

Term		Autumn 1 Me and My World	Autumn 2 Let's Celebrate!	Spring 1 Castles, Knights and Dragons	Spring 2 Step into Spring!	Summer 1 Once Upon A Time	Summer 2 Our Wonderful World
Literacy	Reading	Read individual letters by saying the sounds for them (linked to name writing) Learn and understand new vocabulary	Read individual letters by saying the sounds for them Learn and understand new vocabulary Sequence main events in a story. Retell the main events in a story.	To orally create own rhyming sentences. Continue rhyming string. Read short phrases made up of words with known letter-sound correspondences	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Early Learning Goals Demonstrate understanding of what has been read by retelling stories. Anticipate key events in stories. Say a sound for each letter in the alphabet and at least 10 digraphs.	Early Learning Goals Read words consistent with their phonic knowledge by blending sounds. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Use and understand new vocabulary during discussions about stories and during role play.
	Writing	Write their first name without a reference. Begin to form lower-case and capital letters correctly. Write initial letter sounds.	Orally rehearse sentences before writing/adult scribes. Write the correct initial sounds of words and sounds learnt in phonics sessions. To start to use phonetic sounds in writing Write the correct sounds learnt in phonics lessons and blend to create words and sentences.	Orally rehearse sentences before writing/adult scribes. Write the correct sounds learnt in phonics lessons and blend to create words and sentences. To write/orally rehearse a sentence using new vocabulary. Write short phrases made up of words with known letter-sound correspondences. Write a set of instructions	Form lower-case and capital letters correctly. Write simple phrases or words which can be read by others.	Early Learning Goals Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write recognisable letters using correct letter formation. Children should sound out every letter of the alphabet and at least 10 digraphs.	Early Learning Goals Write simple phrases and sentences that can be read by others. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write recognisable letters using correct letter formation.
Communication and Language		Learn new vocabulary. Understand how to listen carefully and why listening is important. Engage in non-fiction books. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Answer 'how', 'why', and 'what' questions related to a story.	Engage in story times. Articulate their ideas and thoughts in well-formed sentences. Use words to describe Use new vocabulary in different contexts To use key words linked to positional language Describe events in sequence e.g.: before, after, first, next. Use and understand time related	Engage in story times. Listen attentively and respond to questions about a text. Participate in small group discussions and offer ideas. To be able to retell a known story Connect one idea or action to another using a range of connectives. Use talk to help work out problems, organise	Ask questions to find out more and to check they understand what has been said to them. Understand and respond to questions relating to key text. Retell and sequence of events – including sequencing days of the week in order	Early Learning Goals Listen carefully and respond to what they hear with questions Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use full sentences, making use of conjunctions, with modelling and support from their teacher. Participate in small group, class and one-to-one	Early Learning Goals 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. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future

	Develop vocabulary to describe.	vocabulary in conversation	thinking and activities, explain how things work and why they might happen. Listen attentively and respond to questions about a text. Follow two-part instructions. Retell a sequence of events.		discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and rhymes. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.	tenses and making use of conjunctions, with modelling and support from their teacher. 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.
Maths	Matching and Sorting Compare size, mass and capacity Exploring pattern and shape. Numbers 1, 2 and 3 Comparing numbers	2D Shapes Positional Language Time Composition of 5 Comparing numbers	Composition of 5 Comparing numbers Numbers 6, 7 and 8 Compare Length, Weight, Capacity and Time Numbers 9 and 10	Numbers to 10 Explore and represent patterns within numbers to 10	Early Learning Goals Have a deep understanding of numbers to 10, including the composition of each number. 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. 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.	Early Learning Goals Have a deep understanding of numbers to 10, including the composition of each number. 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. 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.
Personal, Social and Emotional Development	Explain the reasons for rules, know right from wrong and try to behave accordingly.	Think about the perspectives of others. See themselves as a valuable individual.	Know and talk about the different factors that support children's overall health	Know and talk about the different factors that support their overall health	Early Learning Goals Know and talk about the importance of regular physical activity.	Early Learning Goals Show an understanding of their own feelings and those of others and begin

