



Communication and Language

C & L – Listening, Attention and Understanding.

Autumn Term	Spring Term	Summer Term
<p>Understand how to listen carefully and why listening is important. Learn and use new vocabulary. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Join in with repeated refrains.</p>	<p>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. Retell the story, once they have developed a deep familiarity with the text - some as exact repetition and some in their own words. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts. Plan and think ahead about how they will explore or play with objects. Know more, so feel confident about coming up with their own ideas.</p>	<p>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 teachers and peers. Solve real problems e.g., while sharing fruit between friends, checking they all have equal amounts. Use pretend play to think beyond the 'here and now' and to understand another perspective. Make links between their ideas. Concentrate on achieving something that's important to them, being able to increasingly able to control their attention to ignore distractions.</p>

C&L – Speaking

Autumn Term	Spring Term	Summer Term
<p>Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p>	<p>Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts.</p>	<p>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. Making use of conjunctions, with modelling and support from their teacher.</p>



Personal, Social, Emotional, Development

PSED – Self - Regulation		
Autumn Term	Spring Term	Summer Term
<p>Express their feelings and consider the feelings of others. Develop appropriate ways to be assertive. Talk with others to solve conflicts. Realise that their actions have an effect on the world, so they want to keep repeating them. Make independent choices. Bring their own interests and fascinations into the setting.</p>	<p>Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Respond to new experiences that an adult brings to their attention. Show goal-directed behavior. Begin to correct their mistakes themselves. Keep on trying when things are difficult. Know more, so feel confident about coming up with their own ideas.</p>	<p>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. Become involved in whole school activities such as assembly and sports day. Children review their own progress as they try to achieve a goal and check how well they are doing. Use pretend play to think beyond the 'here and now' and to understand another perspective. Make links between their ideas. Concentrate on achieving something that's important to them, being able to increasingly able to control their attention to ignore distractions.</p>

PSED – Managing Self		
Autumn Term	Spring Term	Summer Term
<p>Remember rules without needing an adult to remind them, understanding why they are important. Show resilience and perseverance in the face of challenge. Be increasingly independent in meeting their own care needs. Participate in routines.</p>	<p>Manage their own needs. Be independent in meeting their own care needs. Know and talk about different factors that support their overall health and wellbeing e.g., toothbrushing, healthy eating and being a safe pedestrian. Plan and think ahead about how they will explore or play with objects. Begin to predict sequences because they know routines. Show goal-directed behavior.</p>	<p>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.</p>



PSED – Building Relationships

Rec Autumn Term	Spring Term	Summer Term
Build constructive and respectful relationships.	See themselves as a valuable individual. Express their feelings and consider the feelings of others. Talk about the perspective of others.	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. <i>Solve real problems e.g., while sharing fruit between friends, checking they all have equal amounts.</i> <i>Use pretend play to think beyond the 'here and now' and to understand another perspective.</i>

Physical Development

PD – Gross Motor Skills

Autumn Term	Spring Term	Summer Term
Revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping – Climbing and progress towards a more fluent style of moving, with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Negotiate space and obstacles safely, with consideration for themselves and others.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Begin to refine a range of ball skills including: throwing, catching, kicking and batting.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop confidence, precision and accuracy when engaging in activities that involve a ball. Demonstrate strength, balance and coordination when playing. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.

PD – Fine Motor Skills

Autumn Term	Spring Term	Summer Term
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, spoons.	Develop the foundations of a hand writing style which is fast, accurate and efficient. Begin to show accuracy and care when drawing. Further develop the skills they need to manage the school day successfully e.g., lining up, queuing and mealtimes.	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, paintbrushes and cutlery.



