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| Year R (EYFS) | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Themes  All About Me | Festivals and Cultural Celebrations  |  Let's Pretend |  Animals | People who help us!  |  Changes | |
| Learning to learn skills and attitudes | <ul style="list-style-type: none"> making relationship communicating feelings initiating conversation listens to range of stories and responding to others | <ul style="list-style-type: none"> Communicating our interests, beliefs, traditions Asking a range of questions and answering a range of questions | <ul style="list-style-type: none"> Creating own narratives exploring different feelings and behaviours collaborating with peers/developing confidence | <ul style="list-style-type: none"> Answering 'how' and 'why' questions using materials and tools effectively carrying out research and investigations communicating ideas, opinions and findings | <ul style="list-style-type: none"> Investigating differences and similarities Communicating attributes Asking questions to a range of people/ interviewing skills | <ul style="list-style-type: none"> Prepare for transition into year 1 Explore feelings, fears and ambitions |
| Avanti Values/British Values | <u>Empathy</u> <u>BV: mutual respect</u> <ul style="list-style-type: none"> Pupils begin to understand their own and others' needs and feelings and develop respectful friendships in their new school setting. Pupils develop turn taking and sharing skills, showing care and empathy for peers | <u>Self discipline</u> <u>BV: mutual respect and tolerance</u> <ul style="list-style-type: none"> Pupils explore traditions and lifestyles of other faiths and cultures, making respectful comparisons to their own faith and cultural celebrations. Behavioural expectations on school trip. Linking cultural stories to our values. Eg Ravana's lack of self discipline in Diwali story | <u>Respect</u> <u>BV: rule of law</u> <ul style="list-style-type: none"> Pupils engage in exploration and discussions around story themes and characters, eg, linking respect to fairytales, etc. Thinking about school rules, creating own rules and making links to 'Rule of Law'. | <u>Integrity</u> <u>BV: individual liberty</u> <ul style="list-style-type: none"> Traditional story themes link to deeper exploration of integrity through role play. Circle time supports a beginning understanding of individual liberty through freedom of speech (talking partner/ group work activities) | <u>Courage</u> <u>BV: democracy</u> <ul style="list-style-type: none"> Pupils explore how they and others show courage in real life situations both in and out of school, related to key professions. Pupils begin to understand and practice democracy through class votes, etc. | <u>Gratitude</u> <u>BV: recap all British Values</u> <ul style="list-style-type: none"> Pupils demonstrate gratitude towards their experience of reception and prepare themselves for their transition into year 1, looking ahead to how they will show respect and self-discipline in their new setting. |

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| Enrichment links; class specific | <ul style="list-style-type: none"> Halloween (designing and building cards/ puppets/ other creative activities) Oppurtunites to delve into any current affairs | <ul style="list-style-type: none"> Nativity play (Christmas) Oppurtunites to delve into any current affairs | <ul style="list-style-type: none"> Valentines Day (creating cards and linking in with gratitude: how are we thankful to our parents or those we love) Oppurtunites to delve into any current affairs | <ul style="list-style-type: none"> Mother's Day (Mother's Day letters and appreciation cards/ notes: link in with Gratitude) Oppurtunites to delve into any current affairs | <ul style="list-style-type: none"> Oppurtunites to delve into any current affairs | <ul style="list-style-type: none"> Father's Day (Father's Day letters and appreciation cards/ notes: link in with Gratitude) Oppurtunites to delve into any current affairs |
| World Festivals/days | <ul style="list-style-type: none"> Janmashtami Muslim New year Raksha Bandhan | <ul style="list-style-type: none"> Diwali Dusshera Srila Prabhupada's Disappearance Day Christmas | | <ul style="list-style-type: none"> Holi Gaura Purnima Easter World Book Day | <ul style="list-style-type: none"> Narasimha Jayanti | <ul style="list-style-type: none"> Rath Yatra Father's Day Yoga day |
| Educational Visits including in house workshops | Home visits | Virtual tours of different places of worship Church trip (TBC) | Nature walks linked to UW and lit focus Theatre performance (in house) | Animal Experience (in house) | Police / Fire Brigade visits (TBC) | Willow's Farm (TBC) |
| Core Texts | <ul style="list-style-type: none"> I am Absolutely too Small for School Harry and Dinosaurs go to School Funnybones Titch Peepo Avacado Baby Olivers Fruit Salad | <ul style="list-style-type: none"> Non fiction books Elmer Christmas story Diwali story Mr Birthday (Mr Men book) Handa's Surprise (BHM) | <ul style="list-style-type: none"> The Gingerbread Man Jack and the Beanstalk Hansel and Gretel | <ul style="list-style-type: none"> Monkey Puzzle Giraffes Can't Dance Dear Zoo Handa's Surprise Mad About Dinosaurs | <ul style="list-style-type: none"> Non Fiction books: police/ fire brigade/ doctors/ hospital/ teachers/ paramedics, etc. | <ul style="list-style-type: none"> Hungry Caterpillar Once There Were Giants/ When I Grow Up The Tiny Seed Tree; Seasons Come and Go/What makes the Seasons Zog Mad about minibeasts |
