

Kingfisher 2023-24						
Intent						
	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	<b>All about me</b>	<b>Me in my World</b>	<b>People who help us</b>	<b>Ready, steady growing!</b>	<b>Healthy Lifestyle</b>	<b>Camouflage</b>
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  Make a paper boat and see if it floats Christmas panto Look up where you live on a map		Post a letter Take a photograph Box modelling  Plant some bulbs and watch them grow Crafts with natural resources Visit the Library Jigsaws and card/board games		Taste a new food Go to the shops Perform a song  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 in class Walk up to KS2 Celebrate Christmas Compare differences and similarities of other countries Trying different foods from around the world	Make a poster 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
Personal, Social and Emotional	<b>Intent</b>					
	<b>Development matters for Reception</b>					
	Build constructive and respectful relationships.  See themselves as a valuable individual.  Identify and moderate their own feelings socially and emotionally  Think about the perspectives of others.  Manage their own needs.		Express their feelings and consider the feelings of others.  See themselves as a valuable individual.  Identify and moderate their own feelings socially and emotionally  Think about the perspectives of others.  Manage their own needs.		Show resilience and perseverance in the face of challenge. See themselves as a valuable individual.  Identify and moderate their own feelings socially and emotionally  Think about the perspectives of others.  Manage their own needs.	
	<i>Follow the jigsaw scheme for PSHED</i> <b>Focusing on the 3 R's in school – Respect, resilience, responsibility.</b>					
	<b>Fundamental British values –</b> <b>What we do and what we say every single day</b>					
	<b>Democracy</b> <i>Making decision together</i> <ul style="list-style-type: none"> <li>Encouraged to make choices and decisions about what they want to explore and how they're going to use the resources.</li> <li>Share views/voting on tasks in the classroom.</li> <li>Support turn-taking, sharing and collaboration.</li> <li>Encourage to see their role in school.</li> <li>Know their views count, value each other's views and values and talk about their feelings,</li> <li>Be given opportunities to develop enquiring minds in an atmosphere where questions are valued.</li> </ul>	<b>Rule of law</b> <i>Understanding that rules matter as cited in PSED</i> <ul style="list-style-type: none"> <li>Managing their own feelings and behaviour.</li> <li>Learning right from wrong.</li> <li>Behaving within agreed and clearly defined boundaries.</li> <li>Dealing with the consequences.</li> <li>Understanding rules in the world we live in e.g., traffic lights</li> </ul>	<b>Individual liberty</b> <i>Freedom for all</i> <ul style="list-style-type: none"> <li>Developing a positive sense of themselves.</li> <li>Opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.</li> <li>Give time to reflect on their differences and preferences to understand that we are all free to have different opinions.</li> <li>Range of experiences that allow to explore the language of feelings and responsibility.</li> <li>Reflect on their differences and understand we are free to have different opinions.</li> </ul>	<b>Mutual respect and tolerance for those with different faiths</b> <i>Treat others as you want to be treated</i> <ul style="list-style-type: none"> <li>Acquire a tolerance and appreciation of and respect for their own and other cultures.</li> <li>Know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.</li> <li>Being part of a community, managing our feelings and behaviour; and forming relationships with others</li> </ul>		
Assessment for development						
Communication	<b>Intent</b>					
	<b>Development matters for Reception</b>					

	<p>Understand how to listen carefully and why listening is important. 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 has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p>	<p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</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>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Describe events in some detail.</p> <p>Engage in story times.</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>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs.</p> <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>Is exposed to different vocabulary in different context.</p> <p>Uses a wide range of vocabulary in the right context.</p> <p>Retells a simple story</p> <p>Understand and follows an instruction involving two or more commands.</p> <p>Uses complex sentences</p> <p>Talks turn in conversation with an adult or peer</p> <p>Answer simple questions</p> <p>Listens where appropriate in a task.</p>	<p>Learns and uses new vocabulary in different context.</p> <p>Answers simple questions and explains why</p> <p>Follows a set of instruction in the correct order</p> <p>Extend their vocabulary in sentences they use.</p> <p>Listens where appropriate in a task.</p>	<p>Uses a wide range of vocabulary in the right context.</p> <p>Uses comprehension skills to talk about a book and understand what they have read.</p> <p>Takes part in Q&amp;A in sessions.</p> <p>In-depth explanations in conversations</p>			
Assessment for development						
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Physical Development	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>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.</p> <p>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</p>		<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>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</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.</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>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene</p>	
	<p><b>Gross motor –</b> Basic skills Fundamentals - Agility, Balance &amp; Co-ordination.</p> <p><b>P.E</b> Gymnastics: Unit A – Travelling</p> <p><b>Fine motor -</b> Holding a pencil correctly, formation of letters, handwriting, scissor control.</p>	<p><b>Gross motor –</b> Basic skills Fundamentals - Agility, Balance &amp; Co-ordination.</p> <p><b>P.E</b> Games: Unit 1 – Focus on using beanbags</p> <p><b>Fine motor -</b> Holding a pencil correctly, formation of letters, handwriting, scissor control.</p>	<p><b>Gross motor –</b> Basic skills Fundamentals - Agility, Balance &amp; Co-ordination.</p> <p><b>P.E</b> Dance: Unit 1</p> <p><b>Fine motor -</b> Holding a pencil correctly, formation of letters, handwriting, scissor control.</p>	<p><b>Gross motor –</b> Basic skills Fundamentals - Agility, Balance &amp; Co-ordination.</p> <p><b>P.E</b> Games: Unit 2 – Focus on using a ball</p> <p><b>Fine motor -</b> Holding a pencil correctly, formation of letters, handwriting, scissor control.</p>	<p><b>Gross motor –</b> Basic skills Fundamentals - Agility, Balance &amp; Co-ordination.</p> <p><b>P.E</b> Gymnastics: Unit B – Stretching and curling</p> <p><b>Fine motor -</b> Holding a pencil correctly, formation of letters, handwriting, scissor control.</p>	<p><b>Gross motor –</b> Basic skills Fundamentals - Agility, Balance &amp; Co-ordination.</p> <p><b>P.E</b> Games: Unit 3 – Focus on using hoops and quoits</p> <p><b>Fine motor -</b> Holding a pencil correctly, formation of letters, handwriting, scissor control.</p>

