

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	My family and other animals (celebrations and festivals) PSED/PD	It's good to be me (celebrations and festivals) PSED/UW - RE	If you go down to the woods today... CL - storytelling M - problem solving	Bears Bears Everywhere even in space UW-geog	Take a walk on the wildside... UW - science	Seaside Adventures L -Story writing EAD - imagination
English genres	Invitations Greeting cards Labels Captions - Recite Rhymes Class fruit poem - similes	Recount own experiences Retell patterned stories Lists Perform poem- music and movement	Letters in role Oral retelling/writing Traditional stories Changing characters/places/ objects in traditional stories Character descriptions (wanted posters) Recipe	Non- fiction booklets (non-chronological) Passports Rewrite beginnings/ middle endings to familiar stories Postcards Performance poetry	Instructions Own stories based on familiar books Fact Files Letters Explanations Persuasive Menus - performance poem - assembly	Descriptive settings/characters Adventure stories Persuasion Write rhyming couplets -
Generic Texts Used -end of day story	Nursery Rhymes	Bonfire poem - act out / Dance	seasons poems	Bears poems - performance	Minibeast Feast poem - performance	Pirate Number Poem - write own stanzas
	stories about starting school / dinosaur storybooks / traditional rhymes	Range of Books with PSED themes Range of Christmas stories	Traditional Tales and modern classics e.g. Julia Donaldson stories (oral storytelling)	non-fiction books linked to different type of bears and habitats Space non fiction books	non-fiction books linked to different type of minibeasts and habitats stories involving minibeast	A range of Pirate adventure books range of stories set at the seaside
Picture books linked to lessons and continuous provision Power of Reading	Owl Babies - PSED/ L Titch - UW/L/M Harry and His Bucketful of Dinosaurs - CL / PSED Funnybones - science / EAD Once there were giants - UW My mum - L/M My dad - L/M Bumpus Jumpus Dinosaurrumpus EAD/ L	Monkey Puzzle L/UW The patchwork quilt - CL/UW Something for nothing - CL / UW Elmer stories - UW/ PSED Frog is Frog / Frog in winter-UW/ PSED Harvey Slumfenburger's Christmas Present -L / CL	3Billy Goats Gruff -L/ CL/ EAD Goldilocks and the 3 bears-L/ CL / PSED 3 Little Pig-L / CL / UW The Enormous Turnip - L Gigantic Turnip - PoR Gruffalo - PoR Stanley's Stick - PoR	Dear Polar Bear...L/UW We're going on a bear hunt-L / EAD -PoR Whatever Next - link between bears and space We're off to look for aliens Aliens love underpants- M Bob Mn on the Moon - PoR	If Only...- The Very Hungry Caterpillar-L/ N The Bad tempered ladybird -PSHE/ L The very busy spider - PSHE/L The Tiny Seed - UW Today is Monday- EAD Aaaarrggh Spider - PoR	Spike picture cards - dragon adventures The Snail and The Whale - PoR 1 is a snail 10 is a crab The Pirates Next Door Tom and the night pirates

<p>PSED linked with Taking Care Project</p>	<p>Taking care project Feelings/ Network hands/ I feel when... so... thank you</p> <p><u>Self-Regulation</u> <i>Talk with others and find solutions to solve conflicts.</i></p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i></p> <p><i>Develop their sense of responsibility and membership of a community.</i></p> <p><i>Understand gradually how others might be feeling.</i></p> <p><u>Managing Self</u> Thrive as they develop self- assurance.</p> <p>Declining adult support or intervention.</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p><u>Managing personal needs</u></p>	<p><u>Self-Regulation</u> Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p> <p>Express their feelings and consider the feelings of others.</p> <p><u>Managing Self</u> See themselves as a valuable individual.</p> <p>Manage their own needs without the need for adult support.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Increasingly follow rules</p> <p><u>Managing personal needs</u> Manage their own needs. Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: • being a safe pedestrian</p> <p><u>Building Relationships</u></p>	<p>E-Safety - Smartie the Penguin</p> <p><u>Self-Regulation</u> Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p> <p>Express their feelings and consider the feelings of others.</p> <p><u>Managing Self</u> See themselves as a valuable individual.</p> <p>Manage their own needs without the need for adult support.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Increasingly follow rules</p> <p><u>Managing personal needs</u> Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • having a good sleep routine</p>	<p>Consolidate Self-Regulation</p> <p>Consolidate Managing Self</p> <p><u>Managing personal needs</u> Know and talk about the different factors that support their overall health and wellbeing: . sensible amounts of 'screen time' . regular physical activity</p> <p>Consolidate Building Relationships</p>	<p>Repeat Taking care project and E-safety</p> <p>Consolidate Self-Regulation</p> <p>Consolidate Managing Self</p> <p><u>Managing personal needs</u> Know and talk about the different factors that support their overall health and wellbeing: . sensible amounts of 'screen time' . regular physical activity</p> <p>Consolidate Building Relationships</p>	<p>Consolidate Self-Regulation</p> <p>Consolidate Managing Self</p> <p>Consolidate Managing personal needs</p> <p>Consolidate Building Relationships</p>
