

Communication and Language		Personal, Social and Emotional Development		
ELG: Listening, Attention and Understanding	ELG: Speaking	ELG: Self-Regulation	ELG: Managing Self	ELG: Building Relationships
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
Physical Development		Literacy		
ELG: Gross Motor Skills	ELG: Fine Motor Skills	ELG: Comprehension	ELG: Word Reading	ELG: Writing
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.
Mathematics		Understanding the World		
ELG: Number	ELG: Numerical Patterns	ELG: Past and Present	ELG: People, Culture and Communities	ELG: The Natural World

Children at the expected level of development will: <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; 14 Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	Children at the expected level of development will: <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	Children at the expected level of development will: <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. 	Children at the expected level of development will: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	Children at the expected level of development will: <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
Expressive Arts and Design					
ELG: Creating with Materials		ELG: Being Imaginative and Expressive			
Children at the expected level of development will: <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. 	Children at the expected level of development will: <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 			<p style="text-align: center;">Beware of the Bears Alan MacDonald Each Peach, Pear Plum Janet and Allan Ahlberg</p> <p style="text-align: center;">Outside Your Window Nicola Davies Mark Hearld</p> <p style="text-align: center;">Golden Domes and Silver Lanterns: A Muslim Book of Colours Hena Khan</p>	
ELG	Adult-Led Activity	Continuous Provision	Vocabulary	Experience	
Autumn i (9 Weeks)					
Guess who?		Dinosaurs			Let's Celebrate
Understanding the World and Investigation <ul style="list-style-type: none"> Talk about similarities and differences People significant to them 	Resources: <ul style="list-style-type: none"> Only One You - Linda Kranz There's Only One You – Kathryn Heiling 	Understanding the World and Investigation <ul style="list-style-type: none"> Dinosaurs Dinosaur species – Tyrannosaurus Herbivores/ carnivores/ omnivores 	Writing <ul style="list-style-type: none"> Handwriting Name Writing Labels 	<ul style="list-style-type: none"> Dinosaurs Love Underpants – Clare Freeman 	Room on the Broom - Julia Donaldson

<ul style="list-style-type: none"> Changes – growing up! Our body- skeletons Senses – What can you feel? What can you smell? What can you see? What can you hear? What can you taste? Healthy foods Changes in the environment – Autumn <p>Writing</p> <ul style="list-style-type: none"> Handwriting Name Writing Labels <p>Art</p> <ul style="list-style-type: none"> Drawing Responding to Music and Songs Ourselves Songs and Rhymes Self Portraits / Family Representation Role Play/Imaginative Play Ourselves Songs (Heads/Shoulders/Knees and Toes) 	<ul style="list-style-type: none"> Everyone Can Learn to Ride a Bicycle -Chris Raschka Beautiful Oops! - Barney Saltzberg You Choose - Pippa Goodhart Superkid - Claire Freedman On Sudden Hill - Linda Sarah Owl Babies - Martin Waddell Funny Bones - Janet and Allan Ahlberg 10 Things I Can Do To Help My World - Melanie Walsh <p>Songs:</p> <ul style="list-style-type: none"> If You're Happy and you Know It Heads, Shoulders, Knees and Toes One Finger, One Thumb Please and Thank You Song Hello Song <p>PSHE – Introduce the Tell-Me Tree (book)</p>	<ul style="list-style-type: none"> What hatches from an egg? (linking to animals today and dinosaurs in the past – hatching) Fossils <p>Art</p> <ul style="list-style-type: none"> Painting Responding to Music and Songs Dinosaur Songs: Instruments and Music Dinosaur Movement to Music 	<p>Key Questions</p> <ol style="list-style-type: none"> Dinosaur hunt - How can I explore and discover various dinosaurs? Dinosaur hunt - What did a dinosaur landscape look like? Dinosaur families -How can I find out how dinosaurs begin their life? Dinosaur feast - How can I classify dinosaurs into herbivores, carnivores and omnivores? Dinosaur feast – What is a healthy diet? Fossils galore - What is it like to be a palaeontologist? Let's create a dinosaur - How can I create and design my own dinosaur? <p>Links through provision</p> <ul style="list-style-type: none"> Dinosaur small world area Dinosaur and egg counting maths area Dinosaur role play / palaeontologists Dinosaur cutters and shapes in playdough area Egg / fossil / dinosaur resources art area Dinosaur name tracing writing area Dinosaur games on ipads / computing area 	<ul style="list-style-type: none"> Dinosaur who Pooped a Planet -Tom Fletcher Discovering Dinosaurs (Layer by Layer) - Anne Rooney Harry and his Bucketful of Dinosaurs Aliens Love Dinopants Tyrannosaurus Drip Non-Fiction dinosaur books Cave Baby <p>Songs:</p> <ul style="list-style-type: none"> Dinosaurs (BBC Nursery Rhymes) 10 Little Dinosaurs Dinosaur Songs Never Smile at a Crocodile Dinosaur Movement Song 	<p>Songs:</p> <ul style="list-style-type: none"> Christmas Songs (songs linked to Nativity) Dem Bones Song When You Cast a Magic Spell (BBC Nursery Rhymes) Incy Wincy Spider
				Harvest Festival	
Communication and Language (Listening and attention, understanding and speaking)	Personal, Social and Emotional Development	Physical Development	Literacy Comprehension, word reading, Writing	Mathematics	
<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Learn new vocabulary Use new vocabulary through the day 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says 	<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine motor skills- holding pencil correctly, using scissors etc 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. Compare length, weight and capacity. 	

