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| Themes | Autumn 1  All about me | Autumn 2  Celebrations | Spring 1  Favourite stories | Spring 2  What do grown ups do all day? | Summer 1  Growing | Summer 2  Water | Early Learning Goal |
| Communication and Language | | | | | | | |
| Listening attention and understanding | To understand how to listen carefully  To understand why listening is important  To be able to follow directions, positional language   |  | | --- | |  | | To engage in story times, joining in with repeated phrases and actions  To begin to understand how and why questions  To respond to instructions with more than one step   |  | | --- | |  | | To follow a story without pictures or props  To retell a story   |  |  | | --- | --- | | |  | | --- | |  | | | To understand questions such as who, what, where, when, why and how   |  | | --- | |  | | To ask questions to find out more.  To begin to understand humour  To understand a range of complex sentence structures   |  | | --- | |  | | To have conversations with adults and peers with back and forth exchanges  To ask questions to clarify their understanding   |  | | --- | |  | | |  | | --- | | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. | |
| Speaking | To talk in front of a small group. To talk to class teacher and TA’s.  To learn and use new vocabulary. | To answer questions in front of the whole class. To use new vocabulary throughout the day  To begin to use some tenses correctly  To begin to use correct pronouns.  To begin to use some positional language | To develop the confidence to talk to other adults they see on a daily basis. To talk in sentences using conjunctions and, because  To learn and use new vocabulary. | To share their work with the class-standing up at the front  To ask relevant questions  To use new vocabulary in different contexts,  To begin to use tenses more consistently | To link statements and stick to a main theme  To use talk to organise, sequence and clarify thinking, ideas, feelings and events.  To learn and use new vocabulary. | To talk to different adults around the school  To talk about why things happen  To talk in full sentences using a range of tenses and conjunctions  To learn and use new vocabulary. | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen making use of recently introduced vocabulary from stories, no- fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher   |  | | --- | |  | |  | | | |

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| Personal, social and emotional development | | | | | | | |
| Self regulation | |  | | --- | | **Using zones of regulation**  To recognise different emotions  To understand how people show emotions  To focus during short whole class activities  To follow one-step instructions | | |  | | --- | | To talk about how they are feeling  To begin to consider the feelings of others  To adapt behaviour to a range of situations | | To focus during longer whole class lessons  To follow two-step instructions | To identify and moderate their own feelings socially and emotionally  To consider the feelings and needs of others | To control their emotions using a range of techniques  To set a target and reflect on progress throughout | To maintain focus during extended whole class teaching  To follow instructions of three steps or more | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. |
| Managing self | To wash hands independently  To put coat and wellies on independently  To explore different areas within the Year R environment  To use the toilet independently | To develop class rules and understand the need to have rules  To practice doing up coats  To have confidence to try new activities | To begin to show resilience and perseverance in the face of challenge  To practise doing up a zipper  To practise doing buttons  To practise doing up buckles | To develop independence when dressing and undressing for activities such as P.E and  Messy play | To identify and name healthy foods  To manage own basic needs independently | To understand the importance of healthy food choices  To show resilience and perseverance in the face of challenge  To show a ‘can do’ attitude | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| Building relationships | |  | | --- | | To seek support of adults when needed  To gain confidence to speak to peers and adults | | To play with children who are playing with the same activity  To begin to develop friendships  To have positive relationships with all Year R staff | To begin to work as a group with support  To use taught strategies to support turn taking | To listen to the ideas of other children and agree on a solution and compromise | To work as a group  To begin to develop relationships with other adults around the school | To have confidence to communicate with adults around the school  To have strong friendships | Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs  . |

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| Physical Development | | | | | | | |
| Gross motor skills | To move safely in a space.  To stop safely. | |  | | --- | | To balance (balance bikes, trim trail)  To run and stop  To change direction  To jump  To hop  To explore different ways to travel using equipment (Reception playground) | |  |  |  |  | Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| Fine motor skills | |  | | --- | | To use a dominant hand  To mark make using different shapes  To begin to use a tripod or similar effective grip when using mark making tools  To use tweezer to transfer objects  To thread large beads  To use large pegs  To begin to copy letters  To hold scissors correctly and  make snips in paper  To hold a fork and spoon correctly | | To begin to use  anticlockwise  movement and  retrace vertical  lines  To hold scissors correctly and cut along a straight and zigzagged lines  To use a tripod grip when using mark making tools  To accurately draw lines, circles and shapes to draw pictures  To write taught letters using correct form  To begin to hold a knife correctly and use to cut food with support | To use a tripod or similar effective grip when using mark making tools  To hold scissors correctly and cut along a curved line  To thread small beads  To use small pegs  To write taught letters using correct formation | To hold scissors correctly and cut out large shapes  To write letters using the correct letter formation and control the size of letters | To hold scissors correctly and cut out small shapes  To paint using thinner paintbrushes | |  | | --- | | To hold scissors correctly and cut various materials  To create drawings with details  To independently use a knife, fork and spoon to eat a range of meals | | Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.    Use a range of small tools including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. |
