

These lines of enquiry are a frame. Term one planning will also be structured around children's interests as taken from the All About Me forms.





I wonder...	Autumn	Spring	Summer
Possible line of enquiry	People, Family, Places (Local) Community, Starting School, Ourselves Events: Remembrance Day, Diwali, Christmas, Harvest, Carnival, Bonfire Night,	Traditional tales, Chinese New Year, Easter, Toys, Dinosaurs	Plants, Animals, Minibeasts Space, Sky Under the sea, In the jungle
Key Texts / Prompts	The Colour Monster, The Colour Monster Goes to School. The Leaf Man, The Little Red Hen, Pumpkin Soup, Poppy Poppy Poem, Bertie's Poppy	The Great Race – the story of Chinese New Year Goldilocks and the Three Bears The Easter Story - RE	Night Monkey, Day Monkey Whatever Next!
Key Vocabulary	Emotions Starting School Our 3 Words Autumn Events e.g. Harvest Society All about me	Celebration words: New Year, Festival, Family, Party, Fireworks, Lantern Symbols & Traditions: Dragon, Lion, Red, Gold, Lucky, Envelope (or Red Envelope), Decoration, Parade. Objects & Food: Firecracker, Chopsticks, Noodles, Rice, Dumplings, Mandarin (fruit). Zodiac & Animals: Current year and animals, Emperor. Goldilocks and the Three Bears: Characters, Setting Words, Story Objects, Describing Words, Story Language Easter: People and Places: Jesus – God's son, Disciples – Jesus' special friends, Mary – A friend of Jesus, Jerusalem – The city where the story happens. Events: Palm Sunday – The day Jesus rode into Jerusalem, Last Supper – The special meal Jesus had with his friends, Good Friday – The day Jesus died on the cross, Easter Sunday – The day Jesus came back to life. Objects and Symbols: Palm leaves – People waved to welcome Jesus, Cross – A symbol of Jesus' love, Tomb – A cave where Jesus was placed, Stone – A big rock that covered the tomb, Angel – A special messenger from God. Feelings and Messages: Love – Jesus loved everyone, Sad – Jesus' friends felt this when He died, Happy – How everyone felt when Jesus came back, Hope – Easter brings hope	Sky: Bright, Shiny, Dark, Glowing, Noisy, Quiet, Fast, Slow, Day, Night, Morning, Evening, Dark, Light, Sun, Moon, Stars, Sunset, Sunrise, Shadow
Experiences and Enrichment	Harvest Festival, World Nursery Rhyme Week, Remembrance Day, Nativity play	Number Day, Skipping Workshop, Easter Bonnet Parade, World Book Day, Comic, Relief, Mother's Day, Pancake Day, Safer Internet Day	Charity Week, Dentist Visit, Sports Day, Father's Day, Sports Day, Transition
Baseline Response	Repeating patterns 1-5 ordering and 1-1 correspondence		

Personal Social Emotional Development – Skill Progression

	Autumn		Spring		Summer		
Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Each puzzle has six lesson plans accompanied by all the teaching and learning materials needed to deliver them.
Self-Regulation	To follow 1-step instructions Recognise different emotions. Focus during short whole class activities.	To talk about how they are feeling and to consider others' feelings.	To focus during longer whole class lessons.	To identify and moderate their feelings socially and emotionally.	To control their emotions using a range of techniques.	To follow instructions of 3 steps or more.	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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.
Managing Self	To wash hands independently. To understand the need to have rules (Class, Forest and Three Words). To develop independence when dressing and undressing.		To begin to show resilience and perseverance in the face of a challenge. To develop independence when dressing and undressing.		To manage own basic needs independently. To dress independently. To show a 'can do' attitude. To understand the importance of healthy food choices		Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	To seek support from adults and gain confidence to speak to peers and adults. Begin to develop friendships.		To use taught strategies to support turn taking. To listen to the ideas of other children and agree on a solution and compromise.		To work as a group. To have confidence to communicate with adults around the school.		Work and play cooperatively and take turns. Form positive attachments to adults and friendships with peers. Show sensitivity to their and others' needs.

