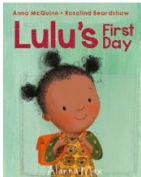
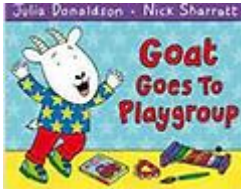
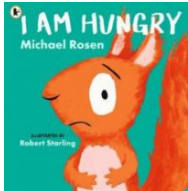
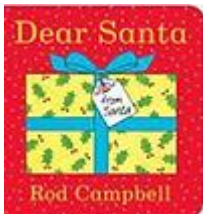
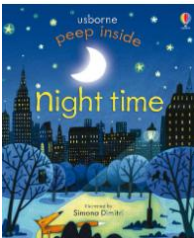
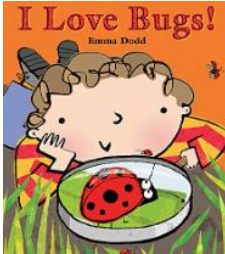
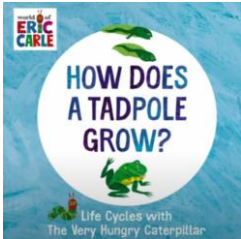
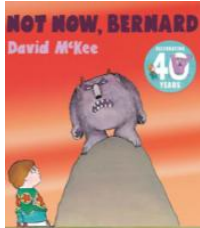
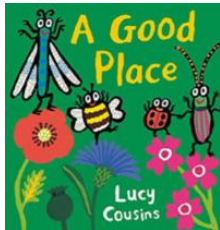
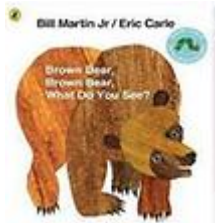
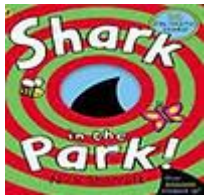
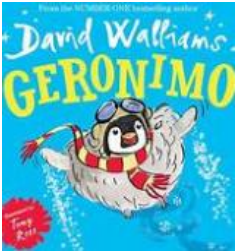
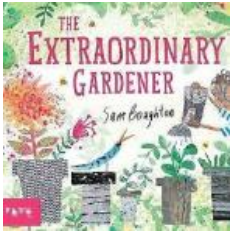
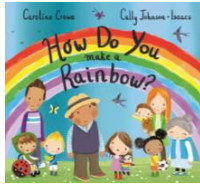
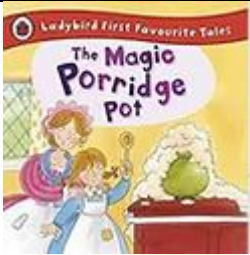
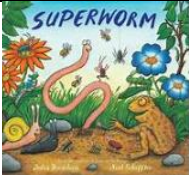
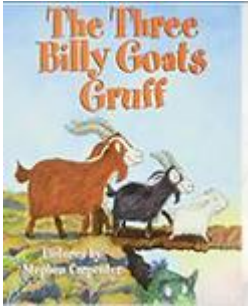
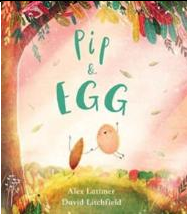
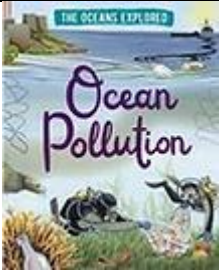
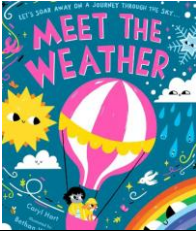


	I am special...	Amazing Autumn!	Light and Dark	Spring Time!	All Around Us...	Wonderful World!
General Themes (including WanderLust-Hygge in EYFS)	Families Pets New beginnings Owls People who help us Spiders	Badgers Hedgehogs Darkness Hannukah Bonfire Night Fire Harvest Christmas	Northern Lights Moss Weather/ Winter Lent Ramadan Mud Rocks Worms Stars	Easter Spring Flowers Rain Seeds Tadpoles and Ponds Holi Eid	Nests Baby animals Rainbows Grasses Clouds Wind Monsters	Sunshine and Shadows Superheroes Storms Herbs Bees Beach
High Quality Texts Pre-School	  	 	 	 	 	 
High Quality Texts Reception						

