

Year R 2025-2026

	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	3/9/2025-24/10/2025 7 weeks+ 3 days	4311/2025-19/12/2025 7 weeks	6/1/2026-13/2/2026 5 weeks + 4 days	23/2/2026-2/4/2026 5 weeks+4 days	20/4/2026-22/5/2026 5 weeks	1/6/2026-17/7/2026 7 weeks
Personal, social and emotional development	<p>See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Scarf- Me and my relationships</p> <p>All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)</p>	<p>Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p> <p>Scarf- Valuing difference</p> <p>I'm special, you're Special</p> <p>Same and different</p> <p>Same and different Families</p> <p>Same and different Homes</p> <p>I am caring</p>	<p>Manage their own needs.</p> <p>Scarf- Keeping safe</p> <p>What's safe to go onto my body</p> <p>Keeping Myself Safe - What's safe to go into my body (including medicines)</p> <p>Safe indoors and Outdoors</p> <p>Listening to my Feelings</p> <p>Keeping safe online</p> <p>People who help to keep me safe</p>	<p>Scarf- Rights and respect</p> <p>Looking after my special people</p> <p>Looking after my Friends</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money (1): recognising, spending, using</p> <p>Looking after money (2): saving money and keeping it safe</p>	<p>Scarf- Being my best</p> <p>Bouncing back when things go wrong</p> <p>Yes, I can!</p> <p>Healthy eating (1)</p> <p>Healthy eating (2)</p> <p>Move your body</p> <p>A good night's sleep Show resilience and perseverance in the face of challenge.</p>	<p>Scarf- Growing and Changing</p> <p>Seasons</p> <p>Life stages - plants, animals, humans</p> <p>Life Stages: Human life stage - who will I be?</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body - girls and boys</p> <p>First aid</p> <p>ELGs <u>Self-Regulation:</u> Show an understanding of</p>

		I am a friend				<p>their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self:</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>
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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	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Learn rhymes, poems and songs.</p>	<p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	Use new vocabulary in different contexts.	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>ELGs: <u>Listening, Attention and Understanding:</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and</p>

	<p>has been said to them. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound.</p>		<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>			<p>small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of</p>
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						past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Literacy	<p>Little Wandle Phonics Drawing Club Reading Practice</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Little Wandle Phonics Drawing Club Reading Practice</p> <p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.</p>	<p>Little Wandle Phonics Drawing Club Reading Practice</p> <p>Read simple phrases and sentences made up of words with known letter-sound 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.</p>	<p>Little Wandle Phonics Drawing Club Reading Practice</p> <p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Little Wandle Phonics Drawing Club Reading Practice</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Little Wandle Phonics Drawing Club Reading Practice</p> <p>ELGs <u>Comprehension:</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems and during role play. <u>Word Reading:</u> Say a sound for each letter in the alphabet</p>

						<p>and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing:</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
Mathematics	<p><u>White Rose</u> Getting to know you Match, sort and compare Talk about measure and patterns It's me 1,2,3</p>	<p><u>White Rose</u> Circles and triangles 1,2,3,4,5 Shapes with 4 sides</p>	<p><u>White Rose</u> Alive in 5 Mass and capacity Growing 6,7,8</p>	<p><u>White Rose</u> Length, height and time Building 9 and 10 Explore 3D shapes</p>	<p><u>White Rose</u> To 20 and beyond How many now? Manipulate, compose and decompose</p>	<p><u>White Rose</u> Sharing and grouping Visualise, build and map Make connections Consolidation</p> <p>ELGs: <u>Number:</u></p>

						<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns:</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>
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						Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the world	<p>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.</p> <p>Kapow history- Unit 2: Adventures through time</p>	<p>Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Kapow Geography- Unit 1: Exploring maps</p> <p>Kapow history- What does it mean to remember.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Kapow history- Unit 1: Peek into the past</p>	<p>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.</p> <p>Kapow Geography- unit 2: Outdoor adventures.</p>	<p>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.</p> <p>Kapow Geography- Unit 3: Around the world</p>	<p>Comment on images of familiar situations in the past. Plastic pollution</p> <p>ELGs <u>Past and Present:</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and</u></p>

						<p><u>Communities:</u> 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, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>The Natural World:</u> Explore the natural world around them, making observations and drawing pictures of animals and</p>
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						<p>plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Physical Development</p>	<p>Get set 4 PE Introduction to PE unit 1 and 2</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small</p>	<p>Get set 4 PE Ball skills unit 1 and 2</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop the</p>	<p>Get set 4 PE Dance unit 1 and 2</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Know and talk about the different factors that support their overall</p>	<p>Get set 4 PE Fundamentals unit 1 and 2</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency.</p>	<p>Get set 4 PE Games unit 1 and 2 Sports day practice</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the</p>	<p>Get set 4 PE Gymnastics unit 1 and 2</p> <p>ELGs</p> <p><u>Gross Motor Skills:</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p>

	<p>motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p>	<p>health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. 		<p>foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills:</u></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
<p>Expressive arts and design</p>	<p>Whole school project- Self portrait</p> <p>Kapow Art- Drawing: Marvellous Marks</p> <p>Autumn wreaths</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Kapow art-Painting and mixed media: Paint my world</p> <p>Salt dough decorations</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about</p>	<p>Whole school project- Colour mix flowers</p> <p>Kapow art- Sculpture and 3D: Creation station</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Kapow art- Craft and design: Let's get crafty</p> <p>Egg threading</p> <p>Whole school project- flowers</p> <p>Mother's Day cards. Easter crafts</p>	<p>Kapow art- Sun catchers</p> <p>Create collaboratively sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Whole school project-Draw the school</p> <p>Kapow art- Salt painting</p> <p>Whole school project- draw the school</p> <p><u>ELGs:</u></p> <p><u>Creating with Materials:</u></p>

		<p>dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Diwali- crafts Christmas play Christmas songs Christmas crafts Christmas cards</p>	<p>Develop storylines in their pretend play.</p> <p>Making Superhero veg</p>			<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive:</u> Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
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						Father's Day cards.
Trips/ visitors/ events	Fairtrade fortnight (22nd Sept- 5th Oct) Whole school walk and picnic Harvest	People who help us- Doctor, police etc Diwali (20th Oct) Carnival (8th Nov) Odd sock day (10 th Nov) Anti bullying week (Nov 10 th -14 th) Children in need (14th Nov) Road safety week (17th Nov) Christmas	Chinese New Year (17 th Feb) Safer internet day (10 th Feb) Valentine's Day (14 th Feb) Pancake Day (17 th March)	Hatherleigh Town walk Mother's Day (15 th March) Easter	Rosemoor Trip Tadpoles/ hatch butterflies World Book Day (23rd April)	Father's Day (21st June) Beach Trip Sports day Pirate Day