

# Creative Dreams, Brighter Futures

		Block 1 01.09.25 – 10.10.25	Block 2 13.10.25 – 28.11.25	Block 3 01.12.25 – 23.01.25	Block 4 26.01.26 – 13.03.26	Block 5 16.03.26 – 08.05.26	Block 6 11.05.26 – 26.06.26	Block 7 29.06.26 – 17.07.26
Themes/ topics.		All about me	Celebrations	Help!	Amazing Animals	Outside!	Where in the World?	Transition
Celebrations/ Calendar events		Harvest (5 <sup>th</sup> Oct 2025) Black History Month (1 <sup>st</sup> Oct – 31 <sup>st</sup> Oct 2025)	Black History Month (1st Oct – 31st Oct 2025)  Diwali (20th Oct 2025)  Bonfire Night (5th Nov 2025)  Remembrance Day (11th Nov 2025)	Christmas (25 <sup>th</sup> Dec 2025)	Safer internet day (10 <sup>th</sup> Feb 20206)  Pancake day (17 <sup>th</sup> Feb 2026)  Chinese New Year (17 <sup>th</sup> Feb – 3 <sup>rd</sup> Mar 2026)  World Book Day (5 <sup>th</sup> Mar 2026)  Red Nose Day (13 <sup>th</sup> Mar 2026)	Easter (5 <sup>th</sup> Apr 2026) Eid-Al-Fitr (19 <sup>th</sup> Mar – 20 <sup>th</sup> Mar 2026) Ask if parents can do Mendhi patterns.	Eid-al-Adha (26 <sup>th</sup> May – 30 May 2026) Father's Day (21 Jun 2026)	
Possibilities and experiences		Make bread Nurses	Rice crispy cakes Diwali Day	Fire Service Visit Police Nativity	Mother's Day (15 <sup>th</sup> Mar 2026) Chicks	Planting seeds Zoo/farm trip Caterpillars	Sports day Fruit tasting	Transitioning
Literacy Genres to be visited throughout the year.  Fiction Journey Stories Traditional Tales Contemporary Stories Non-Fiction Instructions	The Write Stuff Texts (If possible – reading text to go in reading area).	The Rainbow Fish NF  Ruby's worry F	Chocolate mug cake NF  Poppies F	Christmas activities  Bear Shaped F  Shaped The Proudest Blue F	I wanna Iguana NF  The snail and the whale  F	All aboard the London Bus F  On sudden hill F	Handa's Surprise NF  HANDAS  HOW to catch a star F  Catch  "Star	Independent writing opportunities

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Spell some common exception words/red words.  Phonics (RWI)  Children are taught their Set 1 sounds  Recap on set 1 special friends:  Spell some common exception words/red words.  Spell some common exception words/red words.  Words.  Recap on set 1 special friends:  Spell some common exception words/red words to use in their writing.  Recap on any set 1 sounds (addressing sounds (addressing sounds):  Spell a range of common exception words/red words.  Words/red words.  Children are taught their set 2 sounds:  their set 2 sounds:  their set 2 sounds:			the sounds they can	hear.	phrases.	sentences.		when writing sentences.	
Phonics (RWI)  Children are taught their Set 1 sounds  Recap on set 1 special friends:  Exception words/red words.  Exception words/red words.  Exception words/red words.  Exception words/red words.  Exception words/red words to use in their writing.  Exception/ red words to use in their writing.  Exception words to use in			hear.				Begin to remember		Spell a range of
Phonics (RWI)  Children are taught their Set 1 sounds  Recap on set 1 special friends:  Exception words/red words.  Exception words/red words.  Exception words/red words.  Exception words/red words.  Exception words/red words to use in their writing.  Exception/ red words to use in their writing.  Exception words to use in					Spell some common	Spell some common	more common	Spell a range of	common exception
Phonics (RWI) Children are taught their Set 1 sounds friends:  Words.  Recap on set 1 Secap on any set 1 Sounds (addressing their set 2 sounds:					•	· ·			· · · · · · · · · · · · · · · · · · ·
Phonics (RWI)  Children are taught their Set 1 sounds  Recap on set 1 special friends:  Recap on set 1 special friends: th, special fri					-	· · · · · · · · · · · · · · · · · · ·		· ·	·
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		()	_	· ·			_		•
ay, ee,igii,ow,oo,oo,ai,			then see I sounds			-	See 2 Sourius.		
				опропрумарных	/d//	Saura Babali		ay, ee,igii,ow,oo,oo,	ay, ee,igii,ow,oo,oo,ai,

