

	Autumn 1 <u>Me, Myself and I and Autumn</u>	Autumn 2 <u>Festivals, Celebrations and Winter</u>	Spring 1 <u>Animals</u>	Spring 2 <u>Growing, Life Cycles and Mini Beasts</u>	Summer 1 <u>Superheroes (including real life superheroes)</u>	Summer 2 <u>Transport and holidays</u>
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	See themselves as a valuable individual. Build constructive and respectful relationships Express their feeling and consider the feelings of others, regulate behaviour accordingly.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally Manage own needs	Show resilience and perseverance in the face of challenge. Manage their own needs.	See themselves as a valuable individual. Build constructive and respectful relationships Think about the perspectives of others	See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.
Physical Development Fine Motor Skills Gross Motor Skills	Develop their small motor skills so that they can use a range of tools competently (holding pencil, scissors etc correctly) Combine different movements with ease and fluency. Confidently and safely use a	Develop their small motor skills so that they can use a range of tools competently (holding pencil, scissors etc correctly) Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility. Confidently and safely use a range of large and small	Develop their small motor skills so that they can use a range of tools competently (holding pencil, scissors etc correctly) Combine different movements with ease and fluency. Develop the overall body strength, co-	Progress towards a more fluent style of moving, with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop the foundations of a	Further develop and refine a range of ball skills Develop the overall body strength, co-ordination, balance and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient.

	<p>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 the skills they need to manage the school day successfully.</p>	<p>Develop the overall body strength, co-ordination, balance and agility.</p> <p>Further develop and refine a range of ball skills</p>	<p>apparatus indoors and outside, alone and in a group.</p> <p>Develop the skills they need to manage the school day successfully</p>	<p>ordination, balance and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>Develop the skills they need to manage the school day successfully.</p>
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p>	<p>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>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>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>Learn new vocabulary.</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</p>	<p>Describe events in some detail.</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, and to explain how things</p>

	<p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Connect one idea or action to another using a range of connectives.</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>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Describe events in some detail.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</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>Engage in non-fiction books.</p>	<p>and organise thinking and activities, and to explain how things work and why they might happen.</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>work and why they might happen.</p> <p>Connect one idea or action to another using a range of connectives.</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>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p>Literacy Comprehension Word Reading Writing</p>	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words</p>	<p>Read a few common exception words</p>	<p>Read a few common exception words</p>	<p>Read a few common exception words</p>	<p>Read simple phrases and sentences made up of words with</p>

	<p>Blend sounds into words</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read books to build up confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read books to build up confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read books to build up confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>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>known letter-sound correspondences and, where necessary, a few exception words.</p> <p>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>
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<p>Mathematics</p> <p>Number Numerical Patterns</p>	<p>Subitise</p> <p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p>	<p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compare length, weight and capacity.</p>	<p>Subitise.</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>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p>	<p>Subitise.</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>Automatically recall number bonds for numbers 0-10.</p> <p>Copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>Automatically recall number bonds for numbers 0-10.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>
<p>Understanding the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people</p>	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Understand that some places are special to members of their community.</p>	<p>Talk about members of their immediate family and community.</p>	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar</p>

<p>The Natural World</p>	<p>who are familiar to them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand that some places are special to members of their community.</p>	<p>situations in the past.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>situations in the past.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>
<p>Expressive Arts and Design</p>	<p>Explore, use and refine a variety of artistic effects to</p>	<p>Watch and talk about dance and performance art, expressing their</p>	<p>Listen attentively, move to and talk about music, expressing their</p>	<p>Create collaboratively, sharing</p>	<p>Return to and build on their previous learning, refining ideas and</p>	<p>Create collaboratively, sharing</p>

<p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>express their ideas and feelings</p>	<p>feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>feelings and responses.</p> <p>Develop storylines in their pretend play.</p>	<p>ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p>	<p>developing their ability to represent them.</p> <p>Develop storylines in their pretend play.</p>	<p>ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
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