










Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes – and possible enquiry question</b>	<b>All about me</b> <b>‘Wonderful Me’</b> <i>Why am I special?</i> All about me, Families, people who help us, Local Library	<b>Castles</b> <b>‘Knights and Dragons’</b> <i>How are different houses built?</i> Harvest, Diwali Bonfire Night, Christmas	<b>Traditional Stories</b> <b>‘Once Upon a Time’</b> <i>What is the sequence of the story, and can we predict a different ending?</i> Winter, Chinese New Year	<b>Animals</b> <b>‘On the Farm’</b> <i>How do we look after animals?</i> Pancake Day, Easter, Nature, Growth, Life cycles of farm animals, Habitats	<b>Minibeasts</b> <b>‘Creepy Crawlies’</b> <i>‘How do minibeasts help our garden?’</i> Life cycles of Frog/butterfly, plants Planting/Gardening, Habitats	<b>Water</b> <b>‘Splash’</b> Past, Present and Future Hot places, Rockpools Seaside,
<b>Key vocabulary</b>	family, baby, toddler, child, teenager adult, elderly person, older, younger, home, taste, sight, smell, touch, feel, touch, friend, happy, sad, angry, surprised. <b>Main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth).</b> <b>Continent, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Southern, country, United Kingdom, England, Wales, Northern Ireland, Scotland, season, weather, city, town.</b>	Castle, palace, moat, dungeon, turrets, knight, prince, princess, dragon, sword, shield, flame, enemy, flag, armour, Past, future, now, history, present, historical, century, timeline, change. <b>The names of materials and properties such as hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, opaque/transparent</b> <b>Colour, pattern, texture, line, shape, form, space, primary colours, thin, thick, light, dark, strong, soft, hard, narrow, fine, pattern, line, shape, light, dark, bright, dull colourful, sculpture, model, fold, bend, attach, texture, fabric, sew, weave, collage, layers</b>	Story, character, once upon a time, kingdom, forest, castle, fairytale, happily ever after, setting, hero, villain,  <b>Past, future, now, history, present, historical, century, timeline, change. Join, make, build, fix, combine, construct, attach, explore, texture, change, adapt.</b> <b>Narrative, storyline, act, performance, stage, costumes, characters, parts</b>	Farm, barn, farmhouse, field, farmer, tractor, haystack, straw bale, pond, gate, trailer, combine harvester, horse, cow, goose, duck, lamb, cockerel, hen, sheep, goat, donkey, pig, dog, cat, wool, butter, cheese, eggs, milk, cattle grid, milk churn, grain, grass, crops, soil, mud, dig, food graze, sheepdog, donkey, grow crops, vegetables, wheat, grain, seeds, corns, hay, stables, pens, spring, harvest, machine, watering can, spade, shovel, rake. <b>Common names of some reptiles, birds and mammals, including those that are kept as pets. Habitat, environment.</b> <b>Sing, perform, music, tone, pitch, pace, song, tune, rhythm, loud, quiet, soft,</b>	Habitat, microhabitat, nectar, home, shelter, food, water, creatures, camouflage, protect, predators, Worm, ant, ladybird, snail, spider, woodlouse, butterfly wasp, bee, plants, shrubs, branches, flowers, sky, mud, soil, grass, stones, leaves, rocks, water, egg, beehive, spider web, bushes, ant hill, underground, feeling vibrations, blend, surroundings, tree stumps, base of tree, hibernate, crawl. <b>Common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</b>	Rain, puddle, boat, bucket, tap, tip, bottle, paddling-pool, wellies, wet, bubbles, melt, scoop, drip drop, hot, pour, splash, spray, mix, soapy, cold, river, sea, gutter, hose, pipe, funnel, spout, jug, watering can, tube, waterwheel, bubble-wand, soak, flow, drench, squirt, freeze, cool float, sink, trickle, measure, froth, splish, splosh, spill, more, less, empty, full, half-full, condensation moisture, volume, capacity, filter, absorb, evaporate, dissolve, <b>Ocean, Pacific, Atlantic, Indian, Arctic, beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, Common names of some fish, amphibians.</b>
