

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Theme:	My family, My Home	Machines and Me	Earth and Beyond	Growing and Changing	Mythical and Magical	Around the World
Key Events: <i>(In school, National and Religious)</i>	Settling into school Harvest	Number November Diwali Bonfire night Remembrance Day Hanukah Christmas	St Paul's Week Chinese New Year Valentine's Day	Shrove Tuesday Holi Mother's Day Ramadan World Book Day Easter	Eid Queen's Jubilee Hampton Court Story Project	Father's Day Make Music Day Eid ul Adha
PRIME AREAS OF LEARNING						
Communication	Listen carefully and understand why listening is important.	Make comments about what they have heard, ask questions to find out more and to clarify their understanding.	Articulate their ideas and thoughts in well-formed sentences.	Describe events in detail.	Carry out activities requiring sustained concentration.	Listen attentively during whole class discussions and small group interactions, making comments and asking questions about what they have heard.
Listening Attention and Understanding	Develop social phrases linked to school routines e.g. good morning, how are you?	Articulate their ideas in sentences.	Connect one idea or action to another using a range of connectives.	Use talk to help work out problems and organise thinking and activities.	Participate in small group, class and one to one discussion, offering their own ideas.	Express their ideas and feelings about their experiences using full sentences, showing an awareness of past, present and future tense.
Speaking	Use phrases and short sentences to communicate their ideas, likes and needs.	Hold conversation when engaged in back and forth exchanges with their teacher and peers.	Listen to and talk about stories to build familiarity and understanding.	Explain how things work and why they might happen, making use of recently introduced vocabulary from stories and non-fiction books.	Use talk for a range of purposes – imagine, retell, discuss, clarify, explain and describe.	
	Ongoing: Learn new vocabulary and use new vocabulary through the day. Use new vocabulary in different contexts. Engage in story times. Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound.					
Role Play Areas <i>*These are examples and may change based on the children's interests.</i>	Home corner – exploring familiar objects from home Morrisons – shopping routines, using money Bus/ train station – local landmarks, time and money	Home corner – celebrating events Post office/ Santa's grotto – writing letters, sorting into sizes Fire Station/ Police Station – checklists, observations,	Home corner – ordering a take away, sharing a meal Space station – recording observations Restaurant – taking orders, counting, paying with coins	Home corner – arrival of baby, feeding, Baby clinic/ hospital – recording length, Vegetable/ flower stall – measuring and weighing, counting, paying with coins	Home corner – planning a trip in the local area, leaflets, Dinosaur dig – matching objects, measuring Castle – menus, gift shop,	Home corner – travel brochures, suitcases, for sale sign Airport – weighing, booking flights, Beach shop – paying for items for holiday, checklists

<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Recognise their feelings and consider the feelings of others.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Give focused attention to what the adults say.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Be confident to try new activities.</p> <p>Begin to show an awareness of boundaries and expectations.</p> <p>Manage own basic hygiene and personal needs.</p>	<p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals.</p> <p>Confident to try new activities.</p> <p>Explain the reasons for rules.</p> <p>Manage own basic hygiene and personal needs.</p>	<p>Think about the perspectives of others. Manage their own needs.</p> <p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals</p> <p>Begin to show an understanding of how exercise, eating, sleeping and hygiene can affect health.</p>	<p>Think about the perspectives of others. Manage their own needs.</p> <p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals</p> <p>Explain the reasons for rules and begin to set and follow their own rules.</p>	<p>Show sensitivity to their own and to others' needs Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>
<p>Physical Development</p> <p>Fine motor skills</p> <p>Penpals</p>	<p>Threading, cutting, weaving, playdough,</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Taking shoes off and putting them on</p> <p>Unit One: Patterns Dots, straight lines and crosses, curves and waves</p>	<p>Threading, cutting, weaving, playdough,</p> <p>Develop muscle tone to put pencil pressure on paper.</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Unit One: Patterns Loops and bridges, angled lines, eights and spirals</p>	<p>Threading, cutting, weaving, playdough,</p> <p>Begin to form letters correctly.</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / zips</p> <p>Unit Two: Introducing the long ladder letters l, l, j, t, u, y,</p>	<p>Threading, cutting, weaving, playdough,</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p> <p>Unit Two: Introducing the one armed robots b, n, h, m, r, k, p</p>	<p>Threading, cutting, playdough,</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p> <p>Unit Three: Introducing the curly caterpillars c, a, d, o, s, g, q, e, f</p>	<p>Threading, cutting, weaving, playdough.</p> <p>Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle /</p> <p>Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Unit Three: Introducing the zig zag monsters z, v, w, x</p>

Gross Motor Skills	Balance	Move energetically	Balance	Balance	Ball skills: throwing, catching, kicking	Follow the rules of a game
	Different ways of moving	Copy basic actions	Core muscle strength Jumping and landing	Core strength	Using different sized balls	Using a racket and a range of equipment
	Negotiate space	Move to music	Awareness of space	Travelling along equipment and making and holding shapes	Follow the rules of a game	Joins in with a game, communicating with members of their team.