	 		 			 
Songs and Poems	If you're happy and you know it! Five Little Monkeys It's raining... This is the way we lay the bricks 5 currant buns I'm a little hedgehog...	It's Diwali! 5 little robots I am a robot London Bridge is Falling Down One Tomato, Two Tomato... The Robin Song	Five Little Polar Bears Five Little Penguins The Gruffalo Song There's a worm at the bottom of the garden The snail song	Little Peter Rabbit Did you ever see a bunny? There's a tiny caterpillar on a leaf We're going on a Bear Hunt Jack's Magical Beans Spring Chicken	There was a princess long ago Puff the Magic Dragon Wind the Bobbin Up Old King Cole Sing a Song of Sixpence	The Big Ship Sails When I was One... I'm a Pirate Elephants have wrinkles Jungle Boogie
Key Events and Opportunities Parental Involvement	Harvest Festival National Poetry Day Curriculum Evening for Reception Class Dojo Stay and Learn- PSED and CLL Visit from Police, Builders, FireFighter	Diwali Day Campfire World nursery rhyme week Remembrance day Hannukah Christmas Walk to the post office	Trip to Mrs Dowson's Farm Valentines day Chinese New Year National Storytelling week Pancake day Stay and Learn- Maths Class Dojo Vaisaki	Living Eggs Mother's Day World Book Day Easter celebrations Whole school assembly Stay and Learn- EAD Class Dojo	Father's Day Whole school Worship Stay and Learn- U of World Class Dojo	Williamson Park The Butterfly House End of year Worship Class Dojo Sport's Day Celebration Day- invite parents to celebrate

		Visit from Vet and postman Nativity performance Class Dojo Stay and learn-phonics				
Characteristics of Effective Learning	Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Communication and Language						
Listening and Attention, Understanding and Speaking						
Nursery	I am learning to: Listen to my key person when interested Listen to simple rhymes with visuals. wait for a short period when supported with a visual cue I can respond appropriately to a prompt, e.g. 'ready steady go'! listen to simple rhymes and simple stories with visuals Use simple words to talk and comment about things that interest me Understand and can follow a simple story with pictures or visual prompts Ask simple questions. My words are clear and understood by adults. follow a simple instruction.					
Pre-School	I am learning to: Listen with interest to a story Join in with rhymes Follow simple instructions Talk in front of others	I am learning to: Listen to conversation Respond to stories and rhymes that I have heard Use pronouns in my talk Use new words in my talk.	I am learning to: Respond to conversations Remember some simple elements from a story Join in with a story	I am learning to: Join in with conversation Take turns when I talk Answer questions Follow simple instructions that	I am learning to: Join in with repeated phrases Retell simple stories Talk about what is happening Predict what might happen next	I am learning to: Respond to how and why questions. Talk about an event in the past Speak in full sentences Ask simple questions

	Speak in simple sentences.		Use describing words in my sentences Use time words in my talk.	include prepositions. Recite songs and rhymes by heart Retell parts of a story.		Describe actions and events.
Reception	I am learning to: Concentrate until an activity is completed listen and respond to others' talk. Answer why questions Initiate conversations. Join in with discussions Use new vocabulary Talk about simple feelings. Begin to use conjunctions.	I am learning to: Make sensible suggestions about what might happen next in a story Ask questions about the stories I have listened to Answer how questions with support. Talk about what I am thinking Give reasons Tell simple stories orally	I am learning to: Listen for longer periods of time Follow a story without visual clues Follow 3-part instructions. Talk about and explain my ideas Express my opinions Talk about a series of events Use conjunctions.	I am learning to: Make relevant comments about what I have heard Listen attentively in different situations Answer how questions clearly. Talk about my feelings, linking actions. Talk about a series of ideas.	I am learning to: Follow more complex instructions that have several ideas. Listen for longer sessions and make relevant comments to show that I have understood. Tell stories orally following a sequence.	I am learning to: Maintain conversations in a variety of situations. Talk about a series of events in sequence Be fluent and coherent when I talk to others Adapt my talk in response to the listener.
Personal, Social and Emotional Development						
Self Regulation, Making Relationships, Managing Self						
Nursery	I am learning to: Have a strong relationship with my key person.					

