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| Theme | Personal, Social and Emotional | Communication and Language | Literacy | Mathematics | Understanding of the World | Physical Development | Expressive Arts and design |
| Autumn  1  Guess Who | Self-Confidence and Self-Awareness: Being confident to try new activities and speak in a familiar group.  Learning the rules of the classroom and school  Managing Feelings and Behaviour: What is right and wrong?  Making Relationships: Form good relationships with adults and peers. | Listening and attention: Listening to stories and rhymes with enjoyment.  Understanding: Use talk to organise, sequence and clarify thinking, ideas, feelings and events.  Speaking: Interact with others, negotiating plans and activities and taking turns in conversation. | Reading: Letters and Sounds  Writing: Names, labels and captions (non-fiction)  Fine motor skills  Pencil grip  Role-play mark making | Numbers: Counting  Numbers to 5  Number sense  Different representations of numbers  Shape, Space and Measure:  Sorting  Patterns | Technology: Information Around Us  Communities: Getting to know each other  All About Me – Information Books.  When I was a baby – timeline, differences.  The World – Find out about their environment that they live in and the natural world. Be able to talk about the features that they like or dislike. | Moving and Handling: Throwing & Catching, Balancing, Skipping.  Fine Motor Skills: Dress dolls, zips, buttons and fasteners on clothes, drawing patterns on clothes, cutting hand prints etc.  Health and Self-care: Recognising changes that occur when we exercise.  Healthy eating  Becoming independent: changing for PE. | Exploring and using media and materials  Colour mixing and self-portraits.  Recognise and explore how sounds can be changed.  Match movements to music.  Being imaginative: Use their imagination in art and design, music, dance and imaginative and role play stories. |
| Autumn  2  Once Upon a Celebration | Self-Confidence and Self-Awareness: Have a developing respect for their own cultures and beliefs and those of other people.  Select and use resources independently.  Managing Feelings and Behaviour: Consider the consequences of their words and actions for themselves and others.  Making Relationships: Understand that they can expect others to treat their, needs, views and cultures with respect. | Listening and attention: Sustain attentive listening; respond to what they have heard with relevant comments, questions or actions.  Understanding: Show understanding of main elements of stories and how information can be found in non-fiction books to answer questions.  Speaking: Use language to recreate roles and experiences. | Reading: Read a range of common words and simple sentences independently.  Know that print carries meaning and that it is read from left to right.  Traditional tales/celebrations  Writing: Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.  Attempt writing for purpose. Form lists, stories and instructions. | Numbers: Find one more or one less than a number from one to ten.  Relate addition to combining to groups of objects and subtraction to “taking away”.  Use developing mathematical ideas and methods to solve practical problems.  Shape, Space and Measure:  Use language such as “greater”, “smaller”, “heavier”, or “lighter” to compare quantities.  Use everyday words to describe position.  Naming shapes around us. | Technology: Build and construct with a wide range objects, selecting appropriate resources, and adapting their work where necessary.  People and Communities: Find out about past and present events in their own lives, and those of their families and in those of families and other people they know. Traditions (Fireworks)  The World –Different cultures and beliefs around the world.(Diwali) | Moving and Handling: Travel under, over and through balancing and climbing equipment.  Move with control and co-ordination.  Health and Self-care: Recognise the importance of being healthy and those things that contribute to this.  Recognise the changes that happen to our bodies when they are active. | Exploring and using media and materials: Explore colour, texture, shape, form and space in two or three dimensions.  Recognise and explore how sounds can be changed. Match movements to music.  Being imaginative: Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, designing and making, and a variety of songs and musical instruments. |
| Spring  1  Yo Ho Ho! | Finds compromise with peers  Confident to speak about their own needs/opinions  Understands their actions on others | Can sit quietly during an activity  Can listen and then complete an activity.  Understands some humour  Asking questions  Uses different tenses  Extends vocabulary and uses new vocabulary in role play. | Predicting stories  Describing different elements in stories  Rhyming string  Uses storylines in role play  Uses phonics to decode  Writing own name and captions | Children count reliably with numbers from 1-10.  Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. | Knows that information can be selected from the computer  Completes a simple program on the computer. | Can stand on one foot  Can catch a ball  Can write some letters and copy their name  Experiments moving in different ways on equipment and jumps landing safely  Manages own risk assessment.  Helps to put away equipment correctly | Repeated rhythms  Movement to music  Learning a wider variety of songs: Contrasts  Carnival of Animals  Constructing with purpose  Expressive in art/drama/dance |
| Spring  2  Welcome to the world. | Taking turns  Expressing preference of activity with reasoning  Knowing that some behaviour is unacceptable. | Listening attentively in different situations.  Able to follow a story without pictures or props.  Uses intonation  Links statements in an organised way. | Using information books  Reading and understanding simple sentences  Attempting to write simple sentences using phonics | Count reliably with numbers from 1-10.  Place numerals 1-10 in order.  Say which number is 1 more or 1 less than a given number up to 10.  Using quantities and objects up to 10, add and subtract two single-digit numbers and count on or back to find the answer.  Estimate the number of objects they can see and check by counting.  Begin to use mathematical names and describe properties of 3D shapes.  Select a named 3D shape.  Recognise, create and describe patterns.  Use everyday language to talk about time to compare quantities and to solve problems. | Make observation of animals and plants and explain why some differences have occurred. | Demonstrates increasing control over objects  Used tools to change to materials  Moving confidently  Uses safety measures without direct supervision | Creating different textures  Selecting a wider range of tools  Introducing storylines to their role play  Music songs and sounds: Easter  Mother’s Day  Contrasts |
| Summer 1  Come on lets crawl. | 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. | Listens to stories and responds appropriately.  Listens and responds to peers ideas  Listen to more complex instructions  Able to express themselves being aware of the listener | Demonstrating understanding of what they have read  Writing irregular common words  Writing sentences that they and others can read | Count reliably with numbers from 1-20.  Place numerals in order and say which number is one more or now less than a given number.  Using quantities and objects up to 20, add and subtract two single-digit numbers and count on or back to find the answer.  Solve problems including doubling, halving and sharing. | 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  Understands that technology is all around us. | Good control and co-ordination in large and small movement  Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe | Adapting work when necessary  Develop a narrative  Experimentation with different textures  Using percussion in music and recognising notes. |
| Summer 2  Up, up and away. | Demonstrate sensitivity to other children and form positive relationships with other children. | Responds appropriately to different situations  Using tense correctly  Create their own narrative. | Writing more sentences using phonetically plausible and knowing using some high frequency words | Use everyday language to talk about position and distance to compare quantities and objects and to solve problems.  Use everyday language to talk about money | Shows an interest in different occupation.  Know about similarities/differences with environments/materials  /living things/places. | Sports day and physical activities that are included within this using a variety of equipment. | Children using percussion in music and recognising notes.  Adapting work when necessary  Develop a narrative  Experimentation with different textures |