PADDINGTON Years NR Year C 2024-2025

School VALUE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2 Courage Growing and	
	Kindness	Curiosity	Teamwork	Resilience	Respect		
THEME	It Starts With Me	Into the Woods	What adventures can	Let's go on safari	A commotion in		
	Are we all the same?	What is special about		Why should we	the ocean	changing	
	Do you know just how special you are? You can do amazing things and finding out what	the changes that	How exciting would it be to go on an adventure with our friends from	protect the	What is that	What do all living	
	makes you and your friends unique will help	happen in Autumn?	class? To plan an expedition from	wildlife?	commotion in the	things have in	
	you to understand similarities and differences between you and how that makes you so	Do you see how the world changes around us from season to season?	school. What would we pack? Where could we go and how would	Do you know where Africa is? What would it be like to live	ocean?	common?	
	special. The children begin to develop their identity with their school community as they explore life at school and the school grounds. Wk 1 – Features Wk 2 – Family Wk 3 – Likes/dislikes Wk 4 – Can and can't do (yet) Wk 5 – What I want to be when I grow up Wk 6 - Emotions	The days get darker, leaves begin to change colour and fall from the trees and the nights get colder. Autumn is here. Animals begin to hibernate, we wrap up warm and prepare ourselves for colder evenings, by snuggling up by the fire. Let's begin our wonderful walk through the woods in Autumn. Wk 1 – The changing seasons Wk 2 – Autumn Wk 3 – Plan and go on woodland trip Wk 4 – Winter Wk 5 – Spring Wk 6 - Summer	we get there? We will plan some expeditions, looking at different ways of exploring – plane, train or rocket? Let's join together and off we go Wk 1 – what is an expedition Wk 2 – where shall we go – locations around the world Wk 3 – how will we get there – transport Wk 4 - plan the trip Wk 5 – what do we need Wk 6 – the expedition	there? Is it hot or cold? In this amazing continent you will come across all sorts of wildlife, how can you tell them all apart and what makes them special? A journey through a continent learning about the people and animals that live there. Our animal safari will help us learn about creatures big and small. What can we do to protect them and are for endangered species? Wk 1 – Exploring the continent of Africa Wk 2 – African culture Wk 3 – Habitats Wk 4 – Animals Wk 5 – Comparing animals Wk 6 – Protecting the animals	What is that commotion in the ocean? Let's dive into the ocean to explore the varied animal and plant life that live there. From the world's largest mammals to unusual fishes that lurk in the deep. What is their habitat like and how is it being damaged by humans? What can we do to help keep our oceans full of life? Wk 1 – where is the ocean? Wk 2 – Habitats Wk 3 – Sea creatures Wk 4 – Sea creatures cont Wk 5 – people and the ocean – fishing Wk 6 – Protecting the oceans	How have we changed through this year? Have you ever considered just how wonderful it is when we grow? Have you ever wondered how wonderful our world is? Do you know how a butterfly begins its life, or a frog? Have you ever wondered how a sunflower got to be so tall? We're not the only things that change! How can we help all the plants and creatures in the world to thrive? Come and along and help take care of our planet. Wk 1 – plants and the changing seasons Wk 2 – what is needed for life to thrive? Wk 3 – Life cycle of a plant Wk 4 – life cycle of a butterfly Wk 5 – human impact	
FAVOURITE BOOKS	ANOTHER ME?	WALK WOODS Lock and Find Through the Senson Community	We're Going on a Bear Hunt Michael Rosen Helen Oxenbury	ONE DAY ->>>> ON OUR - BLUE PLANET IN THE SAVANNAH	Commotion on the Ocean Giles Andreas David Wejtowyce X	Wk 6 - growing up tt Starts With a Seed	
	Super Duper You — Sophy Henn; The Colour Monster — Anna Llenas; The	Jaire Donaldson Victoria Sandas Winnie the pooh stories; A	Boy Sailed World Julia Green Alex Latimer	The Ghanian Goldilocks – Dr Tamara Pizzoli; The	ONE DAY ON ON OUR BLUE PLANET	LIKE THIS?	