	Play alongside other children when my key person is close by. Show clear enjoyment when I engage in my favourite learning experiences Overcome emotional outbursts with support from my key person Demonstrate spectator/ onlooker behaviour as I watch other children but may not play with them. Take turns in simple learning experiences with support from my key person Explore the nursery environment by myself but will check in regularly with my key person. Repeat play experiences and learn through a unique schematic approach With support from my key person, I will have a go when a task is difficult. I need support with my self care needs. Wait for a very short time (e.g. seconds) for example when I am waiting for a turn Follow physical and visual cues from my key person · I can follow one simple instruction					
Pre-School	I am learning to: Join in with others during my play Talk to others who are playing near to me. Try new things with support Follow rules with support. Wash and dry my hands with support. That I have different emotions. Talk about myself and my family	I am learning to: Choose who I play with To invite other children to play with me. Persevere with support Put on and take off some items of clothing with support. Talk about special times	I am learning to: Respond appropriately to others in my play Talk to others in my play. Behave appropriately within boundaries. That my words and actions can affect others. Say how I feel with support.	I am learning to: Share and take turns with support. Be more independent in following the rules Persevere with challenges. To wait for my turn. Talk about bedtime routines.	I am learning to: Be aware of others' needs and wishes. Put on and take off some items of clothing independently. Shift attention from one thing to another. Talk about how to be healthy through brushing my teeth.	I am learning to: Be a good friend. Recognise what is healthy and unhealthy. Follow a 2-part instruction. Help others. To compromise in play with support
Reception	I am learning to: Talk about my own feelings. Follow the rules	I am learning to: Talk about the feelings of others'	I am learning to: Talk about how my actions can affect others	I am learning to: talk about my own and others' behaviour and how it can affect others.	I am learning to: Change my behaviour to suit the situation Reflect on my behaviour with support.	I am learning to: Follow instructions involving several ideas. Link my behaviour to my own and others' feelings.

	Do some things without help Talk about what is right and wrong. Manage my own personal hygiene needs Dress and undress independently. Listen to what others say.	Begin to change my behaviour to suit the situation Tackle a challenge Talk about ways to be healthy through exercise. Resolve conflicts with support. Play cooperatively Share and take turns.	Accept changes in routine Attend to more than one thing at a time Try different ways to do things Play cooperatively with different groups.	Be more independent Take risks Be more resilient Talk about why healthy food choices are important. Find ways to resolve conflicts independently.	Talk about the reasons for rules Talk about what is right and wrong in different contexts. Take account of and include others' ideas.	Follow rules independently. talk about healthy lifestyles. Think about how others' feel when I make decisions and choices.
	Physical Development					
	Fine Motor/ Gross Motor					
Nursery	I am learning to: Run safely. Climb on simple structures. Make marks in lots of different ways with large and spontaneous movements Use a palm grasp to control mark making tools; Move energetically running and jumping. Walk up and down stairs using two feet at a time.					
Pre-School	I am learning to: Draw circles and lines Build my finger strength Use one handed tools Move in a range of ways	I am learning to: Build my finger strength Draw simple representations of myself. Develop my core strength to balance	I am learning to: Develop my wrist stability and strength Develop a pincer grip. Cross the midline	I am learning to: Use one handed tools with increasing control Copy some letter shapes. Use both sides of my body to	I am learning to: Hold writing tools using a tripod grip Copy letters in my name. Throw and catch a variety of objects of different weights and sizes.	I am learning to: Control writing tools using a tripod grip Form some letters from my name accurately. Move confidently in a range of ways.

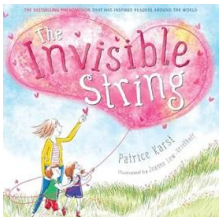
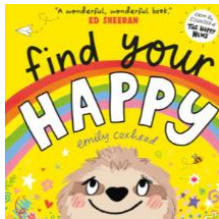
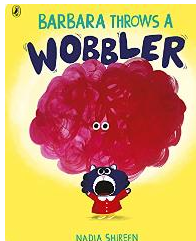
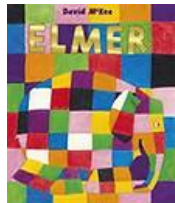
	Move around space safely Draw lines and circles using my whole arm.	Build my upper body strength.	Use both sides of my body to do the same thing at the same time.	do the same thing alternately Kick a ball.		
Reception	I am learning to: Control and manipulate tools effectively Handle writing tools with dexterity. Move in a range of ways showing control and coordination.	I am learning to: Use anticlockwise movements in my writing. Retrace vertical lines. Develop spatial awareness to avoid obstacles	I am learning to: Draw intersecting lines and shapes. Coordinate both sides of my body to do different things. Travel around, over, under and through obstacles	I am learning to: Consistently use a tripod grip. Develop my hand-eye coordination.	I am learning to: Form all letters correctly. Throw, catch and kick with accuracy	I am learning to: Form letters clearly so that they are legible to others. Develop my strength and stamina.
	Literacy					
	Comprehension, Word Reading and Writing					
Nursery	I am learning to: Know and enjoy singing at least six nursery rhymes; Enjoy looking at books with encouragement from my key person; Distinguish between the different marks I make Enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology Enjoy a story with my small group					
Pre-School	I am learning to: Listen and respond to stories, rhymes and poems.	I am learning to: Talk about which stories I like. Act out parts of a familiar rhyme.	I am learning to: Listen and respond to stories, rhymes and poems	I am learning to: Act out parts of a familiar story or rhyme. Retell parts of a story.	I am learning to: Talk about key events in stories.	I am learning to: Predict what might happen next in a story.