			<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet • Write recognisable letters, most of which are correctly formed. 	
Understanding the World	Expressive Arts and Design	Religious Education	Phonics	Vocabulary
<ul style="list-style-type: none"> • Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society. • Name and describe people who are familiar to them. • Know some similarities and differences between in the past and now. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Important changes and seasons • Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. 	<ul style="list-style-type: none"> • Develop storylines in their pretend play. • Explore, use, and refine a variety of artistic effects to express their ideas and feelings • Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> • 	Phase 2 <ul style="list-style-type: none"> • Phoneme/grapheme correspondence • Blending and segmenting words using taught letters 	<ul style="list-style-type: none"> • Dinosaur • Egg • Family • Extinct • Stegosaurus • Tyrannosaurs Rex • Pterodactyl • Diplodocus • Triceratops • Velociraptor • Herbivore • Carnivore • Omnivore • Diet • Healthy • Fossil • Palaeontologist
Autumn ii (7 Weeks)				
Knights, Castles and Dragons			Winter/Christmas	
	Writing <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels Art <ul style="list-style-type: none"> • Printing • Building • Materials • Folding, cutting and sticking • Mixing paint 	The Kiss that Missed - David Melling	Understanding the World <ul style="list-style-type: none"> • Antarctica • Emperor Penguins/Leopard Seals and other animals following the children's interests • Freezing and Melting • Gardening - Autumn Writing <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels • Lists Art <ul style="list-style-type: none"> • Printing • Responding to Music and Songs • Christmas Songs, • Creative Art Activities Antarctica Representation Percussion Instruments 	Books and Songs Lost and Found Little Penguin Lost Penguins Antarctica The Not So Brave Penguin Be Brave Little Penguin The Problem with Penguins Geronimo – D Walliams I'm a Little Penguin Poem Penguin Counting Song Penguin Movement Song Lost and Found - Oliver Jeffers Blown Away - Rob Biddulph A Collaboration with Nature Andy Goldsworthy Father Christmas Needs a Wee

			<ul style="list-style-type: none"> • Role Play/Imaginative Play • Penguin Songs • The Penguin Dance 	The Jolly Christmas Postman The Christmas Story/Nativity
Diwali Thursday 4 th November Bonfire Night 5 th November	Remembrance Sunday 14 th November			Christmas
Communication and Language (Listening and attention, understanding and speaking)	Personal, Social and Emotional Development	Physical Development	Literacy Comprehension, word reading, Writing	Mathematics
<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Develop social phrases • Engage in story times. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Learn new vocabulary • Use new vocabulary through the day • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems, and songs. 	<ul style="list-style-type: none"> • See previous 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. • Develop fine motor skills- holding pencil correctly, using scissors etc • Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, co-ordination, and agility 	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Say a sound for each letter in the alphabet • Read words consistent with their phonic knowledge by sound-blending. • Write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.
Understanding the World	Expressive Arts and Design	Religious Education	Phonics	Vocabulary
<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore, use, and refine a variety of artistic effects to express their ideas and feelings 	<ul style="list-style-type: none"> • 	Phase 2 <ul style="list-style-type: none"> • Phoneme/grapheme correspondence • Blending and segmenting words using taught letters 	Story telling language: <ul style="list-style-type: none"> • Once upon a time, Suddenly, Next, Finally, • The end. • Fairytales • Characters • Setting

