







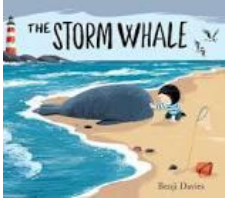


	<u>Autumn 1</u> This is My Place	<u>Autumn 2</u> Stars, Sparks and Celebrations	<u>Spring 1</u> Helping Hands and Hero Hearts	<u>Spring 2</u> Magic, Mischief and Make-Believe	<u>Summer</u> Ready Steady Grow	<u>Summer 2</u> Our Wonderful World
Enrichment Visits, Events and Celebrations	Transition Harvest Festival Mental Health week Autumn Walk St Stephens Church Visit	Anti Bullying Week Christmas Celebrations Nativity Performance Winter Walk Remembrance Service Pantomime Visit Diwali Celebrations Hanukkah Celebrations	Inspirational week Valentines Day Chinese New Year Safer Internet Day Shrove Tuesday Visits from people who work in our community	Collective worship Mother's Day Easter Service World Book Day Comic Relief Spring Walk	Gardening Day	Father's Day Sports Day Transition Sea Life Centre
High Quality Text	Super Duper You The Body Book The Colour Monster The Something I'm (almost) Always Kind The Squirrel Who Squabbled Pumpkin Soup	Celebrations Around the World Star in the Jar The Darkest Dark The Dark The Jolly Christmas Postman Joy to the World Stickman	Juniper Jupiter Simone Biles David Attenborough Frida Kahlo Shu Lin's Grandpa Chicken Clicking	Little Red The Elves and the Showmaker The Gingerbread Man Jack and the Beanstalk Hansel and Gretel	The Extraordinary Gardener Errol's Garden A Seed is Sleepy Camille and the Sunflower Bee Tad The Story Orchestra: Four Seasons in One Day	The Storm Whale Somebody Swallowed Stanley The Sea Saw The Snail and the Whale The Lighthouse Keeper's Lunch Flo
Personal Social and Emotional Development	Self-Regulation Managing Self Building Relationships					
	Children are starting to express their feelings and seek comfort from trusted adults. They learn to name emotions, ask for help, and become more self-aware. Socially, they share, take turns, comfort others, and build positive relationships. They grow more independent with routines like		Children understand behaviour expectations and sometimes help others follow them. They take pride in their achievements and are more independent with daily tasks like eating, drinking, and asking for help. They make healthy choices, care for their hygiene, and develop resilience. Socially, they form		Children confidently share their achievements and take pride in themselves. They try new things and build resilience, independence, and perseverance for upcoming transitions. They make healthy choices and care for themselves. Socially, they form caring friendships, help others, include peers,	



	coming into school, using the toilet, and managing coats. They also begin to understand and follow class rules, showing patience and awareness of others.	friendships and enjoy building relationships through play and conversation.	apologise when needed, and respect different likes and dislikes.			
Jigsaw	Being me in my World Who...Me? How am I feeling today? Being at School Gentle Hands Our Rights Our Responsibilities	Celebrating Difference What I am Good at? I'm Special Families Homes Making Friends Standing Up for Myself	Dreams and Goals Challenge Never Giving Up Setting Goals Obstacles and Support Flight to the Future Footprint Awards	Healthy Me Every Bodies Body We like to Move It Food Glorious Food Sweet Dreams Keeping Clean Safe Adults	Relationships My Family and Me Making Friends Falling Out Bullying Being the Best Friend, We Can Be	Changing Me My Body Respecting My Body Growing Up Fun and Fears Celebration Year One Ready
Communication and Language	Listening and Attention Understanding Speaking					
	Children are developing listening skills, showing growing attention during story time and group tasks. They follow simple instructions and understand basic 'why' questions. Their communication is improving—they speak in simple sentences, use expression, start conversations, and interact with others during play. They enjoy songs and rhymes and are beginning to explore rhyme and alliteration. <i>Wellcom Assessments to be completed for ALL CHILDREN in September</i>	Children are developing strong listening skills across activities like carpet time, Collective Worship, and phonics. They maintain focus during tasks, listen carefully to others, and take turns in conversation. They ask questions to deepen understanding and show comprehension through story retelling and discussion. Their spoken language is more confident and detailed, using new vocabulary, full sentences, and talk to explain, describe, and solve problems.	Children are developing strong listening and attention skills, following three-part instructions and staying focused across tasks. They ask questions to deepen understanding and use new vocabulary confidently in play and conversation. Their language is becoming more detailed and accurate, using full sentences and correct tenses. They can explain events, solve problems through talk, retell familiar stories, and create imaginative ones, showing a growing and varied vocabulary.			
PE Focus (See PE Hub planning)	Body Management	Dance	Manipulation and Coordination	Gymnastics	Cooperate and Solve Problems	Speed Agility and Travel
Weekly Gross Motor building skills (Climbing, balancing, taking weight on hands)						