 <del>ор жен ш</del>							
Children will also be put into phonic groups in Block 2	m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v,w,x,y,z,th, ch, qu, ng, nk	Children are taught to blend sounds into words orally.  Children are taught to blend single-letter sounds (word time 1.1-1.4)	Secure blending of words with special friends (word time 1.5 and 1.6).	Secure blending on words containing all set 1 sounds.  Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7).  To be exposed to some common exception words: put,the,l,no,of, my,for,he	ay,ee,igh,ow,oo, oo,ar,or,air,ir,ou, oy  To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	ar, or, air, ir, ou, oy  Children are taught to blend words containing set 2 sounds.  Children to build speed of reading words containing set 1 sounds.	or, air, ir, ou, oy  Children are taught to blend words containing set 2 sounds.  Children to build speed of reading words containing set 1 sounds.
RWI Expectation: Where children should be by the end of the term Comprehension/ Reading Skills  EYFS Reading Gem Focus: Decode Enjoy Define Retrieve Infer Sequence redict	Read all single- letter set 1 sounds  Demonstrate an understanding of new vocabulary from books and texts.  Talk about a picture with appropriate vocabulary and in sentences.	Read all set 1 sounds.  Blend sounds into words orally.  Anticipate key events in a story.  Retell a familiar story with some exact repetition of language but also use some of their own words.	Blend sounds to read words.  Read short ditty stories.  Engage with and talk about non-fiction books.  Answer simple questions from what they have heard from books.  Can use vocabulary from books in different contexts.	Read Red storybooks  Can listen to a longer story and remember much of the plot.  Can begin to explain what has happened in a story.  Identify character's feelings in stories.	Read Green storybooks.  Read some set 2 sounds.  Engage in conversation about poems and rhymes.  Recall some verses from poems and songs.	Read Green or Purple storybooks.  Read some set 2 sounds.  Can use new vocabulary in discussions about books and texts.	Read Green or Purple storybooks.  Read some set 2 sounds.  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
Nursery Rhymes (These are the minimum that we will teach the children. Other songs and rhymes can be added to cater to child interest)	Head, Shoulders, Knees and Toes. If You're Happy and You know It.	Nativity     Songs     The Bear     Went Over     the     Mountain     Teddy Bear     Teddy Bear     Turn around.     This Little     Piggy	London     Bridge is     Falling Down     Humpty     Dumpty     London's     Burning	The animals went in 2 by 2. Walking Through the Jungle Five Little Monkeys.	Mary Mary     Quite     Contrary     Here We Go     Round the     Mulberry     Bush     Down by The     Bay     Sun, Sun Mr     Golden Sun.	<ul> <li>1,2,3,4,5</li></ul>	poems and during role play.

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Maths	Maths lesson to be planned across the half term using Maths MTPS, White Rose, NCETM and Yearly Overview.	Getting to know you!  Match, sort and compare  Measure and patterns	Measure and patterns  1, 2, 3  Circles and triangles  1, 2, 3, 4, 5  4 sided shapes	Alive in 5  Mass and capacity  Growing 6, 7, 8	Length, height and time  Building 9 and 10  3D shapes	To 20 and beyond  How many now?  Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections	Assessments Consolidation Transition etc
PSED/Circle Time		Being me in my World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Celebrating difference Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud, Consequences The Learning Charter	Dreams and Goals Setting goals Successes and achievements Learning styles Working well Partner work Tackling new challenge	Healthy me Keeping myself healthy Healthier choices Keeping clean Being safe Medicine safety Road safety Health and happiness	Relationships Belonging to a family Making friends Physical contact Qualities as a friend Self-acknowledgement Being good to myself Special relationships	Changing me Life cycles – animal/ human Changes since being a baby Differences between bodies Coping with change Transition	
PE Fundamental Skills Bending Creeping Digging Gripping Running Grasping Balancing Dodging Kicking Leaping Slither Spinning Galloping Hanging Pivoting Placing Speed changing Twisting Bouncing Dribbling Jumping Pulling Pushing Tip-Toe Aiming Shooting Crawling Hopping Rolling Squatting Avoiding Catching Changing Direction Rocking	Fundamental skills to be displayed in classroom/ outdoor area showing development of fine and gross motor skills	Locomotion Walking/Jumping	Rackets – bats, balls and ballons	Gymnastics	Dance	Games for understanding	Athletics	
UTW (Understanding the World)	We are Scientists (The Natural World)	Knows that changes occur to ingredients when making a bread roll.  Can talk about the five senses  Knows the four seasons and that this contributes to the different weather changes throughout the year.	Knows the four seasons and that this contributes to the different weather changes throughout the year.		Knows that animals change (life cycles).  Can talk about some things that make animals similar and different to each other.  Knows the four seasons and that this contributes to the different weather changes throughout the year.	Can use all of their senses to talk about what they notice and their findings about the natural world using taught vocabulary to describe colours, patterns, texture, properties and changes.  Knows that flowers grow from seeds & need	Knows that objects are made out of different materials and can name some.  Knows that some materials sink and some float.  Knows that light can shine through some materials and not others.	Knows the four seasons and that this contributes to the different weather changes throughout the year.

