

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me, my home and family	Festivals and celebrations	Winter Being Healthy	Growing and Changing	Community (people who help us)	Around the world
Key texts	Super Duper You The Gruffalo We're Going on a Bear Hunt	Owl Babies Room on the Broom Winnie the Witch The Nativity	Goldilocks and the Three Bears Oliver's Vegetables Polar bear, polar bear, what do you hear? The Colour Monster	The Enormous Turnip The Very Hungry Caterpillar Easter texts	Jobs people do Police Officers on patrol Zog and the flying doctors	Handa's Surprise Grandad's Island What the ladybird heard at the seaside The Colour Monster goes to School
Phonics	Nursery rhymes Environmental Sounds	Instrumental Sounds Body Percussion Rhythm and Rhyme	Alliteration	Instrumental sounds Body Percussion Rhythm and Rhyme	Environmental Sounds Instrumental Sounds Body Percussion	Satpin
			Oral Blending and Segmenting Nursery rhymes Environmental Sounds			Oral Blending and Segmenting Rhythm and Rhyme Alliteration Voice Sounds
Maths	Numbers and counting up to 5 objects	Understanding position Identify patterns	Numbers and counting Describing a sequence of events	Size, weight, length, capacity Shape	Compare quantities Routes and locations	Patterns Number composition to 3

Events	Harvest Stay and play (week 6)	Halloween Bonfire Night Diwali Christmas (Nativity play)	Chinese New Year Valentine’s Day Pancake Day Stay and play (week 5)	Easter Mother’s Day	Stay and play (week 5)	Father’s Day New starter days
Opportunities	Make apple crumble (forest schools) All About Me books	Harvest pumpkins Make toffee apples/mince pies Going to get Christmas tree Christmas tree competition	Make porridge Make fruit salad/smoothies	Planting Farm visit Egg hunt	Visit from police/doctor/firefighter Local area walk? Go to shops/library	Transition to Reception – Make cards/photo frames Women’s world cup?
PSED	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Make healthy choices about food, drink, activity and toothbrushing.	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.	Understand gradually how others might be feeling.

<p>CL</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p>	<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>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>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>		
<p>PD</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>

<p>M</p>	<p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5</p>	<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’)..</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p>	<p>Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>	<p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>
<p>L</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Write some letters accurately.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word 	<p>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; writing ‘m’ for mummy.</p> <p>Recognise their name.</p>	<p>Recognise words with the same initial sound, such as money and mother</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the 	<p>Write some or all of their name.</p>

					different parts of a book • page sequencing	
EAD	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>
UW	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary</p>	<p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p> <p>Explore how things work</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Show interest in different occupations.</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>