

<b>Characteristics of Effective Teaching and Learning</b>	<p><b>Playing and exploring</b> – Children investigate and experience things, and ‘have a go’.</p> <p><b>Active learning</b> – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p> <p><b>Creating and thinking critically</b> – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	<b>Brilliant Bury – Farms</b>  <b>All About Me</b>	<b>Autumn/Celebrations and Festivals</b>	<b>Traditional Tales</b>	<b>A New Start</b>	<b>The Sea</b>	<b>Minibeasts</b>
<b>Key Texts</b> (Key text for writing)	(Nursery Rhymes) <b>The Colour Monster</b> Super Duper You I’m the Best Elmer Giraffes Can’t Dance The Invisible String Perfectly Norman Once There Were Giants Owl Babies Just Imagine Ruby’s Worry Tiger Ways Mine	<b>The Leaf Thief</b> Leaf Man The Very Last Leaf It’s Not a Stick Stick Man We’re Going on a Bear Hunt The Bear in the Cave Room on a Broom The Gruffalo Pumpkin Soup Stanley’s Stick The Tree Farmer Duck Dogger at Christmas Jolly Christmas Postman	<b>Goldilocks and the Three Bears</b> The Gingerbread Man The Three Little Pigs The Little Red Hen Little Red Riding Hood Billy Goats Gruff Come Back, Jack The Jolly Pocket Postman Twisted Fairytales	<b>The Very Hungry Caterpillar</b> Tadpole’s Promise The Tiny Seed Jasper’s Beanstalk The Enormous Turnip Oliver’s Vegetables The Big Book of Blooms	<b>The Big Book of the Blue</b> Commotion in the Ocean There’s a Sea in my Bedroom Lost and found Sharing a Shell The Snail and the Whale The Storm Whale Mr Seahorse Tiddler Rainbow Fish The Pirates Next Door	<b>The Bad Tempered Ladybird</b> The Big Book of Bugs Aaarrgghh, Spider! What the Ladybird Heard The Very Greedy Bee The Very Quiet Cricket Superworm
<b>Communication and Language</b>  <b>NELI programme</b>	<b>Listening, Attention and Understanding</b> Understand how to listen carefully and why listening is important. Understand a	<b>Listening, Attention and Understanding</b> Listen carefully to rhymes and songs, paying attention to how they sound.	<b>Listening, Attention and Understanding</b> Listen to and talk about stories to build familiarity	<b>Listening, Attention and Understanding</b> Engage in non-fiction books. Listen to and talk about selected	<b>Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant	<b>Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant

	<p>question or instruction that has two parts, e.g. “Hang your coat up and sit on the carpet”.</p> <p><b>Speaking</b> Develop social phrases e.g. saying Good Morning. Learn new vocabulary and use it throughout the day in different contexts. Talk in front of a small group.</p>	<p>Learn rhymes, poems and songs.</p> <p><b>Speaking</b> Retell a story once they have developed a deep familiarity with the text. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>and understanding.</p> <p><b>Speaking</b> Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.</p>	<p>non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Speaking</b> Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>questions and comments. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and forth exchanges with teachers and peers.</p> <p><b>Speaking</b> Participate in small group, class and one-to one discussions, offering own ideas, using recently introduced vocabulary. Offer explanations for why things might happen. Express ideas and feelings about their experiences using full sentences, including use of past, present and</p>	<p>questions and comments. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and forth exchanges with teachers and peers.</p> <p><b>Speaking</b> Participate in small group, class and one-to one discussions, offering own ideas, using recently introduced vocabulary. Offer explanations for why things might happen. Express ideas and feelings about their experiences using full sentences, including use of past, present and</p>
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					future tenses and making use of conjunctions (with modelling and support).	future tenses and making use of conjunctions (with modelling and support).
<b>Personal, Social and Emotional Development</b>	<p><b>Building relationships</b> Making friends and building relationships with adults in school. Seeing themselves as a valuable individual. Being ‘the boss’ of themselves.</p> <p><b>Managing self</b> Learn and understand classroom rules and routines. Become more confident in unfamiliar situations with unfamiliar people.</p> <p><b>Self-Regulation</b> Talk about own feelings using words such as ‘happy’, ‘sad’, ‘worried’, ‘anxious’(link to The Colour Monster).</p>	<p><b>Building Relationships</b> Begin to show an understanding of how others may feel. Express their feelings and consider the feelings of others.</p> <p><b>Managing Self</b> Follow rules without adult reminders and understand why they are important. Able to dress/undress independently – Including beginning to do own zip on coat.</p> <p><b>Self-Regulation</b> Identify and moderate their own feelings socially and emotionally.</p>	<p><b>Building Relationships</b> Help to find solutions to conflicts and rivalries.</p> <p><b>Managing Self</b> See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with support when needed).</p> <p><b>Self-Regulation</b> Talk with others to solve conflicts.</p>	<p><b>Building Relationships</b> Build constructive and respectful relationships.</p> <p><b>Managing Self</b> Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>Self-Regulation</b> Show resilience and perseverance in the face of challenge.</p>	<p><b>Building Relationships</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and peers. Show sensitivity to their own and to others’ needs.</p> <p><b>Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules. Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Self-Regulation</b> Show an understanding of their own feelings and those of others. Work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Responding to adults when engaged in an activity. Follow several instructions.</p>	

