



Prime Areas of Learning						
Cycle 1	All about Me	Let's Celebrate	Long, Long ago	On the farm	Nursery Rhymes	Real Life Hero
Cycle 2	Home Sweet Home	Light and Dark	Go Wild	In my garden	Traditional	When I grow up
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn and use new vocabulary during the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p>	<p>Engage in nonfiction books.</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Engage in story times.</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 carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Describe some events in detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>

Personal, Social and Emotional Development

Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Children will learn how to manage their own basic hygiene and personal needs including dressing, toileting, oral health, healthy food choices and how to keep safe

See themselves as a valuable individual.

Build constructive and respectful relationships.

Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, toothbrushing sensible amounts of 'screen time,' having a good sleep routine, being a safe pedestrian

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Manage their own needs.

Express their feelings and consider the feelings of others.

Think about the perspectives of others.

<p>Physical Development</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>Rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p>	<p>Combine different movements with ease and fluency.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically.</p> <p>Hold a pencil effectively in preparation for fluent writing.</p> <p>Use a range of small tools.</p> <p>Begin to show accuracy and care when drawing.</p>
<p>Complete PE</p>	<p>Locomotion – Walking Dinosaurs – Dance</p>	<p>Ball skills – Hands 1 Ball Skills Hands 2</p>	<p>Gymnastics – High, low, over, under Ball Skills – Feet 1</p>	<p>Dance – Nursery Rhymes</p>	<p>Locomotion - Jumping</p>	<p>Games for Understanding Dance - Moving</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Specific Areas of Learning						
Phonics (Read, Write, Inc) Word Reading	Read single-letter Set 1 sounds (first 16) 16 sounds	Read all Set 1 single letter sounds Blend sounds into words orally 25 sounds	Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends 31 sounds	Read Red Storybooks Read 4 double consonants 35 sounds	Read Green Storybooks 35 sounds	Read Green or Purple Storybooks Read first 6 Set 2 sounds 41 sounds
Literacy: Comprehension	Hold a book, turn the pages and indicate an understanding of pictures and print. Tell/retell a familiar story to friends.	Engage with and enjoy an increasing range of books.	Act out stories using recently introduced vocabulary.	Talk about the characters in the books they are reading. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Writing	Form lower-case and capital letters correctly.	Spell words by identifying the sounds and then writing the sounds with letter/s.	Write short sentences with words with known letter-sound correspondences.	Re-read what they have written to check it makes sense	Write short sentences with words with known letter-sound correspondences (Ph 2-4).	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
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<p>Maths</p>	<p>Week 1-3: Baseline Assessments</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Count objects, actions and sounds</p> <p>Subitise</p>	<p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers</p> <p>Understand the one more / one less than relationship between consecutive numbers.</p>	<p>Count beyond 10</p> <p>Continue, copy and create repeating patterns.</p>	<p>Automatically recall number bonds for numbers 0 – 5 and some to 10.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Explore the composition of numbers to 10.</p> <p>Compare length, weight and capacity.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is</p>	<p>Have a deep understanding of number to 10, including composition of each number.</p> <p>Subitise up to 5</p> <p>Automatically recall number bonds up to 5 (including some subtraction facts) and some number bonds to 10, including double facts.</p>
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Number Sense	2D shape: spatial reasoning Subitising quantities to 3	3D shape: spatial reasoning Subitising quantities to 5	Pattern Enumerating between 6 and 10 items	Spatial reasoning – symmetry Partitioning 2, 3, 4, 5 and 10 Number bonds for 2, 3, 4, 5, and 10	greater than, less than or the same as the other quantity. Measures Composition of 6 – 9 Comparison of numbers to 10	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Patterns in numbers to 10 Pattern Spatial reasoning Measures
Understanding of the World	Seasons - Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.					

	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Draw information from a simple map.</p> <p><i>Humans</i></p>	<p>Comment on images of familiar situations in the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><i>Light</i></p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p><i>Living things and their habitats</i></p>	<p>Explore the natural world around them.</p> <p><i>Animals, excluding Humans</i></p>	<p>Recognise some environments are different to the one in which they live.</p> <p>Compare and contrasty characters from stories, including figures from the past.</p> <p><i>Materials, including changing materials</i></p>	<p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p>
RE	F5 – Being special: where do we belong?	F1 -Which stories are special and why?	F2 – Which people are special and why?	F4- What times are special and why?	F6 – What is special about our World and why?	F3 – What places are special and why?
Expressive Arts and Design	Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.					
	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively, sharing ideas, resources and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses.