

Characteristics of Effective Teaching and Learning	Playing and exploring – Children investigate and experience things, and ‘have a go’. Active learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Creating and thinking critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.					
Theme	Autumn 1 All About Me Brilliant Bury – School	Autumn 2 Celebrations and Festivals/Autumn	Spring 1 Traditional Tales	Spring 2 A New Start	Summer 1 Amazing Africa	Summer 2 The Big Blue
Key Texts (Key text for writing)	The Colour Monster 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 Supertato Ruby’s Worry Tiger Ways Mine	The Leaf Thief 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	Goldilocks and the Three Bears The Gingerbread Man The Three Little Pigs The Little Red Hen Little Red Riding Hood Billy Goats Gruff Jack and the Beanstalk Jack and the Jellybean Stalk Come Back, Jack The Jolly Pocket Postman Twisted Fairytales	The Very Hungry Caterpillar Tadpole’s Promise The Tiny Seed Jasper’s Beanstalk Oliver’s Vegetables The Big Book of Blooms	Handa’s Surprise Africa, Amazing Africa The Ugly Five On My Papa’s Shoulders What the Elephant Heard Wangari’s Trees of Peace One Day on Our Blue Planet... In the Savannah	The Big Book of the Blue 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

<p>Communication and Language</p>	<p>Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, e.g. “Hang your coat up and sit on the carpet”.</p> <p>Speaking 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>Listening, Attention and Understanding Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Speaking 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>Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding.</p> <p>Speaking 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>Listening, Attention and Understanding Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Speaking Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant 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>Speaking Participate in small group, class and one-to one discussions, offering own ideas, using recently introduced vocabulary. Offer explanations for</p>	<p>Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant 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>Speaking Participate in small group, class and one-to one discussions, offering own ideas, using recently introduced vocabulary. Offer explanations for</p>
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Tier 2 vocabulary	Achieve Attitude Challenge Create Design Environment Participate Respond Similar Tradition					
Personal, Social and Emotional Development	Building relationships Making friends and building relationships with adults in school. Seeing themselves as a valuable individual. Being 'the boss' of themselves.	Building Relationships Begin to show an understanding of how others may feel. Express their feelings and consider the feelings of others.	Building Relationships Help to find solutions to conflicts and rivalries.	Building Relationships Build constructive and respectful relationships. Managing Self Shows understanding	Building Relationships 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>Managing self Learn and understand classroom rules and routines. Become more confident in unfamiliar situations with unfamiliar people.</p> <p>Self-Regulation Talk about own feelings using words such as 'happy', 'sad', 'worried', 'anxious'(link to The Colour Monster). Able to apply personalised strategies to return to a state of calm.</p>	<p>Managing Self 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>Self-Regulation Identify and moderate their own feelings socially and emotionally.</p>	<p>Managing Self 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>Self-Regulation Talk with others to solve conflicts.</p>	<p>that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Self-Regulation Show resilience and perseverance in the face of challenge.</p>	<p>Managing Self 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>Self-Regulation 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>
Physical Development	<p>Fine Motor 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,</p>	<p>Fine Motor 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.</p>	<p>Fine Motor Range of activities to support fine motor control. Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Fine Motor Range of activities to support fine motor control. Begin to develop the foundations of a handwriting style which is accurate and efficient.</p>	<p>Fine Motor Use the tripod grip in almost all cases. Begin to show accuracy and care when drawing.</p> <p>Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance</p>

<p>Bringing home book from the school library weekly.</p>	<p>Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.</p> <p>Word Reading (Phonics) Begin Initial Code of 'Sounds-Write' phonics programme.</p> <p>Writing Children to experiment with mark making and writing patterns in different forms. Give meaning to different marks. Write their name. The Colour Monster – Information piece (teacher scribed).</p>	<p>Comprehension Engage in extended conversations about stories, learning new vocabulary.</p> <p>Word reading (Phonics) 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 Sounds-Write readers.</p> <p>Writing Begin to form some lower case and capital letters accurately. The Leaf Thief – Story Map.</p>	<p>Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p> <p>Word reading (Phonics) Continue with Sounds-Write. Begin to read a few high frequency words within Sounds Write scheme</p> <p>Writing Spell words by identifying the sounds and then writing the sound with letter/s. Goldilocks and the Three Bears – descriptive writing.</p>	<p>Comprehension Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Word reading (Phonics) Continue with Sounds-Write. Begin to learn some sounds are written with 2 different letters (2 letters 1 sound). Read a few high frequency words within Sounds Write scheme.</p> <p>Writing Write short sentences with known sound-letter correspondences using a capital letter and full stop. Re-read</p>	<p>Comprehension Retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories.</p> <p>Word reading (Phonics) Continue with Sounds Write and consolidate phonological knowledge. Read aloud simple sentences and books that are consistent with their phonic knowledge.</p> <p>Writing Write recognisable letters, most of which are correctly formed.</p>	<p>Comprehension Retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories.</p> <p>Word reading (Phonics) Continue with Sounds Write and consolidate phonological knowledge. Read aloud simple sentences and books that are consistent with their phonic knowledge.</p> <p>Writing Write recognisable letters, most of which are correctly formed.</p>
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<p>Maths Number (NCETM Mastering Number programme)</p>	<p>Counting Rhymes. Subitise (recognising quantities without counting) within 3. Count confidently to 10. Create own patterns for numbers within 4. 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.</p>	<p>Counting Rhymes. Subitise within 5. Explore cardinality within 5. Begin to count beyond 10 and recognise corresponding numerals. Begin to explore concept of 'whole' and 'part'. Compare groups and introduce term 'equal'.</p>	<p>Counting Rhymes. Increase confidence within subitising. Develop counting to 20 and beyond. Use fingers to represent 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>Counting Rhymes. Explore symmetrical patterns, linking this to doubles. 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>Counting Rhymes. Use subitising to explain '1 more' or doubles patterns. Be encouraged to identify when it is appropriate to 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>Counting Rhymes. Introduce Rekenreks. In this half-term, children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>

