

Year R 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and my family (Baseline assessment)	People who help us Christmas Diwali	Magic and mystery	Homes and transport Easter	Plants and animals	Water and pirates
Dates	7/9/2026-23/10/2026 7 weeks	2/11/2026-18/12/2026 7 weeks	5/1/2027-12/2/2027 5 weeks + 4 days	22/2/2027-25/3/2027 4weeks+4 days	13/4/2027-28/5/2027 6 weeks+ 4 days	7/6/2027-22/7/2027 6 weeks+4 days
Personal, social and emotional development	Scarf- Me and my relationships All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	Scarf- Valuing difference I'm special, you're Special Same and different Same and different Families Same and different Homes I am caring I am a friend	Scarf- Keeping safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and Outdoors Listening to my Feelings Keeping safe online People who help to keep me safe	Scarf- Rights and respect Looking after my special people Looking after my Friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Scarf- Being my best Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep Show resilience and perseverance in the face of challenge.	Scarf- Growing and Changing Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys <u>First aid</u>
Religious Education	Why is the word God so important to Christians?	Why is Christmas special for Christians?	Being special: Where do we belong?	Why is Easter special to Christians?	Which places are special and why?	Which stories are special and why?

Communication and language	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Learn rhymes, poems and songs.	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and Understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Use new vocabulary in different contexts.	Engage in non-fiction Books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
Literacy	Little Wandle Phonics- Phase 2 Drawing Club Reading Practice Read individual letters by saying the sounds for them.	Little Wandle Phonics- Phase 2 Drawing Club Reading Practice Read some letter groups that each represent one sound and say sounds for	Little Wandle Phonics- Phase 3 Drawing Club Reading Practice Read simple phrases and sentences made up of words with known letter-sound	Little Wandle Phonics- Phase 3 Drawing Club Reading Practice Form lower-case and capital letters correctly.	Little Wandle Phonics- Phase 3/ Phase 4 Drawing Club Reading Practice Write short sentences with words with known letter-sound	Little Wandle Phonics- Phase 4 Drawing Club Reading Practice Make plausible attempts at independently

	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Correct pencil control. Correct letter formation of individual letters.	Them. Read a few common exception words matched to the school's phonic programme. Correct letter formation of CVC words.	correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spaces between words. Re-read own writing to check for sense.	Spell words by identifying the sounds and then writing the sound with letter/s. Think, say, remember and write a short caption, including longer words.	correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Think, say, remember and write simple sentences.	writing longer sentences.
Mathematics	<u>Mastering Number</u> Subitising Counting, ordinality and cardinality Composition Subitising Moving through space Comparison	<u>Mastering Number</u> Counting, ordinality and cardinality Comparison Composition Noticing and visualising Composition Counting, ordinality and cardinality	<u>Mastering Number</u> Subitising Counting, ordinality and cardinality Composition Block play Composition Comparison	<u>Mastering Number</u> Counting, ordinality and cardinality Comparison Shape Composition Composition Composition	<u>Mastering Number</u> Pattern Counting, ordinality and cardinality Subitising Composition Composition Comparison	<u>Mastering Number</u> Measure Subitising Review and assess

Understanding the world	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Kapow history- Unit 1: Peek into the past	Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Kapow Geography- Unit 1: Exploring maps	Compare and contrast characters from stories, including figures from the past. Kapow Geography- unit 2: Outdoor adventures.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Kapow History- Unit 2: Adventures through time	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. Recognise some environments that are different to the one in which they live. Kapow Geography- Unit 3: Around the world	Comment on images of familiar situations in the past. Plastic pollution.
Physical Development	Get set 4 PE Introduction to PE unit 1 and 2 Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical	Get set 4 PE Ball skills unit 1 and 2 Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-	Get set 4 PE Dance unit 1 and 2 Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running -	Get set 4 PE Fundamentals unit 1 and 2 Progress towards a more fluent style of moving, with developing control and grace. Combine different	Get set 4 PE Games unit 1 and 2 Sports day practice Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Get set 4 PE Gymnastics unit 1 and 2 Negotiate space and obstacles safely, with consideration for themselves and others.

	education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	strength, balance, co-ordination and agility. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.	hopping - skipping - Climbing Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.	movements with ease and fluency.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Expressive arts and design	Whole school project- Self portrait Kapow Art- Drawing: Marvellous Marks	Kapow art-Painting and mixed media: Paint my world Listen attentively, move to and talk about music,	Whole school project- Colour mix flowers Kapow art- Sculpture and 3D: Creation station	Kapow art- Craft and design: Let's get crafty Mother's Day cards. Easter crafts	Kapow art- Sun catchers Create collaboratively sharing ideas, resources and skills.	Whole school project-Draw the school Kapow art- Salt painting

	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Charanga music- Me!	expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Charanga music- My stories Diwali- crafts Christmas play Christmas songs Christmas crafts	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Develop storylines in their pretend play. Make Superhero vegetables Charanga music- Everyone!	Charanga music- Our world	Explore and engage in music making and dance, performing solo or in groups. Charanga music-Big Bear Funk	Safely use and explore 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 when role playing characters in narratives and Stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when
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						appropriate) try to move in time with music. Charanga music- Reflect, Rewind and Replay Father's Day cards.
Trips/ visitors/ events	Fairtrade fortnight (21st Sept- 4th Oct) Whole school walk and picnic Harvest	People who help us- Doctor, police etc Diwali (8th Nov) Carnival (14th Nov) Odd sock day (16th Nov) Anti bullying week (Nov 16th-20th) Children in need (20th Nov) Road safety week (15th -21st Nov) Christmas	Chinese New Year (6th Feb) Safer internet day (9th Feb) Valentine's Day (14th Feb)	Hatherleigh Town walk World Book Day (4th March) Mother's Day (7th March) Easter	Rosemoor Trip Tadpoles/ hatch butterflies	Father's Day (20th June) Beach Trip Sports day Pirate Day