Year in Percy's Park – Nick

	Colour Monster Goes to School – Anna Llenas; Barbara Throws a Wobbler; Peace at Last – Jill Murphy Can I Build Another Me – Shinsuke Yoshitake	Butterworth; Stick Man – Julia Donaldson; Autumn Days – Brenda Williams; Bear Stays up for Christmas – Karma Wilson; The Bear's Winter House – Ruth Craft; One Snowy Night – Nick Butterworth	Snail and the whale – Julia Donaldson; How to Catch a Star – Oliver Jeffers;	Lion Who Wanted to Love – Giles Andreae; The Journey – Jonny Marx; Poo in the Zoo – Steve Smallman; Handa's Surprise – Eileen Browne	Here we are - Oliver Jeffers; The Selfish Crocodile — Faustin Charles	Jack and the Incredibly Mean Stalk – Gemma Cary; The Growing Story – Ruth Krauss; Tiny Seed – Eric Carle; Ben Plants a Butterfly Garden – Kate Petty; Bee and me – Alison Jay; Somebody Crunched Colin – Sara Roberts; Look to the Skies – Hannah Tolson; Dear Teacher – Amy Husband
PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT	Sharing our 'All About Me' books. Getting to know each other Settling in – rules and routines I'm special People who are special to me Growth mindset lesson SCARF: Me and my relationships	Me and my friends Friends and family Including everyone Uniqueness Growth mindset lesson SCARF: Valuing Difference	Safety indoors and outdoors What's safe to go inside my body Healthy choices Growth mindset lesson SCARF: Keeping myself safe	Looking after myself Looking after others Standing up for myself Speaking out Respect Looking after the environment Growth mindset lesson SCARF: Rights and Respect	What does my body need? I can keep trying I can do it Perseverance Resilience Growth mindset lesson SCARF: Being my best	Growing and changing in nature When I was a baby Families Growth mindset lesson SCARF: Growing and Changing
COMMUNICATION & LANGUAGE	Developmentally appropriate new vocabulary across 7 areas and begin to use correctly Speaking in longer sentences Use and answer simple questions — who, what, where Listen to a variety of stories and texts, beginning to understand what is happening Know some rhymes and songs	New developmentally appropriate vocab will continue to be taught and used correctly Speaking in longer sentences Use and answer simple questions – who, what, where Listen to a variety of stories and texts, beginning to understand what is happening Know some rhymes and songs	Continue to build range of new vocabulary and use correctly Speaking in full sentences Begin to express and debate own point of view Ask and answer more questions including why questions Build love of stories and remember what happens in familiar stories Build repertoire of rhymes and songs	Continue to build range of new vocabulary and use correctly Speaking in well-formed sentences Begin to express and debate own point of view Ask and answer more questions including why questions Build love of stories and remember what happens in familiar stories Build repertoire of rhymes and songs	Know a wide range of vocabulary and use new words in different contexts Well-formed sentences to express views Describe events in more detail using range of vocabulary Questions used to check understanding of what has been said to them Love of reading and listening to stories, rhymes, poems and songs Talk about familiar stories	Know a wide range of vocabulary and use new words in different contexts Well-formed sentences to express views Describe events in more detail using range of vocabulary Questions used to check understanding and explain how things work and why they might happen Love of reading and listening to stories, rhymes, poems and songs Talk about familiar stories
PHYSICAL DEVELOPMENT GMC: Gross Motor Control FMC: Fine Motor Control	Use balance bikes and scooters Practice skipping, hopping and standing on one leg through games FMS for life – Velcro, poppers Build simple towers and structures with blocks Begin to determine which hand they are mark making with, and show control Explore equipment in PD shed and how it can be used	Use balance bikes and scooters Practice skipping, hopping and standing on one leg, throwing through games FMS for life – Velcro, poppers Build simple towers and structures with blocks	Use pedalled vehicles Ore range of movement – running, jogging, skipping, hopping Becoming more independent with life skills – zips, buttons, dressing Connect items together to build and create Use one handed tools – scissors	Use pedalled vehicles Ore range of movement – running, jogging, skipping , hopping Becoming more independent with life skills – zips, buttons, dressing Connect items together to build and create	Use a variety of vehicles to develop coordination and balancing Move with more fluency, control and grace while performing a range of movements Independently dressing including buttons, zips	Use a variety of vehicles to develop coordination and balancing Move with more fluency, control and grace while performing a range of movements Independently dressing including buttons, zips Collaborate to build small and large constructions

