

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Story	Supertato by Sue Hendra and Paul Linnet The colour monster goes to school.	Goldilocks and the Three Bears	Gruffalo by Julia Donaldson	Mr Wolf's Pancakes by Jan Fearnley	My Granny Went to Market by Stella Blackstone	A Journey through space
Focus	Healthy eating	Good choices/ Bears	Fears/ Dangerous animals	Traditional tales	Places in the world/ where we live	Space
Rationale	Diet and nutrition is a focus for our communities. A story with a simple plot for children to follow	Children in Reception need to learn about making the right choices. The book introduces simple inference and comprehension skills.	Children learn about woodland creatures and discussion around our own fears. The story contains more text and a story building in complexity and vocabulary. Children explore the rhymes within the story.	Children explore classic literature and understand the morals behind the stories.	A book to introduce children to countries around the world. Children use the text to recap and consolidate rhyming couplets.	A more complex story containing more text and subject specific vocabulary.
Over Arching Question	Are vegetables evil or good?	Can you give a bear a hug?	Are big things scarier than little things?	Should you always help your friends?	Are all places the same?	Is the moon made of cheese?
Enrichment	Visit to allotment.	Teddy bears picnic	Nell Bank	Café West	Yorkshire wildlife park Following a map to lady hill park	Bradford Planetarium Visit to a bee sanctuary
Phonics Progression	Phase 1 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	Group children at end of the term. If children are making quicker or slower progress, then they should be grouped sooner and planned for accordingly.  Teach: M, A, S, D, T, I, N, P, G, O, C, K, U, B, F, E, L, H, Sh, R, J, V, Y, W. accompanied	Introduce books once children are blending independently (see reading walk through)  Teach: Recap sounds from Autumn 2 Th, Z, Ch, Qu, X, Ng, Nk, accompanied by word time 1.5 &1.6.	Children are expected to be on Red books by end of the term  Teach: Ay, Ee, Igh, Ow, Oo, Oo, Ar, Or, Air, Ir, Ou, Oy See RWI Planning guide for word time info.	Continue to teach and consolidate Set 2 sounds	Children are expected to be on either Green or Purple books by end of the term  Continue to teach and consolidate Set 2 sounds

Writing Progression

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

with Word Times 1.1- 1.5, Word times will initially be taught as a standalone lesson while children transition into RWI.

Hear initial sounds in words. Beginning to blend with known letters for reading VC and CVC words.

Teach Red Words- I, the, to, and, went. My, no, go

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.

Consolidation of all sounds and gaps in knowledge.

Blend and segment known sounds for reading and writing VC, CVC

Teach Red Words- you, your, by, am, a

Use appropriate letters for initial sounds.

Blend and segment known sounds for reading and writing VC, CVC  
Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.

Teach Red Words- said, of, be, he, are

Build words using letter sounds in writing.

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 caption using phonic knowledge.

Teach Red Words- me, is, it, on, in, at, as

Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.

Write simple sentences using phonic knowledge, write digraphs and trigraphs independently or with support of sound mat.

Teach Red Words- we, she, here, was, some, can, big, get, come

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.

Maths Progression

Unit 1: Early Mathematical experiences  
Unit 2: Pattern and Early Number  
Unit 3: Numbers within 6  
Unit 4: Addition and Subtraction

Unit 5: measures- Length  
Unit 6- Shape and Sorting  
Unit 8: Numbers within 10

Revise: Numbers within 10  
Unit 7: Calendar and Time  
Unit 9: Addition and Subtraction within 10 (spend additional time here developing understanding of number composition)  
Unit 11: Grouping and sharing

Revise: Unit 11 Grouping and Sharing  
Unit 10: Numbers within 15- focus on depth within 10 for those who are not yet showing ELG knowledge.  
Unit 13: Double and Half  
Unit 14: Shape and Pattern  
Unit 15: Addition and Subtraction lessons 1-5

Unit 15: Addition and Subtraction lessons 6-10  
Unit 12: Numbers within 20  
Unit 16: Money  
Unit 17: Measures lesson 1-5

Unit 17: Measures lessons 6-10  
Unit 18:  
Unit 19:

Maths Meetings

See Maths Meetings Guidelines

**UTW Experiences**  
(Please note these can change with children's interests)

Our selves and our families- What did our Grandparents do? Where is important to us? Being healthy Autumnal changes Real superheroes- visit from a nurse, visit to fire station	Bonfire night/ fire safety Remembrance Day Christmas – visit from a Vicar, Christmas story Visit from a Police officer Bears and their habitats Deforestation/climate change	Diwali Deadly animals Winter weather changes Studying frost, snow, ice. Map of the Mouses journey	Pancake day Chinese New Year Mother's Day Holi Festival Easter / spring (new life) People of the past: Jesus/ Prophet Muhammad	Eid - Visit from an Imam Countries around the world/ the equator Where do we live? Map work What is the world made of?	Space- Planets, gravity, rockets, stars, Comparing our life with another country. First moon landing to Space X People of the past: Tim Peake/ Neil Armstrong Understanding Bees Summer changes Growing plants / flowers Lady Bird Life Cycle
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**Artist**

Jackson Pollock  
(Abstract Expressionism)

Wassily Kandinsky  
(Abstract)

Henri Matisse  
(Expressionism)

Piet Mondrian  
(De Stijl)

Friedensreich Hundertwasser  
(Modern)

Georges-Pierre Seurat  
(Pointilism)

**PSHE**

**Being me in my world**  
Identifying similarities and differences; recognise and manage my feelings; our right to learn at school; kind words and gentle hands; working well with others; being responsible  
**Dreams and goals**  
Challenges; perseverance; setting goal; words of encouragement; recognising feeling proud; jobs and aspirations

**Celebrating difference**  
Things I am good at; celebrating what others are good at; anti-bullying; being a kind friend; using kind words; giving and accepting compliments; celebrating Christmas  
**Healthy me**  
Importance of exercise, balanced diet, sleep and hand hygiene; stranger danger

**Relationships**  
Friendships: making friends; being a good friend; having good manners; loneliness; solving friendship problems; the impact of saying unkind words; how to calm down  
**Changing me**  
Labelling the body; different foods that help my body grow: noticing changes from being a baby to now; celebrating the year, worries about Year 1