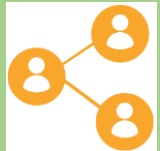
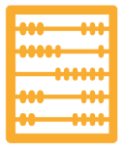


Area of Learning	Autumn 1-	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Starting school Marvelous Me- Why am I special. Family	Autumn Autumn festivals-Halloween, Diwali Diwali, Bonfire Night Christmas. Toys old and new	Chinese New Year Winter and seasons	Easter Growing up – babies - generations Planting/Gardening/Spring London. Knights visit	butterfly/plant/sunflowers Local Area – RWB, jubilee lake picnic People who help us – paramedic visit Parents to share jobs	Summer holidays (past and present) Hot places Animals and habitats
50 Lingleaze Experiences	To make a book Welly walks	Perform to an audience. To see a live theatre production. Reading buddies Welly walks	Go for a welly wander in Royal Wootton Bassett. Reading buddies Welly walks Visit to Oriental Aroma	Plant some seeds. To grow something Reading buddies Welly walks To hold an animal-Roves Farm/Zoo lab	Build a den. Have a picnic. Reading buddies Welly walks Rainforset.	Cloud spotting Reading buddies Welly walks
Communication and Language 	<i>Understand how to listen carefully and why listening is important.</i> <i>Engage in story times</i> , rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. <i>Understand ‘why’ questions.</i> <i>Use sentences 4-6 words.</i> <i>Use talk to organise play.</i>	Listen in familiar & new situations. <i>Engage in story times.</i> Maintain attention in new situations. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Follow <i>instructions with 2 parts</i> in a familiar situation. <i>Start a conversation with peers and familiar adults and continue for many turns.</i> <i>Develop social phrases</i>	Listen attentively in a range of situations. Maintain attention during appropriate activity. <i>Engage in non-fiction books.</i> Consider the listener and take turns. <i>Use talk to organise/stand for something else in play.</i> Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i> <i>Ask questions to find out more and check understanding.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i> <i>Begin to connect one idea or action to another using a range of connectives.</i> Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <i>Describe events in some detail.</i> Express ideas about feelings and experiences. <i>Articulate their ideas and thoughts in well-formed sentences.</i> Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different contexts.</i> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	<i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i>	<i>Listen carefully to rhymes and songs, paying attention to how they sound.</i> <i>Learn rhymes, poems, and songs.</i>		<i>Use new vocabulary in different contexts</i> <i>Listen to and talk about stories to build familiarity and understanding.</i>		
Personal, Social and Emotional Development Self-regulation 	<i>Can talk about feelings.</i> Welcome distractions when upset. <i>Increasingly follow rules.</i> <i>Know likes and dislikes.</i> Independently organise belongings in the morning. Manage personal hygiene. <i>Build constructive and respectful relationships.</i> SCARF: Me and my relationships	<i>Beginning to express their feelings and consider the perspectives of others.</i> Begin to take turns and share resources. Independently choose where they would like to play. <i>Continue to build constructive and respectful relationships.</i> SCARF: Valuing Difference	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Can identify kindness. Seek others to share activities and experiences. SCARF: Keeping Safe	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. SCARF: Growing and changing (RSE)	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities. <i>Show resilience and perseverance.</i> SCARF: Being my Best	<i>Able to identify and moderate own feelings.</i> <i>See themselves as a unique and valued individual.</i> Can seek out a challenge and enjoy the process. Show sensitivity to others’ needs and feelings. SCARF: Rights and respect
Religious Education	Key Question F1: Which people are special and why?	Key Question F2: Why is Christmas important to Christians?	Key question F3: Why do we celebrate? New Year	Key Question F5: What is Easter?	Key question F4: What do stories tell us?	Key Question F6: What is special about our world?
Physical Development 	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene To develop a pencil grip Cutting skills	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To use a pencil with control Cutting skills	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. 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: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

	Rolling, shaping Get Set 4 PE- Introduction to PE Unit 2 Moving safely Following instructions Using equipment safely Following pathways and taking turns Working with a partner	Modelling dough skills. Get Set 4 PE-Dance Unit 2 Copy and repeat actions Explore and remember actions Explore and use props Move with control, coordination and expression Move to a count.	STFC Ball skills Catching and throwing Sending and Receiving Team skills Defending	STFC Ball skills Sending and Receiving Ball chasing Using a ball with control	Get Set 4 PE- Athletics To move at different speeds over varying distances. To develop balance. To develop changing direction quickly. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.	Get Set 4 PE To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together.
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on ‘Physical Development’ skills plan.					
Literacy 	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
Literacy	Word Reading: Hear general sound discrimination and be able to orally blend and segment.	Word Reading: 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 a few common exception words matched to the school’s phonic programme.	Word Reading: 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 a few common exception words matched to the school’s phonic programme.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
Phonics	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					
	Phase 1/2 Hear general sound discrimination. Orally blend and segment simple words. Know grapheme phoneme correspondence of 19 letters. (s,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,l) Know tricky words- is, I, the	Phase 2 Consolidate skills from Aut 1 Know the remaining grapheme - phoneme correspondence for j,v,w,x,y,z, Know the consonant digraphs – zz,ff,ll,ss,qu,sh,th,ch,ng,nk	Phase 3 Consolidate skills from Autumn 2. ai,ee,igh,oa,oo,oo,ar,or,eur ow, oi,ear,air and er Longer words and words with double (consonants) letter	Phase 3 Consolidate Phase 3 Words with 2 or more digraphs, longer words -ing,s, es//z/-endings, compound wirds, s/z/ Consolidate term 3 tricky words and secure spelling.	Phase 4 Short vowel cvcc, cvcc,ccvc, ccvcc, cccvc, ccvcc Longer words, compound words, root words ending in ing,ed/t/id/ed, est Read tricky words said,so,have,like,come,some,love,do,	Phase 4 cvcc, cvcc,ccvc, ccvcc, cccvc, ccvcc s/s/z/, es longer words, , compound words, root words ending in ing,ed/t/id/ed, est, er and est endings

