



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Who am I?	What's in the box?	Do you need super powers to be a superhero?	Once upon a time.....	What adventure shall we have today?	
Visits/ Visitors		Visit to Elvedon Forest	Visit from fire fighter and fire engine			Visit to the Dinosaur Park
Reading Texts		Whatever Next (Fiction)	Firefighter: Busy People (Non Fiction)			Mr Gumpy's Outing (Fiction)
Talk for Writing	Poetry: If You're Happy and You Know it 10 in the Bed	Fiction: How to Catch a Star Non Fiction: Instructions – how to catch a star	Fiction: Supertato Non Fiction: Instructions – how to catch a baddie	Fiction: The Gingerbread Man Non Fiction: Fact book about wolves	Fiction: What the Ladybird Heard Non Fiction: Recipe - Oliver's Fruit Salad	Poetry: Dinosaur Roar Non Fiction: Instructions – How to Grow a Dinosaur
Personal, Social and Emotional Development						
RE	Why is the word "God" so important to Christians? Creation 1 Including an encounter with "A Muslim whispering Allah in a baby's ear".	Why do Christians perform nativity plays at Christmas? Incarnation 1 Including an encounter with "A Muslim story: Muhammad and the Ants".	How can we help others when they need it? Salvation 2 Including an encounter with "A Sikh story: Har Gobind and the 52 Princes".	Why do Christians put a cross in an Easter garden? Salvation 1 Including an encounter with "A Buddhist story: The Monkey King".	What makes every single person unique and precious? Incarnation 2 Including an encounter with "Hindus celebrating at Raksha Bandhan".	How can we care for our wonderful world? Creation 2 Including an encounter with "Tu be Shevat: the Jewish Birthday of Trees".
Making Relationships	Can play in a group, extending and elaborating play ideas. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.		Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children.		Plays co-operatively, taking turns with others. Takes account of one another's ideas about how to organise their activity. Shows sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	
Self Confidence and Self Awareness	Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community.		Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.		Confident to try new activities, and say why they like some activities more than others. Confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. Say when they do or don't need help.	



	Shows confidence in asking adults for help.					
Managing Feelings and Behaviour	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>		<p>Understands that own actions affect other people.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression.</p>		<p>Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>Work as part of a group or class, and understand and follow the rules.</p> <p>Adjust their behaviour to different situations, and take changes of routine in their stride.</p>	
PSHE	<p>NSPCC Pants Week</p> <p>School Rules</p> <p>School Council</p> <p>Black History Month</p> <p>SEAL: New Beginnings</p>	<p>Anti-Bullying Week– Choose Respect</p> <p>Bonfire Night</p> <p>Road Safety week</p> <p>SEAL: Getting On and Falling Out</p>	<p>Safer Internet Day – Feb</p> <p>Holocaust memorial Day</p> <p>Martin Luther Day</p> <p>SEAL: Going for Goals</p>	<p>NSPCC Speak out, Stay Safe</p> <p>Red Nose Day</p> <p>SEAL: Good to be Me</p>	<p>Disability Awareness Day</p> <p>Jeans for Genes Day</p>	<p>Refugee Week</p> <p>World Environment Day</p> <p>International Week</p>
	<p>Beginning and Belonging MMR 1 BBF</p>	<p>Family and Friends (incl. anti-bullying) MMR 2</p> <p>My Emotions MMR3</p>	<p>Healthy Lifestyles HSL 3 HLF</p>	<p>My Body and Growing Up HSL 1 BGF</p>	<p>Keeping Safe (incl Drug Education) HSL 2 KSF</p>	<p>Me and My World Cit 2 MWF</p> <p>Identities and Diversity Cit1 1DF</p>
Communication and Language						
Listening and Attention	<p>Listens to others 1:1 or in small groups, when conversations interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – still listen or do, but can shift their own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p>		<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two channelled attention – can listen and do for short span.</p>		<p>Listen attentively in a range of situations.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p>	
Understanding	<p>Understands use of objects.</p> <p>Shows understanding of prepositions by carrying out an action or selecting correct picture.</p>		<p>Responds to instructions involving a two part sequence.</p> <p>Understands humour.</p> <p>Able to follow a story without pictures or props.</p>		<p>Follow instructions involving several ideas or actions.</p> <p>Answer "how" and "why" questions about their experiences and in response to stories or events.</p>	



