



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime Areas of Learning						
Communication and Language	Understand how to listen carefully and why listening is important. Learn and use new vocabulary during the day. Ask questions to find out more and to check they understand what has been said to them.	Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Learn rhymes, poems and songs	Articulate their ideas and thoughts in well-formed sentences. Develop social phrases. Engage in story times.	Engage in nonfiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Connect one idea or action to another using a range of connectives.	Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound.	Describe some events in detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
ELG – Listening and Attention	Children at the expected level of development will: - 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.					
ELG - Speaking	Children at the expected level of development will: - 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, non-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.					

Personal, Social and Emotional Development	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.
ELG – Self-Regulation	Children at the expected level of development will: - 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 focused 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.					
ELG – Managing Self	Children at the expected level of development will: - 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					
ELG – Building Relationships	Children at the expected level of development will: - 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.					

Physical Development	Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes	Progress towards a more fluent style of moving, with developing control and grace. 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.	Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.	Combine different movements with ease and fluency. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically. Hold a pencil effectively in preparation for fluent writing. Use a range of small tools. Begin to show accuracy and care when drawing.
Get Set 4 PE	Introduction to PE Unit 2	Fundamentals of PE Unit 2	Dance Unit 2 - Places	Gymnastics Unit 2	Games Unit 2	Ball Skills Unit 2
ELG – Gross Motor Skills	Children at the expected level of development will: - 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.					

ELG – Fine Motor Skills	Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
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Specific Areas of Learning						
Phonics (Phonics Bug). Word Reading	Phase 2 Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme.	Phase 2 Blend sounds into words, so that they can read short words made up on known letter-sound correspondences.	Phase 3 Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Phase 3 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Phase 3 / 4 Spell words by identifying the sounds and then writing the sounds with letter/s.	Phase 3 / 4 Say a sounds 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 consistent with their phonic knowledge, including some common exception words.
Literacy: Comprehension	Hold a book, turn the pages and indicate an understanding of pictures and print.	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.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their	Anticipate (where appropriate) key events in stories.

	Tell/retell a familiar story to friends.			Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	own words and recently introduced vocabulary.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
ELG - Comprehension	Children at the expected level of development will: - 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.					
ELG – Word Reading	Children at the expected level of development will: - 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	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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ELG - Writing	Children at the expected level of development will: - 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.					
Maths	Week 1-3: Baseline Assessments Select, rotate and manipulate shapes to develop spatial reasoning skills.	Continue and copy repeating patterns.	Create repeating patterns.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Compare length, weight and capacity.	Automatically recall number bonds up to 5 (including some subtraction facts) and some number bonds to 10, including double facts.
Mastering Number	• Subitising within 3 • Counting skills to 5 • Structure and composition of 3 and 4 • Subitise objects, sounds and actions • Comparison of sets 'just by looking'. Use of language more than / fewer than	• Counting skills and the structure of 5 • Comparison of sets by matching. Use of language more than / fewer than / equal to • Explore the concept of wholes and parts • Composition of 3, 4 and 5 • Practise object counting, match numerals to quantities within 10, verbal counting beyond 20.	• Subitise within 5 focusing on die patterns & Match numerals to quantities within 5 • Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number • Composition - Focus on 5 • Composition - Focus on 6 and 7 as '5 and a bit' • Compare sets and use language of comparison: more than, fewer than, an equal number to. Make unequal sets equal	• Focus on the 'staircase' pattern and ordering numbers • Comparison - Focus on ordering of numbers to 8 Use language of less than • Composition - Focus on 7 • Doubles – explore how some numbers can be made with 2 equal parts • Sorting numbers according to attributes - odd and even numbers	• Counting – larger sets and things that cannot be seen • Subitising – to 6, including in structured arrangements • Composition – '5 and a bit' • Composition - of 10 • Comparison – linked to ordinality & Play track games • Subitise to 5. Introduce the rekenrek resource.	• Review & Assess - Automatic recall of bonds to 5 • Review & Assess - Composition of numbers to 10 • Review & Assess - Comparison • Review & Assess - Number patterns • Review & Assess - Counting

ELG - Number	Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.					
ELG – Numerical Patterns	Children at the expected level of development will: - 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.					
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.					
	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. <i>Humans</i>	Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways. <i>Light</i>	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments are different to the one in which they live. <i>Animals, excluding Humans</i>	Explore the natural world around them. <i>Living things and their habitats</i>	Compare and contrast characters from stories. <i>Materials, including changing materials</i>	Name and describe people who are familiar to them. Compare and contrast figures from the past.

ELG -Past and Present	Children at the expected level of development will: - 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 experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.					
ELG – People, Culture and Communities	Children at the expected level of development will: - 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 – when appropriate – maps.					
ELG – The Natural World	Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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 seasons and changing states of matter.					
	<i>HA – How have I changed since I was a baby></i>		<i>HA – What are our favourite celebrations each year?</i>		<i>HA – Why do we wear different clothes during the year?</i>	
RE	CREATION (UC) Recognise that people have different beliefs and celebrate special times in different ways.	INCARNATION (UC) Recognise that people have different beliefs and celebrate special times in different ways.	Why are some stories special? Compare and contrast characters from stories, including figures from the past.	SALVATION (UC) Recognise that people have different beliefs and celebrate special times in different ways.	What happens in our church? Understand that some places are special to members of our community.	What makes every person special, unique and important? Talk about members of their family and community.

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.
ELG – Creating with Materials	Children at the expected level of development will: - 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.					
ELG – Being Imaginative and Expressive	Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					