	Able to apply personalised strategies to return to a state of calm.				
<b>Physical Development</b>	<p><b>Fine Motor</b> Range of activities to support fine motor control. Develop a preference for dominant hand. Use a range of one handed tools e.g. scissors, pens, paintbrushes, knives, forks. Hold pencil/paint brush beyond whole hand grasp. Begin to work on Tripod pencil grip.</p> <p><b>Gross Motor</b> Develop skills needed to manage school day successfully e.g. lining up and queuing; mealtimes; personal hygiene routines. Develop spatial awareness.</p>	<p><b>Fine Motor</b> Range of activities to support fine motor control. Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Continue with Tripod grip development.</p> <p><b>Gross Motor</b> Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing.</p> <p><b>P.E</b> Multi-skills, including: listening skills,</p>	<p><b>Fine Motor</b> Range of activities to support fine motor control. Use a comfortable grip with good control when holding pens and pencils.</p> <p><b>Gross Motor</b> Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; tooth brushing; sensible amounts of screen time; good sleep routine; being a safe pedestrian.</p> <p><b>P.E.</b> Gymnastics/</p>	<p><b>Fine Motor</b> Range of activities to support fine motor control. Begin to develop the foundations of a handwriting style which is accurate and efficient.</p> <p><b>Gross Motor</b> Continue to develop overall body strength, coordination, balance and agility needed to engage with physical activity.</p> <p><b>P.E.</b> Multi-skills: ball skills, throwing and catching,</p>	<p><b>Fine Motor</b> Use the tripod grip in almost all cases. Begin to show accuracy and care when drawing.</p> <p><b>Gross Motor</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically.</p> <p><b>P.E.</b> Invasion games: ball games.</p>

	<p>Develop gross motor movements to assist with fine motor movements e.g. letter formation in the air.</p> <p><b>P.E.</b> Multi-skills, including: listening skills, travelling/movement, small equipment games.</p>	travelling/movement, small equipment games.	Dance and movement.			
<p><b>Literacy</b></p> <p><b>Bringing home book from the school library weekly.</b></p>	<p>Key texts as a stimulus</p> <p><b>Comprehension</b> Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.</p> <p><b>Word Reading (Phonics)</b> Begin Initial Code of 'Sounds Write' phonics programme.</p> <p><b>Writing</b> Children to experiment with</p>	<p>Key texts as a stimulus</p> <p><b>Comprehension</b> Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Word reading (Phonics)</b> Continue with Sounds Write. Develop phonological awareness to spot rhymes, count or clap syllables in a word, recognise words with same initial sound. Begin to bring home SoundsWrite readers.</p>	<p>Key texts as a stimulus</p> <p><b>Comprehension</b> Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p> <p><b>Word reading (Phonics)</b> Continue with Sounds Write. Begin to read a few high frequency words within Sounds Write scheme</p>	<p>Key texts as a stimulus</p> <p><b>Comprehension</b> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Word reading (Phonics)</b> Continue with Sounds Write. Begin to learn some sounds are written with 2</p>	<p>Key texts as a stimulus</p> <p><b>Comprehension</b> Retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories.</p> <p><b>Word reading (Phonics)</b> Continue with Sounds Write and consolidate</p>	<p>Key texts as a stimulus</p> <p><b>Comprehension</b> Retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories.</p> <p><b>Word reading (Phonics)</b> Continue with Sounds Write and consolidate</p>

