

Haddenham Community Infant School – Steps in learning 2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Super Me, Super You	Let's Celebrate	Once Upon a Time	Here, There and Everywhere	Growing and Changing	Brilliant Beasts
Hook	Bring in photographs of their family	Children receive a letter from a worried hedgehog concerned about noise, colours and his home being disturbed	Make a mess in the classroom with clues from the story and get the children to be detectives about who made the mess	Animal footprints in the classroom	Chicks/Butterflies/Tadpoles	Dinosaur eggs left in the classroom—the children are asked to look after them.
Visits, trips and Visitors	Police Officer, Nurse , Radiographer and Fire Fighter African Drumming Workshop	Pantomime	Waddesdon Manor – Fun with Fairytales	Bekonscot Model Village Local area walk		Cotswold Wildlife Park Visit from local vet
Key Texts	The Colour Monster I Don't Want to be Small Elmer and Super El A Little Bit Brave by Nicola Kinnear Rama and Sita	Remember, Remember, The Fifth of November by Deborah Webb Kipper's Birthday Mick Inkpen Mixed by Arree Chung The Christmas Pine by Julia Donaldson Little Robin Red Vest by Jan Fearnley Stickman by Julia Donaldson https://www.bbc.co.uk/iplayer/episode/b06t09rk/stick-man The Dinosaur that Pooped Christmas by Tom Fletcher and Dougie Poynter	Goldilocks and The Three Bears The Gingerbread Man Sleeping Beauty The Three Billy Goats Gruff Jack and The Beanstalk The Zodiac Story of The Chinese New Year https://www.youtube.com/watch?v=gZbtMFP-1 https://www.youtube.com/watch?v=eVClAj8q_IY	Rosie's Walk Mr Gumpy's Motor Car Mr Gumpy's Outing Oi! Get off our Train Room on the Broom Aliens Love Underpants	Titch Chicken Licken https://www.youtube.com/watch?v=gZbtMFP-1 Tadpoles Promise Jasper's Beanstalk The Enormous Turnip Farmer Duck	Superworm The Giant Jam Sandwich Where the Wild Things Are Billy and The Beast by Nadia Shireen Aaaaaargggghh Spider by Lydia Monks The Tiger Who Came to Tea Bananaman https://www.youtube.com/watch?v=DyyNsaNKUyw