Physical Development Gross Motor	Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment.	To develop overall body; strength, balance, co-ordination and agility. Developing ability when dancing to music.	Continue to develop overall body strength, balance and co-ordination. Experiment moving in different ways. Show increasing control with a ball.	Negotiate space successfully and adjust speed and direction. Progress towards a more fluent style of moving developing control and grace. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.	Use equipment safely with consideration to others.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways.
Fine Motor	Handwriting					
	Letter Join	Letter Join	Letter Join	Letter Join	Letter Join	Letter Join
	Use pencils and other equipment comfortably for them. Make snips in paper either using one hand or two.	Continue to develop their fine motor skills. Begin to learn correct letter formations and use these in their writing.	Develop an effective pencil grip. Develop skill when using tools including scissors and follow cutting lines around different shapes.	Form recognisable letters with an effective pencil grip.	Confidently use scissors and small tools. Use a tripod grip to draw and write accurately.	Use the tripod grip. -Use a range of small tools. Show accuracy when drawing.
	Ready Steady Write					
						




<p>Learning Outcomes and Writing Purpose</p>	<p>Narrative- A Friendship and Animal Theme Purpose - To tell and write sentences around the theme</p>	<p>Narrative- A Star Theme Purpose - To tell and write sentences around the theme</p>	<p>Narrative- A Superhero Theme Purpose - To tell and write sentences around the theme</p>	<p>Narrative- Traditional Tale Theme Purpose - To tell and write sentences around the theme</p>	<p>Narrative- A Plant Growing Theme Purpose - To tell and write sentences around the theme</p>	<p>Narrative- Seaside Theme Purpose - To tell and write sentences around the theme</p>
<p>See Ready Steady Write Progression Overview</p>	<p>Recount- Animal Information Purpose- To inform</p>	<p>Information-Poster to find a lost star Purpose-To inform and describe</p>	<p>Information- A letter wanting to be a sidekick Purpose-To Inform</p>	<p>Instructions- How to trap an animal Purpose-To instruct</p>	<p>Instructions- How to grow a garden plant Purpose-To instruct</p>	<p>Poem-Sea creature poems Purpose-To describe</p>
<p>Literacy Comprehension</p>	<p>Join in with rhyme, songs and poems. Hold a book correctly and carefully turn pages. Understand books have a beginning and an end. Listen and enjoy sharing a range of books both fiction and non-fiction. Know that text in English is read top to bottom and left to right. Recognise pictures and illustrations in a text. Spot familiar words in books</p>	<p>Be able to sequence two events from a familiar story - possibly with the use of prompts for support. Discuss and hear a range of books - non-fiction and fiction. Use texts and images to answer simple questions.</p>	<p>Have favourite books and rhymes - they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Become increasingly more confident with their understanding of new words in stories. Use a books front cover or blurb to make a prediction.</p>	<p>Adapt roleplay and use vocabulary from stories they've read or heard. When reading a well-known or repeated story children will join in. Show an increasing confidence in sequencing a story. Give a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.</p>	<p>Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes.</p>	<p>Converse about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Know key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recall many parts of a text with accuracy.</p>