	<p>mark making and writing patterns in different forms. Give meaning to different marks. Write their name. The Colour Monster – Information piece. Jack and the Jellybean Stalk – The Write Stuff.</p>	<p><b>Writing</b> Begin to form some lower case and capital letters accurately. The Leaf Thief – Story Map.</p>	<p><b>Writing</b> Spell words by identifying the sounds and then writing the sound with letter/s. Goldilocks and the Three Bears – descriptive writing.</p>	<p>different letters (2 letters 1 sound). Read a few high frequency words within Sounds Write scheme.</p> <p><b>Writing</b> Write short sentences with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. The Very Hungry Caterpillar – Information text and sentence structure.</p>	<p>phonological knowledge. Read aloud simple sentences and books that are consistent with their phonic knowledge.</p> <p><b>Writing</b> Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others. The Big Book of the Blue – class version.</p>	<p>phonological knowledge. Read aloud simple sentences and books that are consistent with their phonic knowledge.</p> <p><b>Writing</b> Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others. The Bad Tempered Lady Bird – Writing to entertain.</p>
<p><b>Maths</b> <b>NCETM Mastering Number programme</b></p>	<p>Counting Rhymes. Subitise (recognising quantities without counting) within 3. Count confidently to 10. Create own patterns for numbers within 4.</p>	<p>Counting Rhymes. Subitise within 5. Explore cardinality within 5. Begin to count beyond 10 and recognise</p>	<p>Counting Rhymes. Increase confidence within subitising. Develop counting to 20 and beyond. Use fingers to represent</p>	<p>Counting Rhymes. Explore symmetrical patterns, in which each side is a familiar pattern, linking this to doubles.</p>	<p>Counting Rhymes. Use subitising to explain '1 more' or doubles patterns. Be encouraged to identify when it is appropriate to</p>	<p>Counting Rhymes. Introduce Rekenreks. In this half-term, children will consolidate their understanding of concepts</p>

	<p>Practise using fingers to represent quantities children can subitise. Develop cardinality (the last number counted gives the number in the whole set). Strategies to support accurate counting. Compose numbers to 4. Begin to compare groups and use language such as 'more than' and 'fewer than'. Explore positional language e.g. 'behind' 'next to'.</p>	<p>corresponding numerals. Begin to explore concept of 'whole' and 'part'. Compare groups and introduce term 'equal'. Explore 2D and 3D shapes using language such as: sides, corners, straight, flat, round.</p>	<p>quantities between 5 and 10. Develop understanding of ordering numbers. Begin to see that numbers within 10 can be composed of '5 and a bit'. Explore ways of making unequal groups equal.</p>	<p>Explore composition of odd and even numbers. Begin to link even numbers to doubles. Begin to explore composition of numbers within 10. Compare numbers giving reasons for which is more/less.</p>	<p>count and when groups can be subitised. Continue to develop counting beyond 20, including counting from different starting numbers. Continue to explore composition of numbers to 10. Order groups of objects.</p>	<p>previously taught through working in a variety of contexts and with different numbers.</p>
<b>Understanding the World</b>	<p><b>Past and Present</b> Begin to make sense of own life story and identifying family members.</p> <p><b>People, Culture and Communities</b> Talk about members of their immediate family and</p>	<p><b>Past and Present</b> Compare toys given at Christmas in past to present day.</p> <p><b>People, Culture and Communities</b> Recognise that people have different beliefs and celebrate special times in different</p>	<p><b>Past and Present</b> Compare and contrast characters from stories (Traditional Tales) including figures from the past.</p> <p><b>People, Culture and Communities</b></p>	<p><b>Past and Present</b> Compare and contrast characters from stories including figures from the past.</p> <p><b>People, Culture and Communities</b> Understand that</p>	<p><b>Past and Present</b> Talk about the lives of the people around them and their roles in society (People who help us). The Seaside long ago.</p>	<p><b>Past and Present</b> Talk about the lives of the people around them and their roles in society (People who help us).</p> <p><b>People, Culture and Communities</b> Describe their</p>

