










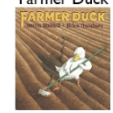
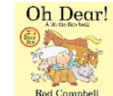

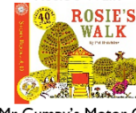



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Creative Dreams, Brighter Futures






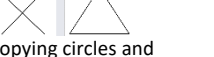


N1&N2 Just N1 Just N2

		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!	Outside!	Amazing Animals	Where in the World?	Transition
Celebrations/ Calendar events		Harvest (5 th Oct 2025) Black History Month (1 st Oct – 31 st Oct 2025)	Black History Month (1 st Oct – 31 st Oct 2025) Diwali (20 th Oct 2025) Bonfire Night (5 th Nov 2025) Remembrance Day (11 th Nov 2025)	Christmas (25 th Dec 2025)	Safer internet day (10 th Feb 2026) Pancake day (17 th Feb 2026) Chinese New Year (17 th Feb – 3 rd Mar 2026) World Book Day (5 th Mar 2026) Red Nose Day (13 th Mar 2026) Mother's Day (15 th Mar 2026)	Easter (5 th Apr 2026) Eid-Al-Fitr (19 th Mar – 20 th Mar 2026)	Eid-al-Adha (26 th May – 30 May 2026) Father's Day (21 Jun 2026)	
Possibilities and experiences			Diwali Day	Nativity Christmas		Planting seeds Eid day	Sports day	Transitioning
Literacy Genres to be visited throughout the year. <u>Fiction</u> Journey Stories Traditional Tales Contemporary Stories <u>Non-Fiction</u> Report/Fact File		Jack and the jelly beanstalk – F  Pigs Might Fly – F 	Penguins – NF  Lost and Found – F 	Elmer  Brown Bear, Brown Bear  A Rainbow of my Own 	We're going on a Bear Hunt  The Gruffalo  Percy the Park Keeper 	The Little Red Hen  Farmer Duck  Oh Dear! Oh Dear! 	The Train Ride  Rosie's Walk  Mr Gumpy's Motor Car 	
	Children experience the Initiate, Grandma's words and	Focus on the 5 senses lenses of Noticing, Touching, Smelling,	Focus on the 5	Grandma Fantastic is introduced to create collections of words.	Grandma Fantastic is used to create collections of words.	Children to use Grandma's words in verbal sentences and	Children to use Grandma's words in verbal sentences and	Children to use Grandma's words in verbal sentences and

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	Model element as part of small group. literacy sessions.	Tasting and Checking. These will be referred to in a variety of activities and key vocabulary will be used and rehearsed	lenses of Feeling, Action, Asking and Imagining These will be referred to in a variety of activities and key vocabulary will be used and rehearsed	Children begin to use Grandma's words in verbal sentences and suggest ideas for teachers to scribe sentences.	Children to use Grandma's words in verbal sentences and suggest ideas for teachers to scribe sentences.	suggest ideas for teachers to scribe sentences. Small groups of children (who are ready) begin to "chot" using letter sounds learnt in the early stages of their RWI sessions.	suggest ideas for teachers to scribe sentences. Small groups of children (who are ready) begin to "chot" using letter sounds learnt in the early stages of their RWI sessions.	suggest ideas for teachers to scribe sentences. Small groups of children (who are ready) begin to "chot" using letter sounds learnt in the early stages of their RWI sessions.
	Phonics (RWI)	Hear and discriminate between sounds in their environment. Match sounds to instruments and other sound makers. Spot and suggest rhymes. Count and clap syllables. Alliteration. Identifying the initial sound of words and objects. Say the sound. Read the sound. Review the sound. Air write the letter. Fred Talk.	Hear and discriminate between sounds in their environment. Match sounds to instruments and other sound makers. Spot and suggest rhymes. Count and clap syllables. Alliteration. Identifying the initial sound of words and objects. Say the sound. Read the sound. Review the sound. Air write the letter. Fred Talk.	Hear and discriminate between sounds in their environment. Match sounds to instruments and other sound makers. Spot and suggest rhymes. Count and clap syllables. Alliteration. Identifying the initial sound of words and objects. Say the sound. Read the sound. Review the sound. Air write the letter. Fred Talk.	Hear and discriminate between sounds in their environment. Match sounds to instruments and other sound makers. Spot and suggest rhymes. Count and clap syllables. Alliteration. Identifying the initial sound of words and objects. Say the sound. Read the sound. Review the sound. Air write the letter. Fred Talk.	To those who it is appropriate, before starting to teach Set 1 sounds: <ol style="list-style-type: none">1. Practise using 'pure sounds'.2. Use Fred Talk to teach oral blending.3. Teach children to name the pictures. Teach a new sound every day for about 15 minutes. Children are taught their initial Set 1 sounds: 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. Say the sound. Read the sound. Review the sound. Air write the letter. Fred Talk Hear and write initial sounds in words.	To those who it is appropriate, before starting to teach Set 1 sounds: <ol style="list-style-type: none">1. Practise using 'pure sounds'.2. Use Fred Talk to teach oral blending.3. Teach children to name the pictures. Teach a new sound every day for about 15 minutes. Children are taught their initial Set 1 sounds: 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. Say the sound. Read the sound. Review the sound. Air write the letter. Fred Talk Hear and write initial sounds in words.	To those who it is appropriate, before starting to teach Set 1 sounds: <ol style="list-style-type: none">1. Practise using 'pure sounds'.2. Use Fred Talk to teach oral blending.3. Teach children to name the pictures. Teach a new sound every day for about 15 minutes. Children are taught their initial Set 1 sounds: 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. Say the sound. Read the sound. Review the sound. Air write the letter. Fred Talk Hear and write initial sounds in words.
	Comprehension /Reading Skills EYFS Reading Gem Focus:	Understand Print has meaning. Learn new vocab from books.	Name parts of a book e.g. cover, pages, Title, author etc.	Discuss characters from stories – what do we know about them?	Different purposes of print – e.g. leaflets, posters, recipes, books, stories, lists, labels, instructions etc.	Use nonfiction books / websites to find out facts about animals.	Where is the story set?	To maintain interest and focus during the reading of stories.

