

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	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 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	Intent					
	Development matters for Reception					
	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> Focusing on the 3 R’s in school – Respect, resilience, responsibility.					
	Fundamental British values – What we do and what we say every single day					
	<p style="text-align: center;">Democracy <i>Making decision together</i></p> <ul style="list-style-type: none"> 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. Encourage to see their role in school. Know their views count, value each other’s views and values and talk about their feelings, Be given opportunities to develop enquiring minds in an atmosphere where questions are valued. 	<p style="text-align: center;">Rule of law <i>Understanding that rules matter as cited in PSED</i></p> <ul style="list-style-type: none"> Managing their own feelings and behaviour. Learning right from wrong. Behaving within agreed and clearly defined boundaries. Dealing with the consequences. Understanding rules in the world we live in e.g., traffic lights 	<p style="text-align: center;">Individual liberty <i>Freedom for all</i></p> <ul style="list-style-type: none"> Developing a positive sense of themselves. Opportunities for children to develop their self-knowledge, self-esteem 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. Reflect on their differences and understand we are free to have different opinions. 	<p style="text-align: center;">Mutual respect and tolerance for those with different faiths <i>Treat others as you want to be treated</i></p> <ul style="list-style-type: none"> Acquire a tolerance and appreciation of and respect for their own and other cultures. 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. Being part of a community, managing our feelings and behaviour; and forming relationships with others 		
Assessment for development						
Co mm unic ations	Intent					
	Development matters for Reception					

	<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&A in sessions.</p> <p>In-depth explanations in conversations</p>			
Assessment for development						
Physical Development	Intent					
	Development matters for Reception					
	<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>Gross motor – Basic skills Fundamentals - Agility, Balance & Co-ordination.</p> <p>P.E Gymnastics: Unit A – Travelling</p> <p>Fine motor - Holding a pencil correctly, formation of letters, handwriting, scissor control.</p>	<p>Gross motor – Basic skills Fundamentals - Agility, Balance & Co-ordination.</p> <p>P.E Games: Unit 1 – Focus on using beanbags</p> <p>Fine motor - Holding a pencil correctly, formation of letters, handwriting, scissor control.</p>	<p>Gross motor – Basic skills Fundamentals - Agility, Balance & Co-ordination.</p> <p>P.E Dance: Unit 1</p> <p>Fine motor - Holding a pencil correctly, formation of letters, handwriting, scissor control.</p>	<p>Gross motor – Basic skills Fundamentals - Agility, Balance & Co-ordination.</p> <p>P.E Games: Unit 2 – Focus on using a ball</p> <p>Fine motor - Holding a pencil correctly, formation of letters, handwriting, scissor control.</p>	<p>Gross motor – Basic skills Fundamentals - Agility, Balance & Co-ordination.</p> <p>P.E Gymnastics: Unit B – Stretching and curling</p> <p>Fine motor - Holding a pencil correctly, formation of letters, handwriting, scissor control.</p>	<p>Gross motor – Basic skills Fundamentals - Agility, Balance & Co-ordination.</p> <p>P.E Games: Unit 3 – Focus on using hoops and quoits</p> <p>Fine motor - Holding a pencil correctly, formation of letters, handwriting, scissor control.</p>	

Assessment for development						
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Intent

Development matters for Reception

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>

Assessment for development						
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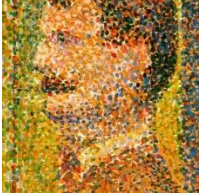



Intent

Development matters for Reception

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	Intent					
	Development matters for Reception					
	<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>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</p> <p>History aspects Family history</p> <p>Geography aspect Where we live</p> <p>Science aspect Harvest festival</p>	<p>Topic aspects Maps – Digi maps Compare/contrast-countries, weather, culture, food, experiences, languages</p> <p>Geography aspect local environment, Around the world.</p> <p>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</p>	<p>Topic aspects 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>History aspects Our past experiences</p> <p>Geography aspect Compare/contrast-community and home Communication – letter, email, telephone, text</p> <p>Science aspect Looking after ourselves - wellbeing (PSHE links)</p>	<p>Topic aspects Human development Life cycles</p> <p>History aspects Baby photographs</p> <p>Geography aspect Planting Life cycles of a plant What do we need to grow?</p> <p>Science aspect Planting vegetables and fruit Tasting different foods Diary of a bean Life cycle of a butterfly Human development</p>	<p>Topic aspects Being healthy/looking after ourselves (PSHE links) Planting vegetables and fruit</p> <p>Pictograph of favourite fruits</p> <p>History aspects How food changes us – balanced diet, being active, being happy</p> <p>Geography aspect Foods from around the world</p> <p>Science aspect Being healthy/looking after ourselves (PSHE links) Healthy food Planting vegetables and fruit Senses – taste, smell, look, feel</p>	<p>Topic aspects Animal patterns, textures</p> <p>Geography aspect Different animals in different countries</p> <p>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</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

