

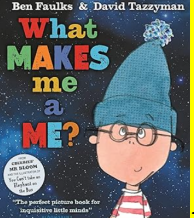
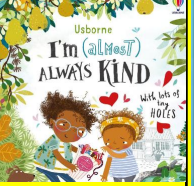
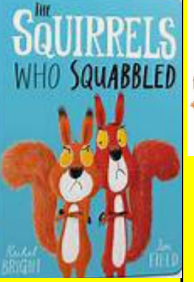






|   |  | Week Beginning : 01.09.25   | Week Beginning : 08.09.25   | Week Beginning : 15.09.25   | Week Beginning : 22.09.25  | Week Beginning : 29.09.25   | Week Beginning : 06.10.25   | Week Beginning : 13.10.25   | Week Beginning : 20.10.24 |
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| <b>Diary Dates</b>                                      |  | 1.9.25-2.9.25<br>5  | Meet The Teacher  |   | Harvest Festival<br>Macmillan coffee morning   | Black History Month   | Black History Month   | Parents Evening<br><br>Show Racism the Red Card   | HALF TERM HOLIDAY         |
| <b>Shared Text – End of the day</b>                     |  | <b>Children's choice</b>  |   |   |  |   |   |   |                           |
| <b>Sharing English Text with Wider curriculum links</b> |  | <b>The Gruffalo (settling in)</b><br><br>Baseline Assessment | <b>Going on a Bear hunt</b><br><br>-Repetitive refrain<br>-story | <b>What Makes me a Me?</b><br><br>- Learning about self | <b>I am (almost) kind</b><br><br>-PSHE Links<br>-Friendship | <b>The Squirrels Who Squabbled</b><br> | <b>Standing Up To Racism</b><br><br>-Anti-rasism | <b>The Best Diwali Ever</b><br><br>-Celebrations |                           |

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| Literacy                   |         |   | telling<br>-science & geography links | -Feelings<br>-What makes people different | -Kindness                   | -Autumn<br>-Seasons<br>-Friendship<br>-PSHE links                  |                           | -Diwali                            |  |
|                            | Writing | Name writing.<br>Giving meaning to marks.<br>Matching pictures to initial sounds.<br>Matching pictures to words.  | Pattern mark making                   | Retelling the story                       | Roleplay an act of kindness | Understanding and using ambitious vocabulary<br><br>Speech bubbles | Creating posters          | Card making<br><br>Retelling story |  |
|                            | Phonics | Phonics Games<br>Baseline Assessment  | ELS Phonics<br>s, a, t, p             | ELS Phonics<br>i, n, m, d                 | ELS Phonics<br>g, o, c, k   | ELS Phonics<br>ck, e, u, r   | ELS Phonics<br>ss, review | ELS Phonics<br>h, b, f, ff, l, ll  |  |
| Communication and language |         | C& L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, daily story time using high quality texts from the CUSP (Structured Stories Time) curriculum. |                                       |   |                             |  |                           |                                    |  |

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| <b>Maths</b>                   |   | <b>WRM - Getting to Know You</b><br><br>Baseline Assessment   | <b>WRM - Getting to Know You</b> | <b>WRM – Match, Sort and Compare</b><br><br>Match objects<br><br>Match objects and pictures<br><br>Identify a set | <b>WRM – Match, Sort and Compare</b><br><br>Sort objects to a type<br>Explore sorting and create rules<br><br>Compare amounts | <b>WRM – Talk About Measure and Patterns</b><br><br>Compare size<br><br>Compare mass<br><br>Compare capacity | <b>WRM – Talk About Measure and Patterns</b><br><br>Explore simple patterns<br><br>Copy and continue patterns<br><br>Create simple patterns | <b>WRM – It’s Me, 1, 2, 3</b><br><br>Find 1, 2, and 3<br><br>Subitise 1, 2 and 3<br><br>Represent 1, 2 and 3 |  |
|                                |   | <p><b>RE - Why is the word God so important to Christians?</b></p> <p>In this unit, pupils find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Pupils will find out the story of Adam being tasked with naming animals. Pupils will learn that many Christians try to treat God’s name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today.</p> |                                  |   |   |  |   |  |  |
| <b>Understanding our World</b> | <b>Past and Present</b>                 | Getting to know you   | Sequencing of the events         |   | Relate the changing seasons to the passing of time.   | Relate the changing seasons to the passing of time.  |   | Culture and Traditions and Religions (Hindu)   |  |
|                                | <b>People, Cultures and Communities</b> | Getting to Know You   |                                  | Know about similarities and differences between themselves and others,  |   |  |   | Diwali-Talk about their immediate family and community and some of their routines,                           |  |


