripod Grasp			
Pencil Grip: Fine Motor							

C O P S		Reception	ELG	Reception	ELG
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F2

By the end of F2 children should achieve Early Learning Goal highlighted in yellow.
For those children who may not be at this stage of progression, please refer to F1 stages.

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

- 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 conversations when engaged in back and forth exchanges with their teachers and peers.



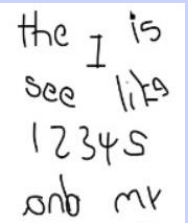


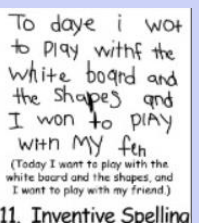


- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas in thoughts and well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition, some as their own words.
- Use new vocabulary in different contexts.

- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences including use of past and present tenses and making use of conjunctions with modelling and support from the teacher.

Development Matters Progression

See progression maps linked to launchpad for literacy.

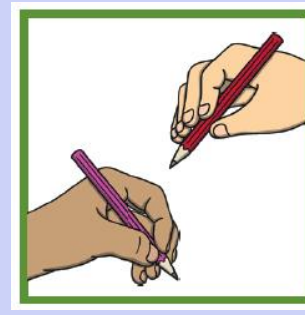
<p>Literacy Year 1 Writing, speaking, ELS phonics progression.</p>	<p>F2 By the end of F2 children should achieve Early Learning Goal highlighted in yellow. For those children who may not be at this stage of progression, please refer to F1 stages.</p>	Comprehension		Word Reading		Writing	
		Reception	ELG	Reception	ELG	Reception	ELG
		<ul style="list-style-type: none"> • Re read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • 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 during role play. 	<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 some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few common exception words. 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words 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. 	<ul style="list-style-type: none"> • 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 letter—sound correspondences using a capital letter and full stop. • Reread what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • 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.

		Writing Progression					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>	 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>
		Word Reading / Phonics					
		<p>Phase 2 s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss</p>	<p>Phase 2 & 3 h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa</p>	<p>Phase 3 oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow</p>	<p>Review</p>	<p>cvcc ccvc ccvcc cccvc and suffix - ed /ed/ /t/ /d/</p>	<p>Phase 5 ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e</p>
		<p>Phonological Awareness Strand</p> <ul style="list-style-type: none"> - Rhythm & Syllable - Auditory Blending - Segmentation - Rhyming - Alliteration - Phoneme Identification - Speech Sounds - Sequential Auditory Memory - Auditory Discrimination - Visual Attention & Discrimination - Visual memory 					
		<p>Launchpad for Literacy</p>					
		<p>T4W (see above)</p>					

4 Finger Grasp



Tripod Grasp



Dynamic Tripod Grasp





Maths



Maths is everywhere across F1 and F2 both indoors and outdoors. In addition, it is promoted through strands of EY REC through story and rhymes.




Year 1

Progressive links to White Rose Maths

F2
By the end of F2 children should achieve Early Learning Goal highlighted in yellow. For those children who may not be at this stage of progression, please refer to F1 stages.

Development Matters Progression
See progression maps linked to launchpad for literacy.

Number		Numerical Pattern	
Reception	ELG	Reception	ELG
<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. 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 to 10. 	<ul style="list-style-type: none"> Have a deep understanding of the number 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10 including double facts. 	<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Copy, continue and create repeating patterns. Compare length, weight and capacity, 	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to Know You Use these weeks to get to know your children. You will not find maths planning, there are maths activity sheets to get to know the class.			Just Like Me			It's Me, 1,2,3		Light & Dark			
	Castle number assessment to 25 How old are you Maths about me Favourite animal and count Colour favourite pet Count the pets Colour and count favourite fruit Match fruits Make a pattern with favourite colours	Favourite book – focus on Goldilocks activities Colour and count the characters – ten frame Colour by number How many can you see? Count how many Colour favourite character and count Puzzle number strips Patterns	Favourite nursery rhymes- focus on Humpty Dumpty Positional language and sequence Sequencing day Sequence Humpty Dumpty Favourite meals and sequencing Humpty Dumpty Number game	Identify matching buttons Identify matching socks Describe size and shapes of lids Sorting buttons in groups Collecting natural material and sorting	Match sizes Compare – more and fewer Compare taller and shorter Compare longer shorter Capacity using boxes	AB Patterns with natural objects AB Patterns with household items AB shape patterns Spot the mistake in repeated pattern Patterns using body and movement	Number 1 Number 2 Number 3 Number 1,2,3 Sorting objects and subitising Number 1,2,3 Memory game	Sorting 1,2,3 Sorting 1,2,3 – dominoes Matching pictures to the numerals 1,2,3 Find 1 more and 1 less Composition of 3	Sorting shapes – triangles and circles Make shape pictures using triangles and circles Circles and triangles with real life objects. Positional language – where's teddy? Positional language – obstacle course	Number 4 Number 5 Number 4 and 5 Composition of 4 Composition of 5	Composition of 4 and 5 Cube shapes with 4 and 5 Finding 1 more to a number Finding 1 less 1 more and 1 less	Sorting rectangles and squares Shape hunt Rectangles and squares Day and night Sequencing events
												

