

Term	Communication and Language	Physical Development	Personal Social and Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
Autumn 1	<p>Listen to stories about family and home life Develop attention span Sing familiar songs and learn new ones Use a wide range of vocabulary Speak using longer sentence of up to 6 words Understand questions or instructions that have 2 parts</p> <p>Communication will underpin all of our teaching and we will teach using a broad vocabulary and encourage the children to speak using full sentences. Time to talk with partners to develop language too.</p>	<p>Develop movement, balancing, safety, spatial awareness.</p> <p>Use one-handed tools and equipment - make snips in paper. Show a preference for a dominant hand Use a comfortable grip with good control when holding pens and pencils Form some letters in their name correctly</p> <p><u>Personal care</u> - Be increasingly independent in meeting their own care needs</p>	<p>Develop confidence to select resources and activities Establish and develop friendships Show more confidence in new social situations Learn and follow rules and understand why they are important</p> <p><u>Feelings</u> Develop an understanding of their needs and feelings and begin to self-regulate</p>	<p><u>Little Wandle Phase 2</u> <u>Phase 2 sounds</u> - s a t p i n m d g o c k k e u r h b f l Tricky words – is, I, the <u>Name recognition</u> <u>Name writing</u> Understand that print has meaning Name the different parts of a book - front cover, pages, title</p> <p>Rhyming books including books from the Oi Frog series.</p> <p>Baseline completed for Literacy in weeks 1-3.</p>	<p>Maths will use Maths Essentials and Maths Mastery resources and plans. We will teach at the pace of the children.</p> <p>Baseline completed for Maths in weeks 1-3.</p> <p>Counting forwards and backwards Recite numbers past 5 Subitising - Fast recognition of up to 3 objects without having to count them Say one number name for each item in order 1,2,3,4,5 Cardinal principal - Know that the last number reached when counting a small set of objects tells you how many there are in total Show finger numbers up to 5 Link numerals and amounts up to 5 Select shapes appropriately: flat surfaces for building,</p>	<p><u>My family</u> - Begin to make sense of own life-story and family's history <u>Black History Month</u> - Develop positive attitudes about the differences between people <u>Autumn walk</u> - Use all their senses in hands-on exploration of natural materials Talk about what they see, using a wide vocabulary Describe what they see, hear and feel whilst outside (Rec) <u>Harvest</u> - Plant seeds and care for growing plants</p>	<p><u>Home corner, dolls</u> - Take part in pretend play, using objects to represent something else <u>Building houses</u> - Make imaginative small worlds with blocks and construction kits <u>Self-portraits</u> - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing <u>Salt dough faces</u> - Explore different textures</p>

					<p>a triangular prism for a roof etc Talk about and identify patterns around them Extend and create ABAB patterns Notice and correct an error in a repeating pattern</p>		
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Autumn 2	<p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals</p> <p>Speak using longer sentence of up to 6 words</p> <p>Talk in small and large groups</p> <p>Christmas performance</p>	<p>Develop letter formation</p> <p><u>Outdoor play</u> - Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><u>Personal care</u> - Be increasingly independent as they get dressed and undressed</p> <p>Start to eat independently and learn how to use a knife and fork</p> <p>Make healthy choices about food, drink, activity and tooth-brushing</p> <p><u>PE/Dance</u> - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Combine different movements with ease and fluency (Rec)</p>	<p>What makes me special?</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Anti-bullying week</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Do not always need an adult to remind them of a rule</p>	<p><u>Phonics</u> - ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)</p> <p><u>Tricky words</u> - put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>Read individual letters by saying the sound for them</p> <p><u>Name recognition</u></p> <p><u>Name writing</u> - Write some letters accurately</p> <p>Develop phonological awareness -</p> <p>Spot and suggest rhymes</p> <p>Count or clap syllables in a word</p> <p>Recognise words with the same initial sound</p>	<p>Compare quantities using language 'more than', 'fewer than'</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p><u>Number formation</u></p> <p>Talk about and explore 2D and 3D shapes - use informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'</p> <p>Understand position through words alone</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p>	<p><u>Bonfire night</u> - Keeping safe in the dark</p> <p><u>iPads/interactive whiteboard/ technological toys</u> - Explore how things work</p> <p><u>Diwali/St Andrew's Day/Hanukah/Advent</u> - Continue to develop positive attitudes about the differences between people</p> <p>Understand that some places are special to members of their community (Rec)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (Rec)</p>	<p><u>Small world play</u> - Begin to develop complex stories using small world equipment</p> <p><u>Music</u> - Listen with increased attention to sounds</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person 'pitch match' (Christmas performance)</p> <p><u>Music lessons by VB</u> - Play instruments with increasing control to express their feelings and ideas</p>