						water and sun to help them grow.		
	We are Historians (Past and Present)	I Can talk about my family members and	I Can talk about some significant events that	I knows some important stories and people from		Can talk about my day from morning to night	Knows some interesting historic places around	Knows some things that are the same and different
	(rast and Present)	know that they are different ages.  Knows some things that are the same and different between the	have happened in the past in my own life.	the past discussing common themes bravery, difficult choices and kindness.		using sequencing vocabulary.  Knows some interesting historic places in my local area.	the world.	between the past and now and can discuss them.
		past and now and can discuss them.						
	We are Geographers (The Natural World)	Can describe my immediate environment making observations.		Can use a map to find different places in my local environment and draw a simple map of immediate surroundings or imaginary place.		Know some similarities and differences between different places such as farms, towns and cities.	Know that they live in a country called England and live in a town called Wednesbury.  Know some differences between living in the UK and other countries.	
							Know there are 4 seasons called Autumn, Winter, Spring, Summer	
Links to RE Syllabus Block 3: F2 – Why is Christmas special for Christians?							and know what the weather can be like at these times of year.	
Block 6: F3 – why is easter special for Christians? F5 – Which places are special and why?  Block 3 and Block 6 F6: Which stories are	We are members of the community. (People, Culture and Community)	Can talk about some familiar bible stories. – The Creation story.  Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways.  Know some ways that Hindus and Sikhs celebrate Diwali.	Knows the jobs of some people in the community and discuss how they help us (police, fire brigade, doctors, nurses, vets, teachers etc.).  F2: Know some ways	Know that we must look after animals and can say why?	Know some simple ways we can look after our environment.  F5: Understand that some places are special to members of their community	Know some ways that Muslims celebrate Eid.	
special and why?				that Christians celebrate Christmas.  F6: Can talk about some familiar bible stories. – The Christmas Story		F6: Can talk about some familiar bible stories – The Easter Story  Know that we must look after plants in and can say why?		
	We are							d and will develop a positive
	Technologists.	disposition towards techno	ology and a motivation to us	se it for a purpose. Role-play	to provide the link between	the children's world and the	e setting's environment. The	learning environment will

	(embed skills	engage children in play tha	nt reflects their lives and give	es them opportunities to exp	perience how to handle tools	s, including technological to	ols, which they see in the wor	ld about them. Role-play to		
	through adult led	be resourced carefully and	e resourced carefully and include all the appropriate technologies that one would find in real life.							
	and child-initiated									
	activities using									
	overview of									
	knowledge and									
	skills document).									
EA&D	We are Artists/	Can draw a self-portrait	Join materials with a	I will know how to build	Can represent animals	I will know that I can	Join materials with a			
(Expressive Art and	Chefs/Designers	including all key	range of "joining"	with a range of	and plants in my	change colours by	range of "joining"			
Design)		features noticing some	equipment using taught	construction toys.	drawings including	mixing red, blue and	equipment (glue, tape,			
		details.	vocabulary to name		some key features.	yellow and talk about	split pins, hole punches,			
			materials and describe	Christmas cards		what I see.	string) when junk			
		To make a bread roll	colours, patterns,		Mother's Day cards		modelling and collaging,			
		following a simple	texture when creating a			Easter Cards	choosing the most			
		picture recipe.	collage or picture.		Join materials with a		appropriate methods. I			
					range of "joining"		can talk about what I			
		Knows what I can do			equipment using taught		have made and evaluate			
		and eat to stay healthy.			vocabulary to name		it.			
					materials and describe					
					colours, patterns,		Father's Day cards.			
					texture when creating a					
					collage or picture.					
	We are performers	Music Hub	Music Hub	Music Hub	Music Hub	Music Hub	Music Hub			
	(Music)	Our Senses	Light a Candle	Who shall I be today?	Amazing Africa Animals	Busy City	Working World			
		40-60	40-60	Musical Learning and	Musical Learning and	Musical Learning and	40-60			
Lessons to be taken				<u>Audio</u>	<u>Audio</u>	<u>Audio</u>	Early Years Profile			
from Music Hub –										
Collins Express.										