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|  | **Area of Learning** | **Autumn 1- Marvellous Me!** | **Autumn 2 – What a Wonderful World** | **Spring 1- Superheroes and Villains** | **Spring 2- Into the Woods** | **Summer 1- Mad about Minibeasts** | **Summer 2- Amazing Animals**  |
| **Communication and Language****Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, show and tell** | **Listening and attention** **Speaking** | Listening skills- being read to, during whole class discussions and small group interactions  Introduce class to key vocabulary lists to support each new topic/area of learning  Create a topic wall- what do we already know? Encourage children to contribute questions they would like to find the answers to  Understands the uses of the equipment  Can talk about what has happened  Talk about home life and themselves | Listens with interest when being read to, and responds during whole class discussions and small group interactions  Talks in whole sentences using correct tense and conjunctions  Talking in one to one and group situations  Can describe where something is using prepositions  Follows two step instructions  Use language to support role play  Discuss and explain problem solving activities (science experiments or curiosity cube)  Extends vocabulary and uses new vocabulary in play | Listens to stories and responds appropriately  Listens and responds to peers and adults  Explanations for why things might happen  Express ideas and feelings about experiences using whole sentences  Use past, present and future tenses  Listen to more complex instructions  Extends vocabulary and uses new vocabulary in play  | Listens and responds to peers and adults  Explanations for why things might happen  Express ideas and feelings about experiences using whole sentences  Use past, present and future tenses  Listen to more complex instructions  Creates their own narrative | Listening attentively in different situations  Able to follow a story without pictures or props  Uses intonation showing an awareness of the listener  Use of conjunctions  Use statements in an organised way  Extends vocabulary and uses new vocabulary in play | Creates their own narrative  Sit quietly and maintain attention  Understands some humour  Using tense correctly  Asking questions  Extends vocabulary and uses new vocabulary in play |
| **Personal, Social and Emotional Development** | **Cambridgeshire Scheme****Personal, Social and Emotional Development****Self-regulation** **Managing self****Building relationships** | \*Myself and My Relationships 1 Beginning and Belonging\*Myself and My Relationships 2 My Family and Friends Separating from parents/carers  Understands their own needs hunger/toilet/ personal hygiene  Learn about different family groupings  Follows one step instructions  Form and maintain relationships and friendships with adults and peers  Activities to develop interpersonal skills  Learn to value and respect similarities and differences between themselves and peers  Goal setting- what would you like to learn to do at school? Discuss setting small steps with each child.  Communication and social skills  Set boundaries/class rules and talk about why they are important  Taking turns  Learn simple methods to resolve conflict  Select own resources  Dresses with support | \*Citizenship 1 Identities and Diversity Explore and learn about cultural diversity, similarities and differences between families  Explains their own knowledge and asks questions  Takes on responsibility  Follows instructions that involve several ideas/actions. Use visual clues to support and sequence  Confident in different social situations  Name feelings and gain an awareness of strategies for dealing with them  Problem solving activities and opportunities to develop perseverance and resilience  Working as a group Adjust their behaviour to different situations and can adapt with a new routine | \*Healthy and Safer Lifestyles 3 Healthy Lifestyles  Healthy living  New Year- Goal setting  Include others ideas in their activity  Can say when they need or don’t need help  Adjust their behaviour to different situations and can adapt with a new routine  | \*Myself and My relationships 3 My EmotionsExploring emotions  Demonstrate sensitivity to other children and form positive relationships with other children. | \*Citizenship 2- Me and My WorldGoal setting- I am good at…. I would like to get better at…. Community life  Explore places in local neighbourhood- develop awareness of likes & dislikes  Develop responsible and caring attitudes towards animals and plants  Expressing preference of activity with reasoning  Confident to speak about their own needs/opinions  Knowing that some behaviour is unacceptable  Adjust their behaviour to different situations and can adapt with a new routine  | \*Healthy and Safer Lifestyles 1 My Body and Growing Up \*Healthy and Safer Lifestyles 2 Keeping Safe (Including Drug Education)Safety circle Taking responsibility for own safety Recognise and name external sexual parts of body Personal hygiene Independence skills Similarities and differences between boys and girls bodies Demonstrate sensitivity to other children and form positive relationships with other children. Finds compromise with peers  Confident to speak about their own needs/opinions  Adjust their behaviour to different situations and can adapt with a new routine |
| **Physical Development** | **Gross motor** **Fine motor** | \*Introduction to PE : Unit 1Negotiate space and obstacles safely Opportunities to explore the outside climbing equipment Explore strength, balance and coordination Learn to use cutlery, scissors and brushes Accuracy and care whilst drawing Show a dominant hand  Draws lines and circles  Holding a pencil effectively- tripod grip, demonstrate and practise in independent activities   | \*Ball Skills (Unit 1) Moves freely in a variety of different ways  Holding a pencil effectively- tripod grip, demonstrate and practise in independent activities  Uses scissors and other tools safely  Makes anticlockwise movement   | \*Dance (Unit 1) Opportunities to explore the outside climbing equipment Holding a pencil effectively- tripod grip, demonstrate and practise in independent activities  Learn a Superhero Dance Demonstrate good control when playing   | \*Fundamentals (Unit 1)Holding a pencil effectively- tripod grip, demonstrate and practise in independent activities  Demonstrate strength, balance and coordination   | \*Games (Unit 1) \*Swimming Opportunities to explore the outside climbing equipment Moving confidently  Demonstrates increasing control over objects  Used tools to change to materials  | \*Gymnastics (Unit 1) \*Swimming Athletics- preparing for Sports Day. Running in lanes on a track. Sports day and physical activities that are included within this using a variety of equipment. |
| **Literacy** | **Little Wandle** **Comprehension** **Word reading** **Writing** | * Week 1 s a t p
* Week 2 i n m d
* Week 3 g o c k (tricky word: is)
* Week 4 ck e u r (tricky word: I)
* Week 5 h b f l (tricky word: the)