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Literacy	<p>Read individual letters by saying the sounds for them.</p> <p>Blend and segment sounds into words, so that they can read short words made up of known letter and write– sound correspondences.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Form lower-case and capital letters correctly.</p>		<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read and write simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Form lower-case and capital letters correctly.</p>		<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Read and write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	
	<p>Little Wandle Phase 2 Letter recognition, Blending and segmenting phonemes in words.</p> <p><i>Labelling</i> <i>Writing name</i> <i>Lists</i></p>	<p>Little Wandle Phase 2 Describing words Making a sentence Writing a sentence Blending and segmenting phonemes in words.</p> <p><i>Labelling pictures</i> <i>Verbally retelling a story</i> <i>Christmas Story</i></p>	<p>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. Using key work knowledge</p> <p><i>Instructions</i> <i>Letter</i></p>	<p>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</p> <p><i>Reading and writing captions</i> <i>Sequencing events</i> <i>Diary</i></p>	<p>Little Wandle Phase 4 independently. Using phonic skills Sentence structure Exploring full stops, capital letters and finger spaces. Using key work knowledge Using conjunctions</p> <p><i>Retelling a story</i> <i>Recount</i></p>	<p>Little Wandle Phase 4 Using phonic skills Sentence structure Exploring full stops, capital letters and finger spaces. Using key work knowledge Using conjunctions</p> <p><i>Fact file</i></p>
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Mathematics	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>		<p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>		<p>Subitise.</p> <p>Compare numbers.</p> <p>Automatically recall number bonds for numbers 0–10.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	
	<p>1:1 counting Counting different things – jumps, claps etc. Recognising digits Matching groups of objects to digits Separating and combining amounts. More and fewer</p> <p>Repeated patterns</p>	<p>Matching groups of objects to digits Finding a total Introducing addition and subtraction</p> <p>Length Money Shape</p>	<p>Continue with addition Continue with subtraction Story of 3 – Hungarian maths Modelling equation Doubling and halving</p> <p>Time – vocabulary for days of a week, tomorrow, yesterday, morning, night, evening etc. Time – o’clock</p>	<p>Problem solving Story of 4 and 5 - linking to numicon Writing equation Floating and sinking Capacity Weight</p>	<p>Problem solving Numicon – linking to number bonds Writing equation Odd and even</p> <p>Estimating Positional language</p>	<p>Number bonds 0-10 Comparing the difference Problem solving Working with numbers to 20 and beyond</p> <p>Estimating Measure Shapes Sharing</p>

Assessment for development						
Understanding the world	<b>Intent</b>					
	<b>Development matters for Reception</b>					
	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Comment on images of familiar situations in the past</p>			
<p><b>Topic aspects</b> 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</p> <p><b>History aspects</b> Family history</p> <p><b>Geography aspect</b> Where we live</p> <p><b>Science aspect</b> Harvest festival</p>	<p><b>Topic aspects</b> Maps – Digi maps Compare/contrast-countries, weather, culture, food, experiences, languages</p> <p><b>Geography aspect</b> local environment, Around the world.</p> <p><b>Science aspect</b> 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</p>	<p><b>Topic aspects</b> People who help us –How we have helped and how others help us.</p> <p>Supporting a local charity – how we can help others.</p> <p>Compare/contrast-emergency services</p> <p><b>History aspects</b> Our past experiences</p> <p><b>Geography aspect</b> Compare/contrast-community and home Communication – letter, email, telephone, text</p> <p><b>Science aspect</b> Looking after ourselves - wellbeing (<b>PSHE links</b>)</p>	<p><b>Topic aspects</b> Human development Life cycles</p> <p><b>History aspects</b> Baby photographs</p> <p><b>Geography aspect</b> Planting Life cycles of a plant What do we need to grow?</p> <p><b>Science aspect</b> Planting vegetables and fruit Tasting different foods Diary of a bean Life cycle of a butterfly Human development</p>	<p><b>Topic aspects</b> Being healthy/looking after ourselves (<b>PSHE links</b>) Planting vegetables and fruit</p> <p>Pictograph of favourite fruits</p> <p><b>History aspects</b> How food changes us – balanced diet, being active, being happy</p> <p><b>Geography aspect</b> Foods from around the world</p> <p><b>Science aspect</b> Being healthy/looking after ourselves (<b>PSHE links</b>) Healthy food Planting vegetables and fruit Senses – taste, smell, look, feel</p>	<p><b>Topic aspects</b> Animal patterns, textures</p> <p><b>Geography aspect</b> Different animals in different countries</p> <p><b>Science aspect</b> How farm animals help us Fact files Visit from animals Sea creatures-water exploration Conservation Global awareness of the impact on the environment</p>	
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



Assessment for development						
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