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring	Alive in 5			Growing 6,7,8			Building 9 & 10			Consolidation		
	One Less Zero Composition of 5 Composition of 5 Equal and unequal groups	Composition of numbers How many altogether? Composition of numbers – 3 groups How many are hiding? (animals) How many are hiding (cubes)	Balance scales Full and empty Measuring capacity Measuring capacity Measuring ingredients	Representing 6 Making 7 Making 8 Matching 6,7,8. One more and one less	Matching 6, 7 8 Making pairs Combining 2 groups Combining 2 groups Adding more	Comparing height Comparing length Days of the week Measuring height Measuring time	Representing 9 and 10 Sorting 9 and 10 in different ways Order numbers to 10 Composition of 9 and 10 Bingo – Numbers to 10	Counting backwards from 10 Comparing within 10 Comparing numbers within 10 Making 10 Making 10	Building 9 and 10 Matching 3D Shapes Real life objects Making 3D Prints Patterns Movement Patterns	Activities for: Composition of 5 Equal and unequal groups Measurement Zero	Activities for: Combining 2 groups Length and height Number 6 Number 7 Number 8	Activities for: 3D and Pattern Assessment 3D and real life images Investigate 3D shapes Patterns

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	To 20 and Beyond			First, Then and Now			Find My Pattern			On the Move		
	Number Patterns Matching Pictures to numerals Ten frame fill Estimating Ten frame subtraction	Missing Numbers Ordering Numerals to 20 Race to 20 Bingo Which holds the most?	Find my match – shapes Find my match – Models Match and fill Replicate my shape Tangrams	Counting On Adding More Adding More Adding Unknown Then Adding Unknown First	Take Away with Pebbles Take Away Take Away Unknown Then Pass it on	Making new shapes – Triangles Making new shapes – Squares Grandpa's Quilt Tangrams Pattern Blocks	Doubles Doubling Double Dice game Double Barrier Game Double Dominoes	Sharing Picnic – Sharing More people! Grouping (1) Grouping (2)	Even and Odd One Odd Day Even and Odd (2) Match – Barrier Game How Many Cubes	Harry and his bucketful of dinosaurs – adding and subtracting Mr Gumpy's Outing – Composition of number How many Legs? Problem solving Making Boats- Problem solving, how many marbles can the boat hold? Building Bridges – Which bridge is the longest?	Cuisenaire Rods – Comparing lengths Cuisenaire Rods – Staircase Bean bag game – Composition of number and number bonds Patterns Patterns	Making maps Journey to school Obstacle course X marks the spot Designing mazes

<h1>Understanding The World</h1>	<p>F2</p> <p>By the end of F2 children should achieve Early Learning Goal highlighted in yellow.</p> <p>For those children who may not be at this stage of progression, please refer to F1 stages.</p>	<p>Reception</p>	<p>ELG</p>	<p>Reception</p>	<p>ELG</p>	<p>Reception</p>	<p>ELG</p>
		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situation in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Talk about the lives of 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 in books read in class and storytelling. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • 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. 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussion, non-fiction texts and maps. • Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some differences and similarities between life in this country and life in other countries drawing on knowledge from stories, non-fiction and (where appropriate) maps. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of plants and animals. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<ul style="list-style-type: none"> - Year 1 - History - Geography - Science - RE - Computing - Forest School 	<p>Inspiring Role Models (Links to Important People document in the REC curriculum)</p>						
	<p>Term Dates</p>	<p>Autumn</p>		<p>Spring</p>		<p>Summer</p>	
	<p>Role Models</p>	<p>Buzz Aldrin</p>		<p>Nadiya Hussain</p>		<p>Hamzar Yassin</p>	
	<p>Recommended texts</p>	<ul style="list-style-type: none"> - Buzz Aldrin: To the moon & back: My Apollo 11 Adventure – Buzz Aldrin - I want to be an astronaut – Peter K & Wonderworld Books - Look Inside: Space – Rob Lloyd Jones - Little Kids first big book of Space – National Geographic Kids 		<ul style="list-style-type: none"> - Nadiya’s Bake me a Celebration Story - Nadiya’s Bake me a Festive Story - Naidya’s Bake me a Story - My Monster and me – Nadiya Hussain - Today I’m Strong – Nadiya Hussain 		<ul style="list-style-type: none"> - Ranger Hamza’s Eco Quest – Ranger Hamza & Kate Kronreif - Let’s go for a walk – Ranger Hamza & Kate Kronreif - Little Children’s Nature Activity Book: 1 – Rebecca Gilpin - Nature Trail: A Joyful rhyming celebration of Natural Wonders on our doorstep 	



