

	Autumn 1 <i>Me and My World</i> All about me, my school and my family	Autumn 2 <i>My Heroes</i> People who help us and superheroes	Autumn 3 <i>Standing ovation</i> Winter festivals	Spring 1 <i>Castles, knights and dragons</i> Fantasies and fairy tales	Spring 2 <i>Spring in our step</i> Growing and life cycles	Summer 1 <i>Where we live</i> Our local area and significant buildings and individuals, both now and in the past	Summer 2 <i>Science detectives</i> Seasons, states of matter, my body and holidays
Communication and Language	Engage in story times. Learn new vocabulary. Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books. Use new vocabulary through the day.	Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen to and talk about stories to build familiarity and understanding.	Learn new vocabulary. Use new vocabulary through the day. Learn rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.	Connect one idea or action to another using a range of connectives. Make simple predictions about what will happen next. Retell the story once they have developed a deep familiarity with the text. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Understand and use new vocabulary introduced through non-fiction texts and stories. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. 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. Link events in a story to their own experiences. Articulate their ideas and thoughts in well formed sentences. Describe events in some detail.	Articulate their ideas and thoughts in wellformed sentences. Learn and use new vocabulary. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
Personal, Social, Emotional	See themselves as a valuable individual. Manage own needs. ELG Assessment Manage their own basic hygiene and personal needs, including dressing, toileting and understanding the importance of healthy food choices.	Express their feelings and consider the feelings of others. Identify and moderate their own feelings. ELG Assessment Show an understanding of their own feelings and those of others. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.	ELG Assessment Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	ELG Assessment Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs	ELG Assessment Show independence, resilience, and perseverance in the face of challenge. Understand the importance of healthy food choices.	ELG Assessment Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Explain the reasons for rules, know right from wrong.	ELG Assessment Set and work towards simple goals. Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Physical	<p>Know and talk about the different factors that support their overall health and wellbeing. Manage the school day successfully.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:- Combine different movements with ease and fluency. Develop their small motor skills. ELG Assessment Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>ELG Assessment Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>ELG Assessment Demonstrate strength, balance and coordination when playing.</p>	<p>ELG Assessment Move energetically, running, jumping, dancing, hopping, skipping and climbing.</p>	<p>ELG Assessment Demonstrate strength, balance and coordination when playing.</p>	<p>ELG Assessment Demonstrate strength, balance and coordination when playing</p>
Literacy	<p>Write their first name without a reference. Answer 'what' questions related to a story Spell words by identifying the sounds and then writing it with letter(s). <i>-write the correct initial sounds of words</i> Read individual letters by saying the sounds for them.</p>	<p>Orally plan a sentence for an adult to describe Spell words by identifying the sounds and then writing the sound with letter/s.- <i>write the correct initial sounds of words</i> <i>-write CVC words using the sounds they have been taught</i></p>	<p>Blend sounds into words, so that they can read short words. Spell words by identifying the sounds and then writing the sound with letter/s. Sequence and retell the main events in a story. Retell the main events in a story. Answer who, what and where questions about a book. Write their first name without a reference.</p>	<p>Create a simple narrative using vocabulary introduced through a text. Spell words by identifying the sounds and writing the sound with letters. Read and write simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Form lower-case and capital letters correctly. Re-read what they have written to check that it makes sense. Spell words by identifying the sounds and then writing the sound with letter/s.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths</p>	<p>Match and Sort: Find and match objects that are the same. Sort objects according to colour, size or shape.</p> <p>Compare Amounts: Use the vocabulary <i>fewer</i>, <i>the same</i> and <i>more</i> to compare groups of objects.</p> <p>Compare Size, Mass and Capacity: Compare and order objects according to their size. Use mathematical language to describe size</p> <p>Explore Pattern: Copy, continue and create simple AB repeating patterns.</p> <p>Recognising 123 by counting or subitising</p>	<p>Compare 123: Make comparisons between groups of 1,2 and objects.</p> <p>Circles and Triangles: Recognise shapes in everyday objects and the environment. Describe some properties of rectangles and squares</p> <p>Spatial Awareness: Hear and begin to use positional language Begin to represent real places in their maps, models and drawings</p> <p>Recognise a set of 4 objects by counting or subitising: Identify representations of 4. Count up to 4 objects in different arrangements by touching Use their own mark making to represent 4</p>	<p>Recognise 4 and 5 by counting or subitising: Count and subitise how many. Make collections of 4 and 5 objects. Explore 1 more or 1 less than numbers to 5</p> <p>Squares and Rectangles: Recognise shapes in everyday objects and the environment. Describe some properties of squares and rectangles.</p> <p>Compare length, weight, and capacity: Compare length using appropriate mathematical vocabulary. Time and Sequencing: Use time related vocabulary to talk about their day.</p>	<p>Composition of 4 and 5: Explore and notice the different compositions of 4 and 5.</p> <p>Compare numbers to 5: Make comparisons between groups of 0-5 objects. Use the number name zero and numeral 0 accurately.</p> <p>Recognise 6 and 7 by counting or subitising: Count and subitise how many. Make collections of 6 and 7 objects.</p> <p>Compare length, weight, and capacity: Compare mass and capacity using appropriate mathematical vocabulary</p>	<p>Recognise and represent 8, 9 and 10: Identify representations of 8, 9 and 10 Explore the composition of 8.9 and 10</p> <p>Compare numbers to 10: Make comparisons between groups of 0-10 objects.</p> <p>Number Bonds to 10: Explore number bonds to 10 using real objects Find how many more to make 10</p> <p>Shape and Spatial Reasoning: Select, rotate, and manipulate shapes to develop spatial reasoning skills. Continue, copy, and create repeating patterns. Copy and continue repeating patterns</p>	<p>Count beyond 10: Count verbally beyond 20. Count beyond 10 using number tracks.</p> <p>Comparing numbers to 10: Divide numbers into equal groups. Use 'the same' to describe identical sized groups.</p> <p>Continue explore the composition of numbers to 10: Partition and recombine sets.</p> <p>Automatically recall number bonds: Automatically recall number bonds for numbers 0–5.</p> <p>Develop spatial reasoning skills: Copy complex 2D pictures with 3D resources</p>	<p>Count beyond 10 Count verbally beyond 20 spotting patterns in 2- digit numbers. Link the number symbol (numeral) with its cardinal number value. Match sets of objects or actions with the correct numeral. Automatically recall number bonds for numbers 0–10. Compose and decompose shapes Investigate how shapes can be combined to make new shapes. Identify shapes within shapes. Compare length, weight, and capacity. Use comparative language accurately. Make a reasonable estimate about capacity and length. Continue, copy and create repeating patterns</p>
--	--	---	---	---	--	---	---

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding of the World</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>ELG Assessment Talk about the lives of people around them and their roles in society</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG Assessment Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>ELG Assessment Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>ELG Assessment Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>ELG Assessment Explore the natural world, making observations and drawing pictures.</p>	<p>EYFS Assessment Describe their immediate environment. Explain some similarities and differences between life in this country and life in other countries.</p>	<p>ELG Assessment Know some similarities and differences between the natural world around them and contrasting environments.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Art and Design</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play.</p> <p>ELG Assessment Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Develop storylines in their pretend play. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG Assessment Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories.</p>	<p>ELG Assessment Sing a range of well-known nursery rhymes and songs.</p>	<p>ELG Assessment Sing a range of well-known nursery rhymes and songs.</p>	<p>ELG Assessment Safely use and explore a variety of materials, tools, and techniques. Share their creations, explaining the process used.</p>	<p>ELG Assessment Perform songs with others and move in time with music.</p>	<p>ELG Assessment Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music</p>