	<p>community. Name and describe people who are familiar to them.</p> <p><b>The Natural World</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>R.E.</b> Who are special people? Discuss special people in their lives and what makes them special. Why is the word God so important to Christians? Links to religious leaders and important figures.</p> <p>Trip to Bury Church.</p>	<p>ways. Focus on Diwali and Christmas.</p> <p><b>The Natural World</b> Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Focus on Autumnal changes. Harvest.</p> <p><b>R.E.</b> Why do Christians perform nativity plays at Christmas? Diwali Christmas</p> <p><b>Bury Rangers</b> Focus: leaves, hibernation and ice (changes in states of matter). Nursery rhymes.</p>	<p>Show interest in different occupations (people who help us). Continue developing positive attitudes about the differences between people. Draw information from a simple map.</p> <p><b>The Natural World</b> Plant seeds and care for growing plants (Bury Rangers). Recognise some environments that are different to the one in which they live. Understand the effects of the changing seasons on the natural world around them (Winter).</p>	<p>some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p> <p><b>The Natural World</b> Signs of Spring. Begin to understand the need to respect and care for the natural environment and all living things. Understand the key features of the life cycle of a plant and an animal. Changes of state – melting chocolate.</p> <p>Trip to local farm.</p> <p><b>R.E.</b></p>	<p><b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country. Explain some similarities and differences between life in this country and life in other countries (link to the sea).</p> <p><b>The Natural World</b> Explore the natural world around them, making</p>	<p>immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country. Explain some similarities and differences between life in this country and life in other countries (link to minibests).</p> <p><b>The Natural World</b> Signs of Summer. Explore the natural world around them, making observations and drawing pictures</p>
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	<b>Bury Rangers</b> Focus: rain and puddles. Nursery rhymes.		<b>R.E.</b> How can we help others when they need it.  <b>Bury Rangers</b> Focus: Growing and Planting. Nursery rhymes.	Why do Christians put a cross in an Easter garden?  <b>Bury Rangers</b> Focus: Insects and life cycles. Nursery rhymes.	observations and drawing pictures of animals and plants (link to sea life and creatures). Know some similarities and differences between the natural world around them and contrasting environments.  Trip to the seaside.  <b>R.E.</b> What makes every single person unique and precious?  <b>Bury Rangers</b> Focus: Colours, Bee hives and pollination. Nursery rhymes.	of animals and plants (link to minibeasts). Know some similarities and differences between the natural world around them and contrasting environments.  <b>R.E.</b> How can we care for our wonderful world?  <b>Bury Rangers</b> Focus: Shadows and drying things in the sun. Nursery rhymes.
<b>Expressive Arts and Design</b>	<b>Creating with Materials</b> Make imaginative and complex 'small	<b>Creating with Materials</b> Take part in simple pretend play, using an	<b>Creating with Materials</b> Develop own ideas and decide which materials to use to	<b>Creating with Materials</b> Create collaboratively sharing ideas,	<b>Creating with Materials</b> Safely use a variety of materials, tools	<b>Creating with Materials</b> Safely use a variety of materials, tools

	<p>worlds' with blocks and construction kits. Show different emotions in their drawings. Explore colour and colour mixing.</p> <p><b>Being Imaginative and Expressive</b> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Music with Mr Mott.</p> <p><b>Role play area</b> Home Corner/Cafe</p>	<p>object to represent something else. Use drawing to represent ideas like movement or loud noises.</p> <p><b>Being Imaginative and Expressive</b> Sing in a group or on their own, increasingly matching the pitch and following the melody (Nursery rhymes and Music). Music with Mr Mott.</p> <p><b>Role play area</b> Christmas Post Office/Grotto</p>	<p>express them. Join different materials together and explore different textures.</p> <p><b>Being Imaginative and Expressive</b> Create their own songs or improvise/change a song or rhyme already known. Music with Mr Mott.</p> <p><b>Role Play area</b> Traditional Tale theme</p>	<p>resources and skills. Begin to draw with some detail e.g. representing a face.</p> <p><b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers (link to key texts). Music with Mr Mott.</p> <p><b>Role play area</b> Garden Centre</p>	<p>and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers (link to key texts). Music with Mr Mott.</p> <p><b>Role play area</b> Under the Sea</p>	<p>and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers (link to key texts). Music with Mr Mott.</p> <p><b>Role play area</b> Mini beast Café</p>
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