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<p>Jigsaw Scheme of Work</p>	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p><u>Building Relationships</u></p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Being Me in My World</p> <p>understand how it feels to belong and that we are similar and different</p> <p>start to recognise and manage my feelings</p> <p>working with others to make school a good place to be</p> <p>understand why it is good to be kind and use gentle hands</p> <p>starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>learning what being responsible means</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p> <p>Begin to understand how others might be feeling</p> <p>understanding why they are important.</p> <p>Celebrating Differences including anti bullying</p> <p>identify something I am good at and understand everyone is good at different things</p> <p>understand that being different makes us all special</p> <p>know we are all different but the same in some ways</p> <p>tell you why I think my home is special to me</p> <p>tell you how to be a kind friend</p> <p>know which words to use to stand up for myself when someone says or does something unkind</p>	<p><u>Building Relationships</u></p> <p>Build constructive and respectful relationships.</p> <p>Begin to understand how others might be feeling</p> <p>understanding why they are important.</p> <p>Healthy Me</p> <p>understand that I need to exercise to keep my body healthy</p> <p>understand how moving and resting are good for my body</p> <p>know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>know how to help myself go to sleep and understand why sleep is good for me</p> <p>wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>know what a stranger is and how to stay safe if a stranger approaches me</p>	<p>Dreams and Goals</p> <p>understand that if I persevere I can tackle challenges</p> <p>can tell you about a time I didn't give up until I achieved my goal</p> <p>can set a goal and work towards it</p> <p>can use kind words to encourage people</p> <p>understand the link between what I learn now and the job I might like to do when I'm older</p> <p>can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>Relationships</p> <p>can identify some of the jobs I do in my family and how I feel like I belong</p> <p>know how to make friends to stop myself from feeling lonely</p> <p>can think of ways to solve problems and stay friends</p> <p>starting to understand the impact of unkind words</p> <p>an use Calm Me time to manage my feelings</p> <p>know how to be a good friend</p>	<p>Changing Me</p> <p>can name parts of the body</p> <p>can tell you some things I can do and foods I can eat to be healthy</p> <p>understand that we all grow from babies to adults</p> <p>can express how I feel about moving to Year 1</p> <p>can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>can share my memories of the best bits of this year in Reception</p>
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Communication and Language	<p>Listening and attention Enjoy listening to longer stories and can remember much of what happens.</p> <p>Communication Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus..."</p>	<p>Listening and attention Understand how to listen carefully and why listening is important. Can pay attention to more than one thing at a time.</p> <p>Communication 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.</p>	<p>Listening and attention Understand how to listen carefully and why listening is important.</p> <p>Communication Widen vocabulary through discussion and stories. Use new vocabulary through the day.</p> <p>Sentence structure Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Listening and attention Understand how to listen carefully and why listening is important.</p> <p>Communication Widen vocabulary through discussion and stories. Use new vocabulary through the day.</p> <p>Sentence structure Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Listening and attention Understand how to listen carefully and why listening is important.</p> <p>Communication Widen vocabulary through discussion and stories. Use new vocabulary through the day.</p> <p>Sentence structure Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Listening and attention Understand how to listen carefully and why listening is important.</p> <p>Communication Widen vocabulary through discussion and stories. Use new vocabulary through the day.</p> <p>Sentence structure Confidently articulate their ideas and thoughts in well-formed</p>