<p>Literacy Word Reading</p>	<p>Discriminate sounds such as instruments and cars. Begin to be able to orally blend and segment. (Phase 1 Phonics). Begin to learn Phase 2 Phoneme/Grapheme</p>	<p>Begin to blend some simple words. Read some tricky words matched to the phonic programme.</p>	<p>Continue to read individual graphemes (letters sounds). Blend simple sounds into VC or CVC words. Read a few common exception words matched to the Little Wandle phonic programme.</p>	<p>Read graphemes as well as some digraphs. Read simple phrases and sentences with known graphemes / phonemes and tricky words from memory.</p>	<p>Read graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and tricky words from memory. Read longer words (compound words and adding endings to root words)</p>	<p>Read tricky words linked to Little Wandle Phonics Programme. Read longer words (compound words and adding endings to root words)</p>
<p>Literacy Writing</p>	<p>Write their name copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Give meaning to marks they make.</p>	<p>Continuing to develop a phoneme / grapheme relationship. Have increasing control when making marks and drawing. Copy adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Use some recognisable letters and own symbols such as their name or some initial sounds.</p>	<p>Record letters for initial sounds and end sounds. build and record simple CVC words.</p>	<p>Build CVC words using known graphemes and digraphs. Use writing in their play. Move onto caption writing if ready.</p>	<p>Begin to be able to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.</p>	<p>To write for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops. Re-read what they have written to check that it makes sense.</p>



<p>Phonics Little Wandle Letters and Sounds Revised</p> 	<p>Progression of sounds <u>Phase 2</u> s, a, t, p, I, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>Tricky words: is I the</p>	<p>Progression of sounds <u>Phase 2</u> ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p> <p>Words with s/s added at the end (hats, sits) Words ending in s/z (his) and with s/z added at the end (bags, sings)</p> <p>Tricky words: As, and, has, his, her, go, no, to, into, she, he, of, we, me, be</p>	<p>Progression of sounds <u>Phase 3</u> ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er Words with double letters Longer words</p> <p>Tricky words: Was, you, they, my, by, all, are, sure, pure</p>	<p>Progression of sounds <u>Phase 3</u> Review words with double letters, longer words, words with two or more diagraphs, words ending in-ing, compound words Words with s/z in the middle Words with s/s/z at the end Words with es/z at the end</p> <p>Tricky words: Review all taught so far.</p>	<p>Progression of sounds <u>Phase 4</u> Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suffixes: ing, -ed/t/,- ed/id/ed/,-ed/d/-er,- est</p> <p>Tricky words: Said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Progression of sounds <u>Phase 4</u> Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVCC CCV CCVC CCV CCVCC Words ending in suffixes:-ing, -ed/t/,- ed/id/ed/,-ed/d/-er,- est Longer words</p> <p>Tricky words: Review all taught so far</p>
<p>Maths White Rose</p>	<p>Getting to know you Match sort and compare Talk about measure and patterns</p>	<p>It's me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p>	<p>Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, Height and Time</p>	<p>Building 9 and 10 Explore 3D Shapes</p>	<p>To 20 and Beyond How Many Now? Manipulate, compose and decompose Sharing and Grouping</p>	<p>Visualise, Build and Map Make Connections Consolidation</p>
	<p>Baseline assessments undertaken. Match objects Match pictures and objects Identify a set</p>	<p>Find 1, 2 and 3 Subitise 1,2, and 3 Represent 1, 2 and 3 1 more/1 less Composition of 1,2 and 3</p>	<p>Introduce zero Find, subitise and represent 0 to 5 1 more/1 less Composition Conceptual subitising to 5</p>	<p>Find, compare and represent 9 and 10 Conceptual subitising to 10 1 more/1 less Composition to 10</p>	<p>Build numbers beyond 10 Continue patterns beyond 10 Verbal counting beyond 20</p>	<p>Identify units of repeating patterns Create and explore own pattern rules Replicate and build scenes and constructions</p>



	<p>Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts Compare size/mass/capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p>	<p>Identify, name and compare circles and triangles Shapes in the environment Describe position Find, subitise and represent 4 and 5 1 more/1 less Composition of 4 and 5 and 1-5 Identify, name and compare shapes with 4 sides Shapes in the environment My day and night</p>	<p>Compare mass Find a balance Explore and compare capacity Find and represent 6, 7 and 8 1 more/1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find and make) Combine 2 groups Conceptual subitising Explore and compare length Explore and compare height Talk about time Order and sequence time</p>	<p>Bonds to 10 (2 and 3 parts) Make arrangements of 10 Doubles to 10 (find and make) Explore odd and even Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p>Verbal counting patterns Add more How many did I add? Take away How many did I take away? Select shapes for a purpose Rotate and manipulate shapes Explain shape arrangements Compose and decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p>	<p>Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations Deepen understanding Patterns and relationships</p>
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Understanding the world



