

2026/2027	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
	Marvellous Me!	Lets Celebrate	From Snow To Stars	Once Upon a Time	Amazing Animals	Fun at the Seaside
Focus Topics	Starting School My New Class New Beginnings Ourselves My Body Being Kind My Family	Celebrations Space Light and Dark Autumn	Polar Regions Climates Hibernations Where do we live? How can we travel around the world? How can we look after our planet?	Fantasy Creatures Jack and the Beanstalk Goldilocks Tooth Fairies The Three Little Pigs	Farm Healthy Eating Growing – Left Cycles Habitats Spring	Underwater Worlds Summer Beaches Sea life Seasonal Change
Key Events	Transitions Harvest Birthdays	Remembrance Day Halloween Diwali World Space Week Guy Fawkes/ Bonfire Night Nativity Christmas Santa Visit Reindeers?	Valentines Day Pancake Day Chinese New Year	Food tasing – different foods Mothers Day Easter St Georges Day Easter Egg Hunt	Farm Visit Caterpillars transformations Healthy Eating Week	Pool day! Transitions Sports Day
Talk Through Stories Texts	The Rainbow Fish Perfectly Norman Rubys Worry	Room on the Broom Aliens Love Underpants	Lost and Found Stick Man Super Tato	George and the Dragon Six Dinner Sid A little bit Brave	Farmer Duck Anna Hibiscus Song Slow Samson	Billys Bucket A Giant Jam Sandwich Tiddler

Other key texts	The Colour Monster	Christmas Stories / Nativity	One Snowy Night	Jaspers Beanstalk	The Tiny Seed	The Snail and the Whale
	Dogger	The Jolly Christmas Postman	Lost and Found	Jack and the Jelly Beanstalk	Olivers Vegetables	
	Cottonwool Collin				The Very Hungry Caterpillar	The Sea Saw
	My Monster and Me	Rama and Sita	Aliens Love Underpants	Goldilocks and the Three Crocodiles	Argh Spider!	Hugless Douglas
		Owl Babies			What the Ladybird Heard	The Odd Fish
	Elmer		One Plastic Bag	CinderGorilla	Click Click Moo	
	5 Minutes Peace	Supertato Carnival	Can't you Sleep		We catch the Bus	Sharing a Shell
		Catastro -Pea!	Little Bear	The Magic Paintbrush	Walking through the Jungle	Stella and the Seagull
	Funny Bones	Mog's Birthday	Around The World We Go	Charlie Cooks Favourite Book	We're Going on a Lion Hunt	Commotions in the Ocean
	Incredible You	Eight Nights, Eight Lights.	The Boy Who Sailed The World	Freddie and the Fairy	You're Called What??	Lucy and Tom at the Seaside
	Super Duper You		Martha Maps it Out			
	If all the world were		What a Wonderful World	The tooth fairy and the Crocodile.	The owl who was Afraid of the Dark	Clean Up!
	The perfect fit				The Pandas who Promised.	Paddington a day at the seaside.
	This is me!		The Journey Home		Poo in the Zoo	
					Non – fiction about creatures.	

Literacy - Reading/Word Reading	Phonics Sounds – RWI Set 1 whole class Listening to Stories – Joining in with rhymes and showing an interest in stories with repeated phrases. Having a favourite story. Engaging in conversations about stories, learning new vocabulary.	Phonics Sounds – Differentiated Groups Retell Stories related to events through acting / role play. Sequence stories – using vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letters.	Phonics Sounds – Differentiated Groups Retelling Stories with the recently introduced Vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through pictures/mark making. Read simple phrases. Read a few common exception words matched to RWI. Ensure home reading books match their phonics knowledge.	Phonics Sounds – Differentiated Groups Building Fluency and understanding. Re-read books to build up their fluency and their understanding and enjoyment. Children to develop their own narrative.	Phonics Sounds – Differentiated Groups Explaining the stories they have listened to or have read themselves. Retell a story with actions and/ or picture prompts. Use story language when acting out a narrative. Can explain the main events of a story. Rhyming words Fiction and non-fiction. Beginning to understand that a non-fiction is a non-story.	Phonics Sounds – Differentiated Groups Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters including drawing a setting. Can point to front cover, back cover, spine, blurb, illustrations, author and title.
Literacy - Writing	Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to the marks they make. Writing initial sounds.	Writing CVC words. Name writing. Labels using initial sounds. Practising correct letter formation.	Caption Writing and tricky words. Writing some of the tricky words such as I, me, my, like, to, the.	Begin to write simple sentences. ‘Hold and write a sentence’ Create own story maps, writing captions, writing simple sentences.	Writing simple sentences. Writing for a purpose in role play using phonetically plausible attempts at words.	Writing simple sentences that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly.