| PSED | <ul style="list-style-type: none"> Getting to know peers and adults at school Developing courage and resilience in a new setting Talking about ourselves, our interests and our families. What makes us special? Who is special to us? Settling into a new surrounding Following expectations: making links to rule of law, thinking about why we have rules in school and the importance of them Thinking about respect and sharing with our peers | <ul style="list-style-type: none"> Beginning to think about the feelings of others and other living beings: Linking to empathy and mutual respect, developing care and respect for all living creatures through explorations and focus stories. Solving problems and situations Developing ability to express own opinions and feelings Continue to develop our understanding of why we have rules and expectations. How to show self- | <ul style="list-style-type: none"> Solve problems amongst peers and developing our empathy towards others in a range of situations Developing understanding of change and transition Building on courage and preparing ourselves for change Expressing opinions well and finding ways to manage feelings Work in groups and take ideas from peers when completing an activity, negotiating ideas with peers. Preparing for change, building resilience and | | | |

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| | <ul style="list-style-type: none"> Sharing experiences, likes and dislikes Exploring simple similarities and differences Can describe self in positive terms and talk about abilities Handling self-care and independence Taking care of belongings | <p>discipline in a range of situations.</p> <ul style="list-style-type: none"> Exploring similarities and differences Managing self-care and independence | <ul style="list-style-type: none"> courage for change Independently managing self-care | | | |
| C&L | <ul style="list-style-type: none"> Listening and joining in with rhymes, stories and songs Listening to others and asking a range of questions Answering a range of questions Maintaining attention with chosen activities Understands simple instructions Initiate small conversations Talk about family/ friends/ celebrations/events Talk about selves/ likes and dislikes Providing freedom to talk through talking partners and lolly pop sticks | <ul style="list-style-type: none"> Responding to stories and poems Listening attentively in a range of situations Expressing ideas, feelings and opinions Responding to instructions: linking in with following rules and steps Discussing elements of stories and events, developing empathy for characters and scenarios in stories Responding to a range of questions based on events and stories. Exploring storyline and narrative | <ul style="list-style-type: none"> Exploring storyline and narrative Using and understanding different tenses Maintaining attention through longer periods of time Expressing feelings and opinions effectively Thinking about the feelings of others how we can show respect to other through speaking and listening Asking and answering a range of questions in relation to stories and experiences | | | |
| <p>PD: Physical Education (Complete PE scheme)/fine and gross motor skills</p> <p>Virtues</p> | <p>Physical Education: Walking (Unit 1) <i>Pupils will explore walking using different body parts in different directions, at different levels and at different speeds.</i></p> <ul style="list-style-type: none"> Fine Motor skills; mark making, forming letters and numbers. pincer grip negotiating space <p><u>Intellectual:</u> Thinking about personal space and make sensible judgments (space)</p> | <p>Physical Education: Hands 1 (Unit 2) <i>Pupils will explore different ways of pushing a ball. Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</i></p> <ul style="list-style-type: none"> Ball skills Throwing/ catching/ hitting/ bouncing letter and number formation formation handling tool and objects well understanding how to handle objects | <p>Physical Education Nursery Rhymes (Unit 3) <i>The focus of the learning is to explore different movements using different parts of the body.</i></p> <ul style="list-style-type: none"> Dance <ul style="list-style-type: none"> express using a range of movements role play fairy tale stories Understanding how to handle objects safely Handle tools for writing well. <p><u>Performance:</u> Showing</p> | <p>Physical Education: High, Low, Over, Under (Unit 4) <i>The focus of learning is to introduce, 'champion gymnastics' by moving in a high way and explore making high shapes.</i></p> <ul style="list-style-type: none"> balancing skills jumping negotiating space <p><u>Performance:</u> Working as a team and sharing resources <u>Moral:</u> ensuring partners take turns and have a fair chance,</p> | <p>Physical Education Feet 1 (Unit 5) <i>The focus of learning is to explore different ways of using our feet to move with a ball. Pupils will explore what happens when they kick a ball using different parts of their feet. Pupils will begin to understand how we control a ball.