

Reception	People of the world		What a wonderful world		How the world has changed	Creating a better world
	Me and My World 	Celebrations 	We're Going to the Zoo 		How does your Garden Grow? Yum, Yum, Yum! 	Oh We Do Want To Be Beside the Seaside.
Core Texts	 Little Red Riding Hood My Class is my Family From Head to Toe Family and Me! A Place Called Home 	 Diwali (Celebrate the World) Rama and Sita The First Christmas Jesus Christmas Party Sparkles in the Sky Kippers Birthday Party Scarecrows Wedding 	 Dear Zoo Walking Through the Jungle My Encyclopaedia of Very Important Animals Poo at the Zoo Egg to Penguin The Ugly 5 		 Jack and the Beanstalk The big book of blooms Eddie's garden Oliver's vegetables Superpotato The Little Red Hen The Giant Jam Sandwich The Best Ever Book About Bread. The Runaway Chapatti Oliver's Fruit Salad The Enormous Turnip 	 The Lighthouse Keeper's Lunch Flotsam A House for Hermit Crab The Storm Whale Billys Bucket The Rainbow Fish
Key Vocabulary	Family, special, same, different, like, dislike, love, friend, head, body, eyes, ears, nose, mouth, arms, legs, fingers, toes, stomach, sick, help, medicine, healthy, unhealthy, doctor, nurse, dentist, house, home, flat, houseboat, tent, garden, hut,	Celebration, festival, Diwali, diya, light, colour, rangoli, remembrance, bonfire, firework, safety, birthday, card, presents, party, wedding, bride, groom, bridesmaids, special place, Christmas, nativity, Jesus, Bethlehem, camel, gifts	Zoo, Zoo Keeper, Endangered, Extinct, Jungle, Hunter, Africa, Habitat, Camouflage, Predator, Prey, Life-cycle, Antarctica, North Pole, South Pole, Map, Artic, Carnivore, Herbivore, Omnivore, poacher		Grow, plant, seed, seedling, shoot, root, stem, leaf, bud, petal, flower, care, water, weather, soil, sunlight, gardener, farmer, harvest, sow, chop, peel, oven, fridge, freezer, microwave, windmill, grind, knead, shape, instructions, recipe, boil, cook, cool, hot, cold, crunchy. Soft, chewy, sweet, sour, stretch, apron, knife, chef,	Seaside, beach, coast, cliffs, sea, lighthouse, sand, ocean, fisher, fish, lobster, crab, rockpool, coastguard, seaweed, sand castle, shells, bucket and spade, hook, rod, boat, ship wreck,
Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me Relationships	Changing Me	
PSED	Building relationships with adults and peers in new class. Adults to support and model positive relationship through a range of games and activities Children to develop independence choosing activities and resources. Learn school routine;	Develop confidence in talking in front of a range of audiences. Recognising strengths and interests, to talk about themselves positively.	Working together with a group of children. Listening to others ideas and contributing. Seeking help when needed.	Recognising other perspective in a range of situations. To follow multi-step instructions. Develop their independence, resilience and perseverance.	Express and consider feelings. Work collaboratively. Confidence in trying new activities and challenges.	Feel confident about their strengths, interest and talk about themselves positively. Participate in small group and whole class discussions confidently. Able to express feelings and give explanations about how they feel.

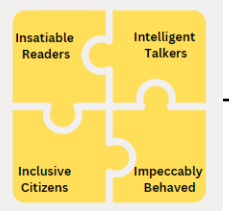
	develop independence skills for personal self-care.					
Develop their understanding of oral health and participate in linked activities.						
Physical Development Fine and Gross Motor	<p>Fine motor skills:</p> <p>Developing a secure grip using a range of utensils.</p> <p>Gross motor skills: Recognising space and moving in a range of ways.</p> <p>Becoming independent with their routine of getting ready for PE.</p>	<p>Fine motor skills:</p> <p>Exploring using a wide range of tools safely and effectively</p> <p>Gross motor skills: Moving to a beat and rhythm.</p> <p>Exploring different ways of moving their body.</p> <p>Developing balance and co-ordination</p>	<p>Fine motor skills</p> <p>Develop fine motor skills through manipulate materials.</p> <p>Gross motor skills: Continue to develop their recognition of space and moving in a range of ways.</p> <p>Exploring different ways of moving their body.</p> <p>Developing balance and co-ordination.</p>	<p>Fine motor skills:</p> <p>Continue to develop their skill using a range of tools.</p> <p>Gross motor skills: Develop body strength, co-ordination and agility.</p> <p>Revise and refine fundamental movement skills.</p> <p>Confidently and safely, use a range of large and small apparatus.</p>	<p>Fine motor skills: Continue to develop their use of mark marking equipment.</p> <p>Show accuracy and care when drawing.</p> <p>Gross motor skills: Negotiating space and obstacles safely.</p> <p>Confidently use a range of small apparatus.</p> <p>Explore a range of ball skills including throwing, catching, kicking, batting and aiming.</p>	<p>Fine motor skills: Use a secure tripod grip when using a range of marking making tools.</p> <p>Continue developing accuracy when drawing.</p> <p>Gross motor skills: Be secure in negotiating space and obstacles safely.</p> <p>Continue developing body strength, co-ordination and agility.</p> <p>Develop and refine a range of ball skills including throwing, catching, kicking, batting and aiming.</p> <p>Develop the precision, confidence and accuracy in activities involving a ball.</p>
Communication and Language Whole EYFS focus - C&L is developed through out the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions. Daily story time	<p>Building relationships with adults through different group activities.</p> <p>Recognise key skills for a good listener.</p> <p>Recognise key skills for a good talker.</p> <p>Provide opportunities for children to express their knowledge and experiences.</p> <p>To use new vocabulary linked to topics in a range of situations.</p> <p>Asking questions about their topics.</p> <p>Responding to questions with developing detail.</p> <p>Retelling stories, events and experiences with develop skills.</p>					
Literacy	<p>Recognise their name in different forms and record this in a range of different ways.</p> <p>Children to develop listening and comprehension skills when listening to a wide range of stories.</p>	<p>Continue to develop their mark making skills through a range of activities.</p> <p>Encourage independent mark making and exploration of graphemes.</p>	<p>Developing their understanding of phonics to record phonetically correct words, labels and captions.</p>	<p>Writing labels and instructions using taught sounds.</p> <p>Re-reading what they have written.</p> <p>Sharing stories with a</p>	<p>Using their phonics to write lists, labels, recounts and stories.</p> <p>Use and understanding related vocabulary during discussions and role-play.</p>	<p>Developing narratives through writing stories.</p> <p>Using their oral skills and key vocabulary to retell a familiar story and make their own story from a known story.</p>