	Use Initial sounds to write labels. Writing names. Learning correct Letter formations.		Labels using CVC, CVCC, CCVC words. Create a story board. Practise correct letter formation.	Encourage correct letter formation.	Begin to use finger spaces. Write 2 sentences. Ensure correct letter formation.	Beginning to use full stops, capital letters and finger spaces. Write a character description.
Mathematics	Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers.	• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality);	Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers	Understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2	Begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek

		to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching				
Communication and Language	Listening, Attention and Building Confidence Children develop confidence in communicating with familiar adults and peers. They learn to listen to others, follow simple instructions and take part in short conversations. Children begin to express their needs, feelings and ideas using increasingly clear language and develop an awareness of turn-taking.	Developing Vocabulary and Understanding Children develop their vocabulary through stories, songs, rhymes, play and everyday experiences. They begin to use new words in context and respond to questions about what they have heard. Children follow two-part instructions and begin to listen and respond appropriately during small-group and	Expressing Ideas and Sustaining Conversations Children become increasingly confident when speaking in front of others and begin to use longer, more detailed sentences. They talk about their experiences, ideas and interests and begin to explain their thinking. Children develop their ability to maintain conversations by listening, responding and taking turns appropriately.	Developing Understanding and Reasoning Children develop a wider vocabulary and use language to explain, describe and make connections between ideas. They listen carefully to stories, information and instructions and respond with relevant comments and questions. Children begin to use language to predict, justify their ideas and explain how or why	Confident Communication and Extended Language Children communicate confidently with adults and peers in a range of situations. They use increasingly complex sentences and a broad range of vocabulary to express their thoughts, feelings and ideas. Children listen attentively, ask and answer questions, take turns in conversations and begin to adapt their	Effective Communication and School Readiness Children confidently express themselves, sharing ideas, experiences and opinions using clear and increasingly well-structured sentences. They listen attentively and respond appropriately to others, maintaining conversations and taking turns. Children use language to explain their thinking, solve problems, retell

		whole-class activities.		something has happened.	language according to the situation.	familiar stories and engage confidently in a range of social and learning situations.
Physical Development	Developing Body Awareness and Basic Movement Children develop awareness of their bodies and begin to move safely and confidently within different spaces. They practise walking, running, stopping and changing direction, developing basic balance and coordination. Children explore different ways of moving, including crawling, jumping, climbing and travelling at different speeds. Developing Hand Strength and Control Children develop	Balance, Coordination and Control Children develop greater control when moving and begin to maintain their balance for longer periods. They practise jumping with two feet, hopping, negotiating obstacles and moving around equipment safely. Children begin to coordinate movements with increasing accuracy and develop confidence when using climbing and balancing equipment. Developing Pencil and Tool Control	Developing Ball and Movement Sequences Children develop their ability to throw, catch, roll, kick and aim with increasing control. They practise coordinating their hands and feet when working with balls and other equipment. Children begin to combine different movements into simple sequences and respond to instructions involving changes in direction, speed and movement. Developing Precision and Letter Formation	Strength, Agility and Spatial Awareness Children develop greater strength, stamina and agility through a range of physical activities. They practise balancing, jumping, hopping, climbing and travelling in different ways with increasing confidence. Children become more aware of others and the space around them, adjusting their movements to avoid collisions and move safely. Refining Pencil Control and Coordination Children refine their	Refining Coordination and Physical Skills Children refine their control and coordination when performing a range of movements. They develop more accurate ball skills, including throwing, catching, kicking and aiming, and begin to use equipment with greater precision. Children combine movements more fluently and demonstrate improved balance, strength, agility and spatial awareness. Applying Fine Motor Skills in Writing and Practical Tasks	Applying Skills with Confidence and Independence Children apply their gross motor skills confidently in a variety of activities and physical challenges. They demonstrate increasing control, coordination, balance and strength when running, jumping, hopping, climbing and using equipment. Children can combine movements into sequences, follow rules and instructions, work cooperatively with others and make safe, independent

