Kingfisher 2023-24							
			Inten				
	Autumn 1 (7 Weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7.5 weeks)	
Topic	All about me	Me in my World	People who help us	Ready, steady growing!	Healthy Lifestyle	Camouflage	
Key Dates	First day of autumn – 23/09/23 Harvest festival –	Diwali –12/11/23 First day of winter – 22/12/23	Chinese new year – 10/02/24	Shrove Tuesday – 13/02/24 World Book Day – 07/03/24 First day of spring – 20/03/24 Mother's day – 10/03/24		Father's day – 16/06/24 First day of summer – 20/06/24	
Experiences	Paint a self portrait Go on an Autumn walk Visit a place of worship		Post a letter Take a photograph Box modelling	Take a photograph		Taste a new food Go to the shops Perform a song	
	Make a paper boat and see if it floats Christmas panto Look up where you live on a map		Crafts with natural resources Visit the Library	Plant some bulbs and watch them grow Crafts with natural resources Visit the Library Jigsaws and card/board games		Re-tell a story to an audience Build a den Animal handling	
British Values /Culture/career experiences	Build a den Cross a road Go to church How we are our families are different	Choosing a book to read class Walk up to KS2 Celebrate Christmas Compare differences and similarities of other countries Trying different foods from around the world	Visits from people in the community Looking after the world – litter picking, tidying school Different jobs and roles	Looking after our plants Celebrate Easter Tasting different foods	Baking some buns together Food from other cultures Visit from a gym instructor	Compete in a relay School picnic Helping the environment outside	
Texts	Here We Are Colour monster The perfect fit Poem – Zim, Zam, Zoom - Funny faces	Handa's Surprise Lost and Found The Christmas story	Stuck The Jolly Postman People who help us information books	The Enormous Turnip The Very Hungry Caterpillar The bean diary A butterfly is born	Ready steady Mo! Which food will you choose?	Elmer The rainbow fish The mixed up chameleon	
			<u> </u>	ntent			
	Build constructive and respectful relationships. See themselves as a valuable individual. Identify and moderate their own feelings socially and		Development in Express their feelings and cor See themselves as a valuable Identify and moderate their of emotionally	See themselves as a valuable individual. dividual. Identify and moderate their own feelings socia		individual.	
	emotionally	6.41	,	6.0	Think about the perspectives	of others.	
	Think about the perspective	es of others.		Think about the perspectives of others.			
nal	Manage their own needs.			Manage their own needs. Follow the jigsaw scheme for PSHED			
Emotional				- Respect, resilience, responsibil	lity.		
				al British values – at we say every single day			
Personal, Social and	 Encouraged to make choices and decisions about what they want to explore and how they're going to use the resources. Share views/voting on tasks in the classroom. Support turn-taking, sharing and collaboration. May be described. May be described		Rule of law tanding that rules matter as cited in PSED Managing their own feelings and behaviour. Learning right from wrong. Behaving within agreed and clearl defined boundaries. Dealing with the consequences. Understanding rules in the world we live in e.g., traffic lights	 Preedom for all Developing a positive sense of themselves. Opportunities for children to develop their self-knowledge, selfesteem and increase their confidence in their own abilities. Give time to reflect on their differences and preferences to understand that we are all free to have different opinions. Range of experiences that allow to explore the language of feelings and responsibility. With differ Treat others as you Acquire a tole appreciation of their own and others and differences be and others and faiths, communications and practices, celeves. Being part of a managing our behaviour; and behaviour; and others and behaviour; and others and traditions and practices. 		pect and tolerance for those ith different faiths as you want to be treated ire a tolerance and eciation of and respect for own and other cultures. It about similarities and rences between themselves others and among families, so, communities, cultures and tions and share and discuss ices, celebrations and riences. It part of a community, aging our feelings and viour; and forming onships with others	
Assessment for development							
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O E 5 7	Development matters for Reception						