<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the important processes and changes in the natural world around them, including seasons and changing states of matter Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. 	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. 			
Spring i				
Space			Transport	
<p>Understanding the World</p> <ul style="list-style-type: none"> Planets Solar System Space Travel Astronauts Gardening – Planting/Spring 	<p>Writing</p> <ul style="list-style-type: none"> Handwriting Name Writing Labels Simple Sentences Lists <p>Art</p> <ul style="list-style-type: none"> Role Play/Imaginative Play 5 Little Men in a Flying Saucer I'm a Little Rocket Moon Walking and Movement 	<p>Aliens Love Underpants – Clare Freeman</p> <p>Under the Sea (Layer by Layer)</p> <p>Anne Rooney</p>	<ul style="list-style-type: none"> Handwriting Name Writing Labels Simple Sentences Lists Instructions 	
			<p>Chinese New Year 1st February</p>	<p>You Can't Take an Elephant on the Bus</p> <p>The Train Ride - June Crebbin</p> <p>The Wheels on the Bus - Paul Ozelinsky</p>
Communication and Language (Listening and attention, understanding and speaking)	Personal, Social and Emotional Development	Physical Development	Literacy Comprehension, word reading, Writing	Mathematics
<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. See themselves as a valuable individual. 	<ul style="list-style-type: none"> Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Develop fine motor skills 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Demonstrate understanding of what has been read to them by retelling stories and narratives 	<ul style="list-style-type: none"> Subitise Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.

<p>familiarity with new knowledge and vocabulary.</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Learn new vocabulary • Use new vocabulary through the day 			<p>using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	
Understanding the World	Expressive Arts and Design	Religious Education	Phonics	Vocabulary
<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. • Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them 	<ul style="list-style-type: none"> • 	<p>Phase 3</p> <ul style="list-style-type: none"> • Phoneme/grapheme correspondence • Blending and segmenting words/captions using taught letters 	<ul style="list-style-type: none"> •
Spring ii				
Explorers of Land and Sea				
<p>Understanding the World</p> <ul style="list-style-type: none"> • Seaside Towns (Scarborough/Darlington) 		<p>Art</p> <ul style="list-style-type: none"> • Textiles • Responding to Music and Songs 		<p>Pirates Love Underpants – Clare Freeman Open Very Carefully: A Book With Bite – Nick Bromley</p>

<ul style="list-style-type: none"> Sea Creatures – Rock Pools Marine Life Visit to Sea Life Centre Seaside Holidays in the Past and Present 		<ul style="list-style-type: none"> Seaside Songs, Instruments and Music 	<p>Where's the Starfish- Barroux The Storm Whale - Benji Davies</p> <p>The Lion Inside- Rachel Bright</p> <p>Illustrated Traditional Stories - Sara Gianassi</p> <p>Under The Sea - Kate Riggs</p> <p>Seaside Poems - Jill Bennett</p>	
	<p>Pancake Day 1st March Shrove Tuesday Mother's Day</p>	<p>Lent 2022 will begin on Wednesday, 2 March and ends on Thursday, 14 April</p>	<p>Easter 17th April</p>	
<p>Communication and Language (Listening and attention, understanding and speaking)</p>	<p>Personal, Social and Emotional Development</p>	<p>Physical Development</p>	<p>Literacy Comprehension, word reading, Writing</p>	<p>Mathematics</p>
<ul style="list-style-type: none"> Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Use new vocabulary in different contexts 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. See themselves as a valuable individual. 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth-brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Develop fine motor skills Develop gross motor skills 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Subitise Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.