			Begin to determ hand they are m with, and show Creating games using physical d shed	nark making control with support	Creating games using physical developme	_	Use one hand scissors Creating gam physical deve shed	nes using	small and construct Use range independ safely Creating §	ions e of tools	Creating ga	of tools ntly and safely ames using evelopment
LITERACY (Reception) Read, Write, Inc. (RWI)	Talk about stories they have learnt using new vocabulary Retell familiar stories Sequence familiar stories Read first 16 letter sounds taught in RWInc Start blending sounds into words orally Write some or all of the letters from their name Communicate by drawing with meaning and some accuracy Begin to write initial sounds as captions Use some of their print and letter knowledge to write for a purpose		Read all Set 1 letter sounds Blend sounds into works orally Begin to blend sounds to read words Continue retelling stories Expressing a view about a story Write first name Draw with increased meaning and accuracy Use initial sounds as captions Use some letter knowledge when writing in their play		Blend sounds to read words Read short captions Read sounds represented by more than one letter Read some common exception words Talk about stories, favourite characters and say why Form some lower case letters correctly Spell words using the sounds they have learnt Represent words using the sounds they can hear Begin to write simple captions with the Set 1 sounds		Read words with double consonants Read sentences independently Read a greater range of CEWs Form lower case letters correctly Spell words with the sounds they have learnt Write simple captions Start to show awareness of capital letters and full stops Use hold a sentence to write captions		Start to read some words speedily Start to use expression when reading Read set 2 sounds Retell stories with greater detail Form lower case letters correctly Spell words with the sounds they have learnt Write simple sentences independently Start to show awareness of capital letters and full stops Use hold a sentence to write captions		To read the set 2 sounds Re-read books to develop fluency Read with expression Respond to questions based on books they have read themselves All lower case letters are formed correctly Capital letters formed correctly Spell words by using phonic knowledge Write simple phrases and sentences that can be read by themselves and others	
LITERACY (Nursery)	Listen to stories Recognising own picture for self- registration Sound Awareness activities Begin mark making with different media		Listen for more sustained period to stories Choose a book Recognising and tracing initial letter of name Sound Awareness activities		Listen for more sustained period to stories Choose a book Recognising and tracing initial letter of name Sound Awareness activities		Joining in with retelling of familiar stories Recognising and tracing initial letter of name Begin to write initial letter of own name Sound Awareness activities		Joining in with retelling of familiar stories Write initial letter of own name and trace other letters as ready Communicate meaning with simple marks RWI Introducing and Naming pictures		about it Write initian name and ready	lucing and
MATHEMATICS (Reception) White Rose Maths (WRM) Number Sense (NS) Numberblocks (NB) Master the Curriculum (MC)	Getting to Know You Match, Sort and Compare	Match, Sort and Compare Talk about Measure and Patterns. It's me 1, 2, 3							rvanning p		ivalining pir	
MATHEMATICS (Nursery)	Getting to Know You Colours! Matching Sorting	Number 1										

Master the Curricu	ulum												
(MC) Colourblocks (CB)													
UNDERSTANDI THE WORLD RE Music		Talking about differences, what they notice Developing positive attitudes about differences and ourselves Talking about people in our community Families RE: Being special: where do we belong?		Exploring natural materials inside and out Sensory activities to explore different natural phenomena Explore local environment through simple maps, photos, visits Weather and seasonal features RE: Why is Christmas special for Christians?		Similarities between now and the past Figure heads and what we can learn from them Images and discussions from the past RE: Why is Easter special for Christians?		Contrasting our location with other places in the world Know about other places and cultures around the world RE: Why is the word God special to Christians?		Contrasting our location with other places in the world Discuss how we care for the natural world RE: Which places are special and why?		Families and difference Commenting on familiar situations from the past Special things and places in the local community RE: Which stories are special and why?	
WILD TRIBE (Reception joir Attenborough)	eception join Team Games					Lighting a Fire Kelly Kettles Cooking/Marshmallows Wood Craft						Team Games Building Dens	
WILD TRIBE (Nursery)		Signs of Autumn		Winter Walks		Keeping Warm		Signs of Spring		Adventures		Enjoying our spaces	
Music	ic Me! My Stories		My Stories	Everyone!		Our world				Big Bear Funk		Reflect, Rewind and Replay	
EXPRESSIVE AF	RTS	Big marks and experiences, colour vs black and white		Natural Art, print and paint		Planes Trains and Automobiles Junk Modelling		Animal Collage – Mixed media		Sensory Fish - Texture		Art through a magnifying glass - Observational detail	
Painting Modellin g		Children are introduced to a range of large and chucky drawing aids, pencils, graphite, crayon, chalk. Selection of both small and large paper, sugar paper, tracing paper, recycled items (newspaper or wrapping)		Letter and number tracing Matching letters and pictures Tripod grip Hand strengthening Add pens and a range of colours		Postcards to post (set up a post box in the corridor) Magnetic letters		Animal shaped paper Handwriting practice Range of different drawing medium (pastels, crayons etc)		Whiteboards Lined paper Textured paper Scratch paper		Small vs large scale Drawing from observation	
		Primary Colours – Red Yellow Blue Black and white painting Big brushes Mono printing Making People, faces, my family etc Household objects		Matching colours (mixing) Big brushes Rubbing with crayons, pastels, chalk Leaf printing Autumnal natural items — twigs, rocks, leaves, dried flowers, seeds etc		Sponges and texture Toys cars make tracks in paint Junk/recycled items – plastic bottles, lids, foil, cardboard etc Cogs, wheel, buttons, blocks, pipes etc		Large scale and collaborative painting (toy animals make footprints in paint) Collage material for cutting Material and fabric Wool and string Magazines Fur, wool, fabric, items to make a landscape for animals		Mixed media painting Add sand/glitter/glue etc to paint to make textures Clay and items to print/press texture Shells and pebbles, sea glass, ribbon, pipe cleaners – Fish and seascapes		Water colour and pens Fine details Magic painting (white crayons)	
												Make paper chain lifecycles Stamps and painting	
												Items to make plants and flowers, trees etc Colour, texture	