Communication and Language (Listening, attention and understanding)	Children learn how to listen carefully, understand why listening is important and begin to respond to what is heard. They practice following simple, direct directions and begin engaging in storytimes by joining in with repeated phrases and physical actions.	Children learn to respond to multi-step instructions. Children follow the structure of a story without relying heavily on pictures or props, and they begin to understand "how" and "why" questions.	Children comprehend complex sentence structures and fully understand open questions spanning who, what, where, when, why, and how.
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Communication and Language (Speaking)	Children build the confidence to speak in front of a small group, interacting directly with class teachers/TAs, and acquiring vital new daily vocabulary. They will begin to take turns in conversations and play. They are able to join in with songs, rhymes, stories and role play.	Children can ask and answer questions. They begin speaking in longer, clearer sentences using basic conjunctions (e.g., and, because) to link statements and retell familiar stories. They develop and use an expanding vocabulary, including new words from stories and experiences. They are beginning to describe experiences and explain simple ideas. They are beginning to explain why something has happened or what they think.	Children are beginning to confidently speak within familiar situations. They use talk to consciously organise, sequence, and clarify their thoughts, events, or feelings, engage in back-and-forth exchanges and negotiations with peers and unfamiliar school adults, and accurately use a range of past, present, and future tenses. They are able to express feelings, listen to others and respond appropriately.
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Personal, Social and Emotional Development (self-regulation and attention)	To manage the transition to starting school, learning to follow simple classroom instructions, understanding the reasons behind class rules, and learning to manage basic hygiene/personal needs (independent toileting and dressing).	To develop focused attention during teacher-led tasks. Children practice identifying their own unique strengths without comparing themselves unfavourably to others.	To demonstrate strong perseverance when tackling a challenge, reflecting on times they "didn't give up," setting independent goals, and showing pride in their achievements.
Personal, Social and Emotional Development (managing self and making relationships)	To learn to work and play cooperatively, practicing basic turn-taking, and discussing what makes their family or home environment special.	To show a deeper sensitivity to their own and others' emotional needs. Children learn how to form healthy friendships, collaborate to solve social conflicts, and understand the real impact of unkind words.	To develop a clear understanding of healthy lifestyle choices, including the balance between active exercise and rest. Transition work begins by expressing feelings, sharing memories, and addressing worries about moving up to Year 1.
Personal, Social and Development (Jigsaw Scheme of Work)	Puzzles: Being Me in My World / Celebrating Difference Children learn to see themselves as valuable individuals, understand their place within the classroom community, and recognize what makes themselves and others uniquely special while practicing acts of kindness.	Puzzles: Dreams and Goals / Healthy Me Children learn to set simple goals, demonstrate resilience when tackling new challenges, and make positive, independent choices regarding physical activity, healthy eating, hygiene, and restful sleep.	Puzzles: Relationships / Changing Me) Children learn how to form healthy friendships, constructively resolve interpersonal conflicts, identify their role within a family, and confidently navigate personal growth and transitions.
Physical Development (Gross Motor Skills)	To master spatial awareness (moving and stopping safely within a space), taking turns using outdoor equipment, and developing core stability through running, jumping, hopping, and sudden direction changes.	To make progress to ball skills—learning to roll, track, throw toward a target with growing accuracy, and catch with a partner. Children begin basic foot-eye coordination by dribbling and kicking a ball to a target.	Children develop an advanced coordination focus. They create and link short physical sequences using shapes, balances, and gymnastics apparatus. They learn to land safely from heights and participate in governed team games (rules, tagging, and keeping score).
Physical Development (Fine Motor Skills)	Establish a clear dominant hand, exploring mark-making with large movements, and beginning to adopt a functional tripod grip. Pincer strength is built using tweezers, threading large beads, and making simple snips with scissors.	Children refine hand-eye control to cut along clean straight, zigzagged, or curved lines. Children utilise a firm tripod grip to trace controlled anti-clockwise and vertical lines, accurately drawing basic closed shapes (circles, lines) to formulate pictures.	Using advanced fine motor precision children use scissors to cleanly cut out intricate shapes and manipulate tougher materials (e.g., threading small beads, using small pegs, clay modelling, sewing, and using thin paintbrushes). They control letter sizes during handwriting and independently use a knife, fork, and spoon.

Literacy (Word Reading)	Supersonic Phonics Basics 1 & 2. Environmental sound discrimination, vocabulary expansion, and learning to recognise their own printed name. Moving into decoding using blending and segmenting of the taught sounds to read simple CVC words and write simple introductory captions.	Supersonic Phonics Basics 3. Recognising double-letter sounds (digraphs) within words, blending them fluidly to read complete sentences that contain both decodable text and common "Tricky Words" as well as building on their segmenting to build and write longer captions/sentences.	Supersonic Phonics Basics 2 and 3 Consolidation. Children achieve reading fluency in longer sentences containing a mix of all taught phases, utilising books that closely match their phonetic ability and begin to use their phonics to attempt to read and write compound and multi syllabic words.
Literacy (Reading Comprehension)	To use descriptive pictures to verbally tell or piece together a story, sequencing familiar tales, and learning how to handle books correctly (turning pages from front to back).	To answer literal questions about main events or characters in a text, retell stories without props, predicting what might happen next, and suggesting alternative endings.	Children express thoughts using book-influenced vocabulary, extract information from non-fiction texts to demonstrate understanding, and discuss character behaviours or motivations.
Literacy (Writing)	To attribute distinct meaning to the marks they draw, copying their own name, writing initial sounds, and accurately forming introductory lowercase letters.	To write phonetically decodable CVC words and simple phrases using correctly formed letters. To begin to form some basic uppercase letters and spelling a selection of phase-appropriate Tricky Words.	To write structured short sentences independently using previously taught phonic sounds. To begin to apply writing conventions: a capital letter at the start, clear finger spaces between words, and punctuation at the close. Children to apply 'think it, say it, write, read it' in their writing so that they are beginning the process of using self-editing skills.
Mathematics	• develop their noticing skills • identify when a set can be subitised • subitise different arrangements, both unstructured and structured, including on a 5 frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • notice what • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • Further develop subitising skills and knowledge; understanding that anything can be subitised, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts	• continue to develop their subitising and noticing skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and what they look like on a ten frame • focus on equal and unequal groups when comparing numbers (fair and not fair) • understand that two equal groups can be called a 'double' and connect this to finger patterns • identify odd and even numbers (are the 2 groups fair or not fair?) • continue to develop their understanding of the counting sequence and link cardinality and ordinality • order numbers • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers Compare mass Find a balance Explore capacity Compare capacity	• continue to develop their subitising and noticing skills, looking at larger sets • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • further develop conceptual subitising skills including when using a rekenrek Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes

	Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	Explore length Compare length Explore height Compare height Talk about time Order and sequence time Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping
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Understanding the world (past and present)	To develop a sense of self by looking at their own life story and tracking personal changes since being a baby. To understand the past through significant shared events (e.g., the story of Guy Fawkes, Bonfire Night, Remembrance Day, and Christmas history).	To be able to compare everyday items or technologies from the past to the modern day (e.g., comparing old vintage cars and transport to what we use today).	To understand how they have changed since they were babies and be able to discuss what they can do now that they couldn't do as babies. To begin to understand the passing of time by looking at the concept of human ageing across the different generations. To begin to make comparisons between dinosaurs and their closest living relatives today (birds and reptiles).
Understanding the world (people, culture and communities)	Children learn about the people immediate to them, understanding roles in society (e.g., visits from Police, Nurses, Firefighters), and exploring what makes individuals "special". Children explore different cultural celebrations (Diwali, Kwanzaa, Ramadan).	Children will be able to compare life in their local village to life in a contrasting country (e.g., comparing Haddenham to a Kenyan village. Children learn to navigate their local environment using maps, charting where they live and exploring transport.	Children begin to consider what makes holy places or buildings (like churches, mosques, or synagogues) special to different faith communities.

RE (Jigsaw Scheme of Work)	Key Question: What makes people special? Religion: Christianity, Judaism	Key Question: What is Christmas? Religion: Christianity	Key Question: How do people celebrate? Religion: Hinduism	Key Question: What is Easter? Religion: Christianity	Key Question: What can we learn from stories? Religion: Christianity, Islam, Hinduism, Sikhism	Key Question: What makes places special? Religion: Christianity, Islam, Judaism
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Understanding the world (the natural world)	To notice signs of seasonal change and to begin to explain what happens in the different seasons. To develop an awareness of our human senses and to	To explore floating/sinking properties through practical experiments (such as testing baked vs. unbaked dough), and tracking changes in states of matter (The Gingerbread Man)).	To learn how to care for growing things including animals and plants and what they need to grow and change including being able to discuss healthy eating habits. To discuss some basic lifecycles
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	name some basic body parts. To begin to understand about the need for healthy eating.		(chicks, butterflies) and begin to sort animals by attributes (nocturnal, herbivores, carnivores), and independently conduct minibeast hunts in local habitats.
Expressive arts and design (Creating with Materials)	To name colours, creating purposeful self-portraits, investigating how drawing tools create varied marks, and learning safe joining techniques (glue sticks). To Investigate how to make large and small movements with control when drawing To explore art techniques from other cultures (make a traditional African weaving mat (Mkeka)).	To learn to mix colours together to generate secondary colours, exploring textures, using printing techniques to create repeating patterns (castle walls), and using structural materials (tape, PVA glue, junk modelling). To plan what they are going to make (design something for the Gingerbread Man to cross the river). To experiment with different mark making tools such as art pencils, pastels and chalk, charcoal (observation drawings of old/new car).	To further develop their planning on what they intend to build beforehand, executing more complex multi-material collages, working with three-dimensional mediums like clay and felt, and taking time to share, discuss, and evaluate their finished creative works. To use observational drawing of animals and plants.
Expressive arts and design (being imaginative and expressive)	Aut 1Kapow: Exploring sound Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment Aut 2 Kapow: Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas. Taking portraits with digital cameras, and engaging in simple prop -based roleplay.	Spr 1 Kapow: Musical Stories Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters. Spr 2 Kapow: Transport Children use their voices, bodies, and instruments to explore, identify, and mimic the sounds of different vehicles while learning to interpret and perform a simple musical score. Adding voice recordings or typed labels to digital pictures, and adapting familiar narratives during roleplay. Use Bee Bots to explore and input instructions.	Sum 1 Kapow: Big Band Children will learn about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song. Sum 2 Kapow: Music and Movement Children create simple actions to songs, learn how to move to a steady beat, and express their feelings and emotions through physical movement to music. Children will learn to memorise simple song lyrics, maintain a steady beat, and coordinate physical actions into a synchronised dance routine for a group performance. Children will begin to understand the importance of being safe when using the Internet and further their understanding of input and the resulting output when using Beebots.