	hand and finger strength through a range of activities such as playdough, threading, peg boards and construction. They begin to develop control when making marks and using a range of tools. Children practise using both hands together and develop increasing confidence with everyday tasks such as opening containers and fastening clothing.	Children develop greater control when using pencils, crayons, paintbrushes and other tools. They begin to develop a more effective pencil grip and practise forming basic shapes, lines and patterns. Children strengthen their fingers and hands through activities such as cutting, manipulating dough, tweezing and threading.	Children develop increasing precision when using small tools and begin to form letters and numbers with greater control. They practise correct letter formation alongside their phonics learning. Children develop their ability to cut along lines, manipulate small objects and use construction resources with increasing accuracy.	pencil grip and develop greater control over the size, direction and pressure of their marks. They practise forming letters and numbers accurately and begin to write short words and phrases with increasing independence. Children develop hand-eye coordination through cutting, threading, building and other precise activities.	Children apply their developing fine motor skills across a range of classroom activities. They demonstrate increasing control and accuracy when writing, drawing, cutting, joining and manipulating resources. Children become more independent when managing fastenings, using tools and completing practical tasks.	choices during physical play. Refining Skills and Developing Independence Children demonstrate well-developed hand strength, dexterity and coordination. They use pencils and other tools with increasing precision and control and form letters and numbers accurately. Children confidently apply their fine motor skills to writing, drawing, construction, creative activities and everyday self-care tasks, showing increasing independence and stamina.
PSED	Managing Self – New beginnings. See themselves as valuable individual.	Managing self – getting on and falling out.	Managing self – Good to be me feelings.	Managing self – Relationships	Managing self – Looking after others.	Managing self – Be confident to try new activities and show independence,

	Class rules and routines.	How to deal with anger. Self – confidence. Build constructive and respectful relationships.	Learning about qualities and differences. Celebrating differences, identity and moderate their own feelings socially and emotionally. Encourage to talk about own feelings.	What makes a good friend? Random acts of kindness. Looking after our planet. Turn taking	Friendships Dreams and goals. Show resilience and perseverance in the face of a challenge.	resilience and perseverance in the face of a challenge.
	Building relationships. – Through the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to others needs. Playing both team games and board games play an important role in the reception year. This enables the children to understand turn talking and working cooperatively.					
Understanding the World	Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to	People, Culture and Communities Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali. The Natural World Exploring light and dark. How can we see in the dark?	People, Culture and Communities Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother's Day Seasons - Winter	Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and	Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars. Maps of the farmyard and developing maps of the local area.	Exploring the differences between land and water. Exploring the seaside now and in the past. Seasons - Summer

	tell the difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Role play – home setting. Seasons – Autumn.			hear the natural world around them during hands-on experiences. Seasons - Spring		
Expressive Arts and Design.	Exploring and Experimenting Children explore a wide range of materials, tools, sounds and creative experiences. They experiment with colour, texture, shape, movement and different ways of making marks. Children begin to use their imagination in role play, music and small-world play, expressing their ideas through creative activities. Self portraits Use of the continuous	Developing Creative Skills Children begin to select materials and resources for a particular purpose and explore different techniques. They develop increasing control when drawing, painting, modelling and constructing. Children join in with songs, rhymes and music-making, exploring different sounds and using movement to respond to music. Linking colours to festivals. Firework	Creating with Purpose Children develop their ability to represent their ideas, experiences and imagination through art, music, construction and role play. They begin to talk about their creative choices and experiment with combining different materials and techniques. Children develop confidence in singing, moving rhythmically and using instruments to create and respond to sounds.	Developing Imagination and Artistic Expression Children use their imagination to develop more complex role-play scenarios and create stories through play. They refine their skills in drawing, painting, collage, modelling and construction, adding increasing detail to their creations. Children explore rhythm, beat, pitch and tempo and begin to perform songs and	Refining Techniques and Developing Ideas Children independently choose appropriate materials, tools and techniques to represent their ideas. They develop greater control and detail in their creative work and begin to evaluate and adapt their creations. Children use music, movement, role play and storytelling to express ideas and develop imaginative narratives	Independent and Confident Creative Expression Children confidently express their ideas and imagination through a range of artistic, musical and imaginative experiences. They independently select and combine materials, techniques and resources, creating work with increasing detail and purpose. Children confidently sing, perform, move to music, act out stories and develop imaginative play

	provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures. Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play	pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas. Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – home corner (enhanced with Christmas)	Winter pictures and scenes. Chinese New Year – lanterns Singing songs and learning some familiar songs – Winter songs. Role-play – the arctic. Small world - arctic explorer. Chinese New Year songs.	movements with greater confidence. Spring pictures. Flower artwork. African Art Singing songs and learning some familiar songs – Easter songs. Role-play – home scene. Small world – Castles and Dragons.	collaboratively with others. Farm pictures Healthy Eating collages. Singing songs and learning some familiar songs – Spring songs. Role-play – farm shop/garden centre. Small world play – farmyards.	with others, explaining and reflecting on their creative choices. Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports. Singing songs and learning some familiar songs – Seaside/Sea songs. Role-play – under the sea.
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