	<p>you sit there... I'll be the driver</p> <p>Sentence structure Develop their communication, but may continue to have problems with irregular tenses and plurals. Use longer sentences of four to six words Can ask for things they need</p> <p>Pronunciation May have problems saying some sounds: r, j, th, ch, and sh and multisyllabic words</p> <p>Understanding Beginning to listen and understand a question, or instruction, that has two parts, such as "Get your coat and wait at the door. Understand 'why' questions.</p>	<p>Sentence structure Begin to articulate their ideas and thoughts in well-formed sentences.</p> <p>Begin to speak in correct tense</p> <p>Begin to form questions</p> <p>Pronunciation May have problems saying some sounds: r, j, th, ch, and sh and multisyllabic words</p> <p>Understanding Beginning to listen and understand a question, or instruction, that has two parts, such as "Get your coat and wait at the door. Understand 'why' questions.</p>	<p>Begin to use conjunctions and, but, because etc</p> <p>Begin to use plurals in speech correctly</p> <p>Can form simple questions</p> <p>Pronunciation May have problems saying some sounds: r, and th, and multisyllabic words</p> <p>Understanding Ask questions to find out more.</p> <p>Begin to connect one idea or action to another using a range of connectives.</p>	<p>Develop use of conjunctions and adverbs</p> <p>Aware of some irregular verbs</p> <p>Can form questions</p> <p>Pronunciation May have problems saying some sounds: r, and th, and multisyllabic words</p> <p>Begin to hear consonant cluster.</p> <p>Understanding Ask questions to find out more and to check they understand what has been said to them? Connect one idea or action to another using a range of connectives.</p>	<p>Develop use of conjunctions and adverbs</p> <p>More accurate in their use of plurals and irregular tenses</p> <p>Can form questions</p> <p>Pronunciation May have problems saying some sounds: r, and th, and multisyllabic words</p> <p>Can hear and blend consonant cluster.</p> <p>Understanding Ask questions to find out more and to check they understand what has been said to them? Connect one idea or action to another using a wider range of connectives.</p>	<p>and more complex sentences.</p> <p>Pronunciation May have problems saying some sounds: r, and th, and multisyllabic words</p> <p>Can hear and blend consonant cluster.</p> <p>Understanding Ask questions to find out more and to check they understand what has been said to them? Connect one idea or action to another using a wide range of connectives.</p>
<p>Physical Development</p>	<p>Gross Motor Skills - Dance Movement Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Care needs Be increasingly independent as they get</p>	<p>Gross Motor Skills - Dance / Gymnastics Movement Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Start taking part in some group activities</p>	<p>Gross Motor Skills - Gymnastics Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. Movement</p>	<p>Gross Motor Skills - Gymnastics / Ball skills Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when</p>	<p>Gross Motor Skills - ball skills Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when</p>	<p>Gross Motor Skills - team games Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future</p>

	<p>dressed and undressed, for example, putting coats on and doing up zips. Start to eat independently and learning how to use a knife and fork.</p> <p>Managing risks Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Fine Motor Skills Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.</p>	<p>which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Care needs Be increasingly independent as they get dressed and undressed, for PE Eat independently.</p> <p>Managing risks Collaborate with others to manage large items, such as PE mats</p> <p>Fine Motor Skills Use their core muscle strength to achieve a good posture when sitting at a table or floor Use one-handed tools and equipment with increasing accuracy. Use a pincer grip to hold pens and pencils.</p>	<p>Revise and refine the fundamental movement skills they have already acquired. Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency.</p> <p>Care needs Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes personal hygiene</p> <p>Managing risks Collaborate with others to manage large items.</p> <p>Fine Motor Skills Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style.</p>	<p>engaging in activities that involve a ball.</p> <p>Movement Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency.</p> <p>Care needs Further develop the skills they need to manage the school day successfully.</p> <p>Managing risks Collaborate with others to manage large items such as PE equipment.</p> <p>Fine Motor Skills Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>engaging in activities that involve a ball.</p> <p>Movement Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Care needs Further develop the skills they need to manage the school day successfully.</p> <p>Managing risks Collaborate with others to manage large items such as PE equipment.</p> <p>Fine Motor Skills Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>physical education sessions and other physical disciplines.</p> <p>Movement Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Care needs Further develop the skills they need to manage the school day successfully.</p> <p>Managing risks Collaborate with others to manage large items such as PE equipment.</p> <p>Fine Motor Skills Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
Literacy	<p>Reading and Writing - word level Continues rhyming strings Hears initial sounds in words Letter sounds - Phase 2 Recognising familiar phonemes e.g. letters of their name.</p>	<p>Reading and Writing - word level Continues rhyming strings Read individual letters by saying the sounds for them. hears initial and final sounds in words</p>	<p>Reading and Writing - word level Read a few common exception words matched to the school's phonic programme - reading phase 3 Tricky words Secure spelling phase 2 Tricky words</p>	<p>Reading and Writing - word level Read a few common exception words matched to the school's phonic programme - Secure level 3 Tricky words spelling and reading Read some letter groups that each</p>	<p>Reading and Writing - word level - phase 4 Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made</p>	<p>Reading and Writing - word level Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made</p>

	<p>Read individual letters by saying the sounds for them.</p> <p>Blend and segment simple Cv, vc, and simple cvc words</p> <p>Read a few common exception words matched to the school's phonic programme - phase 2 tricky words</p> <p>Comprehension Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print</p> <p>Composition 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; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write initial sounds of words</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Blend and segment cvc words including consonant digraphs</p> <p>Read a few common exception words matched to the school's phonic programme - phase 3 tricky words</p> <p>Writes phase 2 tricky words</p> <p>Begin to form lower-case letters correctly</p> <p>Comprehension Consolidate the five concepts of print.</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Composition Write short label and captions with words with known letter-sound correspondences</p>	<p>Read some letter groups that each represent one sound and say sounds for them -phase 3- j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, oo (long), oo (short)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Form lower-case letters correctly</p> <p>Comprehension Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>learn new vocabulary.</p> <p>Composition Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short simple sentences with words with known letter-sound correspondences.</p>	<p>represent one sound and say sounds for them - complete phase 3 and 2 syllable words</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Form lower-case letters correctly</p> <p>Comprehension Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Composition Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known letter-sound</p>	<p>up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences 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</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Comprehension Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Consolidate the five concepts of print.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Composition Write short sentences with words with known letter-sound correspondences using a</p>	<p>up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences 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</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Comprehension Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Consolidate the five concepts of print.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Composition Write short sentences with words with known letter-sound correspondences using a</p>
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				correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	capital letter and full stop. Re-read what they have written to check that it makes sense.	capital letter and full stop. Re-read what they have written to check that it makes sense.