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	Understand how to listen carefully and why listening is		Use new vocabulary through the day.		Learn new vocabulary.	
	important. Learn new vocabulary.		Articulate their ideas and thoughts in well-formed sentences.		Use new vocabulary through the day.	
	Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them.		Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.		Describe events in some detail.	
					Engage in story times.	
	Connect one idea or action to		Engage in story times.		Retell the story, once they have familiarity with the text: some	ve developed a deep
	connectives.	o another asing a range of	Listen to and talk about stories to build familiarity and understanding.		in their own words.	a us exact repetition and some
	Develop social phrases.		Use new vocabulary in different contexts.		Use new vocabulary in differe	nt contexts.
	Engage in story times.		Learn rhymes, poems and songs.		Learn rhymes, poems and son	ngs.
	Listen carefully to rhymes an how they sound.	d songs, paying attention to	Engage in non-fiction books.		Engage in non-fiction books.	
	Engage in non-fiction books.				Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
	Is exposed to different vocabulary in different context.		Learns and uses new vocabulary in different context.		Uses a wide range of vocabulary in the right context. Uses comprehension skills to talk about a book and understand what they have read.	
	Uses a wide range of vocabulary in the right context.		Answers simples questions and explains why Follows a set of instruction in the correct order			
	Retells a simple story Understand and follows an instruction involving two or		Extend their vocabulary in sentences they use. Listens where appropriate in a task.		Takes part in Q&A in sessions. In-depth explanations in conversations	
	more commands. Uses complex sentences Talks turn in conversation with an adult or peer					
	Answer simple questions Listens where appropriate in	·				
	Listens where appropriate in	a tuski				
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			Development ma	atters for Reception		
	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping — climbing 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. 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		Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 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		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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	
pment					Develop the foundations of a handwriting style which is fast, accurate and efficient.	
Physical Development					Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene	
Phys	Gross motor – Basic skills Fundamentals - Agility,	Gross motor – Basic skills Fundamentals - Agility,	Gross motor – Basic skills Fundamentals - Agility,	Gross motor – Basic skills Fundamentals - Agility,	Gross motor – Basic skills Fundamentals - Agility,	Gross motor – Basic skills Fundamentals - Agility,
	Balance & Co-ordination.	Balance & Co-ordination.	Balance & Co-ordination.	Balance & Co-ordination.	Balance & Co-ordination.	Balance & Co-ordination.
	P.E Gymnastics: Unit A –	P.E Games: Unit 1 – Focus on	P.E Dance: Unit 1	P.E Games: Unit 2 – Focus on	P.E Gymnastics: Unit B –	P.E Games: Unit 3 – Focus on
	Travelling	using beanbags	Fine motor -	using a ball	Stretching and curling	using hoops and quoits
	Fine motor - Holding a pencil correctly, formation of letters, handwriting, scissor control.	Fine motor - Holding a pencil correctly, formation of letters, handwriting, scissor control.	Holding a pencil correctly, formation of letters, handwriting, scissor control.	Fine motor - Holding a pencil correctly, formation of letters, handwriting, scissor control.	Fine motor - Holding a pencil correctly, formation of letters, handwriting, scissor control.	Fine motor - Holding a pencil correctly, formation of letters, handwriting, scissor control.

Assessment for development							
				ntent			
	Dood individual latters by sovin	a the sounds for them		atters for Reception	Do wood those books to build up t	hair confidence in word reading	
	Read individual letters by saying the sounds for them. Blend and segment sounds into words, so that they can read short words made up of known letter and write— sound correspondences.		Read some letter groups that each represent one sound and say sounds for them. Read and write 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. Form lower-case and capital letters correctly. Read and write short sentences with words with known sound-		
	Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly.		Spell words by identifying the sounds and then writing the sound with letter/s.		letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.		
	Torri lower-case and capital let	tters correctly.	Form lower-case and capital lette	ers correctly.			
Literacy	Little Wandle Phase 2 Letter recognition, Blending and segmenting phonemes in words. Labelling Writing name	Little Wandle Phase 2 Describing words Making a sentence Writing a sentence Blending and segmenting phonemes in words. Labelling pictures	Little Wandle Phase 3 – development of digraphs. Writing captions Sentence structure Exploring full stops, capital letters and finger spaces. Blending and segmenting phonemes in words.	Little Wandle Phase 3 Reading and writing key words Exploring full stops, capital letters and finger spaces. Blending and segmenting phonemes in words. Using key work knowledge	Little Wandle Phase 4 independently. Using phonic skills Sentence structure Exploring full stops, capital letters and finger spaces. Using key work knowledge Using conjunctions	Little Wandle Phase 4 Using phonic skills Sentence structure Exploring full stops, capital letters and finger spaces. Using key work knowledge Using conjunctions	
	Lists	Verbally retelling a story Christmas Story	Using key work knowledge Instructions Letter	Reading and writing captions Sequencing events Diary	Retelling a story Recount	Fact file	
Assessment for development							
	Intent						
Mathematics	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. Compare length, weight and capacity.		Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.		Subitise. Compare numbers. Automatically recall number bonds for numbers 0–10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.		
	compare rength, weight and capacity.		Continue, copy and create repeating patterns. Compare length, weight and capacity.				
	1:1 counting Counting different things – jumps, claps etc. Recognising digits Matching groups of objects to digits Separating and combining amounts. More and fewer	Matching groups of objects to digits Finding a total Introducing addition and subtraction Length Money Shape	Continue with addition Continue with subtraction Story of 3 – Hungarian maths Modelling equation Doubling and halving Time – vocabulary for days of a week, tomorrow,	Problem solving Story of 4 and 5 - linking to numicon Writing equation Floating and sinking Capacity Weight	Problem solving Numicon – linking to number bonds Writing equation Odd and even Estimating Positional language	Number bonds 0-10 Comparing the difference Problem solving Working with numbers to 20 and beyond Estimating Measure Shapes	
	Repeated patterns		yesterday, morning, night, evening etc. Time – o'clock			Sharing	

