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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 Emotions  Exploring emotions    Demonstrate sensitivity to other children and form positive relationships with other children. | \*Citizenship 2- Me and My World  Goal 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 1  Negotiate 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 |