Past and Present
People, Culture and Communities
The Natural World

Through CUSP Early Foundations, children develop their understanding of the world through Science, History and Geography. In Science, children explore the natural world through observation, investigation and enquiry. In History, they learn about the past through their own experiences, stories and significant events. In Geography, they explore their local environment and the wider world, developing an understanding of places, communities and the features of different environments.



	<p>Children are beginning to explore and make sense of the world around them. They talk about themselves, their families, and people who are important to them, recognising similarities and differences between people. They are developing an awareness of routines, celebrations, and special events within their own lives and communities. Through first-hand experiences, stories, and exploration, children show curiosity about the natural world, noticing seasonal changes and talking about what they see, hear, and experience in their environment.</p>	<p>Children are developing a wider understanding of the world beyond their immediate experiences. They talk about past and present events in their own lives and begin to recognise how things change over time. They learn about different cultures, traditions, occupations, and communities through stories, visitors, and celebrations. Their understanding of the natural world continues to grow as they observe changes in seasons, investigate materials, plants, animals, and habitats, and begin to ask questions about how and why things happen.</p>	<p>Children are developing a deeper understanding of the world and their place within it. They can talk confidently about past and present experiences and make comparisons between different times, places, and communities. They show respect for similarities and differences between people, cultures, and traditions. Through exploration, enquiry, and discussion, children demonstrate an increasing understanding of the natural world, including life cycles, habitats, weather, environmental responsibility, and the importance of caring for living things and the world around them. They use observations, experiences, and vocabulary to explain changes, make predictions, and share their ideas with others.</p>			
RE	<p>Religious Education is taught through the Worcestershire Agreed Syllabus, enabling children to explore a range of beliefs, traditions, celebrations, and values while developing respect and understanding of different faiths and cultures.</p>					
	F4 Being special: Where do we belong?	F2 Why do Christians perform Nativity plays at Christmas? (Incarnation)	F5 Which places are special and why?	F3 Why do Christians put a cross in an Easter garden? (Salvation)	F1 Why is the word "God" important to Christians? (God/Creation)	F6 Which stories are special and why?
Expressive Arts and Design	<p>Creating with Materials Being Imaginative and Expressive</p>					
	<p>Through CUSP Early Foundations, children develop their creativity and design skills through Art and Design Technology. In Art, children explore a range of materials, techniques and artists, developing their ability to create, express ideas and respond to what they see. In Design Technology, children investigate, design, make and evaluate, using a variety of tools, materials and construction techniques to solve problems and create purposeful products.</p>					
	<p>Children begin to explore a range of media and materials through open-ended play and creative experiences. They experiment with colour, texture, shape, and form, learning</p>	<p>Children develop increasing control and confidence when using a variety of materials, tools, and techniques. They begin to plan and talk about what they want to</p>	<p>Children independently select and combine materials, tools, and techniques to create purposeful and detailed artwork, models, and designs. They evaluate and refine their</p>			



	<p>how to safely use tools and resources. Through songs, rhymes, role play, and small world activities, children use their imagination to represent their own experiences and ideas. They enjoy joining in with familiar songs and begin to express themselves through movement, music, art, and storytelling.</p>	<p>create, selecting resources for a purpose and adapting their ideas as they work. Through role play, storytelling, music, dance, and performance, children develop their imagination and creativity, creating narratives, taking on different roles, and expressing ideas and feelings in a range of ways.</p>	<p>creations, explaining their choices and the process they have followed. Through music, movement, role play, and storytelling, children confidently invent, adapt, and perform narratives, songs, and performances. They demonstrate creativity, imagination, and originality, drawing upon their experiences and learning to express themselves in increasingly complex and meaningful ways, in line with the Early Learning Goals.</p>
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