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|                                   |   |  |   | and among families, communities, cultures and traditions.                    |  |   |   | culture and celebrations.  |  |
|                                   | <b>The Natural World-<br/>Science<br/>Geography</b> | Getting to Know You  | Explore mud and soil.<br>Does the mud make a noise?<br>How does it feel as you stir it?<br>Are the different mud samples the same colour?<br>What is the best mud like?<br>Why? What do you need to make it?<br>Does some soil make better mud than others? | Know the names of the seasons and what the weather is / can be like in each. | Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants. ▪ Describe how trees and plants change in different seasons. | Know that some animals store food for the winter. ▪ Know that some animals hibernate in the winter. | Know that some animals store food for the winter. ▪ Know that some animals hibernate in the winter. | Name, locate and talk about one other country, linked to what they have read, e.g. Celebrations around the World |  |
|                                   | <b>Twigs and Trees</b>                              | Getting to Know You  | Introduction to the forest  | Autumn Walk  | Leaf man pictures  | Stick Man friends   | Conkers!  | Rangoli patterns   |  |
| <b>Expressive Arts and Design</b> | <b>Music</b>  |  |   |  |  |   |   |  |  |
|                                   |   | <p><b>In Art and Design pupils will use a range of materials creatively to design and make products. They will draw, paint and sculpt to develop and share their ideas, experiences and imagination.</b></p> <p><b>They will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</b></p> |   |  |  |   |   |  |  |

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|  | <b>Art/DT</b> | Gruffalo Masks | Engage in role-play and sensory experiences that reflect real-world environment | Self Portraits using pencils Drawings | Create friendship bracelets |  | Create the effect of four seasons – exploring different tools | Creating Rangoli patters |  |
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|                             |                                  |                                    | Create a colour monster                                  |   | (Fine motor skills)                  | Pie Tasting                                  |   |   |   |
| <b>Physical development</b> | <b>PE – Locomotion (Walking)</b> | <b>Locomotion – Walking</b>        | <b>Locomotion – Walking</b>                              | <b>Locomotion – Walking</b>                   | <b>Dance - Nursery Rhymes</b>        | <b>Dance - Nursery Rhymes</b>                | <b>Dance - Nursery Rhymes</b>                                 | <b>Dance - Nursery Rhymes</b>   | <b>Dance - Nursery Rhymes</b>   |
| <b>Gross Motor</b>          | <b>Dance - Nursery Rhymes</b>    | Explore Walking<br>Develop Walking | Explore walking in different pathways<br>Sustain walking | Explore marching<br>Apply walking into a game | Humpty Dumpty:<br>Moving in sequence | Jack and Jill:<br>Creating our own movements | Hickory, dickory, dock:<br>Creating simple movement sequences | Three little pigs:<br>Responding in movement to words and music<br><br>Exploring contrasting tempos | Little Miss Muffet:<br>Working with a partner exploring character movements |

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| <b>Physical development</b><br><br><b>Fine Motor (this will continue throughout the year)</b> | Manipulate objects with good fine motor skills.<br>Draw lines and circles using gross motor movements. | Hold pencil / paintbrush beyond whole hand grasp.<br><b>Pencil Grip.</b><br>Taking shoes off and putting them on. | Develop muscle tone to put pencil pressure on paper.<br><br>Use tools to effect changes to materials.<br><br>Show preference for dominant hand.<br><br>Engage children in structured activities - guide them in what to draw, write or copy. | Begin to form letters correctly.<br><br>Handle tools, objects, construction and malleable materials with increasing control.<br><br>Encourage children to draw freely.<br><br>Holding Small Items / button clothing / zips.<br><br>Cutting with scissors. | Hold the pencil effectively with a comfortable grip.<br><br>Forms recognisable letters most correctly formed. | Develop pencil grip and letter formation continually.<br><br>Use one hand consistently for fine motor tasks.<br><br>Cut along a straight line with scissors.<br><br>Start to cut along a curved line like a circle / zig zag line. | Develop pencil grip and letter formation continually.<br><br>Use one hand consistently for fine motor tasks.<br><br>Cut along a straight line with scissors.<br><br>Start to cut along a curved line like a circle / zig zag line. | Form letters correctly.<br><br>Cut a shape out using scissors.<br><br>Begin to draw diagonal lines, like in a triangle.<br><br>Start to colour inside the lines of a picture.<br><br>Draw pictures that are recognisable. |  |
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| <b>Personal, Social, Emotional Development</b> | <b>In this unit the children learn to respect differences, treating others with respect and acknowledging that we are all different and unique.</b> |  |
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| <b>My Happy Mind</b><br><br><b>Meet your Brain</b> | <b>In this unit our pupils will learn to understand how the brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.</b> |  |
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| <b>Other areas of learning</b> | <b>Role play area</b>  | <b>Inside: Home Corner</b><br><b>Outside: Mud Kitchen, construction, home corner</b>  |  |                      |                      |  |  |  |  |
|                                | <b>Outdoor areas</b>   | <b>Writing area, Maths area, Creative area, Music hut, Mud kitchen, Sand, Water, Construction, Physical, Investigation area, Market Stall</b> |  |                      |                      |  |  |  |  |
|                                | <b>Special events</b>  |   |  | Harvest Celebrations | Harvest Celebrations |  |  |  |  |
|                                | <b>Visits/visitors</b> |   |  |                      |                      |  |  |  |  |