Physical Development – Skill Progression

	Autumn	Spring	Summer	
Gross Motor Skills	Playground games. Negotiate space around them. To move safely in a space. Explore different ways to travel using equipment.	Within provision- To control a ball in different ways, balance on a variety of equipment and climb. Jump and land safely from a height.	Within provision- To move safely with confidence and imagination, communicating ideas through movement. Play by the rules and develop coordination.	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, climbing.

Fine Motor Skills	Begin to use tripod grip when using marking tools. To handle scissors, pencil and glue effectively. Able to use cutlery appropriately. Develop small motor skills to develop a range of tools competently, safely and confidently. Suggested tools: pencils, paintbrushes, scissors, knives, forks and spoons.			To accurately draw lines, circles and shapes to draw pictures. Use a hammer correctly.			Hold scissors correctly and cut out small shapes. To form letters correctly using a tripod grip.			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, paint brushes and cutlery; Begin to show accuracy and care when drawing.		
	I can record a straight vertical line.	I can record a horizontal straight line.	I can record a circle. 	I can record a vertical cross. +	I can record a square. 	 I can record diagonal lines to the left and right.	I can record a cross using diagonal lines. X	I can record a triangle. 	Following the writing symbol progression of skills to show accuracy and care when drawing.			

Listening, Attention & Understanding– Skill Progression

	Autumn	Spring	Summer	
Listening, Attention and Understanding	<p>Listening: To understand how to listen carefully and know why it is important. Engage in story times. Listen carefully to rhymes and songs.</p> <p>Asking questions: I understand questions that start with how and why. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Listening: Listen to a story with interest. Use props/pictures/story maps to follow a story. Make comments about the story. Retell the story in own words. Learning rhymes and poems.</p> <p>To retell a story with exact repetition (repeated phrases).</p> <p>Follow a story without pictures or props.</p> <p>Asking questions: To ask questions to find out more. To understand a question such as who, what, where, when, why and how.</p>	<p>Listening: Hold relevant conversations with peers. Offer explanations of why things might happen. To have conversations with adults and peers with back-and-forth exchanges.</p> <p>Asking questions: To understand a question such as who, what, where, when, why and how.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and 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.</p>

Speaking	<p>Holding discussions: I can express my point of view using words and actions on a one-to-one basis. Describe events in detail. I can use talk to sequence events.</p> <p>Vocabulary and explanations: I learn new vocabulary. I use this throughout the day. I am learning rhymes.</p> <p>I can express my point of view. I can use talk to organise my play.</p> <p>SEN track: identify/continue Talk Boost candidates.</p>	<p>Holding discussions: I can hold a conversation with teachers back and forth (one to one and small group).</p> <p>I can use talk to sequence events.</p> <p>Vocabulary and explanations: To talk in sentences using conjunctions e.g. and, because. I can use longer sentences of 4 – 6 words.</p> <p>Begin to engage in non-fiction books by listening and talking about non-fiction texts. Deep familiarity with new knowledge and vocabulary.</p>	<p>Holding discussions: To use talk to organise, clarify thinking, ideas, feelings and events on a one to one, small group and class basis.</p> <p>To articulate ideas and thoughts in sentences using a range of tenses, with modelling and support.</p> <p>Vocabulary and explanations: To engage in non-fiction books and to use new vocabulary in different contexts.</p> <p>Vocabulary and discussion: To engage in poems, stories, rhymes and use new vocabulary in different contexts.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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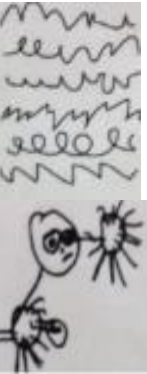
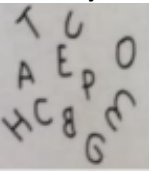
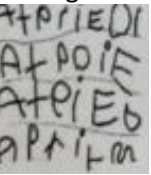
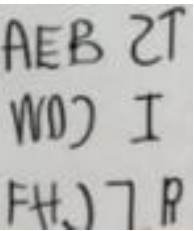
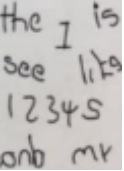
Reading – Skills Progression