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Spring 1	<p><u>New Year's Resolutions</u> - Be able to express a point of view Can start a conversation with an adult or a friend and continue it for many turns Use talk to organise themselves and their play <u>Show & Tell</u> - Understand how to listen carefully and why listening is important (Rec) Learn and use new vocabulary through the day (Rec) Ask questions to find out more and to check they understand what has been said to them (Rec) Articulate their ideas and thoughts in well-E sentences (Rec)</p>	<p>Continue to develop letter formation - Develop small motor skills so that they can use a range of tools competently, safely and confidently (Rec) <u>Outdoor play</u> - Start taking part in some group activities which they make up for themselves, or in teams <u>PE/Gym</u> - begin to develop coordination and ball skills for throwing and catching</p>	<p><u>Developing relationships further</u> - Find solutions to conflicts and rivalries, accepting of roles and suggesting other ideas Develop appropriate ways of being assertive Talk with others' to solve conflict Talk about their feelings using words like, 'happy', 'sad', 'angry' or 'worried' Begin to understand how others' might be feeling</p>	<p>Phonics ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Tricky words - was you they my by all are sure pure Read some letter groups that each represent one sound (Rec) <u>Name writing</u> - Write some or all of their name Valentine's cards Chinese New Year cards - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page <u>Guided Reading</u> - Engage in extended conversation about stories, learning new vocabulary</p>	<p>Count beyond 10 Subitise Compare numbers Link numerals with cardinal number value Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10 Make comparisons between objects relating to size, length, weight and capacity Describe a sequence of events, real or fictional, using words such as 'first', 'then' <u>Number formation</u></p>	<p><u>Winter</u> - Explore collections of materials with similar and/or different properties Understand the effect of changing seasons on the natural world around them (Rec) Explore big bird watch focusing on care and concern for living things. <u>The story of Chinese New Year</u> - Compare and contrast characters from stories, including figures from the past (Rec) <u>Toys - Forces</u> - Explore and talk about different forces they can feel <u>Shrove Tuesday</u> - Recognise that people have different beliefs and celebrate special times in different ways (Rec) <u>People who help us</u> - Show interest in different occupations <u>E-safety</u> Develop an understanding of how to be safe online.</p>	<p><u>Winter display</u> - Explore different materials freely, in order to develop their ideas about how to use them and what to make <u>Junk model robots</u> - Join different materials and explore different textures <u>Chinese restaurant</u> - Develop story lines in their pretend play <u>Music lessons by VB</u> - Play instruments with increasing control to express their feelings and ideas Sing in a group or on their own, increasingly matching the pitch and following the melody</p>

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Spring 2	<p><u>Show & Tell</u> - Understand how to listen carefully and why listening is important (Rec) Learn and use new vocabulary through the day (Rec) Ask questions to find out more and to check they understand what has been said to them (Rec) Articulate their ideas and thoughts in well-formed sentences (Rec) Describe events in some detail (Rec) <u>Class Assembly</u> - Listen carefully to rhymes and songs, paying attention to how they sound (Rec) Learn rhymes, poems and songs (Rec)</p>	<p>Continue to develop letter formation/handwriting - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (Rec) <u>Outdoor play</u> - Choose the right resources to carry out their own plan <u>PE/Gym</u> - Progress towards a more fluent style of moving with developing control and grace (Rec) Collaborate with others to manage large items. E.g. Gym equipment Confidently and safely use a range of large and small apparatus alone or in a group (Rec) Develop overall body strength, balance, co-ordination and agility (Rec) Go up steps and stairs, or climb up apparatus, using alternate feet</p>	<p><u>Self-confidence and self-esteem</u> - See themselves as a valuable individual (Rec) <u>Friendships and helping others</u> - Build constructive and respectful relationships (Rec) <u>Understanding right from wrong</u> - Develop appropriate ways of being assertive Talk with others' to solve conflict</p>	<p>Phonics - Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end</p> <p>Tricky words - review</p> <p>- writing labels, captions and sentences Blend sounds into words, so that they can read short words made up of known letter sound correspondences (Rec) Read a few common exception words matched to the school's phonic</p>	<p><u>Number bonds to 10</u> - Automatically recall number bonds for numbers 0-10 <u>Exploring shape in greater detail</u> - Combine shapes to make new ones - an arch, a bigger triangle etc Select, rotate and manipulate shapes in order to develop spatial reasoning skills (Rec) Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (Rec) <u>Measure</u> - Compare length weight and capacity (Rec) <u>Number formation</u></p> <p>Data handling Counting in 2s and 10s Subtraction</p>	<p><u>Spring/Growth</u> - Begin to understand the need to respect and care for the natural environment and all living things Recognise some environments that are different to the one in which they live (Rec) <u>People who help us</u> - Show interest in different occupations <u>St David's Day/St Patrick's Day/Mother's Day/Easter</u> - Continue to develop positive attitudes about the differences between people Name and describe people who are familiar to them (Rec) Understand that some places are special to members of their community (Rec) Recognise that people have different beliefs and celebrate special times in different ways (Rec) <u>Comparing Africa/Jamaica with</u></p>	<p><u>Mother's Day cards/gifts</u> - Create closed shapes with continuous lines and begin to use these shapes to represent objects Show different emotions in their paintings and drawings <u>Music lessons by VB</u> - Sing the melodic shape of familiar songs Create their own songs or improvise a song around one they know <u>Easter crafts</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings (Rec) <u>African inspired art</u> - Use drawing to represent ideas like movement <u>African songs</u> - Listen to sounds Respond to what they have heard using their thoughts and feelings</p>