</i></p> <ul style="list-style-type: none"> Beginning to control letter and number size and write on lines <p><u>Moral:</u> ensuring partners take turns and have a fair</p> | <p>Physical Education: Games for Understanding (Unit 6) <i>The focus of the learning is to understand why it is important to take turns when playing a game.</i></p> <ul style="list-style-type: none"> Sports day activities Outdoor activities Obstacle courses parachute games <ul style="list-style-type: none"> Controlling letter size and writing on lines <p><u>Performance:</u> Motivation and determination to win and overcome obstacle</p> |

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| | | <p>safely</p> <p><u>Performance & Moral:</u> perseverance with their writing. Resilience and courage when trying new things (jumping off equipment) Showing integrity when they need help <u>Intellectual:</u> Reflecting on how they handle certain tools and manage safety.</p> | <p>confidence in movement and trying a range of movements. Working as a team to create dances <u>Civic:</u> Sharing ideas and volunteering to support each other <u>Moral:</u> Respecting others and their ideas <u>Intellectual:</u> Providing autonomy to come up with a range of movements and dances.</p> | | <p>chance, <u>Civic:</u> Showing care for one another and supporting peers</p> | <p>courses Team work to win games <u>Moral:</u> ensuring partners take turns and have a fair chance, <u>Civic:</u> Showing care for one another and supporting peers <u>Intellectual:</u> reflecting on feedback and improving handwriting in preparation for Year 1</p> |
| Yoga | <ul style="list-style-type: none"> Track baseline flexibility: note down Following basic instructions Identifying different parts of the body Making shapes with their bodies Awareness of breath - games | <ul style="list-style-type: none"> Reciting starting prayer: invocation to Patanjali Head to toe warming up Becoming aware of their breathing Creating shapes with their bodies Understanding space needed for yoga | <ul style="list-style-type: none"> Children will begin to practise on a yoga mat Develop an understanding of a fuller and deeper breath Develop understanding and practise shapes based on nature mountain, tiger, waterfall etc | <ul style="list-style-type: none"> Use of more Sanskrit terminology for parts of the body Introduce simple asanas: trikonasana and suryanamaskar Breathing techniques to build on kalapabhatti and bhastrika Discuss meaning of closing prayer | <ul style="list-style-type: none"> Sequencing steps in suryanamaskar Songs and games to help build and develop physical flexibility Basic meditation sound humming | <ul style="list-style-type: none"> Focussing on lesson structure Patanjali sutra, warming up Suryanamakar, asana, partner work, games Time for stillness and breathing Closing prayer Breathing techniques: sitali and sitkari |
| Literacy | <ul style="list-style-type: none"> Joins in with rhymes and continues a rhyming string Explores a range of books and responds to pictures/ props Recognise own name and those of peers Recognise logo and signs Linking sounds to letters Blending cvc words/ HFW Initial letters Mark making and giving meaning to marks Beginning forming letters correctly | <ul style="list-style-type: none"> Continues a rhyming string Making predictions Discussing elements of stories and describing them Explore a range of different texts Use Letters and Sounds to read and write simple sentences. Develop reading and writing of HFW and Tricky words Use writing/ mark making as a means of communicating feelings, developing own stories and recording information Describing characters, events and stories | <ul style="list-style-type: none"> Demonstrating an understanding when talking to others about what they read Answering questions in relation to stories Researching information Using phonics to decode unfamiliar words Polysyllabic words Using key features in their narratives Developing sentence structure and content Continue to describe events, characters and stories. Suggest alternate endings | | | |

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| | | <ul style="list-style-type: none"> • Simple focus on alliteration • Sequencing main events in a story and retelling stories | |
| Virtues | Character Virtues <ul style="list-style-type: none"> • Character virtues are referred to and broadly discussed through key texts. Children will explore stories that touch on a range of virtues in a discrete way, for example: Compassion, respect, curiosity (through inferencing), honesty etc. | | |
| Maths | <ul style="list-style-type: none"> • Identifies and selects numbers and quantities correctly • Develops understanding of more and less. Develops understanding of one more and less of a number and amount (objects) • Adding and subtracting by sorting • Simple compositions to 5 • Make comparisons between amounts and numbers • Beginning to identify number patterns • Understanding how we measure time • Showing awareness patterns in our environment • Developing an understanding of spatial awareness • Introducing comparisons between size and mass • Labelling and describing 2d shapes • Beginning to show awareness of shapes in our environment. • Beginning to develop language based on capacity/ weight and size | <ul style="list-style-type: none"> • Number bonds to 5 and beginning to develop understanding of number bonds to 10 • Counting on or back to solve addition and subtraction. • Finding one more or one less of a given number • Understanding place value up to 10 • Forming numbers correctly • Comparing groups and amounts • Labelling and describing 2d and 3d shapes • Comparing mass, capacity and size • Comparing length and height. • Non standard ways of measuring distance/ length/ height • Developing a deeper understanding of measuring time • Introducing doubling, sharing and halving • Develop language based on capacity/ weight and size • | <ul style="list-style-type: none"> • Orders and counts to 20 • Adding and taking away more than 1 amount • Solving a range of math problems • Identifying coins and using correct vocabulary • Adding and taking away with simple coins. • Identifying numerical patterns through doubling and halving. • Identifying odd and even numbers/ amounts • Using amounts and numbers to double, share and halve • Sharing amounts equally and solving problems • Creates and identifies a range of complex patterns • Ordering objects in size, capacity and weight order • Develop language based on capacity/ weight and size |
| Virtues | Character Virtues <ul style="list-style-type: none"> • Character virtues are embedded across the mathematics curriculum to provide children with the opportunity to develop such virtues. For example: Performance virtues such as resilience, teamwork, determination, perseverance, motivation, confidence | | |
| Understanding the World | <ul style="list-style-type: none"> • Talks about selves and people special to us • Explore different faiths, beliefs and cultures • Identify similarities and differences between themselves and others • Identify similarities and differences between faiths (mutual respect) • ICT tools to create pictures • Talk about events in our personal lives. • Develop mutual respect for other faiths | <ul style="list-style-type: none"> • Investigate and research different environments and living things. • Identify similarities and differences in environments and places • Make observations of animals and how they change. • Developing respect for the natural world and learning how to take care of the world • Explore different types of technology | <ul style="list-style-type: none"> • Describe different occupations. • Compare objects and technology from the past to present day • Compare occupations in the past to present day • I CT tools to research occupations and changes • Use a range of ICT tools to record findings • Make observations of changes in plants/ living things and materials • Investigate materials that float and sink |

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| Expressive Arts and Design | <ul style="list-style-type: none"> • Joins in with songs, imitate music beat and dance movements. • Explore a range of media to create own models • Safely move around with media and materials. • Create models using construction materials • Gives meaning to their drawing | | <ul style="list-style-type: none"> • Creates own movements and music • Represent stories and ideas using role play • Create props to support with role play • Investigate a range of media (collage/ sponges etc) • Experiment with textures and describe different textures • Uses and selects resources to create and design | | <ul style="list-style-type: none"> • Explore changes in colour/ changes in body movements • Express feelings and thoughts through dance/ music and role play • Design and create models/ working with peers • Investigating media and materials to create pictures/ patterns • Evaluate own work and talk about features of other people's work | |
| Role Play Area/ Small World Play | <ul style="list-style-type: none"> • Home Corner/ home (consistent through the year in the outdoor area) | <ul style="list-style-type: none"> • Celebrations (birthdays/ parties/ faiths/ festivals) | <ul style="list-style-type: none"> • Fairytale small world area | <ul style="list-style-type: none"> • Jungle/ Zoo/ Under the Sea/ Farm | <ul style="list-style-type: none"> • Hospital/ Fire Station/ Police Station/ Doctors | <ul style="list-style-type: none"> • Mini Beast Forest/ Hungry Caterpillar Focus |
| PRE | <ul style="list-style-type: none"> • Respecting our Temple and worship at home (making links to other religions and their own faith) | <ul style="list-style-type: none"> • Learning about different celebrations and linking it to both the Diwali/Christmas stories | <ul style="list-style-type: none"> • Das Avatars (making links to stories from other religions e.g. Manus's Ark and Noah's Ark) | <ul style="list-style-type: none"> • Lord Chaitanya and the Jarikhanda Forest | <ul style="list-style-type: none"> • How Krishna helps us – Krishna's childhood stories | <ul style="list-style-type: none"> • Our relationship with God |