RE	God/Creation (unit F1) – Why is the word ‘God’ so important to Christians?	Incarnation (unit F2) – Why do Christian perform nativity plays at Christmas?	Incarnation (unit F2) – What makes every single person unique and precious?	Salvation (Unit F3) – Why do Christians put cross in an Easter garden?	God/Creation (unit F1) – How can we care for our wonderful world?	Salvation (Unit F3) – How can we help others when they need it?
	The three R’s	Who is Jesus? Just not a baby but God. Looking at a bible – Old and new testament.	How am I special? Box with a mirror inside – discussing how everyone is different and special.	Why is a palm cross a special symbol? – Palm Sunday.	Why is the word God so important to Christians? Adam and Eve story. Caring for the new world.	Loving others. Who do we care for? Family, friends, school.
	Who is God? – Looking at the words – create, creation, creative, creator. Linking to VIP.	Stories of Jesus. Why he was important	Thanking God – Making own prayers, importance of saying thank you.	Palm Sunday – Sing hosanna. Making palm leaves.	If I were a butterfly – looking at how god created the animals. Caring for others.	The good Samaritan.
	The creation story - 7 days of creation.	What is a celebration? Birthdays, weddings, Christmas, christening.	Christening – What is a christening? Story of Jesus welcoming the children.	Easter – Why is it important? Celebration	Looking after our environment. What can we do?	How can we help others in need? Being kind to others. Acts of kindness.
	The importance of God in church – Link to messy church. Hymns	Christians celebrating Christmas – Why Christmas is important.	Welcoming people - children to the church/school. Looking after each other.	Easter Saturday and Sunday. New life.	Follow the jigsaw scheme for PSHED	Importance of candles in church. Asking god for help.
	The Lord’s prayer – importance of hallowed be thy name.	Nativity Story	Jesus - Love one another as I have loved you.	Saying sorry. Forgiveness. Importance of the cross.		Reflection – making a place in the classroom to think of God – pray.
	Harvest – Thanking God	Follow the jigsaw scheme for PSHED	Follow the jigsaw scheme for PSHED	The sign of the cross. Hot cross buns.		Follow the jigsaw scheme for PSHED
Prayer in our school			Follow the jigsaw scheme for PSHED			

Expressive arts and design	Intent					
	Development matters for Reception					
	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources and skills.			
Listen attentively, move to and talk about music, expressing their feelings and responses.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Listen attentively, move to and talk about music, expressing their feelings and responses.				
Develop storylines in their pretend play.	Watch and talk about dance and performance art, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses.				
Explore and engage in music making and dance, performing solo or in groups.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Sing in a group or on their own, increasingly matching the pitch and following the melody.				
	Develop storylines in their pretend play.	Develop storylines in their pretend play.				
	Explore and engage in music making and dance, performing solo or in groups.	Explore and engage in music making and dance, performing solo or in groups.				
Skills to develop – Drawing, painting, collage <ul style="list-style-type: none"> Sketching with a pencil. Mixing paint Patterns <i>Mixing colours</i> <i>How to draw a person – building up skills</i> <i>Scissor control</i> 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 <ul style="list-style-type: none"> Sketching and blending Exploring paint D&T –Structural Build a boat which floats <i>Sketching and selecting the right equipment for adding colour</i> <i>Christmas cards</i> <i>Calendars</i> <i>Water colours – hot and cold colours</i> Artists to consider – Warhol  Being imaginative: Role-Play – café, Small world – Handa’s Surprise, Lost and found, Christmas Music Churranga	Skills to develop – drawing, painting, sculpture <ul style="list-style-type: none"> Sketching with detail Shades of colours Using clay <i>Sketching and looking at detail – selecting the right equipment for adding colour.</i> <i>Salt dough/Clay – sculpting</i> <i>Selecting the correct materials to use – building an emergency vehicle</i> Artists to consider – George Seurat  Being imaginative: Role-play – police station, hospital, post office Small world – fire station, baby area, post office, police station Music Churranga	Skills to develop – drawing, painting, sculpture <ul style="list-style-type: none"> Sculpting clay Applying drawing skills Adding texture using paint <i>Exploring textures and colour</i> <i>Big painting – window art</i> <i>Weaving</i> D&T – Mechanical Open a flap – Mother’s Day card Artists to consider – Andy Goldsworth  Being imaginative: Role-Play – green house, vegetable shop Small world – mini beasts, habitats, picnic Music Churranga	Skills to develop – drawing, painting, sculpture, digital media <ul style="list-style-type: none"> Exploring the environment in art Using paint on the computer <i>Design and planning</i> 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 <ul style="list-style-type: none"> Exploring ICT skills for drawing Field work <i>Using different textured materials -wire and clay</i> <i>Creating a pattern on material</i> <i>Weaving</i> <i>Water colours – different shades of one colour</i> Artists to consider – Sharon Turner  Being imaginative: Role-Play – Vets, Small world – atelier, animals. Music Churranga	

Assessment for development						
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