Assessment for development						
				ntent		
	Talk about members of their	r immediate family and	Compare and contrast charact	atters for Reception ters from stories, including	Compare and contrast charact	ters from stories, including
	community.	,	figures from the past.		figures from the past.	
	Name and describe people v	who are familiar to them.	Draw information from a simp	ole map.	Explore the natural world arou	und them.
	Understand that some place	es are special to members of	Recognise that people have di	ifferent beliefs and celebrate	Describe what they see, hear a	and feel whilst outside.
	their community. special times in different ways. Recognise some similarities and this country and life in other cou		nd differences between life in	Recognise some environments that are different to the or in which they live. Understand the effect of changing seasons on the natural world around them.		
Understanding the world	Topic aspects Ourselves and our families – how we are different. How it is good to be different. Emotions – How we are feeling, looking at our emotions. What makes us special History aspects Family history Geography aspect Where we live Science aspect Harvest festival	Topic aspects Maps – Digi maps Compare/contrast- countries, weather, culture, food, experiences, languages Geography aspect local environment, Around the world. Science aspect Weather, seasons, climate change Recycling – how we can look after the world. Looking after our community Floating and sinking Best materials to build a boat Navigation map skills – link to P.E and computing	Topic aspects People who help us –How we have helped and how others help us. Supporting a local charity – how we can help others. Compare/contrast- emergency services History aspects Our past experiences Geography aspect Compare/contras- community and home Communication – letter, email, telephone, text Science aspect Looking after ourselves - wellbeing (PSHE links)	Topic aspects Human development Life cycles History aspects Baby photographs Geography aspect Planting Life cycles of a plant What do we need to grow? Science aspect Planting vegetables and fruit Tasting different foods Diary of a bean Life cycle of a butterfly Human development	Comment on images of familia Topic aspects Being healthy/looking after ourselves (PSHE links) Planting vegetables and fruit Pictograph of favourite fruits History aspects How food changes us — balanced diet, being active, being happy Geography aspect Foods from around the world Science aspect Being healthy/looking after ourselves (PSHE links) Healthy food Planting vegetables and fruit Senses — taste, smell, look, feel	Topic aspects Animal patterns, textures Geography aspect Different animals in different countries Science aspect How farm animals help us Fact files Visit from animals Sea creatures-water exploration Conservation Global awareness of the impact on the environment
Assessment for development						
Technology	2 paint a picture - mouse skills Using a camera – IPad Controlling a robot	2 paint a picture – mouse skills Typing – using keys Coding – algorithms – jigsaw Purple mash – following an instruction.	2 paint a picture – mouse skills Typing name – cap lock, space bar Coding – algorithms – Angry birds Controlling music	2 paint a picture – mouse skills Typing name – cap lock, space bar Coding – debugging – Angry birds	Typing a sentence – cap lock, space bar Coding – algorithms using extra steps - bee game	Typing a sentence – cap lock, space bar Coding – algorithms using extra steps - bee game

God/Creation (unit F1) -Why is the word 'God' so important to Christians?

The three R's

Who is God? – Looking at the words – create, creation, creative, creator. Linking to VIP.

The creation story - 7 days of creation.

The importance of God in church – Link to messy church. Hymns

The Lord's prayer importance of hallowed be thy name.