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	Decode Enjoy Define Retrieve Infer Sequence predict	Talk about own favourite stories.					What do you think it would be like to go there? How do you know?	To understand that information can be retrieved from books – when guided by an adult. To comment appropriately on what has been read to them with adult support.
	Songs and Rhymes (These are the minimum that we will teach the children. Other songs and rhymes can be added to cater to child interest)	<ul style="list-style-type: none"> Head Shoulders Knees and Toes. If you're happy and you know it. Twinkle Twinkle. 	<ul style="list-style-type: none"> .Sing a Song of Six Pence 	<ul style="list-style-type: none"> I can sing a rainbow. Christmas songs Nativity songs 	<ul style="list-style-type: none"> Hot Cross Buns. Two Little Dicky Birds. Incy Wincy Spider. Five little monkeys Taking home a baby bumble bee. 	<ul style="list-style-type: none"> Baa Baa Black sheep. Old Macdonald. 5 little ducks. Mary had a little lamb. Little Bo Peep. 5 little speckled frogs. Dingle Dangle Scarecrow. 	<ul style="list-style-type: none"> The Wheels on the Bus. Row Row Row your Boat. The Grand Old Duke of York. Jack and Jill. 	
	Writing Funky fingers. Write dance. Pre letter writing shapes.	Funky Fingers Pre letter writing shapes. Set 1  Free mark making. Representing objects words with marks. Putting sentences together orally.	Funky Fingers Pre letter writing shapes. Set 1  Set 2 Help to compose sentences for adults to scribe. Copies circles.	Funky Fingers Pre letter writing shapes. Set 2  Set 3  Help to compose sentences for adults to scribe. Copying pre-writing patterns/shapes with good control.	Funky Fingers Pre letter writing shapes. Set 2  Set 3  Copying circles and crosses. Begin to form recognisable letters. First letter of name.	Funky Fingers Pre letter writing shapes. Set 3  Understands writing has a purpose (e.g. to tell something) – pretend play. Copying letters from their name.	Funky Fingers Pre letter writing shapes. Set 3  Writes own name independently. Begins to use letter correspondences in play e.g., m for mummy.	Begins to form recognisable letters. Writes some/all the letters from their name.
Maths	Lessons to be planned across the half term using Maths MTPs, White Rose, NCETM and Yearly Overview	Getting to know you! Colours Matching Sorting	Comparison – more than, fewer, the same Build with shapes and objects Explore repeat patterns	Counting – hear and say number names Counting – ordering number names Subitising – see 1,2,3 Repeat patterns	Position and space Subitising – show me 1,2,3 Counting – move and label 1,2,3 Position and routes	Counting – take and give 1,2,3 Match, talk, push and pull Subitising – dots Compare and sort collections	Start to puzzle Making patterns Subitising – games and actions Counting – show me 5	Assessments Consolidation Transition etc