		<p>Match their developing physical skills to tasks and activities in the setting. E.g. Decide whether to crawl, walk or run across a plank, depending on its length and width</p>		<p>programme (Rec) <u>Alliteration</u> - Recognise words with the same initial sound</p>		<p><u>the UK</u> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Recognise some similarities/differences between life in this country and other countries (Rec)</p>	
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Summer 1	<p><u>Show & Tell</u> - Connect one idea or action to another using a range of connectives (Rec) Develop social phrases (Rec) <u>Story telling</u> - Engage in story times (Rec) Listen to and talk about stories to build familiarity and understanding (Rec) Re-tell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Rec) <u>Video news report</u> - Use new vocabulary in different contexts (Rec)</p>	<p>Continue to develop handwriting - Develop the foundations of a handwriting style which is fast, accurate and efficient (Rec) <u>Outdoor play</u> - Revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running etc (Rec) <u>Personal hygiene/health</u> - Know and talk about the different factors that support their overall health and well-being (Rec) <u>PE/Games</u> - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions/ other disciplines such as dance, gym, sport and swimming (Rec)</p>	<p><u>Self-confidence and self-esteem</u> - See themselves as a valuable individual (Rec) <u>Working as part of a group</u> - Express their feelings and consider the feelings of others (Rec) Think about the perspective of others (Rec) Managing their own needs (Rec)</p>	<p>Phonics - Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -est</p> <p>Tricky words - said so have like some come love do were here little says there when what one out today</p> <p>Writing captions and sentences - Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words (Rec) <u>Guided Reading</u> - Re-read books to build up confidence</p>	<p><u>Number bonds to 10</u> - Automatically recall number bonds for numbers 0-10 <u>Measure</u> - Compare length weight and capacity (Rec) Patterns - Continue, copy and create repeating patterns (Rec)</p> <p>Data handling Counting in 2s and 10s Doubling, halving and sharing Money</p>	<p><u>Spring/Life cycles</u> - Understand the key features of the life cycle of a plant or an animal Further understand the need to respect and care for the natural environment and all living things Explore the natural world around them (Rec) Explore minibeads and categorising animals. Showing care and concern for living things. Observing lifecycles of butterflies.</p>	<p><u>Minibeast models</u> - Return to and build on their previous learning, refining ideas and developing their ability to represent them (Rec) Clay minibeast tiles</p> <p><u>Food</u> - smoothie making. Discussing healthy diets.</p> <p><u>Music lessons by VB</u> - Use drawing to represent ideas like movement or loud noises Listen attentively, move to and talk about music, expressing their feelings and responses (Rec)</p>

				in word reading, fluency, understanding and enjoyment (Rec) <u>Instruction writing</u> - Spell words by identifying the sounds and then writing the sound/s with letters (Rec)			
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Summer 2	<p><u>Guided Reading</u> - Engage in non-fiction books (Rec)</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (Rec)</p> <p><u>Transition to Year 1</u> - Use talk to help work out problems and organise thinking, explain how things word and why they might happen (Rec)</p>	<p>Handwriting - Continue to develop the foundations of a handwriting style which is fast, accurate and efficient (Rec)</p> <p><u>Personal hygiene/health</u> - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene (Rec)</p> <p><u>PE/Games</u> - Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting and aiming (Rec)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (Rec)</p> <p><u>Sports Day</u></p>	<p><u>Working as part of a group</u> - Express their feelings and consider the feelings of others (Rec)</p> <p>Think about the perspective of others (Rec)</p> <p>Managing their own needs (Rec)</p> <p><u>Transition to Year 1 - Achievements and Target setting</u> - Identify and moderate their own feelings socially and emotionally (Rec)</p> <p>Show resilience and perseverance in the face of challenge (Rec)</p>	<p>Phonics - Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words</p> <p>Tricky words - Review all.</p> <p>Writing captions and sentences - Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop (Rec)</p> <p><u>Report of farm trip</u> - Form lower case and capital letters correctly (Rec)</p> <p>Re-read what they have written to check that it makes sense (Rec)</p>	<p><u>Number bonds to 10</u> - Automatically recall number bonds for numbers 0-10</p> <p><u>Measure</u> - Compare length weight and capacity (Rec)</p> <p>Doubles and halves</p> <p>Money</p> <p>Counting in 2s, 10s and 5s</p> <p>Odds and evens</p>	<p><u>Summer walks/trip</u> - Talk about the differences between materials and the changes they notice</p> <p>Draw information from a simple map (Rec)</p> <p>Farm visit - look at care and concern for animals. How to stay safe around animals.</p> <p><u>Father's Day</u> - Talk about immediate members of their family (Rec)</p> <p><u>Noah's Ark</u> - Recognise that people have different beliefs and celebrate special times in different ways (Rec)</p> <p><u>Show & Tell</u> - Comment on images of familiar situations in the past (Rec)</p>	<p><u>Music lessons by VB</u> - Explore and engage in music making and dance, performing solo or in groups (Rec)</p> <p>Creating farm themed art linked to trip.</p>

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