Mathematics	<p>Cardinality and Counting Recite numbers past 5. Estimate and count fixed and moveable objects Say one number for each item in order: 1,2,3,4,5. Knows cardinal principle. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Then to 10 Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Subitising Perceptual subitising to 3 recognisable pattern e.g. dice</p> <p>comparing number Compare quantities using language: 'more than', 'fewer than'.</p> <p>Adding / Subtracting Solve real world mathematical problems with numbers up to 5. Counts groups together.</p> <p>Composition</p>	<p>Cardinality and Counting Recite numbers past 10 Recognise and order numbers to 10 and beyond. Counts an irregular arrangement of up to 10 objects Recite beyond ten. Count objects, actions and sounds to 10 Link the number symbol (numeral) with its cardinal number value.</p> <p>Subitising Perceptual subitise to 5 recognisable e.g. dice</p> <p>Comparing number Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers to 10</p> <p>Adding / Subtracting Counting groups of objects together Subtract by taking away Begins to use part part whole to solve problems</p> <p>Composition Explore the composition of numbers to 5.</p>	<p>Cardinality and Counting Recite numbers past 15 Count beyond ten. Count objects, actions and sounds over 10 Link the numeral with its cardinal number value over 10</p> <p>Subitising Conceptual subitise to 5</p> <p>Comparing number Compare numbers over 10. Understand the 'one more than/one less than' relationship between consecutive numbers to 10/20</p> <p>Adding / Subtracting Starts to count on when adding and count back when subtracting to 5 Begins to use part part whole to solve problems</p> <p>Composition Explore the composition of numbers to 7. Automatically recall number bonds for numbers 0-5.</p> <p>Multiplying / Dividing Can share equally between 2 or more people.</p>	<p>Cardinality and Counting Recite numbers past 20 Count accurately beyond ten. Count objects, actions and sounds to 20. Link the numeral with its cardinal number value to 20</p> <p>Subitising Conceptual subitise to 5</p> <p>Comparing number Compare numbers over 10. Understand the 'one more than/one less than' relationship between consecutive numbers to 15</p> <p>Adding / Subtracting Starts to count on when adding and count back when subtracting to 10 Finds simple missing number problems Begins to use part part whole to solve problems</p> <p>Composition Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-7.</p> <p>Multiplying / Dividing</p>	<p>Cardinality and Counting Recite numbers past 20 Count beyond ten. Count objects, actions and sounds beyond 20 Link numeral with its cardinal number value to 20</p> <p>Subitising Conceptual subitise to 7</p> <p>Comparing number Compare numbers to 20. Understand the 'one more than/one less than' relationship between consecutive numbers to 20</p> <p>Adding / Subtracting Starts to count on when adding and count back when subtracting to 20 Finds simple missing number problems Begins to use part part whole to solve problems</p> <p>Composition Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10.</p> <p>Multiplying / Dividing</p>	<p>Cardinality and Counting Recite numbers past 20 Count beyond ten. Count objects, actions and sounds beyond 20 Link numeral with its cardinal number value beyond 20</p> <p>Subitising Conceptual subitise to 10</p> <p>Comparing number Compare numbers beyond 20. Understand the 'one more than/one less than' relationship between consecutive numbers above 20</p> <p>Adding / Subtracting Starts to count on when adding and count back when subtracting to 20 Finds simple missing number problems Begins to use part part whole to solve problems</p> <p>Composition Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10.</p> <p>Multiplying / Dividing</p>

	<p>Experiment with symbols / marks / numerals.</p> <p>Multiplying / Dividing Can share between 2 but not necessary recognise equal quantities are produced.</p> <p>Fractions Can equipartition a whole shape</p> <p>Patterning Talk about and identifies the patterns around them. Shadow / copy ABAB patterns.</p> <p>Measurements Make comparisons between objects relating to size and length</p> <p>Shape Talk about and explore 2D using informal and mathematical language. Select shapes a for pictures Combine shapes to make new ones.</p> <p>Space Understand position through words alone. Discuss routes and locations, - 'in front of' and 'behind'.</p>	<p>Automatically recall number bonds for numbers 0-3.</p> <p>Multiplying / Dividing Can share equally between 2 or more people.