<b>Key and Familiar texts</b>	So much by Trish Cooke  Can't you sleep little bear by Martin Waddell  Happy Birthday Maisy by Lucy Cousins  From Head-to-Toe by Eric Carle	Princess Smartypants - Babette Cole Meg's Castle - Helen Nicoll George & the Dragon - Christopher Wormell Spark in the sky/Best Diwali ever How to Catch a Dragon - Caryl Hart Stickman – Julia Donaldson Jolly Postmas – Janet Ahlberg	The Princess and The Pea The ginormous Turnip Jack and the Beanstalk The Gingerbread Man Goldilocks Chinese New Year	Farmer Duck We're Going On a Bear Hunt What the Ladybird Heard 3 little pigs Rosie's Walk	The Very Hungry Caterpillar Mad about Minibeasts Erol's Garden Lifesize Creepy crawlies Superworm	Snail and the Whale The Rainbow Fish Shark in the Park Sharing a Shell The tiger who came to Tea- Summer tea party Handa's surprise - Healthy eating week
<b>Communication and Language</b> 	Throughout the year the children will begin to: Listen to longer stories and can remember much of what happens Pay attention to more than one thing at a time Be introduced to and use a wider range of vocabulary Understand a question or instruction that has 2 parts, such as: “Get your coat and wait at the door” Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Sing a large repertoire of songs/rhymes Be able to talk about familiar books, and be able to tell a story Develop their communication and pronunciation through modelling and practice Use longer sentences of 4 to 6 words 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 Take turns in a conversation Use talk to organise themselves and their play.					
	<b>Learn new vocabulary</b> <b>Use new vocabulary through the day</b>		<b>Listen carefully to rhymes and songs, paying attention to how they sound.</b> <b>Learn rhymes, poems, and songs</b>		<b>Use new vocabulary in different contexts</b> <b>Listen to and talk about stories to build familiarity and understanding.</b>	

<b>Personal, Social and Emotional Development</b> <b>Self-regulation</b> 	<u>Self-Regulation: My Feelings</u> Learn how to identify my feelings. To identify and express their feelings. Explore different coping strategies to help regulate our emotions. Explore different adjectives to describe my emotions. Explore different facial expressions and what they mean Identify different feelings and how to moderate behaviour socially and emotionally.	<u>Building Relationships: Special Relationships</u> To talk about our families. To understand that all families are special and valuable. To talk about people that hold a special place in children’s lives and think about what it means to be valued person. Develop to understand why it's important to share and cooperate with others. To see themselves valuable and understand it is ok to like different things. Share their interest with the group. To explore diversity through thinking about similarities and differences.	<u>Managing Self: Taking on Challenges</u>  To understand why we have rules To understand of persistence in the face of challenge and developing in their own ability to solve problems. Learn to work with others to overcome challenges. To learn and practice ‘grounding’ coping strategies. Understand the importance of perseverance in the face of challenge. <u>Learn new skills, showing resilience and perseverance in the face of challenge.</u>	<u>Self-Regulation: Listening and following instructions</u> Learning the importance of listening carefully by playing recall games.  Understand the importance of listening carefully, telling the truth And thinking of others’ feelings.  Following instructions and actions and persevering when things get difficult. Learn to follow instructions involving several ideas and to be able to give simple instruction. Learning to listen and response phrases and instructions.	<u>Building relationships: My Family and friends.</u>  To understand that we all have different beliefs and celebrate special times in different ways. To think about the perspectives of others in the class.  To understand why sharing is important.  To understand the characteristics that make a good friend. Learning the importance of supporting others by being kind	<u>Managing self: Well being</u>  To learn about the importance of exercise. To explore how exercise affects different parts of the body. To learn how yoga can help our bodies to stretch, relax and stay healthy. To explore guided meditation and relaxation. To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. To understand what it means to be a safe pedestrian. To understand what it means to eat healthily. To understand the importance of healthy food choices.
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Develop appropriate ways_of being assertive Talk with others to solve conflicts.					