	Travelling with confidence	Negotiate space				
	Refining fundamental skills	I can perform teacher led warm ups				
Continuous Provision: selection of available equipment for self-selection e.g. guttering, space hoppers, footballs. Cooperation games i.e. parachute games. Climbing – climbing frame, balance beams and obstacle course. Help individual children to develop good personal hygiene, Provide regular reminders about thorough handwashing and toileting. Provide a range of wheeled resources – balance bikes, pedal boards.						
Get Set 4 PE	Introduction to PE Unit 2 Moving around the space available Stop and go	Dance Unit 1 Explore how different parts of the body move Copy and repeat	Gymnastics Unit 1 Create shapes with their bodies Practise jumping and landing safely	Gymnastics Unit 2 Developing rocking and rolling action Use equipment to travel and jump	Ball Skills Unit 1 Rolling and kicking a ball at a target Dribbling and catching a ball	Games Unit 1 Play games with different roles Work as part of a team
SPECIFIC AREAS OF LEARNING						
Literacy	Shows a preference for a book, song or rhyme.	Talks about events and characters in a story read to me.	Shows interest and answer simple questions about the text.	Demonstrates an understanding when talking about what they have read	Know that illustrations can help make sense of reading	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Comprehension	Can handle books correctly and follow print left to right, top to bottom	Joins in with rhymes and stories. Fills in missing words from well-known rhymes.	Uses words that check that what they have read makes sense.	Can repeat words or phrases to check their reading	Read phase 3 words (decodable and tricky)	
Word Reading	Segment and blend words orally	Link sounds to letters.	Locate and recall the title	Read and understand simple sentences	Say a sound for each letter in the alphabet and at least 10 digraphs.	Say a sound for each letter in the alphabet and at least 10 digraphs.
Writing	Recognise words that rhyme	Beginning to blend and segment in order to read vc and cvc words	Read with 1-1 correspondence	Uses phonic knowledge to read and decode regular words	Read words consistent with phonic knowledge by sound blending	Read words consistent with phonic knowledge by sound blending
	Uses dominant hand and tripod grip for mark making	Read some Phase 2 words including some tricky words	Read some common irregular words (Phase2/3)	Reads all Phase 2 words		

	<p>Gives meaning to marks and labelling.</p> <p>Writes own name.</p> <p>Uses initial sounds to label characters / images</p> <p>Writes for a purpose in role play</p>	<p>Name writing (identified group)</p> <p>Labels pictures and beginning to use simple sentences</p> <p>Retells stories and writes letters (Stick Man, to Santa)</p> <p>Writes tricky words such I, the, to, go, my, he, she</p> <p>Writes CVC words</p> <p>Labels using CVC, CVCC, CCVC words</p>	<p>Solve simple words by blending sounds</p> <p>Labels pictures and beginning to use simple sentences</p> <p>Writes tricky words such I, the, to, go, my, he, she</p> <p>Writes CVC words</p> <p>Labels using CVC, CVCC, CCVC words</p> <p>Writes sentences, instructions, captions and recipes</p>	<p>Reads some of Phase 3 words</p> <p>Creates their own story maps, writing captions and labels</p> <p>Writes simple sentences.</p> <p>Writes short sentences to accompany story maps.</p> <p>Labels and captions – life cycles</p> <p>Character descriptions.</p> <p>Order the Easter story</p>	<p>Re-read books showing increasing accuracy and fluency</p> <p>Writes for a purpose in role play using phonetically plausible attempts at words</p> <p>Is beginning to use finger spaces.</p> <p>Forms lower-case and capital letters correctly.</p> <p>Recount – A trip to Hampton Court</p> <p>Acrostic poems</p>	<p>Re-read books showing increasing accuracy and fluency</p> <p>Writes for a purpose including non-fiction and story writing,</p> <p>Writes in sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Using familiar texts as a model for writing own stories.</p>