</p> <p>Fractions Recognises halves</p> <p>Patterning Continue ABAB repeating patterns</p> <p>Measurements Develop language of comparison 3 objects</p> <p>Shape Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Space Slides, flips, turns objects 45, 90 180 to fit objects</p>	<p>Fractions Recognises the need for half when sharing an odd amount</p> <p>Patterning Continue repeating patterns</p> <p>Measurements Compare weight Develop language of comparison</p> <p>Shape Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Space Develop positional language</p>	<p>Solve multiplying problems by making groups of objects.</p> <p>Fractions Recognises the need for half when sharing an odd amount</p> <p>Patterning Continue more complex repeating patterns</p> <p>Measurements Develop language of comparison</p> <p>Shape Select, rotate and manipulate shapes in order to develop spatial reasoning skills.- 3D shapes Compose and decompose shapes so that children recognise a shape can have other shapes within it - 3D shapes</p>	<p>Can share equally between 2 or more people.</p> <p>Solve multiplying problems by making groups of objects 2, 5, 10 knows odds and evens</p> <p>Fractions Recognises halves Recognises the need for half when sharing an odd amount</p> <p>Patterning Continue more complex repeating patterns - round corners, staircase, hopscotch etc.</p> <p>Measurements nonstandard length, weight and capacity Develop language of comparison</p> <p>Shape Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Can share equally between 2 or more people.</p> <p>Solve multiplying problems by making groups of objects 2, 5, 10 Knows odds and evens</p> <p>Fractions Recognises halves Recognises the need for half when sharing an odd amount</p> <p>Patterning Continue more complex repeating patterns - round corners, staircase, hopscotch etc.</p> <p>Measurements Compare capacity Develop language of comparison</p> <p>Space Use coordinate labels in simple games Locate objects on a map using 2 co-ordinates</p>
<p>Understanding the World</p>	<p>Past and Present Begin to make sense of their own life-story and family's history.</p> <p>Families</p>	<p>Past and Present Comment on images of familiar situations in the past.</p> <p>Families</p>	<p>Materials -building / natural and man-made Explore collections of materials with similar</p>	<p>Geography Draw information from a simple map. Recognise some environments that are</p>	<p>The Natural World Use all their senses in hands-on exploration of natural materials. Talk</p>	<p>The Natural World Explore the natural world around them. Talk about what they see and making</p>

	<p>Begin to share and enjoy photos of familiar adults and begin to talk about family experiences. Show interest in different occupations.</p> <p>History Beginning to enjoy sharing books and talking about historical events, e.g. celebrations</p> <p>People, Cultures and Communities Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends, family and the community.</p> <p>RE Is curious about people and continues to develop an interest in stories and differences between their families, themselves and others. observations, experiences, stories and photos.</p> <p>Natural processes Understand the effect of changing seasons on the natural world around them.</p>	<p>Confidently share and enjoy discussions about familiar adults and begin to talk about family experiences and community.</p> <p>Able to name a wider range of occupations: police, bin men, vets.</p> <p>History Compare and contrast characters from stories, including figures from the past.</p> <p>People, Cultures and Communities Understand that some places are special to members of their community.</p> <p>RE Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Natural processes Understand the effect of changing seasons on the natural world around them.</p>	<p>and/or different properties. Talk about the differences between materials and changes they notice. Develop language around different materials.</p> <p>Forces - friction Explore how things work. Explore and talk about different forces they can feel.</p> <p>Natural processes Understand the effect of changing seasons on the natural world around them.</p>	<p>different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Materials -reversible and irreversible changes Talk about the differences between materials and changes they notice. Develop language around different materials.</p> <p>Forces Explore forces such as magnets and gravity</p> <p>Natural processes Understand the effect of changing seasons on the natural world around them.</p>	<p>about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things Understand the key features of the life cycle of a plant and an animal</p> <p>Plant seeds and care for growing plants.</p> <p>Natural processes Understand the effect of changing seasons on the natural world around them.</p>	<p>observational drawings. Using a wide vocabulary. Describe what they see, hear and feel whilst outside.</p> <p>Materials - waterproofing Talk about the differences between materials and changes they notice. Develop language around different materials.</p> <p>Natural processes Understand the effect of changing seasons on the natural world around them.</p>