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					First patterns	Lead own repeat patterns	Counting stop at 1,2,3,4,5 Match, sort and compare	
PSED	Circle Time to happen once a week.	Being me in my World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities.	Celebrating difference Identifying talents Being special Families Where we live. Making friends Standing up for yourself	Dreams and Goals Challenges, Perseverance, Goal setting, Overcoming obstacles, seeking help, jobs, Achieving goals	Healthy me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	
PE Fundamental Skills: Crawling Carrying Lying Waving Running Chasing Grasping Reaching Clapping Flicking Painting Shuffling Gripping Climbing Pressing Squeezing Collecting Jumping Pinching Stacking Balancing Hopping Marching Stepping	Fundamental skills to be displayed in classroom showing development of fine and gross motor skills – weekly.	Locomotion	Dance	Gymnastics	Throwing and catching	Attack and defend	Athletics	
UTW (Understanding The World)	We are Scientists. (The natural world)	Knows some foods that keep me healthy. Know Talk about different foods – fruits and vegetables and begin to discuss ways to keep healthy. Talk about the differences between materials and changes they notice when cooking.		Naming materials and patterns they notice. Know Talk about the properties of materials (bendy, stretchy, hard, soft).	Learn the different names of minibeast. Know that caterpillars turn into butterflies. Know Talk about the features of minibeasts. Plant seeds. How can we look after plants?	Learn the different names of farm animals. Know Talk about the features of animals.	Naming materials – Junk modelling. Know Talk about the features of animals.	
	We are Historians. (Past and present)	Can talk about significant people in my life.	Can talk about the experiences I have had with my family.	Can talk about changes I observe		Know that humans/animals grow over time – time connectives (first, then, next, after).	Can talk about my daily routine. What I do in the morning and what I do at night. Can talk about similarities and differences with types	

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RE Syllabus Theme Links: <ul style="list-style-type: none"> - People who help us - People special to me - Special times - My life - Myself - We are all different and we are all special - The natural world 							of transports used when going on journeys e.g.: trains, buses, cars etc...	
	We are Geographers. (The natural world) Weather chart to be on display every morning for children to discuss.	Where do I live? My school environment Where is my school?	Towns discuss difference between settings.	Know that there are different countries of the world (country flags and their colours and patterns). Have we been on holiday to another country? Where have we visited?	In the Forest discuss difference between settings.	On the Farm discuss difference between settings.	The seaside discuss difference between settings.	
	We are members of the community. (People, culture and community)	Name some jobs in the community that help us. Name Talk about	Can join in with special occasions/celebrations and talk about them.	Can join in with special occasions/celebrations and talk about them. Begin to understand that there are differences between people (appearance, hair colour, skin types). Know Talk about the features.	Know that we must look after our environment (including plants).	Know that we must look after animals and how to look after them.	Can join in with special occasions/celebrations and talk about them.	
	We are Technologists. (embed skills through adult led and child-initiated activities using overview of knowledge and skills document).	Activities to ensure that children see technology used for real purposes and will develop the understanding that technologies are tools to be used when they're needed and will develop a positive disposition towards technology and a motivation to use it for a purpose. Role-play to provide the link between the children's world and the setting's environment. The learning environment will engage children in play that reflects their lives and gives them opportunities to experience how to handle tools, including technological tools, which they see in the world about them. Role-play to be resourced carefully and include all the appropriate technologies that one would find in real life.						
EA&D (Expressive Art and Design)	We are Artists/ Chefs/Designers	Can draw a face with eyes, nose, ears, mouth and hair. Draw a person with head and body.	Baking	Can name colours. Can name and talk about how they change when they mix. Christmas cards Can join different materials together when creating a collage or picture. Nativity	Mother's day cards Can join different materials together when creating a collage or picture. .	Can join different materials together when creating a model or a collage picture of animals. Easter cards Can join different materials together when creating a collage or picture	Can use construction to build models of transport. Father's Day cards.	

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Lessons to be taken from Music Hub – Collins Express.	We are performers (Music)	Music Hub <u>Our Senses</u> 22-36 30-50	Music Hub <u>Light a Candle</u> <u>Musical Learning and</u> <u>Audio</u>	Music Hub <u>A Sky Full of Colour</u> <u>Musical Learning and</u> <u>Audio</u>	Music Hub <u>Our Growing World</u> <u>Musical Learning and</u> <u>Audio</u>	Music Hub <u>Under the Sea</u> <u>Musical Learning and</u> <u>Audio</u>	Music Hub <u>Going Places</u> 22-36 30-50	
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