| Comprehension | |  | | --- | | To use pictures to tell stories  To sequence familiar stories  To independently look at book, holding them the correct way and turning pages | | To engage in story times, joining in with repeated phrases and actions  To begin to answer questions about the stories read to them    To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes | To act out stories  To begin to predict what may happen in the story  To suggest how a story might end | To retell a story  To follow a story without pictures or props  To talk about the characters in the books they are reading | To begin to answer questions about what they have read  To use vocabulary that is influenced by their experiences of books | To answer questions about what they have read  To know that information can be retrieved from books | 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. |
| Word reading | To recognise their name  Following **Song of Sounds Phonics** scheme  To recognise taught sounds  S a t p I n m d  To begin to sound out and blend simple cvc words  To read tricky words  a is | Following **Song of Sounds Phonics** scheme  To recognise taught sounds  S a t p I n m d g o c k ck e u r h b f ff l ll  To sound out and blend cvc words, to begin to read simple sentences. To read books matching their phonic ability  To read tricky words  I and go no so do to into has his the   |  | | --- | |  | | Following **Song of Sounds Phonics** scheme  To recognise taught sounds J v v w x y z zz qu sh ch th ng  To read simple sentences containing some tricky words  To read books matching their phonic ability  To read tricky words  He be me we was her my by you are all she put push pull full they of | Following **Song of Sounds Phonics** scheme  To recognise taught sounds  Ai ee igh oa oo o oar or er ow oi nk air ear ure  To read longer words.  To read books matching their phonic ability.  Revise all tricky words learnt so far | Following **Song of Sounds Phonics** scheme  Practice reading cvc words then learn to read cvcc,ccvc,ccvcc, cccvc, cccvcc words  To read books matching their phonic ability.  To read tricky words Some come, love have, here, there, were, out, house, one, once, what, when, said, ask, little, like | Following **Song of Sounds Phonics** scheme  Syllables  Alphabetical order  Upper and lower case  To read books matching phonic ability.  Revise all tricky words. | |  | | --- | | Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | |
| Writing | |  | | --- | | To practise writing their name  To give meanings to the marks they make  To copy taught letters  To write initial sounds  To begin to segment and write CVC words using taught sounds | | To write their name  To use the correct letter formation of taught letters  To write words and labels using taught sounds  To begin to write captions using taught sounds | To form lower-case letters correctly  To begin to write sentences using fingers spaces  To understand that sentences start with a capital letter and end with a full stop  To spell words using taught sounds  To spell some taught tricky words correctly | To form lower-case letters correctly.  To write sentences using finger spaces and full stops  To spell words using taught sounds  To spell some taught tricky words correctly.  To begin to read their work back | To form lower-case and begin to form capital letters correctly  To begin to copy letters using a lead in and lead out  To begin to write longer words which are spelt phonetically  To begin to use capital letters at the start of a sentence  To use finger spaces and full stops when writing a sentence | To form lower-case and capital letters correctly  To copy letters using a lead in and lead out  To begin to write longer words and compound words which are spelt phonetically  To write sentences using a capital letter, finger spaces and full stop  To spell some taught tricky words correctly  To read their work back and check it makes sense | 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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| Mathematics | | | | |
| Number & Numerical Patterns | Following **NCETM Mastering Number**  Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison  Pupils will:  identify when a set can be subitised and when counting is needed  • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame  • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills  • spot smaller numbers ‘hiding’ inside larger numbers  • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers  • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number  • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds  • compare sets of objects by matching  • begin to develop the language of ‘whole’ when talking about objects which have parts | Following **NCETM Mastering Number**  Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.  Pupils will:  • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals  • begin to identify missing parts for numbers within 5  • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame  • focus on equal and unequal groups when comparing numbers  understand that two equal groups can be called a ‘double’ and connect this to finger patterns  • sort odd and even numbers according to their ‘shape’  • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern  • order numbers and play track games  • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers | Following **NCETM Mastering Number**  Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.  Pupils will:  • continue to develop their counting skills, counting larger sets as well as counting actions and sounds  • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame  • compare quantities and numbers, including sets of objects which have different attributes  • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2  • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10  • continue to identify when sets can be subitised and when counting is necessary  • develop conceptual subitising skills including when using a rekenrek | |  | | --- | | Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | |

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| Shape space and measure (WRM) | Compare size, smaller/bigger. Taller/longer/shorter  Compare sizes, heavier/lighter  Compare capacity, holds more/the most, holds less/the least  Explore patterns both visual and auditory. Create our own patterns  Identify and name circle and triangles. Compare triangles and circles. Shapes in the environment.  Describe position, in, on, under, over, on top, behind, in front, beside, inbetween  Identify and name shapes with 4 sides,. Shapes in the environment.  Day and night. First, then, after, before, day, night, morning, afternoon, today, tomorrow, yesterday. | |  | |  | |  |
| Understanding the world | | | | | | | |
| Past and present  (History) | |  | | --- | | To know about my own life-story  To know how I have changed | | To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class | Placing events in chronological order  To know about the past through settings, characters and events encountered in books read in class and storytelling  (favourite stories) | To talk about the lives of the people around us.  To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class | Life cycles, discuss how they illustrate past, present and future events. | Placing events in chronological order  To know about the past through settings, characters and events encountered in books read in class and storytelling  (Pirates) | |  | | --- | | Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling | |
| People, culture and communities  (Geography) | |  | | --- | | To know about family structures and talk about who is part of their family  To identify similarities and differences between themselves and peers.  To know the name of the village the school is in.  To know about features of the immediate environment.  To know that there are many countries around the world. | | To talk about how Hindus celebrate Diwali  To talk about the Christmas Story and how it is celebrated  To know that people around the world have different religions |  | To know about people who help us within the local community, (What do people do all day)  To know that Christians celebrate Easter. | Compare differences and similarities between this country and other countries through crops grown due to differences in climates through stories and non fiction texts.  Identify land and water on a map. Identify countries on a map. | Compare differences and similarities between this country and other countries through differences in climate and it’s affect on life through fiction and non fiction (WaterAid)  Identify countries on a map.  Make simple maps | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps. |
| The Natural World  (Science) | To ask questions about the natural environment. Signs of Autumn.  To respect and care for the natural environments  Investigation station  Identify and explore our senses  Keeping ourselves healthy  Plant bulbs | To ask questions about the natural environment. Signs of Autumn  To respect and care for the natural environments  Investigation station  Colour mixing  Changing materials (cooking) | To ask questions about the natural environment. Signs of Winter.  Investigation station  Ice, freezing and melting  Changing materials (cooking) | To ask questions about the natural environment. Signs of Winter/Spring.  Investigation station  Electricity (static electricity, circuits, ekectric toys)  Properties of materials (acid/alkalines cleaning coins)  Plant seeds  Changing materials (cooking) | To ask questions about the natural environment. Signs of Spring/Summer  Investigation station  Growing plants and lifecyles (plants, butterflies, frogs)  Observational drawings.  Changing materials (cooking) | To ask questions about the natural environment. Signs of Summer  Investigation station  Investigating materials and changing states (floating, sinking, mixing, dissolving,  Changing materials (cooking) | |  | | --- | | Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them including the season and changing states of matter. | |
| Expressive art and design | | | | | | | |
| Creating with materials | To name colours. To experiment with mixing colours.  To create simple representations of people and objects. To draw and colour with pencils, crayons and felt pens.  To independently access paints.  To role play using given props and costumes.  To explore different techniques for joining materials (glue sticks, masking tape) Use a variety of materials (paper, card, junk, playdough, natural resources) | To use colours for a particular purpose  To share their creations  To explore different techniques for joining materials (glue stick, PVA, masking tape)  To know how to work safely and hygienically  Use a variety of materials (paper, card, junk, playdough, salt dough, collage) | Explore making more 3D creations (puppets, story characters)  Learn some joining techniques to fix 2 materials together (folding, creating tabs or flaps)  Discuss their puppets and junk creations and how they made them. | To experiment with mixing primary colours.  To use colours in concentric circles (Kandinsky)  Share their creations and techniques  To embark on more in depth projects (child’s interest) in junk modelling work shop | To use natural resources to make a piece of art work (Andy Goldsworth)  Share their creations and talk about their techniques.  Use different materials (clay/mud to create tree sculpture) | To use techniques to create an effect (masking tape and watery paint-Monet)  Observe and create animal prints using marks, printing with objects | |  | | --- | | Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories. | |
| Being imaginative and expressive | Sing new poems and songs (Poetry basket) | Sing new poems and songs (Poetry basket)  Learn and perform songs for Nativity play  Charanga music | Retell stories with repeated phrases and actions (Bear Hunt, Little red hen)  Learn and perform some Spring poems  Charanga music | Using colour to express emotions (Kandinsky)  Charanga music | Imaginatively create patterns and shapes using natural materials.  Learn and perform some Summer poems and song  Charanga music | Learn and perform Pirate songs and poems | |  | | --- | | Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well know nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. | |