<p>RE - Warwickshire syllabus</p>	<p>F2 Which people are special and why? Talk about people who are special to them</p>	<p>F3 Which places are special and why?</p>	<p>F1 Which stories are special and why? Talk about some religious stories Recognise some religious words e.g. about God</p>		<p>F6 What is special about our world? Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p>	

	<p>Say what makes their family and friends special to them Identify some of the qualities of a good friend Reflect on the question 'Am I a good friend' Recall and talk about stories of Jesus as a friend of others. Recall stories about special people in other religions and talk about what we can learn from them.</p> <p>F5 Where do we belong? (into Aut 2) re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Additional opportunity if you have children from religions other than Christianity in your setting Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Talk about somewhere that is special to themselves, saying why Be aware that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Identify some significant features of sacred places Recognise a place of worship Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p> <p>F4 Which times are special and why? Give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas / Easter and a festival from another faith Say why Christmas / Easter and a festival from another faith is a special time for Christians / members of other faith</p>	<p>Identify some of their own feelings in stories they hear Identify a sacred text Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing talk about what Jesus teaches about saying thank you and why it is good to thank and be thanked.</p>	<p>Re-tell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings. Express ideas about how to look after animals and plants Talk about what people do to mess up the world and what they do to look after it</p>		
<p>Computing</p>	<p>EYFS 01 Role play and ICT</p>	<p>EYFS 01 EYFS 04</p>	<p>EYFS 01 EYFS 04</p>	<p>EYFS 01 EYFS 04</p>	<p>EYFS 01 EYFS 04</p>	<p>EYFS 01 EYFS 04</p>

	EYFS 04 Use multimedia - easi ears EYFS 06Use a sound recording device EYFS 02 Create a painting using ICT	EYFS 06 EYFS 02 Create a painting using ICT	EYFS 06Use a sound recording device	EYFS 06 EYFS 03 Real Life Communications	EYFS 06 EYFS 05 Digital photography	EYFS 06 EYFS 07 Electronic Toys
Expressive Arts and Design	<p>Creating with Materials Design Develop ideas of how to use materials to join and assemble. - <i>baby rattles</i></p> <p>DT - Block play Construction kits Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Malleable Art Paint / Playdough Draw with increasing complexity and detail, such as representing a face with a circle and including details- <i>self portraits</i> Use drawing to represent ideas like movement or loud noises- <i>write dance</i> Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p>Being Imaginative and</p>	<p>Creating with Materials Design Use their imagination as they consider what they can do with different materials <i>e.g. Santa's sleigh</i> Join and assemble different materials independently - <i>tabs- baby rattle handle</i> Discuss process they have used with an adult</p> <p>DT - Block play Construction kits <i>blocks, tracks and duplo</i></p> <p>LOOSE PARTS Transient Art Use their imagination as they consider making purposeful arrangements.</p> <p>Malleable Art Paint / Playdough Explore colour and colour-mixing. - <i>Elmer</i> To begin to use different techniques - <i>flicking, spraying</i> <i>Firework pictures</i></p> <p>Being Imaginative and</p>	<p>Creating with Materials Design Explore different materials and textures safely.- <i>materials topic</i> Use their imagination as they consider what they can do with different materials.- <i>building a woodland scene</i> Join and assemble different materials independently - <i>Bonds to build walls</i> Begin to discuss the process they have used.</p> <p>DT - Block play Construction kits Use their imagination as they consider what they can do with different materials - <i>K-nex, mobile etc.</i></p> <p>Malleable Art Paint / Playdough Begin to use shapes, size and proportion in representing images - <i>clay work woodland creatures</i> To be able to discuss and talk about images</p>	<p>Creating with Materials Design - instruments for Bear Hunt / rockets Join and assemble different materials independently. -<i>elastic bands, slits, tubes- rockets /music instruments</i> Begin to explain the process they have used</p> <p>DT - Block play Construction kits Use their imagination as they consider what they can do with different materials.