		Using their phonics knowledge and skills to record CVC and simple sentences.		range of familiar people.		E: for different purposes. Predicting events in stories. Describing characters, events and settings in stories.
Develop listening and comprehension skills.						
Maths	Count physical objects, sounds and actions to 5. Starting to subitise to 5. Identify 1 more and 1 less than a number up to 5. Recognising numerals to 5 and matching them to objects. Starting to recall numberbonds to 5. Starting to copy, create and continue simple repeating patterns.	Confident to count physical objects, sounds and actions to 10. Can compare numbers and quantities to 10. Continuing to recall number bonds to 5 and starting to recall number bonds to 10. Understand 1 more and 1 less for numbers to 10. Starting to explore the composition of numbers to 10. Able to classify objects and pictures in different ways.	Count past 10 using objects and pictorial cues. Recognising and ordering numerals past 10. Understand the concept of "10 and some more". Use mathematical language to compare numbers past 10. Subitise and estimate groups. Follow instructions using spatial language. Able to use mathematical language to explain spatial thinking.	Starting to recall odd and even numbers. Starting to double and half numbers. Can regroup numbers to find the whole and missing parts. Name familiar 2d and 3d shapes, talking about their properties using key mathematical vocabulary.	Count objects and pictures to 20 and above. Recall numberbonds to 5 and some to 10. Deep understanding of number composition of numbers to 10. Confident subitising quantities up to 5. Can compare quantities to 10 using mathematical language. Is able to recall number patterns including odds/evens, doubles facts and sharing fairly.	
Read Write Inc This is just an expectation guide. Children will move faster or slower through the RWInc scheme and will work in groups or have tuition to support them. Children are assessed at the end of each week in Aut 1 and then each half term.	Learning the individual sounds: m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e Using the sounds within words for reading. Blending and segmenting	Continue to revisit the individual sounds learnt so far. Learning the remaining individual sounds: l, h, r, j, v, y, w, z, x Using the sounds within words for reading. Blending and segmenting	Continue to revisit the individual sounds learnt. Learning the set one special friends: sh, th, ch, qu, ng, nk, ll, ss, ff, ck. Using the sounds within words for reading and writing.	Continue to revisit all the sounds learnt so far. Begin to learn set 2 sounds: ay, ee, igh, ow, oo, oo Using the sounds within words for reading and writing.	Continue to revisit all the sounds learnt so far. Learn set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Using the sounds within words for reading and writing.	Continue to revisit all the sounds learnt so far. Begin to learn set 3 sounds: ea, oi, a-a, i-e, o-e, u-e Using the sounds within words for reading and writing.
Understanding the World	Can talk about their families and communities around them. Can name and describe familiar people. Is starting to talk about their experiences inside and outside school. Talks about people's jobs and roles.	Able to compare and contrast the past from stories. Talks about special places. Understands that people have different beliefs. Understand that families celebrate events in different ways.	Starting to explore and draw simple maps. Recognises differences between their environment and different countries. Able to make observations about different animals.	Use key vocabulary, linked to topic, to describe what they see, hear and feel. Can ask questions about the world around them. Recall their previous experiences to explain their thinking and ideas. Talks about people's jobs and roles. Able to make observations about different types of plants.	Confident talking about maps and drawing their own simple maps Can talk differences with the past and present.	
Children will constantly be exploring their natural world. Both within the school's environment and trips to the wider community. Children will always be encouraged to ask questions about the world around them and investigate what they can see, hear and feel. Observe and talk about the changing seasons and what this means.						
Expressive Arts and Design	Art: Collaging skills. Charanga: Me.	Art: Painting as a team using colour. Charanga: My Stories.	Art: Mixing colours. Charanga: Everyone.	Art: Drawing shapes and colour. Art: Using our eyes to draw. Charanga: Our World. Charanga: Big Bear Funk.	Art: Joining materials. Charanga: Reflect Rewind and Replay.	



The Tithe Farm Way:

Resilient pupils who have a life-long love of learning and are ready, respectful and safe in their choices



PE	<p style="text-align: center;">PE</p> <p>introduction: Moving safely in space.</p>	<p>Fundamentals: Exploring movement in different ways.</p>	<p>Gym: Travel safely on apparatus.</p>	<p>Dance: To communicate feelings, thoughts and movements through dance.</p> <p>Ball skills: Throwing, kicking and catching skills.</p>	<p>Working cooperatively as a team.</p>
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