	Autumn	Spring	Summer	
Comprehension	<p>I can independently look at a book, holding it the correct way and turning pages.</p> <p>I can share my opinions of stories- like and dislikes and begin to predict what might happen next when prompted.</p> <p>I can engage and enjoy an increasing range of books.</p> <p>I understand the five key concepts about print: print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom</p> <p>SEN checkpoint (Spring Term 2)- Talk Boost vocabulary review.</p>	<p>I can act out stories using recently introduced vocabulary.</p> <p>I can retell a story using vocabulary influenced by their book. I can talk about the characters in the books I am reading.</p> <p>I understand that pictures offer many clues as to what has happened or will happen in a text.</p> <p>I can explain what has been read to me in my own words using recently introduced vocabulary.</p> <p>I can recognise the different non-fiction and fiction texts.</p> <p>I can make simple predictions from the story based on the story, previously read stories, vocabulary and own life experiences.</p>	<p>Predicting what will happen next on the basis of what has happened so far e.g. to the characters or in the stories plot.</p> <p>I can answer questions about what I have read using vocabulary learnt across the year.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

Word Reading	<p>I understand print has meaning.</p> <p>I can join in with songs and rhymes and says some of the words.</p> <p>I can develop phonological awareness so I can hear rhymes.</p> <p>I am developing some phonological awareness – for example spotting words with the same initial sound.</p> <p>I can read individual letters by saying the sounds for them.</p> <p>I can recognise words with the same initial sound e.g. mum and monkey.</p> <p>I understand some words cannot be sounded out.</p>	<p>I can segment and blend sounds together to read short words.</p> <p>I can recognise taught digraphs in words and blend the sounds together.</p> <p>I can begin to read captions and sentences.</p> <p>I can recognise taught digraphs in words and blend the sounds together.</p> <p>I can read words containing digraphs. I can read tricky words.</p> <p>I am becoming more confident in reading captions and sentences.</p>	<p>I can read common exception words when they are included in simple phrase or sentence.</p> <p>I can read simple phrases and sentences in my books with some fluency. I can identify all the sounds in my books and 10 or more digraphs.</p> <p>Read books matching their phonic ability and with common exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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Writing – Skills Progression

	Autumn		Spring		Summer	
Handwriting	I can write some or all my name forming letters correctly.	<p>I can write my name forming the letters correctly.</p> <p>I can form lower case letters correctly within my phonics ability. (Use Nelson)</p>	<p>I can form most of my letters correctly within the handwriting families.</p> <p>Curly caterpillars (7 weeks)</p> <p>Nelson capital letter worksheet snipped with corresponding curly caterpillar.</p>	<p>I can form most of my letters correctly within the handwriting families.</p> <p>One Armed Robots (7 weeks)</p> <p>Nelson capital letter worksheet snipped with corresponding one-armed robot.</p>	<p>I can form most of my letters correctly within the handwriting families.</p> <p>Long Ladder (6 weeks)</p> <p>Nelson capital letter worksheet snipped with corresponding long ladder.</p>	<p>I can form most of my letters correctly within the handwriting families.</p> <p>Zig-Zag Monster (4 weeks)</p> <p>Nelson capital letter worksheet snipped with corresponding zig-zag monster.</p>
Writing provision ideas	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	I can write short captions and messages. I can write lists, greeting cards and menus.	<p>I can write captions</p> <p>I can write instructions.</p> <p>I can write postcards.</p>	<p>I can write simple stories with a beginning, middle and end.</p> <p>I can write a letter.</p> <p>I can write stories with narratives and storytelling language.</p> <p>I can write at length.</p>