	identify rhythm, rhyme, alliteration	-Reading words ending in -s/s/z/ Know tricky words- put, pull,full,as,and,has,his,her,go,no,to,int o,she,push,he,of,we,me,be Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling	Know tricky words – was, you, they,my,by,all,are,sure pure Blend and segment known sounds for reading and spelling VC, CVC, CVCC	Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	where,here,little,says,there,when,wh at,one,out today 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 sentence using phonic knowledge.	Write longer sentences using phonic knowledge, write digraphs and trigraphs.
Literacy	Emergent writing: 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. Composition: Use talk to organise describe events and experiences. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Emergent writing: 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. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Emergent writing: 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 Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)						
Mathematics	Count objects, actions, and sounds. Subitise to 3 Matching. Sorting & Comparing Match objects	Explore the composition of numbers to 5 Subitise Automatic recall number bonds 0-10	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10 To twenty and beyond	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10

	Match pictures and objects Identify a set. Sort to a type Explore sorting techniques. Create sorting rules Comparing amounts Comparing size, mass & capacity Day and night Simple routines	Find 1,2,3 Subitising 1,2,3 Representing 1,2,3 I more and1 less Composition of 1,2,3 Formation of 1,2,3 Circles and triangles -name, compare, shapes in the environment Positional language- describe position. 1,2,3,4,5 Find 4,5 Subitising 4,5 Representing 4,5 I more and1 less Composition of4,5 Composition of 1,2,3,4,5 Shapes with 4 sides Exploring pattern - making simple.	Alive in 5 Mass and capacity Growing 6,7 and 8	Length, height and time. Building 9 and 10 Exploring 3d shapes	How many now? Addition and subtraction, Manipulate, compose, and decompose shape. Sharing and grouping-Doubling, Sharing and grouping	Visualize, build and map. Even and odd Patterns and relationships
	Ongoing throughout the year Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the ‘one more/one less than’ relationship between consecutive numbers. Compare length, weight, and capacity. Select, rotate, and manipulate shapes 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. Continue, copy, and create repeating patterns.					
Understanding the World 	Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them. Enquiry Find out about life in the past through sources eg photos, talking to familiar adults -Photos of members of staff when they started school. Link to HW talk and share pictures of family members. and stories. -What was school like in the past? Compare Victorian school and to school now. Use	Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.	Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories.	Chronology: Recount an event, orally, pictorial and/or with captions. Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.	Chronology: Order experiences in relation to themselves and others, including stories. Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.
	Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past. Using Little People, Big Dreams books.					
	Respect: Themselves, special things in their own lives, classroom and outside spaces..	Respect: 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.	Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	Respect: Understand that some places are special to members of their community.	Respect: Animals and know how to care for an animal/pets

	UWTalk about and describe features of their own family, talk about families in other countries across the world.	UW- Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world- Link to PSHE			UW- Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)	
	Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, matching pictures to areas of the school., nature area map and read commons signs and logos. Enquiry: What’s the windiest place in school? Using pin wheels to find the best place to fly a k for kite like Titch.	Mapping:. Use positional language i.e., under, beside, on top of etc. Link to literacy Bear hunt maps and drawing maps and adding pictures from a journey. Enquiry: How does the weather effect and change the local area? Go on a leaf hunt and plot trees and collect to match a colour wheel. Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.	Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica. Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.	Mapping: <i>Draw information from a simple map</i> and identify landmarks of our local area walk. Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.	Enquiry: Comment and ask questions about the different parts of the local community. Understand the key features of the life cycle of a plant or animal.	Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps) Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.
	Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Observation: Explore the natural world around them by taking part in weekly forest school inspired ‘Nature School’ sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.					

Expressive Arts and Design 	Refer to Art and Design progression map to facilitate progression through child led interests.					
	Portrait skills – drawing themselves, observational work Artist study – Picasso/Frida Kahlo Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers Develop storylines in their pretend play.	Artist study – Yayoi Kusama- design Alexander Girard-sculpture, Kandinsky-printing and drawing round. Charanga Songs: I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song Sing in a group or on their own, increasingly matching the pitch and following the melody.	Artist Study – Yves Klein Charanga Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Artist Study-Monet- Lowery- Pictures of places Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey Create collaboratively sharing ideas, resources, and skills.	Artist Study – Van Gogh/Matisse/ Kandinsky Explore art from another country of study Charanga Songs: Big Bear Funk Listen attentively, move to, and talk about music, expressing their feelings and responses.	Artist Study – Van Gogh- observational drawing Matisse- Collage Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat Watch and talk about dance and performance art, expressing their feelings and responses.
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.					