Harvest - Thanking God

Prayer in our school

Incarnation (unit F2) - Why do Christian perform nativity plays at Christmas?

Who is Jesus? Just not a baby but God. Looking at a bible - Old and new testament.

Stories of Jesus. Why he was important

What is a celebration? Birthdays, weddings, Christmas, christening.

Christians celebrating Christmas – Why Christmas is important.

Nativity Story

Follow the jigsaw scheme for PSHED

How am I special? Box with

a mirror inside - discussing how everyone is different and special.

Incarnation (unit F2) - What

makes every single person

unique and precious?

Thanking God - Making own prayers, importance of saying thank you.

Christening – What is a christening? Story of Jesus welcoming the children.

Welcoming people children to the church/school. Looking after each other.

Jesus - Love one another as I have loved you.

Follow the jigsaw scheme for PSHED

Salvation (Unit F3) - Why do Christians put cross in an Easter garden?

Why is a palm cross a special symbol? - Palm Sunday.

Palm Sunday – Sing hosanna. Making palm leaves.

Easter - Why is it important? Celebration

Easter Saturday and Sunday. New life.

Saying sorry. Forgiveness. Importance of the cross.

The sign of the cross. Hot cross buns.

Follow the jigsaw scheme for **PSHED**

God/Creation (unit F1) -How can we care for our wonderful world?

Why is the word God so important to Christians? Adam and Eve story. Caring for the new world.

If I were a butterfly – looking at how god created the animals. Caring for others.

Looking after our environment. What can we

Follow the jigsaw scheme for PSHED

Salvation (Unit F3) - How can we help others when they need it?

Loving others. Who do we care for? Family, friends,

The good Samaritan.

school.

How can we help others in need? Being kind to others. Acts of kindness.

Importance of candles in church. Asking god for help.

Reflection – making a place in the classroom to think of God – pray.

Follow the jigsaw scheme for PSHED

Intent

Development matters for Reception

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Listen attentively, move to and talk about music, 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.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups.

Skills to develop - drawing, painting, sculpture

- Sculpting clay
- skills

Exploring textures and colour Big painting – window art Weaving

D&T - Mechanical Open a flap - Mother's Day card

Artists to consider -



Being imaginative: Role-Play - green house, vegetable shop

Small world - mini beasts, habitats, picnic

Music Churranga Sing in a group or on their own, increasingly matching the

Watch and talk about dance and performance art,

pitch and following the melody.

Create collaboratively sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing

Develop storylines in their pretend play.

expressing their feelings and responses.

their feelings and responses.

Explore and engage in music making and dance, performing solo or in groups.

Skills to develop -

Drawing, painting, collage

- Sketching with a pencil.
- Mixing paint
- **Patterns**

Mixing colours How to draw a person – building up skills Scissor control

Artists to consider -Picasso



Being imaginative: Role-Play –home corner, hairdressers, builders

Small world - family counters, houses.

Music Churranga

Skills to develop - Drawing, painting, collage

- Sketching and blending
- **Exploring paint**

D&T -Structural **Build a boat which floats**

Sketching and selecting the right equipment for adding colour Christmas cards Calendars Water colours - hot and cold colours

Artists to consider -Warhol



Being imaginative: Role-Play – café,

Small world - Handa's Surprise, Lost and found, Christmas

Music Churranga

Using clay

Skills to develop - drawing,

Sketching with

Shades of colours

painting, sculpture

detail

Sketching and looking at detail - selecting the right equipment for adding colour. Salt dough/Clay - sculpting Selecting the correct materials to use – building an emergency vehicle

Artists to consider -**George Seurat**



Role-play – police station, hospital, post office

Small world - fire station, baby area, post office, police station

Music Churranga

- media
- Applying drawing
- Adding texture using paint



Skills to develop - drawing, painting, sculpture, digital

- Exploring the environment in art
- Using paint on the computer

Design and planning

D&T -Food **Fruit Kebabs**

Artists to consider -Giuseppe Arcimboldo



Being imaginative: Role-Play – gym, kitchen

Small world - picnic, food sorting, healthy plates, recycling

Music Churranga Skills to develop - drawing, painting, sculpture, digital media

- **Exploring ICT skills** for drawing
- Field work

Using different textured materials -wire and clay Creating a pattern on material Weaving Water colours – different shades of one colour

Artists to consider -**Sharon Turner**



Being imaginative: Role-Play – Vets,

Small world – atelier, animals.

Music Churranga