	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me, Myself and I	<u>Festivals,</u>	<u>Animals</u>	Growing, Life	<u>Superheroes</u>	Transport and
	and Autumn	Celebrations and		Cycles and Mini	(including real life	holidays
		<u>Winter</u>		<u>Beasts</u>	superheroes)	
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Personal, Social	See themselves as a		Show resilience	Show resilience	See themselves as	See themselves as
and	Build constructive a	nd respectful	and perseverance	and perseverance	a valuable	a valuable
Emotional	relationships		in the face of	in the face of	individual.	individual.
Development	Express their feelir	•	challenge.	challenge.	Build constructive	Show resilience
	feelings of others, r	regulate behaviour	Identify and	Manage their own	and respectful	and perseverance
Self-Regulation	accordingly.		moderate their	needs.	relationships	in the face of
Managing Self			own feelings		Think about the	challenge.
Building			socially and		perspectives of	
Relationships			emotionally		others	
			Manage own needs			
Physical	Develop their	Develop their	Progress towards	Develop their small	Progress towards a	Further develop
Development	small motor skills	small motor skills	a more fluent	motor skills so	more fluent style	and refine a range
	so that they can	so that they can	style of moving,	that they can use	of moving, with	of ball skills
Fine Motor Skills	use a range of	use a range of	with developing	a range of tools	developing control	
Gross Motor Skills	tools competently	tools competently	control and grace.	competently	and grace.	Develop the overall
	(holding pencil,	(holding pencil,	service and graces	(holding pencil,	J	body strength, co-
	scissors etc	scissors etc	Develop the	scissors etc	Confidently and	ordination, balance
	correctly)	correctly)	overall body	correctly)	safely use a range	and agility.
	55.1.55//	55.1, 55.1.7,	strength, co-	,,	of large and small	ana aguiry.
	Combine different	Confidently and	ordination, balance	Combine different	apparatus indoors	Develop the
	movements with	safely use a range	and agility.	movements with	and outside, alone	foundations of a
	ease and fluency.	of large and small		ease and fluency.	and in a group.	handwriting style
		apparatus indoors	Confidently and			which is fast,
	Confidently and	and outside, alone	safely use a range	Develop the overall	Develop the	accurate and
	safely use a	and in a group.	of large and small	body strength, co-	foundations of a	efficient.

	range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop the skills they need to manage the school day successfully.	Develop the overall body strength, co-ordination, balance and agility. Further develop and refine a range of ball skills	apparatus indoors and outside, alone and in a group. Develop the skills they need to manage the school day successfully	ordination, balance and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing.	handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing.	Develop the skills they need to manage the school day successfully.
Communication	Understand how to	Learn new	Learn new	Learn new	Learn new	Describe events in
and Language	listen carefully and why listening	vocabulary.	vocabulary.	vocabulary.	vocabulary.	some detail.
Listening,	is important.	Use new	Use new	Use new	Use new	Articulate their
Attention and		vocabulary	vocabulary	vocabulary through	vocabulary through	ideas and thoughts
Understanding	Learn new vocabulary.	through the day.	through the day.	the day.	the day.	in well-formed sentences.
Speaking		Ask questions to	Ask questions to	Ask questions to	Articulate their	
	Use new	find out more and	find out more and	find out more and	ideas and thoughts	Use talk to help
	vocabulary	to check they	to check they	to check they	in well-formed	work out problems
	through the day.	understand what	understand what	understand what	sentences.	and organise
		has been said to	has been said to	has been said to	ttas kallaka laala	thinking and
		them.	them.	them.	Use talk to help	activities, and to
					work out problems	explain how things

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

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	Read some letter		Read simple	Read simple	known letter-
Blend sounds into	groups that each	Read books to	phrases and	phrases and	sound
words	represent one	build up	sentences made up	sentences made up	correspondences
	sound and say	confidence in word	of words with	of words with	and, where
	sounds for them.	reading, their	known letter-	known letter-	necessary, a few
		fluency and their	sound	sound	exception words.
	Form lower-case	understanding and	correspondences	correspondences	
	and capital letters	enjoyment.	and, where	and, where	Write short
	correctly.		necessary, a few	necessary, a few	sentences with
	,	Form lower-case	exception words.	exception words.	words with known
	Spell words by	and capital letters	'		sound-letter
	identifying the	correctly.	Read books to	Read books to	correspondences
	sounds and then	/-	build up	build up	using a capital
	writing the sound	Spell words by	confidence in word	confidence in word	letter and full
	with letter/s.	identifying the	reading, their	reading, their	stop.
		sounds and then	fluency and their	fluency and their	
		writing the sound	understanding and	understanding and	Re-read what they
		with letter/s.	enjoyment.	enjoyment.	have written to
		William 16175.	enjoymen.	enjoymen.	check that it
			Spell words by	Write short	makes sense.
			identifying the	sentences with	mukes sense.
			sounds and then	words with known	
			writing the sound	sound-letter	
			with letter/s.	correspondences	
				using a capital	
				letter and full	
				stop.	
				Re-read what they	
				have written to	
				check that it	
				makes sense.	

Mathematics	Subitise	Subitise.	Subitise.	Subitise.	Automatically	Automatically
	Cubinisc	- Cubinise.	<i>Gubinio</i> 6.	Cubinist.	recall number	recall number
Number	Count objects,	Link the number	Count beyond ten.	Count beyond ten.	bonds for numbers	bonds for numbers
Numerical	actions and	symbol (numeral)	,	,	0-10.	0-10.
Patterns	sounds.	with its cardinal	Compare numbers.	Compare numbers.		
	Link the number	number value.			Copy and create	Compare numbers.
	symbol (numeral)		Understand the	Understand the	repeating	
	with its cardinal	Select, rotate and	'one more	'one more than/one	patterns.	Understand the
	number value.	manipulate shapes	than/one less	less than'		'one more than/one
		in order to	than' relationship	relationship	Compare length,	less than'
	Count beyond ten.	develop spatial	between	between	weight and	relationship
		reasoning skills.	consecutive	consecutive	capacity.	between
	Compare numbers.		numbers.	numbers.		consecutive
		Compare length,				numbers.
		weight and	Compose and decompose shapes			
		capacity.	so that children			
			recognise a shape			
			can have other			
			shapes within it,			
			just as numbers			
			can			
Understanding	Talk about	Talk about	Recognise that	Understand that	Talk about	Talk about
the World	members of their	members of their	people have	some places are	members of their	members of their
	immediate family	immediate family	different beliefs	special to	immediate family	immediate family
Past and Present	and community.	and community.	and celebrate special times in	members of their community.	and community.	and community.
People, Culture	Name and	Comment on	different ways.			Comment on
and Communities	describe people	images of familiar				images of familiar

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

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