<b>Physical Development</b>  Real PE Focus	Develop different ways of moving, spinning, running freely, dancing etc Use one-handed tools and equipment, for example, making snips in paper with scissors Use gross motor movements to paint/ stretch etc.	Begin to use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand Continue to develop their movement Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips Practice activities that require balance, stand on one leg and hold a pose for a game like musical statues Use large-muscle movements to wave flags and streamers, paint and make marks	Skip, hop, stand on one leg and hold a pose. With adult support begin to manage large items, such as moving a long plank safely, carrying large hollow blocks Continue to develop their movement and balancing	Skip, hop, stand on one leg and hold a pose for a game Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Start taking part in some group activities which they make up for themselves, or in teams	Start taking part in some group activities which they make up for themselves, or in teams Continue to develop their movement and balancing Skip, hop, stand on one leg and hold a pose for a game like musical statues Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Start taking part in some group activities which they make up for themselves, or in teams
	Throughout the year in the Continuous Provision the children will: Go up steps, climb up apparatus, using alternate feet Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width Start taking part in some group activities which they make up for themselves, or in teams Choose the right resources to carry out their own plan, for example, choosing a spade to enlarge a small hole they dug with a trowel Begin to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips Use one-handed tools and equipment, for example, making snips in paper with scissors Develop a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand					
<b>Literacy</b> <b>Comprehension, word reading, Writing</b> 	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone Repeat words and phrases from familiar stories Add some marks to their drawings, which they give meaning to, for example: “That says mummy.”	Develop play around favourite stories using props Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo Enjoy drawing freely	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, writing ‘m’ for mummy Develop their phonological awareness, so that they can: - Spot and suggest rhymes	Engage in extended conversations about stories, learning new vocabulary Develop their phonological awareness, so that they can: - Spot and suggest rhymes - Count or clap syllables in a word	Develop their phonological awareness, so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother Understand print has meaning	Develop their phonological awareness, so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother We read English text from left to right and from top to bottom

	<p>Make marks on their picture to stand for their name</p> <p>Enjoy sharing books with an adult</p> <p>Pay attention and respond to the pictures or the words</p>		<p>- Count or clap syllables in a word</p> <p>- Recognise words with the same initial sound, such as money and mother</p>	<p>- Recognise words with the same initial sound, such as money and mother</p> <p>Understand print has meaning</p> <p>Understands page sequencing</p> <p>Ask questions about the book, make comments and share their own ideas</p>	<p>We read English text from left to right and from top to bottom</p> <p>Understands page sequencing</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p>	<p>Understand print can have different purposes</p> <p>Knows the names of the different parts of a book</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p>
Phonics	<p>Phase 1 (Aspects 1-6 Are taught In any order until confident)</p> <p><b>Aspect 1: To discriminate sound – environmental sounds</b></p> <p>To develop awareness of sounds and rhythms</p> <p>To distinguish between sounds and to remember patterns of sound</p> <p>To talk about sounds we make with our bodies and what the sounds mean</p> <p><b>Aspect 2: To discriminate sound – instrumental sounds</b></p> <p>To experience and develop awareness of sounds made with instruments and noise makers</p> <p>To listen to and appreciate the difference between sounds made with instruments</p> <p>To use a wide vocabulary to talk about the sounds instruments make</p>	<p><b>Phase 1 Aspect 3. To discriminate sound – body percussion</b></p> <p>To develop awareness of sounds and rhythms</p> <p>To distinguish between sounds and to remember patterns of sound</p> <p>To talk about sounds we make with our bodies and what the sounds mean</p>	<p><b>Phase 1 Aspect 4: Rhythm and rhyme</b></p> <p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p> <p>To increase awareness of words that rhyme and to develop knowledge about rhyme</p> <p>To talk about words that rhyme and to produce rhyming words</p>	<p><b>Phase 1 Aspect 5. Alliteration</b></p> <p>To develop understanding of alliteration</p> <p>To explore how different sounds are articulated, and to extend understanding of alliteration</p> <p>To listen to sounds at the beginning of words and hear the differences between them</p>	<p><b>Phase 1 Aspect 6. Voice sounds</b></p> <p>To distinguish between the differences in vocal sounds, including oral blending and segmenting</p> <p>To explore speech sounds</p> <p>To talk about the different sounds that we can make with our voices</p>	<p><b>Phase 1 Aspect 7: Oral blending and segmenting</b></p> <p>To develop oral blending and segmenting of sounds in words</p> <p>To listen to phonemes within words and to remember them in the order in which they occur</p> <p>To talk about the different phonemes that make up words</p>