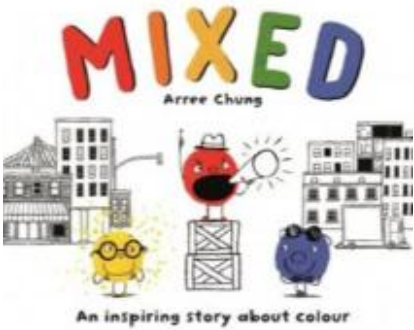
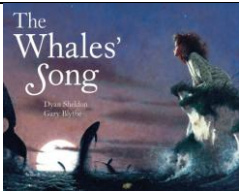
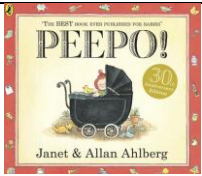
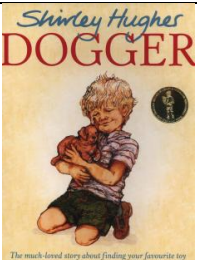
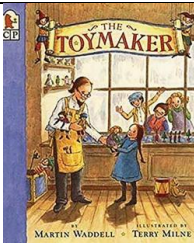
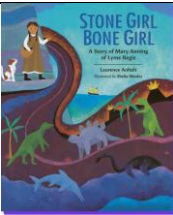
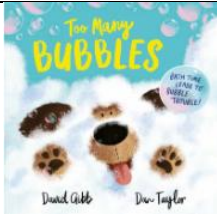
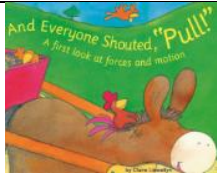
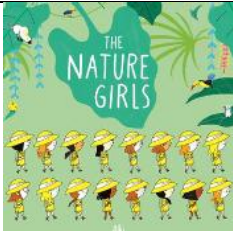
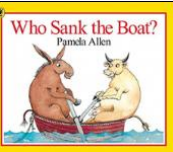
	Discriminate between sounds Join in rhythmically with songs and rhymes Hold a book the right way up and turn the pages in order. Talk about the marks I make.	Develop my auditory memory Copy a sequence of sounds. Keep in time to a beat. Use some shapes in my writing.	Talk about key events in a story that I like. Recognise that some words sound the same. Know that a sentence has lots of words.	Recognise that some words start with the same sound Identify syllables in a word. Copy letters in my name.	Say what has happened in a story. Make a set of rhyming words Recognise familiar words and signs. Write some letters in my name correctly.	Work from left to right and top to bottom. Write the initial sound for a word correctly with support.
Reception	I am learning to: Listen to and enjoy a range of stories. Talk about stories using pictures. Predict the storyline. Hear and say initial sounds. Read some common exception words. Begin to link sounds to letters. Represent sounds with letter shapes. Write my own name in full.	I am learning to: Talk about the features of texts. Use new vocabulary from books. follow words with one-to-one correspondence. Begin to read words consistent with their phonic knowledge. Recognise rhyme and alliteration. Segment CVC words. Label initial sounds.	I am learning to: Talk about how stories are structured. Describe the setting, characters and events. Read words consistent with their phonic knowledge. Locate and recall the title of a book. Match capital and lowercase letters. Form lower and uppercase letters. Write labels. Form letters clearly	I am learning to: Retell narratives in the correct sequence. Begin to repeat words or phrases to check it makes sense. Express preferences for books. Show awareness of rhyme and alliteration when reading. Reread appropriate books. Write captions. Write some irregular words.	I am learning to: Use and understand new vocabulary. Say how they feel about books, poems etc. Follow and read with 2/3 lines of text. Say the sound for each letter of the alphabet and at least 10 digraphs. Spell simple and multisyllabic words phonetically. Write irregular words.	I am learning to: Talk about what has been read to me, retell the stories and adapt narratives. Read aloud simple sentences consistent with phonic knowledge. Begin to take note of some punctuation. Write simple sentences.