Key Texts	<p>So much</p> <p>Who's in my family?</p> <p>The new house (ORT)</p>	<p>Rosie's Walk</p> <p>On the way home</p> <p>Mr Gumpy's Outing</p> <p>Dig, dig, digging</p>	<p>Astro Girl</p> <p>Whatever Next</p> <p>Look up!</p>	<p>Once there were giants</p> <p>The tiny seed</p> <p>Tadpole's promise</p>	<p>The Gruffalo</p> <p>George and the dragon</p> <p>The singing mermaid</p>	<p>We completely must go to London</p> <p>The world around me</p> <p>The great explorer</p>
Read, Write Inc	<p>Phonics: Phase 1/2</p> <p>Stage 7 – oral blending and segmenting</p> <p>RWI Set 1</p> <ul style="list-style-type: none"> • m, a, s, d, t • i, n, p, g, o 	<p>Phonics: Phase 2</p> <p>RWI Set 1</p> <ul style="list-style-type: none"> • i, n, p, g, o • c, k, u, b • f, e, l, h, sh, r • j, v, y, w 	<p>Phonics: Phase 2</p> <p>RWI Set 1</p> <ul style="list-style-type: none"> • j, v, y, w • th, z, ch, qu, x, ng, nk 	<p>Phonics: Phase 2/3</p> <p>Consolidation of set 1 sounds</p> <p>RWI Set 2</p> <p>ay, ee, igh, ow, oo, oo, or, ar, air, ir, ou, oy</p>	<p>Phonics: Phase 3</p> <p>RWI Set 2</p> <p>ay, ee, igh, ow, oo, oo, or, ar, air, ir, ou, oy</p>	<p>Phonics: Phase 3/4</p> <p>RWI Set 2</p> <p>ay, ee, igh, ow, oo, oo, or, ar, air, ir, ou, oy</p> <p>RWI Set 3</p> <p>ea, oi, a-e, i-e, o-e, u-e, aw are, ur, er, ow, ai, oa, ew</p>
<p>Mathematics</p> <p>Number</p> <p>Numerical Pattern</p>	<p>Finds and matches objects that are the same</p> <p>Sorts collections of objects into sets based on colour, size or shape</p>	<p>Begins to use positional language to describe how items are positioned in relation to other items</p>	<p>Understands the concept of more or less when comparing numbers</p> <p>Explores different compositions of</p>	<p>Applies the counting principles when counting forwards and backwards to 10</p> <p>Represents 9 and 10 in different ways,</p>	<p>Begins to identify numbers to 20 using a variety of resources</p> <p>Counts on and back beyond 10 from different starting points</p>	<p>Begins to build doubles using real objects and mathematical equipment</p> <p>Begins to explore the concept of sharing</p>

<p>Shape Space and Measures</p>	<p>Identifies more and less and compares differences in amounts of objects</p> <p>Compares objects according to their size using words such as big, little, large and small</p> <p>Copies, continues and creates their own simple repeating patterns</p> <p>Identifies representations of 1, 2 and 3 using subitising or counting</p> <p>Understands that numbers are made up of smaller numbers and that there is more than one way to compose each number e.g. $1 + 2 = 3$, $1 + 1 + 1 = 3$</p>	<p>Counts on and back to 5 and subitises sets of up to 5 objects</p> <p>Match number names to numerals and quantities</p> <p>Represents up to five objects on a 5 frame</p> <p>Able to identify selection of four sided shapes and recognise these shapes around the environment</p> <p>Use language to describe events in their daily routines and the passing of time e.g. before, after</p> <p>Begins to measure time in simple ways</p>	<p>numbers to 5 and subitises</p> <p>Makes comparisons of objects weight using language such as heavy, heavier than, light, lighter than</p> <p>Develops an understanding of capacity and uses language such as full, half full, empty, nearly full etc</p> <p>Represents 6, 7 and 8 in different ways and can count out the required number of objects from a larger group</p> <p>Begins to combine 2 groups of objects to find how many there are altogether</p>	<p>arranging items into small groups</p> <p>Represents up to ten objects on a ten frame and recognises when it is full</p> <p>Lines up items and uses 1-1 correspondence when counting</p> <p>Explores number bonds to 10 using real objects in different contexts</p> <p>Explores and manipulates 3d shapes; uses the names of the shapes</p> <p>Begins to create more complex patterns</p>	<p>Matches arrangements of shapes using positional language</p> <p>Begins to count on when adding two groups of objects rather than recounting each set</p> <p>Uses practical resources to take away, by counting out items at the start and then taking away the required amount</p>	<p>Begins to notice the odd and even structure by building pairs of objects</p>