<p>Mathematics</p> 	<p>Combine objects like stacking blocks and cups - put objects inside others and take them out again</p> <p>Take part in finger rhymes with numbers</p> <p>React to changes of the amount in a group of up to 3 items</p> <p>Compare amounts, saying ‘lots’, ‘more’ or ‘same’</p> <p>Count in everyday contexts, sometimes skipping numbers ‘1-2-3-5’</p> <p>Build with a range of resources</p> <p>Complete inset puzzles</p> <p>Compare sizes, weights etc.</p> <p>Using gesture and language - ‘bigger, little, smaller’, ‘high or low’, ‘tall’, ‘heavy’</p> <p>Notice patterns and arrange things in a pattern</p>	<p>Compare amounts, saying ‘lots’, ‘more’ or ‘same’</p> <p>Recite numbers past 5 Say one number for each item in order: 1,2,3,4,5</p> <p>Show ‘finger numbers’ up to 5</p> <p>Compare sizes, weights etc.</p> <p>Using gesture and language - ‘bigger, little, smaller’, ‘high or low’, ‘tall’, ‘heavy’</p> <p>Describe a familiar route</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)</p> <p>Compare quantities using language ‘more than’ and ‘fewer than’</p> <p>Talk about and explore 2d and 3d shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language such as: straight, round</p> <p>Select shapes appropriately such as flat surfaces for building or a triangular prism for a roof</p> <p>Combine shapes to make new ones, for example, an arch or a bigger triangle</p> <p>Use informal language like ‘pointy’, ‘spotty’ or ‘blobs’</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’)</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)</p> <p>Talk about and identify the patterns around them, for example, stripes on clothes or designs on rugs and wallpaper</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’)</p> <p>Understand position through words alone, for example, “the bag is under the table,” with no pointing</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’)</p> <p>Solve real-world mathematical problems with numbers up to 5</p> <p>Extend and create abab patterns – stick, leaf, stick, leaf</p> <p>Notice and correct an error in a repeating pattern</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...</p>

<b>Understanding the World</b>  	Make connections between the features of their family and other families Begin to make sense of their own life story and family's history Begin to understand the need to respect and care for the natural environment and all living things	Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar or different properties Talk about what they see. Notice differences between people	Show interest in different occupations Explore how things work Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal Talk about what they see with increasing use of vocabulary.	Explore and talk about different forces they can feel Talk about the differences between materials and changes they notice Talk about what they see, using a wide vocabulary Continue developing positive attitudes about the differences between people	Talk about the differences between materials and changes they notice Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Talk about what they see, using a wide vocabulary Begin to understand the need to respect and care for the natural environment and all living things Show interest in different occupations	Understand the key features of the life cycle of a plant and an animal Use all their senses in hands-on exploration of natural materials Talk about what they see, using a wide vocabulary Begin to understand the need to respect and care for the natural environment and all living things Show interest in different occupations
<b>Expressive Arts and Design</b>  	Show different emotions in their drawings and paintings, like happiness, sadness, fear Respond to what they have heard, expressing their thoughts and feelings Listen to and perform a poem <i>Poetry focus</i>	Take part in simple pretend play, using an object to represent something else even though they are not similar Explore different materials freely, to develop their ideas about how to use them and what to make Explore colour and colour mixing Remember and sing entire songs <i>Art &amp; DT focus</i>	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses Create closed shapes with continuous lines and begin to use these shapes to represent objects Explore colour and colour mixing <i>Drama/Theatre focus</i>	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Develop their own ideas and then decide which materials to use to express them Explore colour and colour mixing Listen with increased attention to sounds <i>Art &amp; DT focus</i>	Draw with increasing complexity and detail, such as representing a face with a circle and including details Explore colour and colour mixing/Percussion instruments Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs <i>Film or photo focus</i>	Join different materials and explore different textures Use drawing to represent ideas like movement or loud noises Explore colour and colour mixing Create their own songs or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas Sing the pitch of a tone sung by another person ('pitch match') <i>Art &amp; DT focus</i>
<p align="center"> <b>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</b>  <b>Explore and engage in music making and dance, performing solo or in groups.</b> Singing – well known nursery rhymes, familiar songs and chants.         </p>						