	<p>Responds to simple instructions.</p> <p>Beginning to understanding “why” and “how” questions.</p>	<p>Listens and responds to ideas expressed by others in conversation or discussion.</p>	
Speaking	<p>Beginning to use more complex sentences to link thoughts.</p> <p>Can retell a simple past event in correct order.</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Question why things happen and gives explanations. Asks “who”, “what”, “when”, “how”.</p> <p>Uses a range of tenses.</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Express themselves effectively, showing awareness of listeners’ needs.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>
Physical Development			
Moving and Handling	<p>Moves freely and with pleasure and confidence in a range of ways.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, 2 feet to each step while carrying a small object.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on 1 foot when shown.</p> <p>Can catch a large ball.</p>	<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasingly control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p>	<p>Show good control and co-ordination in large and small movements.</p> <p>Move confidently in a range of ways, safely negotiating space.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p>



	<p>Draws lines and circles using gross motor movements.</p> <p>Uses 1 handed tools and equipment.</p> <p>Holds pencil between thumb and 2 fingers, no longer using whole hand grasp.</p> <p>Holds pencil near point between first 2 fingers and thumb and uses it with good control.</p> <p>Can copy some letters.</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasingly control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	
Health and Self Care	<p>Can tell adults when hungry or tired or when they want to rest or play..</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p> <p>Dresses with help.</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p>	<p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
Literacy			
Reading	<p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, 1:1 and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p>	<p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blends them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Reads and understands simple sentences.</p> <p>Uses phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Reads some common irregular words.</p> <p>Demonstrates understanding when talking with others about what they have read.</p>



	<p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p>		
Writing	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Uses their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Writes some irregular common words.</p> <p>Writes simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	
Sounds-Write Phonics	Phase 1	Initial Code	Initial Code	Initial Code

Mathematics			
Number	<p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares 2 groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p> <p>Separates a group of 3 or 4 objects in different ways, beginning to recognise that the total is still the same.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>Recognises some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to 3 or 4 objects by saying 1 number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to 6 objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to 10 objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of “more” and “fewer” to compare 2 sets of objects.</p> <p>Finds the total number of items in 2 groups by counting all of them.</p> <p>Says the number that is 1 more than a given number.</p> <p>Finds 1 more or 1 less from a group of up to 5 objects, then 10 objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p>	<p>Counts reliably with numbers from 1 to 20, places them in order and says which number is 1 more or 1 less than a given number.</p> <p>Using quantities and objects, adds and subtracts 2 single digit numbers and counts on or back to find the answer.</p> <p>Solves problems, including doubling, halving and sharing.</p>
Shape, Space and Measure	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p>	<p>Beginning to use mathematical names for “solid” 3D shapes and “flat” 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p>	<p>Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Recognises, creates and describes patterns.</p>



	<p>Uses positional language.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects.</p>		<p>Can describe their relative position such as “behind” or “next to”.</p> <p>Orders 2 or 3 items by length or height.</p> <p>Orders 2 items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>		<p>Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>	
White Rose Maths	Getting to Know You Just Like Me!	It’s Me 1,2,3! Light and Dark	Alive in 5! Growing 6, 7, 8	Building 9 and 10	On the Move Superhero to 20 and Beyond	First Then Now Find my Pattern
Understanding the World						
People and Communities	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>		<p>Enjoys joining in with family customs and routines.</p>		<p>Talks about past and present events in their own lives and in the lives of family members.</p> <p>Know that other children don’t always enjoy the same things, and are sensitive to this.</p> <p>Knows about similarities and differences between themselves and others, and among families, communities and traditions.</p>	
The World	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes</p>		<p>Looks closely at similarities, differences, patterns and change.</p>		<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>Makes observations of animals and plants and explain why some things occur, and talk about changes.</p>	



	<p>over time.</p> <p>Shows care and concern for living things and the environment.</p>		
Technology	<p>Knows how to operate simple equipment.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Shows skill in making toys work by pressing parts or lifting flap to achieve effects such as sound, movements or new images.</p> <p>Know that information can be retrieved from computers.</p>	<p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age appropriate computer software.</p>	<p>Recognises that a range of technology is used in places such as homes and schools.</p> <p>Selects and uses technology for particular purposes.</p>
Expressive Arts and Design			
Exploring and Using Media and Materials	<p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p>	<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Sings songs, makes music and dances, and experiments with ways of changing them.</p> <p>Safely uses and explores a variety of materials, tools and techniques.</p> <p>Experiments with colour, design, texture, form and function.</p>
Being Imaginative	<p>Developing preferences for forms of expression.</p> <p>Uses movement to express feelings.</p>	<p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in</p>	<p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>



	<p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Engages in imaginative role play based on own first hand experiences.</p> <p>Builds stories around toys.</p> <p>Uses available resources to create props to support role play.</p> <p>Captures experiences and responses with a range of media.</p>		<p>order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays co-operatively as part of a group to develop and act out a narrative.</p>		<p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	
<p>Charanga Music</p>	<p>Me!</p>	<p>My Stories</p>	<p>Everyone</p>	<p>Our World</p>	<p>Big Bear Funk</p>	<p>Reflect, Rewind, Replay</p>