<p>Shape, Space and Measure</p>	<p>Begin to compare groups and use language such as 'more than' and 'fewer than'. Explore positional language e.g. 'behind' 'next to'. Make simple AB patterns.</p>	<p>Use time language such as: day, night, today, tomorrow, before, after etc. Identify and describe circles, triangles, squares and rectangles.</p>	<p>Compare mass. Compare capacity and use language such as: full, empty etc. Compare length and use language such as: longer, shorter etc.</p>	<p>Explore 3D shapes using language such as: sides, corners, straight, flat, round. ABB/AAB repeated patterns.</p>	<p>Match and recreate simple shape and colour patterns. Compose and decompose shapes inc Tangrams.</p>	<p>Recognise and use a 1p coin. Introduce clocks – big hand points to 12 it is O'clock.</p>
<p>Understanding the World</p>	<p>Past and Present Begin to make sense of own life story and identifying family members. Look into and discuss the history of our school. Victorian day.</p> <p>People, Culture and Communities Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Past and Present Compare toys given at Christmas in past to present day.</p> <p>People, Culture and Communities Recognise that people have different beliefs and celebrate special times in different ways. Focus on Diwali and Christmas.</p> <p>The Natural World Use all their senses in hands on exploration of natural materials. Talk about the differences between</p>	<p>Past and Present Compare and contrast characters from stories (Traditional Tales) including figures from the past.</p> <p>People, Culture and Communities 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>Past and Present Compare and contrast characters from stories including figures from the past.</p> <p>People, Culture and Communities Understand that 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>Past and Present Talk about the lives of the people around them and their roles in society (People who help us).</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different</p>	<p>Past and Present Talk about the lives of the people around them and their roles in society (People who help us). RNLI visitor. The seaside long ago.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>

	<p>The Natural World 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>R.E. Why is the word God so important to Christians? Links to religious leaders and important figures.</p> <p>Trip to Bury Church.</p> <p>Bury Rangers Focus: rain and puddles. Nursery rhymes.</p>	<p>materials and changes they notice. Focus on Autumnal changes. Harvest.</p> <p>R.E. Why do Christians perform nativity plays at Christmas?</p> <p>Bury Rangers Focus: leaves, hibernation and ice (changes in states of matter). Nursery rhymes.</p>	<p>The Natural World 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>R.E. How can we help others when they need it?</p> <p>Bury Rangers Focus: Winter and Traditional Tales theme. Nursery rhymes.</p>	<p>The Natural World 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>R.E. Why do Christians put a cross in an Easter garden?</p> <p>Bury Rangers Focus: Insects and life cycles. Nursery rhymes.</p>	<p>religious and cultural communities in this country. Explain some similarities and differences between life in this country and life in other countries (link to Amazing Africa). Africa day.</p> <p>The Natural World Explore the natural world around them, making 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.</p>	<p>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 Big Blue).</p> <p>The Natural World Signs of Summer. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world</p>
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<p>Expressive Arts and Design</p>	<p>Creating with Materials Make imaginative and complex 'small worlds' with blocks and construction kits. Show different emotions in their drawings. Explore colour and colour mixing.</p> <p>Being Imaginative and Expressive Listen with increased attention to sounds.</p>	<p>Creating with Materials Take part in simple pretend play, using an object to represent something else. Use drawing to represent ideas like movement or loud noises.</p> <p>Being Imaginative and Expressive Sing in a group or on their own, increasingly matching</p>	<p>Creating with Materials Develop own ideas and decide which materials to use to express them. Join different materials together and explore different textures.</p> <p>Being Imaginative and Expressive Create their own songs or improvise/change</p>	<p>Creating with Materials Create collaboratively sharing ideas, resources and skills. Begin to draw with some detail e.g. representing a face.</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with</p>	<p>Creating with Materials Safely use a variety of materials, tools 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</p>	<p>Creating with Materials Safely use a variety of materials, tools 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</p>

	<p>Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Music with Mr Mott.</p> <p>Role play area Home Corner/Cafe</p>	<p>the pitch and following the melody (Nursery rhymes and Music). Music with Mr Mott.</p> <p>Role play area Christmas Post Office/Grotto</p>	<p>a song or rhyme already known. Music with Mr Mott.</p> <p>Role Play area Traditional Tale theme</p>	<p>peers (link to key texts). Music with Mr Mott.</p> <p>Role play area Garden Centre</p>	<p>when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers (link to key texts). Music with Mr Mott.</p> <p>Role play area On Safari</p>	<p>when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers (link to key texts). Music with Mr Mott.</p> <p>Role play area Under the Sea</p>
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