	Think about the perspectives of others. Know how to make healthy food choices. Try new activities independently or with peers. Know and talk about the different factors that support children's overall health and wellbeing: Hygiene and washing hands Manage their own needs Talk positively about themselves and what they can do. Identify and name feelings in themselves and others, e.g. cross, lonely, worried	Develop empathy, appreciation, and respect for others through learning about cultural diversity and community celebrations. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Be increasingly independent in meeting their own care needs.	and wellbeing: focus on toothbrushing Begin to understand and discuss consequences of our behaviour. Show increasing independence, working on short activities independently. Solve small conflicts through speaking to each other and being assertive. Show resilience and perseverance in the face of challenge. Think about the perspectives of others. Work co-operatively with others to reach a goal.	and wellbeing including healthy eating. Think about the perspectives of others. Show resilience and perseverance in the face of challenge. See themselves as a valuable individual.	Give focused attention on what the practitioner says, responding while being engaged in an activity. Show an ability to follow instructions involving several ideas or actions. Manage basic hygiene and personal needs. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	to regulate their behaviour accordingly. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Know and talk about importance of regular physical activity. 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. Form positive attachments to adults and friendships with peers. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
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Physical Development	Further develop the skills children need to manage the school day successfully: - lining up and queuing Know and talk about the different factors that support their overall health and wellbeing: healthy eating Use a knife and fork and spoon correctly. Develop muscular strength in hands. Develop pencil grip. Combine different movements with ease and fluency. Make more detailed models with playdough or other materials. Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor	Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility. Use fine motor tools with increased precision. Revise and refine the fundamental movement skills they have already acquired:- rolling, crawling, walking, jumping, running, hopping. Combine different movements with ease and fluency. Use scissors with increasing accuracy Pedal/scoot and maintain balance while manoeuvring around obstacles	Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping. Combine different movements with ease and fluency. Control the speed of wheeled toys. Hop on one foot three to five times. Walk down steps, using alternate feet. Walk along a low narrow balance beam. Develop their small motor skills so that they can use a range of tools competently	Revise and refine the fundamental movement skills they have already acquired:- rolling, crawling, walking, jumping, running, hopping. Combine different movements with ease and fluency. Develop their small motor skills so that they can use a range of tools competently. 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.	Early Learning Goals Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Work and play cooperatively and take turns with others. Demonstrate strength, balance and coordination when playing. Throw and catch a ball with increasing accuracy. Children safely navigating space, showing strength, balance and coordination, and moving energetically through actions like running, jumping, hopping, skipping and climbing, demonstrating control and awareness of others during play. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Show care when using drawing tools. Use an effective pencil hold, working towards a dynamic tripod grasp. Use scissors with developing accuracy and control.	Early Learning Goals Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 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. Begin to show accuracy and care when drawing.
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Know some similarities and differences between different religious and	Recognise that people have different beliefs and celebrate special times in different ways. Draw information from a simple map. Recognise some environments that are different to the one in which they live. Talk about the features of their own environment and	Recognise some environments that are different to the one in which they live. Distinguish between past and present when looking at photographs, objects and books. Compare characters in books, including those from past.	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.	Early Learning Goals Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Early Learning Goals 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

	cultural communities in this country, drawing on their experiences and books. Recognise that people have different beliefs and celebrate special times in different ways. Discuss different occupations of family and other known people. Identify different materials. Describe what they see, hear and feel. Explore the natural world around them.	how environments might vary from one another. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about the lives of the people around them and their roles in society. Talk about what they celebrate. Comment on pictures of festivals celebrated by others. Explore the natural world around them. Describe what they see, hear and feel while outside. Understand the effect of the changing seasons on the natural world around them	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		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. 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. 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. Make observations of the environment around them. Talk about the lives of the people around them and their roles in society.	country, drawing on their experiences and books. 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. 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.
Expressive Arts	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Sing in a group or on own and learn songs off by heart. Move in time to music. Retell parts of a familiar story with puppets, toys, small-world or role-play. Create their own small worlds.	Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing feelings Develop storylines in their pretend play. Print or collage independently to create a pattern or image Select colours appropriately for a task	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Use imagination to develop own storylines. Take on different roles in pretend play.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses.	Early Learning Goals 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. Sing a range of well-known nursery rhymes and songs. Invent, adapt and recount narratives and stories with peers and their teacher.	Early Learning Goals Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music. 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.