	EY REC Links	<ul style="list-style-type: none"> - Space - T4W story Focus F1 How to Catch a Star F2 Whatever Next - Light and Dark - Scientific Enquiry 	<p>Jigsaw – Healthy Eating Growing and Planting</p> <p>T4W story focus</p> <p>F1</p> <p>Rosie’s Walk, Goldilocks & The Three Bears, Enormous Turnip</p> <p>F2</p> <p>Little Red Hen, Gingerbread man, Handa’s Surprise</p> <p>Food Technology Scientific Enquiry</p>	<ul style="list-style-type: none"> - Forest schools - Understanding the world - T4W story focus F1 The Very Hungry Caterpillar, What the Ladybird Heard, we’re going on a Bear Hunt F2 The snail and the whale, Handa’s Surprise
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Development Matters Progression
See progression maps linked to launchpad for literacy.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts & Design</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Responding to art, sculpture and form, painting, and colour, drawing line and tone, printing pattern and textiles.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Designing, Making, Evaluating, Technical knowledge.</p>	<p style="text-align: center;">F2</p> <p style="text-align: center;">By the end of F2 children should achieve Early Learning Goal highlighted in yellow.</p> <p style="text-align: center;">For those children who may not be at this stage of progression, please refer to F1 stages.</p>	Creating with Materials		Being Imaginative and Expressive			
		Reception	ELG	Reception	ELG		
		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 the most of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, 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 making music and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • 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 with others and (where appropriate) try to move in time to the music. 		
		Expectations for Drawing / Painting					
		Autumn	Spring	Summer			
Pre schematic stage – children create a tangible record of their thoughts. Symbols for different images may change as they search for new concepts.	Schematic stage – children have a definite way to portray certain objects using simple shapes	Realism stage – children add detail to their work and compare it to that of others work and real objects/images.					



Inspirational Artist Focus

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Artist

Bridget Riley
Year 1 link- Art -Painting
and Colour.
Responding to art.

Andy Goldsworthy
Year 1 link - Art -
Printing Pattern and
Textiles.
Responding to art.

Barbara Hepworth
Year 1 link – Design &
Technology –
Construction.
Responding to art.

Grayson Perry
Year 1 link – Art
-Sculpture and
Form.
Responding to
art.

L.S Lowry
Year 1 link- Art –
Drawing, Line and
Tone.
Responding to art.

David Hockney
Year 1 link- Art – Drawing
Line and Tone.
Responding to art.



EY REC Links

- Bonfire night
- Colour
- Mastering the curriculum/ WhiteRose
- Colour mixing

- Understanding of the world
- Seasons
- Nature
- Transient art

- Model
- Clay work
- Construction
- Mixed media
- Outdoor large art

- Models
- Detailed printing clay
- Mixed

- Local locations
- Still life
- Buildings and construction
- Our community

- Local locations
- Urban and countryside comparisons
- Journeys

		<ul style="list-style-type: none"> - Colour mixing - Shapes - Sand, stone and ice, creations. 	<ul style="list-style-type: none"> - Links to St Ives in Cornwall. 	media		<ul style="list-style-type: none"> - Bridlington and Scarborough comparisons.
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Assessment	Term Date	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	F2	<ul style="list-style-type: none"> • Autumn Term Data Entry (RAG) • Moderation with local Delta Cluster Schools 	<ul style="list-style-type: none"> • December Data Entry (RAG) • Moderation with local Delta Cluster Schools 	<ul style="list-style-type: none"> • February Data Entry (RAG) • Moderation with local Delta Cluster Schools 	<ul style="list-style-type: none"> • April Data Entry (RAG) • Moderation with local Delta Cluster Schools 	<ul style="list-style-type: none"> • June Data Entry (RAG) • Moderation with local Delta Cluster Schools 	<ul style="list-style-type: none"> • Moderation Delta Cluster Schools
	F2	<ul style="list-style-type: none"> • Reception Baseline Assessment (RBA) • <u>ELS Phonics Assessment</u>: - EY Aut 1 GPC 	<ul style="list-style-type: none"> • EY – Yr1 Moderation • <u>ELS Phonics Assessment</u> - EY Aut 2 GPC - EY Aut 2 Blending 	<ul style="list-style-type: none"> • <u>ELS Phonics Assessment</u> - EY Spr 1 GPC - EY Spr 1 Blending - EY Spr 1 HRSW 	<ul style="list-style-type: none"> • EY – Yr1 Moderation • <u>ELS Phonics Assessment</u> - EY Spr 2 Blending EY Spr 2 HRSW 	<ul style="list-style-type: none"> • EY – Yr1 Moderation – QA EYFS Data • EY – Yr1 Moderation – Literacy/Reading • <u>ELS Phonics Assessment</u> - EY Sum 1 Blending 	<ul style="list-style-type: none"> • GLD Submissions to be sent to local authority (check dates)

		<ul style="list-style-type: none">- EY Aut 1 Blending- EY Aut 1 HRSW	<ul style="list-style-type: none">- EY Aut 2 HRSW				<ul style="list-style-type: none">• EY – Yr1 – Transition Meeting• <u>ELS Phonics Assessment</u><ul style="list-style-type: none">- EY Sum 2 GPC- EY Sum 2 Blending- EY Sum 2 HRSW• Phonics Screening Check (if you feel it is necessary)
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