<p>Understanding of the World</p> <p>Past and Present</p> <p>People, Culture and Community</p> <p>The Natural World</p>	<p>Identifying their family. Comments on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Describes people who are familiar to them</p> <p>Shows an interest in the lives of other people</p>	<p>Compares and contrasts characters from stories, including figures from the past: looking at clothes and changes in time</p> <p>Talks about significant events in their own experiences</p>	<p>Describes what they see, hear and feel when they are outside</p> <p>Makes comparisons between different environments including local area and forest/ woodland environments</p>	<p>Show care and concern for living things in the environment</p> <p>Starts to develop an understanding of growth, decay and changes over time</p> <p>Talks about some of the things they have observed such as</p>	<p>Talks about features of plants, animals and materials</p> <p>Understands the effects of the changing seasons on the world around them</p> <p>Able to identify changes in materials caused by</p>	<p>Beginning to identify countries on a world map and creates their own maps</p> <p>Identifies similarities and differences between countries and environments</p> <p>Able to describe features of a place</p>

	<p>who are familiar to them</p> <p>Talks about what they do with their family and places they have been with their family.</p> <p>Draws similarities and make comparisons between other families.</p> <p>Names and describes people who are familiar to them.</p>	<p>Talks about why things happen and how things change</p> <p>Recognises and describe special times or events for family or friends</p> <p>Shows an interest in different occupations and ways of life</p> <p>Draws simple maps</p>	<p>Understands the change that occurs during the different seasons</p> <p>Able to name and describe features of different environments including woodland, farm land etc</p> <p>Beginning to name the planets and describe their make up</p>	<p>plants, animals, natural and found objects</p> <p>Can tell you what a plant needs to grow</p> <p>Understands the key features of the life cycle of a plant and animal</p> <p>Draws pictures of animals and plants identifying features</p>	<p>changes in temperature and cooking</p>	<p>including differences in weather and physical/ human geography</p> <p>Identifies how children's lives around the world are similar and different</p>
	Ongoing: Recognises that people have different beliefs and celebrate special times in different ways – children will be introduced to a number of celebrations throughout the year (see termly events above).					
RE (LDBS)	Who made the wonderful world?	Why is Christmas special for Christians?	Why do Christians believe Jesus is special?	What is so special about Easter?	How did Jesus rescue people?	Who cares for this special world and why?
Expressive Arts	<p>Joins in with songs</p> <p>Builds stories around toys (small world) - uses available props to support role play</p> <p>Builds models using construction equipment</p> <p>Draws a self-portrait (enclosing lines): draw definite features</p>	<p>Beginning to mix colours</p> <p>Uses different textures and materials to make pictures and models</p> <p>Responds to music with words and actions</p> <p>Focus Artist – Kandinsky</p>	<p>Produces a piece of artwork using an artist's style as a stimulus</p> <p>Explores how colour can be changed</p> <p>Makes different textures; making patterns using different colours</p> <p>Focus Artist – Van Gogh</p>	<p>Rubbings of leaves/plants</p> <p>Learning to combine media to make collages and sculptures</p> <p>Uses props, puppets & story bags to retell, invent and adapt stories.</p> <p>Focus Artist - Andy Goldsworthy</p>	<p>Create collaboratively: making castles and mythical creatures (papier mache)</p> <p>Uses various construction materials to build large structures</p> <p>Focus Artist – Georgia O'Keeffe</p>	<p>Learn traditional rhymes, songs and dances from around the world</p> <p>Create their own music. Exploration of artwork from other countries including printing, textiles and traditional art work</p>
Charanga	Me! Learn to sign nursery rhymes and action songs	My Stories Listening and responding to different styles of music	Everyone! Improvising, singing and learning to play instruments	Our World Signing and learning to play instruments within a song	Big Bear Funk Transition unit Riff based composition and sharing	Reflect, Rewind and Replay Consolidating learning through the year

