

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Journeys	Festivals and Celebrations	Once upon a time	The world around me	Growing	Plants, flowers and bugs galore!
3 prime areas of learning & development	PS&ED	Classroom routines and rules. Support children in making friends <i>Initiates conversations, attends to and takes account of what others say.</i> <i>Aware of the boundaries set, and of behavioural expectations in the setting.</i>	Getting on and falling out. Working out how to be a good friend. <i>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</i> <i>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</i>	Developing listening skills. Using talk partners effectively in listening to your friend and adult. <i>Explains own knowledge and understanding, and asks appropriate questions of others.</i> <i>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</i>	Board games – taking turns. Kim’s game/memory games. How to tell someone how you feel. <i>Confident to speak to others about own needs, wants, interests and opinions.</i> <i>Can describe self in positive terms and talk about abilities</i>	Feeling proud of their achievements and helping others achieve their goals ELG	Changes: transition to year 1. How they could help next year’s reception class? ELG
	PD	Managing on personal hygiene pencil control: Following patterns Cutting skills Playdough gym <i>Uses simple tools to effect changes to materials.</i> <i>Handles tools, objects, construction and malleable materials safely and with increasing control.</i> <i>Usually dry and clean during the day.</i>	Parachute and ring games. Balancing/Ball games Pencil control: letter formation lines <i>Shows a preference for a dominant hand.</i> <i>Begins to use anticlockwise movement and retrace vertical lines.</i> <i>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</i>	Jumping and landing safely from different apparatus. Pencil control: Letter formations. Using tweezers <i>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</i> <i>Begins to form recognisable letters.</i> <i>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</i> <i>Jumps off an object and lands appropriately.</i> <i>Shows understanding of how to transport and store equipment safely.</i>	Moving in different ways. Is it easy or hard? Pencil control: Letter formations <i>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</i> <i>Experiments with different ways of moving.</i> <i>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</i> <i>Practices some appropriate safety measures without direct supervision.</i>	Healthy living and eating. How do you feel after exercise? Pencil control: Letter formations <i>Eats a healthy range of foodstuffs and understands need for variety in food.</i> <i>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</i> ELG	Safety in the Sun. Pencil control: Letter formations ELG
	C&L	Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.	Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.	Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. <i>Able to follow a story without pictures or props.</i> <i>Listens and responds to ideas expressed by others in conversation or discussion.</i>	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. <i>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</i> <i>Introduces a storyline or narrative into their play.</i>	ELG	ELG
4 specific aspects of learning and development	LITERACY	Recognising/copy own name. Learning to continue a rhyming string orally. Book talk how to hold a book, telling stories through pictures. Following a story from a big book. Nursery rhymes.	Write own name Sequencing pictures from familiar stories. Christmas cards/letters to Santa /invitations/ Making books Segmenting and blending sounds. Recognising tricky words <i>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</i> <i>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</i>	Write whole name without aid Difference between fiction and non-fiction. Non-fiction: look at a contents/index page Beginning to give opinions Segmenting and blending sounds. Recognising tricky words/ links sounds to letters <i>Links sounds to letters, naming and sounding the letters of the alphabet.</i> <i>Begins to read words and simple sentences.</i> <i>Writes own name and other things such as labels, captions.</i>	Giving instructions. Making connections between characters in different books. Making books and adding text. Segmenting and blending sounds Recognising tricky words <i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</i> <i>Enjoys an increasing range of books.</i> <i>Knows that information can be retrieved from books and computers.</i>	Poetry Recount writing from trips making books and adding text. Segmenting and blending sounds Recognising tricky words ELG	Reading with fluidity Create rhyming strings and alliteration sentences Recognising tricky words. Consolidating learning ELG
	PHONICS	<i>Continues a rhyming string. Hears and says the initial sound in words.</i> <i>Gives meaning to marks they make as they draw, write and paint.</i>					

	Begins to break the flow of speech into words.			Attempts to write short sentences in meaningful contexts.		
	Ph1/Ph2 (6 wk)	Ph2 (6wk)	Ph3 (6 wk)	Ph3 (6wk)	Ph3/4	Ph 4/5
MATHS	Counting rhymes Counting aloud 1-10/20 and back Number recognition 1:1 correspondence when counting objects Capacity in water tray Weight in sand tray Recognise some numerals of personal significance. Recognises numerals Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Orders two items by weight or capacity.	Addition/subtraction using fingers. Find one more/less than. Counting to 20/beyond and back 2D shapes. Ordering numbers. Estimation by sight. Recognising and creating patterns Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models.	'Teen' numbers Addition and subtraction using fingers and number line Counting in 10s Doubling and halving Length/height activities Positional language Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders and sequences familiar events.	Capacity (potions) Addition and subtraction using number line and counting in head 3D shapes Count to 50 Telling the time Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Uses everyday language related to time. Measures short periods of time in simple ways.	Using the 100 square Count to 100 Counting in 2's Odd/even numbers Money – coin recognition Position Sharing Beginning to use everyday language related to money. ELG	Representing data – bar charts. Tally charts Counting in 5's Money –simple additions and subtraction Doubling, halving and sharing ELG
UTW	ICT – logging on/ learning symbols/ signs/ names of computer parts. Talking about people in their family. Themselves and others around them. Celebrating Harvest Enjoys joining in with family customs and routines.	ICT – firework pictures Learning about Diwali – festival of light Christmas Talking about events of personal significance Looks closely at similarities, differences, patterns and change.	ICT – using a CD player – Listening centre Learning all about Chinese New Year Shrove Tuesday Easter Uses ICT hardware to interact with age-appropriate computer software.	ICT – using the keyboard (spacebar, backspace, number pad/keys, letters, shift) Recognising similarities and difference in the world around them. Completes a simple program on a computer.	ICT – using beebot software Life cycle of caterpillars/butterflies and Eggs/chicks Growth – finds out about past event in their life. ELG	Identifying changes and giving opinions ELG
EAD	Self portrait Music – learn lots of new songs/sing with confidence Seasonal pictures-Autumn Role play Uses simple tools and techniques competently and appropriately. Create simple representations of events, people and objects.	Firework pictures Making Diwali diva lamps Christmas Nativity Colour mixing Explores what happens when they mix colours. Experiments to create different textures. Selects tools and techniques needed to shape, assemble and join materials they are using. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.	Responding to music through dance Music – learn about rhythm and pulse in songs Create 3D collages with a purpose. Begins to build a repertoire of songs and dances. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Selects appropriate resources and adapts work where necessary. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Mother's Day cards Music – exploring instruments how many sounds can one instrument make and louder/quieter/ faster/slower Making up stories and acting them out Explores the different sounds of instruments. Understands that different media can be combined to create new effects.	Music – learn how to play simple songs on the xylophone/tambo sticks ELG	Father's Day cards Music – making up compositions singing confidently and adding actions ELG

Parental involvement	School events		Parents' Evening			Sports day	Parents' Evening
	Performances		Christmas Nativity		Singing/Dance assembly		Celebration assembly
	School activities	Stay and Play	Stay and Play Diwali	Easter Make and bake	Mystery Readers Stay and Play	Stay and Play-planting	Family picnic
	Trips						