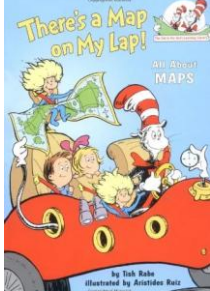
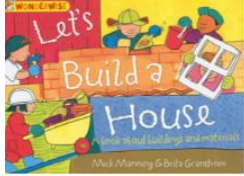
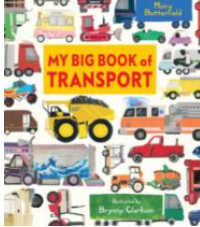
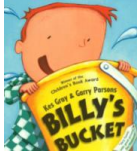
		Write sounds in the correct sequence.				
	Mathematics					
Nursery	I am learning to: Say numbers spontaneously through play but without real meaning Be curious about numbers in the environment .' Talk about and identify patterns around me – stripes, spots. Use informal language like pointy, spotty, blobs Talk about and explore 2d and 3d shapes using informal language 'round', 'flat', 'corners' Understand position through words alone – under the table Recognise 'how many' instantly when looking at a small group of objects, e.g. 'one nose', 'two eyes' Extend and create an ABAB pattern Select shapes appropriately e.g. triangular prism for a roof, flat surfaces for building etc Make comparisons between objects relating to size, weight, capacity and length e.g. 'this is bigger'					
Pre-School	I am learning to: Notice and talk about patterns Count forwards Recognise some numerals. Sort objects Compare objects by size, shape and quantity. Count with support Subitise with support Use shapes within play.	I am learning to: Copy a simple pattern Recognise when two amounts are the same Recognise numerals 0-3. Count a set of objects using 1:1 correspondence Use number names in rhymes and songs Recognise similarities and difference between shapes.	I am learning to: Compare amounts Know that amounts will change if things are added or taken away Use number names to identify how many Subitise to 3 Know that when I am counting, the last number I say is always the total. Use shapes within play.	I am learning to: Continue a simple pattern Recognise when there is more or fewer in a group Recognise 0-5. Count an irregular arrangement of objects. Find the correct shape to complete a picture or structure e.g. circle for a face.	I am learning to: Count backwards Recognise some numerals between 6-10. Subitise to 5 using fingers Recite numbers in order to 20. Name some 2D shapes.	I am learning to: Create a new pattern following an example Order 0-5. Recognise that an amount stays the same no matter how it is displayed.
Reception	I am learning to: Count actions or objects	I am learning to:	I am learning to: Compare mass and capacity.	I am learning to:	I am learning to:	I am learning to:

History Geography Science R.E	talk about myself and people that I know. Notice features of my immediate environment Say what makes me special. Use my senses to explore natural materials.	Talk about the jobs of people that I know. Talk about the features of my immediate environment. Talk about how people celebrate different traditions. Use my senses to explore living things Notice things in the natural world. Talk about the changes I notice	Talk about past and present events that happened in my own life. Use map of my immediate environment. Use non-fiction books to find out about where we live. Talk about different religions and cultures. Talk about how things look, feel, sound and smell.	Talk about events in nursery that happened in the past. Use maps of my environment to identify landmarks. Recognise that some people celebrate particular festivals. Ask questions and make comments about the world around me. Talk about how things grow and change.	Talk about myself as a baby Compare myself as a baby to now Talk about past events in the lives of familiar people. Talk about the features of where we live. Talk about different religions and cultures. Take care of living things	Talk about people that I come across and the jobs that they do Talk about how I have changed since I started nursery. Use maps and non-fiction books to talk about different countries. Talk about ways that people we know are different and unique. Talk about different weather and seasons
Reception	I am learning to: Talk about my own family and people special to me. Describe features of my own environment. Talk about what makes me special. Observe the natural world and draw their observations. Notice how some things are the same and some different.	I am learning to: Describe jobs that people do and why they are important. Use maps of my own environment. Talk about different ways that people celebrate. Talk about similarities and differences.	I am learning to: Talk about how people lived in the past. Use maps and non-fiction texts to find out about other countries. Describe similarities and differences between environments Explain the reasons for some traditions.	I am learning to: Talk about the similarities and differences between things in the past and now. Describe and compare the seasons. Compare similarities and differences between different religions and cultures. Describe the features of plants and animals.	I am learning to: Talk about significant people and events in the past. Compare features of our environment to another environment. Talk about how seasons affect the natural world.	I am learning to: Sequence some significant historical events. Compare living in this country to living in another country. Talk about ways to look after the natural world.

		Recognise seasonal changes.	Give reasons for the changes I notice e.g. melting.			
	Expressive Arts and Design					
Nursery	I am learning to: Join in with songs and rhymes by showing that I am listening; Explore creative experiences such as painting and gluing with support from my key person. Explore different materials, using all my senses to investigate them. Use chunky paintbrushes, and can print and make marks with blocks, sponges etc Manipulate and play with different materials. Use my imagination as I consider what I can do with different materials. Make simple models which express my ideas.					
Pre-School	I am learning to:	I am learning to:	I am learning to:	I am learning to:	I am learning to:	I am learning to:
Music	Explore colour	Use malleable materials	Experiment with different techniques	Draw a person with some features	Talk about what I am doing in my art	Make and use props when pretending
Art	Explore texture	Use a variety of tools	Use lines to draw shapes	Represent my ideas using 3D materials.	Explore colour mixing.	Draw with more detail.
Dance/	Explore different media.	Draw different lines.	Use simple shapes in my drawings.	Talk about my ideas.	Talk about my plans when constructing.	Solve problems
Drama	Join materials.	Say what I am doing.	Make up my own simple songs and rhymes	Keep in time with music.	Tap out a rhythm I have heard.	Find different ways of doing things.
DT	Experiment with sounds	Talk about the sounds I hear	Experiment with different instruments.	Develop narratives in my imaginary play.	Engage in imaginary play within a group.	Share my music making with others.
	Listen carefully and respond to the sounds I hear.	Sing familiar songs and rhymes by heart.	Act out familiar stories using props and character voices.	Balance and cross the midline within dance.	Copy sequences of movement within dance.	Negotiate roles within imaginary play and role play with friends.
	Engage in pretend play based on own experiences.	Engage in role play with others.		Copy movements and move to music.		
	Experiment with movements.	Negotiate space within dance.				

Reception Art Dance/ Drama DT	I am learning to: Mix colours to create shades and tones. Combine lines and shapes. Choose the most appropriate materials. Sing new songs and rhymes. Follow the melody of a song.	I am learning to: Draw detailed pictures. Use different textures. Manipulate materials in different ways. Compose and adapt songs.	I am learning to: Experiment with a range of tools Choose appropriate tools Mould and sculpt. Make a plan. Talk about my design. Compose and adapt music.	I am learning to: Explore and experiment with techniques Combine different media and materials. Join materials in different ways. Talk about how different music makes me feel.	I am learning to: Create 3D representations in different ways. Combine media in different ways. Adapt my plans. Express my opinions about different types of music.	I am learning to: Extend role play using props and materials. Describe and explain the processes I have used. Perform individually and in a group.
Focus Dance	Scarecrow Dance	Bhangra Dance	The Gruffalo Dance	Spring Dance	Dragon Dance	Pirate Dance
Focus Music Pre- School	Exploring Instruments	Choosing Instruments	Introducing Loud and Quiet	Pulse	Playing in a Group	SSSHH!
Focus Music Reception	Me!	Singing	My stories	Everyone	Our World	Singing
PSED	Good to be Me 	Resolving Conflict 	Feelings 	Emotions 	Taking turns and Patience 	Being a good friend 
Focus Artist	Lowry 	Vincent Van Gogh 	Claire Young	Eric Carle	Georgia O'Keeffe 	Jean Michel 

						
Stories						
Focus History	My Family	Families long ago World Wars	How have toys changed ?		Fossils Mary Anning	Flight Ameila Earheart
Stories						
Focus Science	Bubbles!	Pushes and Pulls	Habitats	Bugs	Clouds!	Who sank the boat?
						
Focus Computing	Awesome Autumn Algorithms		Winter Warmers		Spring Time	

Focus Geography	Houses and Homes	Maps	Northern Ireland	Transport	Pollution	At the Seaside
						
Diversity	Harvest 	Remembrance Day 	Rosh Hashanah 	Eid 	Princes and Princesses around the world	Places of Worship around the world
Schemes/ online resources used to support learning	Communication and Language- NELI Phonics- Red Rose Letters and Sounds PSED- CORAM Life Education P.E- Lancashire P.E Scheme of Work Maths- NCETM, Number Fun Understanding of the World- Wander Lust Hygge in the Early Years Expressive Art and Design- Access Art Music- Charanga/ BBC Teach Computing- Barefoot Computing					