</p> <p>Being Imaginative and Expressive Drama - Bear Hunt Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Develop story lines in their pretended play.</p> <p>Music and movement</p>	<p>Creating with Materials Design - minibeasts Explore different materials and textures safely.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Join and assemble different materials independently - <i>moveable parts minibeasts</i> Begin to explain the process they have used.</p> <p>DT - Block play Construction kits Use their imagination as they consider what they can do with different materials- <i>cogs, wheels, mechano, small lego</i></p> <p>Malleable Art Paint / Playdough Explore colour and colour-mixing - <i>painting minibeast and flowers</i></p>	<p>Creating with Materials Design Explore different materials and textures safely. -<i>waterproofing</i></p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Join and assemble different materials independently.</p> <p>Begin to explain the process they have used.</p> <p>DT - Block play Construction kits Use their imagination as they consider what they can do with different materials- <i>cogs, wheels, mechano, small lego</i></p> <p>Malleable Art Paint / Playdough Begin to use shapes, size and proportion in representing images.</p>

	<p>Expressive Drama Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Music and movement Join in with songs and rhymes. Respond emotionally and physically to music when it changes. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Sing in a group or on their own, increasingly matching the pitch and following the melody. - <i>Develop music and dance for Dinosaur Dance</i></p>	<p>Expressive Drama Watch and talk about dance and performance art, expressing their feelings and responses. - <i>theatre trip</i></p> <p>Explore and engage in music making and dance, performing solo or in groups. - <i>Firework dance /Xmas concert</i></p> <p>Develop story lines in their pretended play.</p> <p>Music and movement Listen attentively, move to and talk about music, expressing their feelings and responses. - <i>PE</i></p> <p>Play instruments with increasing control to express their feelings and ideas. Remember and sing entire songs. - <i>Xmas songs</i></p>	<p>To begin to use different techniques - <i>create texture e.g. for fur</i></p> <p>Being Imaginative and Expressive Drama Watch and talk about dance and performance art, expressing their feelings and responses - <i>oral retelling traditional tales / watch ballet classic stories</i> Explore and engage in music making and dance, performing solo or in groups- <i>perform traditional stories</i> Develop story lines in their pretended play.</p> <p>Music and movement Listen attentively, move to and talk about music, expressing their feelings and responses. Play instruments with increasing control to express their feelings and ideas. Sing the pitch of a tone sung by another person ('pitch match'). - <i>3 Bears</i></p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Play instruments with increasing control to express their feelings and ideas.</p> <p>Remember and sing entire songs.</p> <p>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. Create their own songs, or improvise a song around one they know.</p>	<p>Begin to use shapes, size and proportion in representing images.</p> <p>To be able to discuss and talk about images</p> <p>To begin to use different techniques - <i>Chidi Okoyo</i></p> <p>Being Imaginative and Expressive Drama Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop story lines in their pretended play.</p> <p>Music and movement Listen attentively, move to and talk about music, expressing their feelings and responses. <i>link to minibeast and how they move. Ugly Bug Ball</i></p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Remember and sing entire songs.</p>	<p>To be able to discuss and talk about images</p> <p>To begin to use different techniques. <i>watercolour seaside pictures</i></p> <p>Being Imaginative and Expressive Drama Explore and engage in music making and dance, performing solo or in groups. Develop story lines in their pretended play.</p> <p>Music and movement Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Remember and sing entire songs.</p> <p>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>
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Themed weeks / special events	<p>Film week</p> <p>Dinosaur Dance</p>	<p>Wedding at St Giles</p> <p>Christmas production</p> <p>Theatre trip</p> <p>Christmas at St Giles</p>	<p>Art and poetry week</p> <p>oral retelling</p> <p>traditional story's for other classes</p>	<p>Magic Bear visits</p> <p>Teddy Bears picnic</p>	<p>Famous scientists</p> <p>Gribblybugs visit</p> <p>Ugly Bug Ball</p>	<p>Class assembly (minibeast topic)</p> <p>Magic Dragon visits</p>