Literacy

Literacy – Word Reading		
Autumn Term	Spring Term	Summer Term
<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Spot rhymes in familiar stories and poems. • Count or clap syllables in a word. • Recognise words with the same initial sound. • Begin to read individual letters by saying the sounds for them. (Level 2 and some Level 3) • Begin to use sound buttons to identify how many sounds are in a word. • Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Begin to read CVC words containing known letter-sound correspondences • Begin to recognise capital letters. • Recognise and read all Level 2 tricky words • Begin to recognize and read Level 3 tricky words 	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Able to complete a rhyming string. • Can supply words with the same initial sound. • Recognise all taught Level 2 & 3 sounds • Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read simple sentences containing known letter sound correspondences containing 1 or 2 common exception words • Recognise and read L3 tricky words • Know the letter name and letter sound for capital letters. 	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Recognise and use rhyme in daily conversation. • Use sound buttons to segment and read words. • Identify words containing the same digraph or trigraph e.g. ay-may, day, play. • 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. • Recognise and read Level 4 tricky words

Literacy - Comprehension		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Asks questions about stories that have been read to them. • Repeat words and phrases from familiar stories. • Repeat new vocabulary in a context of a story. • Begin to predict what might happen next in a story. • Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. • Join in with repeated refrains with a story/rhyme. 	<ul style="list-style-type: none"> • Answer questions about a text that has been read to them. • Begin to use modelled vocabulary during role play for example in the Small World. • Seek familiar texts or stories to re-read in the book area. • Requests favourite stories and poems. • Know parts of a book • Know role of an author/illustrator • Anticipate – where appropriate – key events in stories. 	<ul style="list-style-type: none"> • Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play. <ul style="list-style-type: none"> • Describe characters and events in detail. • Recall some verses from poems.



Literacy - Writing

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Copy full name from a name label. • Be confident with making marks on a paper to represent words. • Form recognisable lowercase letters and capital letters. • Identify and write the initial sound to represent words. • Write CVC words by identifying the letter sounds and writing recognisable graphemes to represent them. • Begin to write Level 2 tricky words from memory. <p><u>Physical Development</u> Use a range of small tools competently and confidently.</p>	<ul style="list-style-type: none"> • Write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop. • Include Level 2 and 3 sounds in their independent writing. • Begin to use capital letters, finger spaces and full stops in independent writing. • Begin to write Level 3 tricky words from memory. • Is able to write their first name independently. <p><u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>	<ul style="list-style-type: none"> • Use a capital letter at the beginning of a sentence and a full stop at the end. • Use finger spaces most of the time. • Begin to write their surname independently. • 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 Level 2, 3 and 4 tricky words from memory. • Use Level 2, 3 and 4 sounds in their independent writing. • Begin to write CVCC and CCVC words. • Write simple phrases and sentences that can be read by others. <p><u>Physical Development</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases</p>