			<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	
Understanding the World	Expressive Arts and Design	Religious Education	Phonics	Vocabulary
<ul style="list-style-type: none"> Understand that some places are special to members of their community. Describe immediate environments Similarities and difference between different religious and cultural communities Explain similarities and differences between life in this country and life in other countries. Draw information from a simple map. 	<ul style="list-style-type: none"> Create collaboratively sharing ideas, resources, and skills. 	<ul style="list-style-type: none"> 	Phase 3 <ul style="list-style-type: none"> Phoneme/grapheme correspondence Blending and Segmenting words/captions using taught letters 	<ul style="list-style-type: none">
Summer i				
Animals (Farm)		Growing and Planting		
Understanding the World <ul style="list-style-type: none"> Domestic/Wild animals Woodlands/Parks/Gardens Sorting/comparing local area animals to animals from other countries (Africa) Nocturnal animals Farm Animal Babies Adult/Young Animal Food Products: milk, cheese, butter, eggs Garden – Summer Harvest Duckling Eggs 	Writing <ul style="list-style-type: none"> Handwriting Name Writing Labels Simple Sentences Lists Instructions Narrative/recount Art <ul style="list-style-type: none"> Collage Responding to Music and Songs Animal Songs, Instruments and Music Enquiry	Understanding the World <ul style="list-style-type: none"> Plant Growth – Growing bulbs Plants in the school environment and contrasting environments (Park/Nature Reserve) Wildflowers and Plants What do plants need to grow? Plant Growth – Planting Seeds (vegetables) Growth, decay and changes over time: Seed, seedling, plant, decay Conditions needed for seed growth. Garden - Harvest 	Writing <ul style="list-style-type: none"> Handwriting Name Writing Labels Simple Sentences Lists Instructions Narrative/recount Art <ul style="list-style-type: none"> Sculpting Responding to Music and Songs Plant Growth Songs, Instruments and Music 	Sam's Sandwich - David Pelham Cottonwool Colin - Jeanne Willis Biscuit Bear - Mini Grey Oliver's Vegetables - Vivian French Farmer Duck - Martin Wadell Jack and the Beanstalk Anywhere Farm - Phyllis Root Old Mikamba Had a Farm - Rachel Isadora National Trust: Look and Say What You See on the Farm How do Flowers Grow? Katie Daynes
Communication and Language (Listening and attention, understanding and speaking)	Personal, Social and Emotional Development	Physical Development	Literacy Comprehension, word reading, Writing	Mathematics
<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep 	<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop fine motor skills 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Automatically recall number bonds for numbers 0–10.

<p>familiarity with new knowledge and vocabulary.</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Use new vocabulary in different contexts 		Develop gross motor skills	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Write simple phrases and sentences that can be read by others. 	
Understanding the World	Expressive Arts and Design	Religious Education	Phonics	Vocabulary
<ul style="list-style-type: none"> • Explore the natural world around them. • Draw information from a simple map. • Similarities and differences between the natural world around them and contrasting environments • Understand the important processes and changes in the natural world around them, including seasons and changing states of matter • 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> • 	<p>Phase 3</p> <ul style="list-style-type: none"> • Phoneme/grapheme correspondence • Blending and segmenting words/captions using taught letters 	<ul style="list-style-type: none"> •
Summer ii				
	Minibeasts			
<p>Understanding the World</p> <ul style="list-style-type: none"> • Mini Beast Exploration • Frog Life Cycle • Caterpillars – Butterfly Life Cycle • Gardening 	<p>Writing</p> <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels • Simple Sentences • Lists • Instructions 		<ul style="list-style-type: none"> • Handwriting • Name Writing • Labels • Simple Sentences • Lists • Instructions • Narrative/recount 	<p>Not a Stick - Antoinette Portis The Bad-Tempered Ladybird Eric Carle The Very Hungry Caterpillar - Eric Carle Spiders - Laura Marsh</p>

	<ul style="list-style-type: none"> Narrative/recount <p>Enquiry</p> <ol style="list-style-type: none"> Do baby animals look the same as adult animals? How can I explore the life cycle of a butterfly? How can I order and compare baby animals? How can I learn the names of adult and baby animals? How can I observe how animals change as they grow? How do baby animals learn? 			
		Active Week		
Communication and Language (Listening and attention, understanding and speaking)	Personal, Social and Emotional Development	Physical Development	Literacy Comprehension, word reading, Writing	Mathematics
<ul style="list-style-type: none"> Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Use new vocabulary in different contexts 	<ul style="list-style-type: none"> Show sensitivity to their own and to others' needs Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions 	<ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Develop fine motor skills 	<ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Automatically recall number bonds for numbers 0–10.
Understanding the World	Expressive Arts and Design	Religious Education	Phonics	Vocabulary

<ul style="list-style-type: none"> • Explore the natural world around them. • Draw information from a simple map. • Similarities and differences between the natural world around them and contrasting environments • Understand the important processes and changes in the natural world around them, including seasons and changing states of matter 	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses 	<ul style="list-style-type: none"> • 	Phase 4 <ul style="list-style-type: none"> • Phoneme/grapheme correspondence • Blending and Segmenting • Blending to read captions • Polysyllabic words 	<ul style="list-style-type: none"> •
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR UC / DS topic	God – Why is the word God so important to Christians? UC F1	Incarnation – Why do Christians perform Nativity plays at Christmas?? UC F2	Being Special – Where do we belong? UC – F4	Salvation – Why do Christians put a cross in an Easter garden? UC – F3	Which places are special and why? DS F5	Which stories are special and why? DS F6
YR SACRE	Learning about people through speakers and video clips					
		Learning about Christmas.		Learning Christian symbols.	learning about people through visits	Learning about others through stories