Games involving environmental and instrumental sounds, body percussion, rhythm & rhyme, alliteration, oral blending and segmenting   Awareness of print in the environment  Recognition of name  Mark making and meaning  Can copy some letters and write their name  Letter formation  Looking at books- retell and retain stories and narratives  Role play, puppets and small world opportunities linked to key texts  | * Week 1 ff ll ss j (tricky words: put\* pull\* full\* as)
* Week 2 v w x y (tricky words: and has his her)
* Week 3 z zz qu + words with s /s/ added at the end (hats sits) ch (tricky words: go no to into)
* Week 4 sh th ng nk (tricky words: she push\* he of)
* Week 5 words with s /s/ added at the end (hats sits) + words ending s /z/ (his) and with s /z/ added at the end (bags) (tricky words: we me be)

 Can copy some letters and write their name  Letter formation  Firework poems  Rhyming string  Recognition of familiar words e.g. mum, dad, cat, dog  Awareness of print- words/letters/numbers  Building words- segmenting and blending CVC words  Using phonics to decode  Writing own name and captions  Orally form and rehearse simple sentences  Write labels Retell and retain The Nativity Story and retell through narrative | * Week 1 ai ee igh oa
* Week 2 oo **oo** ar or (tricky words: was you they)
* Week 3 ur ow oi ear (tricky words: my by all)
* Week 4 air er words with double letters: dd mm tt bb rr gg pp ff (tricky words: are sure pure)
* Week 5 longer words

 Letter formation  Demonstrating understanding of what they have read  Reading and writing irregular common words  Writing sentences that they and others can read  Using information books | * Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear
* Week 2 review Phase 3: er air words with double letters longer words
* Week 3 words with two or more digraphs
* Week 4 longer words, words ending in –ing, compound words
* Week 5 longer words, words with s in the middle, /z/ s words ending –s words with –es at end /z/

Letter formation  Demonstrating understanding of what they have read  Writing more sentences using phonetically plausible words  Reading and writing irregular common words  Tell and create own Stick Character story   | * Week 1 short vowels CVCC (tricky words: said so have like)
* Week 2 short vowels CVCC CCVC (tricky words: some come love do)
* Week 3 short vowels CCVCC CCCVC CCCVCC longer words (tricky words: were here little says)
* Week 4 longer words compound words (tricky words: there when what one)
* Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est (tricky words: out today)

Reading and understanding simple sentences  Use phonic knowledge to write words and simple sentences  Make phonetically plausible attempts at writing more complex words | * Week 1 long vowel sounds CVCC CCVC
* Week 2 long vowel sounds CCVC CCCVC CCV CCVCC
* Week 3Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words
* Week 4root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d
* Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words