Maths

Maths – Number and Numerical Pattern		
Autumn Term	Spring Term	Summer Term
<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Represent and compare numbers 1, 2, 3, 4 and 5.</p> <p>Begin to subitise to 5.</p> <p>Explore and notice different compositions of 2 and 3.</p> <p>Estimate and guess how many there might be before counting.</p> <p>Join in and sing counting songs and number rhymes.</p> <p>Listen to and enjoy stories that involve counting.</p> <p>Use vocabulary ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’</p> <p>Distribute items evenly from a group and start to notice patterns within them.</p> <p>Explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts</p> <p><i>Sort materials into different baskets at tidy up time.</i></p>	<p>Know the name zero and numeral 0 can be used to represent ‘nothing there’.</p> <p>Represent, order and compare numbers 0-10.</p> <p>Explore and notice different compositions of 4, 5, 6, 7, 8, 9 and 10.</p> <p>Count to 10 – forwards and backwards.</p> <p>Begin to subitise groups of up to 10.</p> <p>Children begin to explore number bonds to 10.</p> <p>Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can see.</p> <p>Children begin combining 2 groups to find how many altogether.</p> <p>Children begin to learn that double means ‘twice as many’.</p> <p>Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>Count beyond 10, noticing patterns within the structure of counting.</p>	<p>Consolidate key skills of numbers 0-10 – subitising, counting, composition and compare and ordering.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5.</p> <p>Recall some number bonds to 10, including doubling facts.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Adding more and taking away.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Build and identify numbers to 20 (and beyond).</p> <p>To identify numbers above 10 are composed of full 10s and part of the next 10 (1 full 10 and 3 is 13).</p> <p>Recognise that the numbers 1-9 repeat after every full 10.</p> <p>Recognise and make equal and not equal groups and begin to explore ways of making unequal sets equal.</p> <p>Begin to understand some quantities will share equally into 2 groups and some won’t (even and odd).</p> <p><i>Solve real problems e.g., while sharing fruit between friends, checking they all have equal amounts.</i></p>
Maths – Shape, Space and measure (No longer ELG)		
Autumn Term	Spring Term	Summer Term
<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Children hear and begin to use positional language to describe how items are positioned in relation to other items.</p> <p>Find and match objects which are the same.</p> <p>Sort object by attributes such as colour, size or shape.</p> <p>Children copy, continue and create their own simple repeating patterns.</p>	<p>Children build on their earlier work on matching to find and make pairs, beginning to understand that a pair is two.</p> <p>Compare length, height, mass and capacity.</p> <p>Continue to copy, continue and create more complex repeating patterns (e.g., AABB)</p> <p>Introduction to the names of 3D shapes, and opportunities to sort them according to what they notice.</p> <p>Children to consider which 3D shapes stack and which roll and why that is.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Children to recognise a group can be changed by adding more or taking away.</p> <p>Children use positional language to describe where objects are in relation to another.</p> <p>Children to copy, continue and create more complex repeating patterns (e.g., AABB) and symmetrical constructions.</p> <p>Children to make and use maps to represent and see where</p>



Identify and name some of the properties of 2D shapes (circles, triangles, rectangles and squares).		things are in relation to other things.
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Understanding the World

UW – Past & Present

Rec Autumn Term	Rec Spring Term	Rec Summer Term
Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	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.

UW – People, Culture & Communities

Autumn Term	Spring Term	Summer Term
Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some similarities and differences between different religions Recognise some similarities and differences between life in this country and life in other countries Begin to understand that some places are special to members of their community.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate different times in different ways. <i>Respond to new experiences that an adult brings to their attention.</i>	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, nonfiction texts and (when appropriate) maps.

UW – The Natural World

Autumn Term	Spring Term	Summer Term
Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live. <i>Respond to new experiences that an adult brings to their attention.</i>	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 seasons and changing states of matter.



Expressive Arts and Design

EAD – Creating with Materials

Autumn Term	Spring Term	Summer Term
<p>Explore use and refine a variety of artistic effects to express their ideas and feelings. Colour mixing with both powder paint and liquid paint – Kandinsky Circles Use and explore a variety of tools, techniques, design, texture and form. Create artwork inspired by famous artists <i>Sort materials into different baskets at tidy up time.</i></p>	<p>Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them. <i>Plan and think ahead about how they will explore or play with objects.</i> <i>Respond to new experiences that an adult bring to their attention.</i></p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Sunflowers – Van Gogh) Share their creations, explaining the process they have used. Make purposeful, goal-directed choices to work towards an end piece. Create artwork inspired by famous artists <i>Show goal-directed behavior.</i></p>

EAD – Being Imaginative & Expressive

Autumn Term	Spring Term	Summer Term
<p>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. <i>Take part in simple pretend play.</i></p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a range of well-known nursery rhymes and songs. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play. <i>Plan and think ahead about how they will explore or play with objects.</i> <i>Respond to new experiences that an adult bring to their attention.</i></p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others. Move in time to music. Make use of props and materials when role playing characters in narratives and stories. <i>Use pretend play to think beyond the ‘here and now’ and to understand another perspective.</i></p>