<p>Writing</p> <p>-Early Steps (Making marks)</p>	<p>I write symbols and shapes that look like writing.</p> <p>I assign meaning to the marks</p>  <p>Attempts to write name (Some may work within) I draw basic pictures.</p> <p>I use lines to look like writing. Scribble writing</p> <p>Left to right direction</p> <p>I begin to assign meaning.</p> 	<p>I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning.</p> <p>Writes name from memory</p>  <p>I use letter strings which travel from left to right and top to bottom.</p> <p>I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me.</p> <p>I often do not know what the words say.</p> 	<p>If children are still presenting these early marks at this point, review provision with SENCO.</p>	<p>Spell words by identifying sounds in them</p> <p>and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>
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Developing Writing (Words- focus on spelling)	<p>I am beginning to hear initial sounds and attempt to write these down. (Bear in mind phonics ability)</p> <p>m – mum, letter for name</p>	<p>I can hear initial sounds in words and write the letters down to match.</p> <p>c – cat, d- dog, p - pig</p> <p>I can write tricky common exception words- I, no, go, to, the, into, a.</p>	<p>I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy – mummy, pto – potato, sbr – strawberry</p> <p>I can write tricky common exception words: I, no, go, to, the, into, a, he, she, me, we, be.</p>	<p>I can spell out and write down vc cvc words by matching letters and sounds.</p> <p>at in up cat, dog, pig</p> <p>I can write tricky common exception words- , she, me, we, be, was, you, all, my.</p>	<p>I can spell out and write CVC and CVCC, CCVC words by matching letters and sounds.</p> <p>I can write tricky common exception words-was, you, all, my, they, her, are.</p>	<p>I can spell out words with consonant clusters and vowel digraphs within their phonics phase.</p> <p>I can write tricky common exception words from across the year.</p>	<p>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>
Developing Writing (Sentences)	<p>I can formulate and say a simple sentence/caption.</p>	<p>I can orally compose a sentence and hold it in my memory before I start to write it.</p> <p>Colourful Semantics- Who and what doing- focus on composing and initial sounds. Have orally composing tickbox.</p>	<p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others.</p> <p>Colourful Semantics- Who and what doing- focus on composing and initial sounds/words.</p>	<p>I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.</p> <p>Colourful Semantics- Who, what doing, to what- focus on composing and initial sounds/words. Ensure there are no ing words for to what.</p>	<p>I can write a sentence with a full stop and capital letter. I can re-read it & check it makes sense. Others can read my sentence. I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings. Colourful Semantics: Who, what doing, to what- focus on composing and initial sounds/words. Ensure there are no ing words, for to what.</p>	<p>I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.</p> <p>Colourful Semantics- review parts of the sentence used throughout the year.</p>	

Number – Skill Progression

Ongoing Mathematical skills developed throughout the	<p>Linking the number symbol with its cardinal number value.</p> <p>Counting beyond ten.</p> <p>Comparing numbers.</p> <p>Understanding the ‘one more/one less than’ relationship between consecutive numbers.</p> <p>Comparing length, weight, and capacity.</p> <p>Select, rotate, and manipulate shapes to develop spatial reasoning skills.</p> <p>Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>
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	Autumn		Spring		Summer		
White Rose Maths EYFS Overview Numerical Patterns	Getting to Know you: Build trusting relationships Ensure children have good levels of well-being and involvement to be ready to learn.	It’ me 1,2,3!: Find 1, 2 and 3 Subitise 1, 2 & 3 Represent 1, 2 & 3 1 more, 1 less, Composition of 1, 2 & 3 Circles and Triangles: Identify & name circles & triangles Compare circles & triangles Shapes in the environment Describe position 1, 2, 3, 4, 5: Find 4 and 5 Subitise 4 & 5 Represent 4 & 5 1 more, 1 less Composition of 4 & 5, Composition of 1 – 5 Shapes with 4 sides: Identify and name shapes with 4 sides. -	Alive in 5: Introduce zero Find 0 to 5, Subitise 0 to 5, Represent 0 to 5 Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity	Growing 6,7,8 (Continued): Find 6,7,8 Represent 6,7,8 1 more, 1 less Composition of 6, 7, 8 Length, Height and Time: Explore Length Compare Length Explore Height Compare Height Building 9 and 10 Find 9 & 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 Explore 3D shape Recognise and name 3D shapes Find 2D Shapes within 3D shapes Use 3D Shapes for tasks 3D Shapes in the environment	To 20 and Beyond: Build Numbers beyond 10 (10 – 13) Continue patterns beyond 10 (10 -13) Build numbers beyond 10 (14 – 20) How Many Now? Add more How many did I add? Take away How many did I take away? Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures	Sharing and grouping Explore sharing Sharing (2) Explore grouping Step 4: Grouping Even & odd sharing (2) Play with & build doubles (2) Visualise, build and map Identify units of repeating patterns Create own pattern rules, Explore pattern rules. Replicate and build scenes & constructions. Visualise from different positions. Describe positions. Step 4: Give instructions to build Explore mapping Represent maps with models. Create own maps from familiar places. Create own	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. 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; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how

	Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	Combine shapes with 4 sides Shapes in the environment My day and night			Find 2-D shapes within 3-D shapes (2 lessons) Checkpoints	maps & plans from story situations. Make connections Deepen understanding Patterns & relationships Consolidation	quantities can be distributed equally.
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Understanding of the World – Skills Progression

	Autumn		Spring		Summer		
RE Jigsaw	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?	Each enquiry question has six lesson plans accompanied by all the teaching and learning materials needed to deliver them.
Past and Present	Talk about events in their own life (e.g. birthdays, starting school). Begin to use vocabulary related to time (e.g. yesterday, last week).	Recall personal past experiences (e.g. Halloween, Bonfire Night). Talk about how they and others have changed (e.g. baby to now).	Compare jobs now and in the past (e.g. old fire engines vs modern ones). Compare toys now and in the past. Explore personal timelines.	Compare aspects of life now with "long ago" (e.g. homes, transport). Discuss how school or clothing might have looked.	Talk about how living things grow and change over time. Understand past stages of their own growth.	Reflect on their year and how they've changed. Sequence simple events in their lives. Learn about historical figures or events.	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.
People, Culture and Communities	Identify members of their family. Talk about home and school. Understand that others may live differently.	Learn about and compare celebrations (Diwali, Christmas). Begin to show respect for different beliefs and traditions.	Know that people around the world have different religions. Identify key workers in the community. Begin to understand local geography (e.g. maps of the area). Learn about real-life heroes.	Learn about how people live in different parts of the world. To know that people in other countries may speak different languages.	Understand the importance of care and responsibility for living things. Locate different countries on a globe or map. Learn about customs and daily life in other cultures. Respect and value diversity.	Talk about transitions and moving on (e.g. to Year 1). Celebrate achievements from different cultures and communities. Revisit and consolidate learning about identity and belonging.	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.

The Natural World	Explore the school grounds. Talk about seasonal signs of autumn. Use senses to explore the world (e.g. texture walks).	Describe weather and environmental changes in late autumn and winter. Explore light and dark (linked to Diwali and night/day).	Talk about seasonal changes in winter. Investigate ice and melting through simple experiments.	Explore early signs of spring.	Make observations about plants & animals discussing similarities & differences. Compare environments (desert, jungle, polar regions). Talk about weather differences. Use non-fiction books to find facts.	Explore summer season and local nature. Investigate minibests, habitats and life outdoors. Learn basic environmental care.	Explore the natural world around them, making observations and drawing pictures of animals and plants; 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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

	Autum Term		Spring Term		Summer Term		
Creating with Materials	Experiment mixing with colours.	Experiment with different textures.	Safely explore different techniques for joining materials.	Make props and costumes for different role play scenarios.	Explore and use a variety of artistic effects to express their ideas and feelings.	To share creations, talk about process and evaluate their work.	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.
Being Imaginative and Expressive	Sing and perform nursery rhymes.	Experiment with different instruments and their sounds.	Create narratives based around stories.	Move in time to the music.	Play an instrument following a musical pattern.	Invent their own narratives, stories and poems.	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 appropriate – try to move in time with music.