Animal poems  Demonstrating understanding of what they have read  Writing more sentences using phonetically plausible words  Reading and writing irregular common words  Demonstrate how to use information books Predicting stories  Describing different elements in stories  Uses storylines in role play  Segmenting/blending words/sentences  Writing own name and captions |
| **Mathematics** | **Number** **Numerical patterns**  | \*NCTEM planning Numberblocks Series 1 Episodes 1 to 15  Counting  Comparing numbers and quantities- five and ten frames, objects, reg & irr rep of objects  Subitising- dice, dot cards, ten frames, regular & irregular representations if number  Ordering 1-5  One to one correspondence  Cardinality  Conservation of number  One more/less  Number bonds to 5  2D shape- explore in pictures, shape hunt, name & describe  | \*NCTEM planning Numberblocks Series 2 Episodes 1 to 15  Counting  Subitising (dice patterns)  Partitioning and combining  Counting back from 10 to 1  Number bonds that total 10  Doubling and halving  Odd and even numbers  Adding 1  Subtracting 1  3D shapes under the Christmas tree  Using positional language   | \*NCTEM planning Numberblocks Series 3 Episodes 1-15  Comparison of numbers- greater than/less than  Introducing zero  Building with blocks and exploring space and pattern  Recreate and create patterns  Composition of numbers to 10- partitioning and combining in different ways  Part-part-whole method  Subtraction  2D shape  Weight  Capacity | \*NCTEM planning Numberblocks Series 3 Episodes 16-30  Pattern  Problem solving- finding the missing number  Adding multiples  Problem solving- reasoning  Partitioning into equal groups  Exploring numbers beyond 10 Easter egg hunt- using positional language  Length  Time | Verbally count beyond 20  Automatic recall of number bonds up to 5 (including subtraction facts)  Automatic recall of double facts  Partitioning into equal groups  Evens and odds  Estimation  Explore money & recognition of coins. Shops (PSHE link)  | Verbally count beyond 20  Automatic recall of number bonds to 10  Automatic recall of double facts  Partitioning into equal groups  Evens and odds  Estimation  Money- combining coins and multiples |
| **Understanding the World** | **Past and present (history)****People, culture, communities (geography)** **The natural world (science)****RE** | \*UC- God/Creation: How can we care for our wonderful world?Shows an interest in their lives and those of personal significance   Knows what makes them similar and unique  Talks about how things work  Use of technology in role play  Introduction to iPads  How to stay safe online- Chicken Clicking  | \*Incarnation: What makes every single person unique and precious?\*UC- Incarnation: Why do Christians perform nativity plays at Christmas?Recognises and describes special events and joining in with them  Bonfire night- history of Guy Fawkes  They understand differences in different families  Diwali- compare to fireworks  Uses age appropriate software  Comments about what they have seen/discovered in the world  Possible invite a visitor in to share their experience of Thanksgiving  Melting/freezing | \*UC- Salvation: Why do Christians put a cross on an Easter Garden?Make observation of animals and plants and explain why some differences have occurred  Use of technology in role play   | \*UC- Salvation: Why do Christians put a cross on an Easter Garden?Maps- create a map of Susie’s Wood. Use to help direct Little Red Riding Hood to find Grandma’s shopping  Understands that children don’t always enjoy the same thing  Understands growth and decay  Shows a concern for the living things  Looks at patterns and change in the environment  Shadows | \*UP Judaism- Tu be Shevat:  the Jewish 'birthday of trees.'Knows that information can be selected from the computer  Completes a simple program on the computer  Shows an interest in different occupations  Floating/sinking  Know about similarities/ differences with environments/ materials /living things/places  Understands that technology is all around us  Stories from different faiths  Life cycle of a frog/ butterflies/ladybirds/bee s (frogspawn or caterpillars in classroom)  Using programmable technology | \* UP Islam- A Muslim story:  Muhammed and the Ants. |
| **Expressive Arts and Design** |  | \*Exploring Sound – Kapow  Sing rhymes and songs regularly  Simple construction  Using simple tools  Familiar role – props and materials available  The Dot- mark making  Portraits of self  Learn how to use tools and equipment safely | \*Celebration Music – Kapow  Setting up role play with props  Exploring colour/texture  Joining in with a wider variety of role play  Make a drum. Practise explaining process and materials used e.g. I have used a ….because…  Explore sounds of instruments and repeated rhythms  Performing The Nativity to peers and parents   | *\*Movement and* *music – Kapow*  Learning a wider variety of songs  Design with purpose- Supertato  Design and make a superhero cape and accessories for dance  Perform a Superhero Dance to parents  Moving to music rhythmically  | \*Music Stories – Kapow  Create own Stick Person puppet  | \*Transport – Kapow  Adapting work when necessary  Experimentation with different textures  Creating their own art pieces and explaining them- Matisse- portrait of a snail ‘painting with scissors’   | \*Big Band – Kapow  Creating different textures and animal patterns  Selecting a wider range of tools  Introducing storylines to their role play  |