

	en made in conjunction with Developm earning opportunities that reflect thing	_	•			•
Area of Learning	Autumn 1 –Amazing Me!	Autumn 2 – Join the Party!	Spring 1 – Going Wild!	Spring 2 – What's the story?	Summer 1 – Creepy Crawlies!	Summer 2 –I do like to be beside the seaside
Core texts	CHOOSE NOT STATE OF THE PROPERTY OF THE PROPE	Firefighter Divalit Ith My Birthday Land and the Control of the	Dear Zoo Rod Campbell Rumble In the Jungle ANIMAL Gills Parkeys David Lightness INSIDE	The Three grant Boards and the Three Billy Goats Gruff	Mad About Minibeasts! Bild Cooks Daal Begin Daries Authority South So	Tuddle Charles
Above and Beyond	Big start	Dingley Dell – Bonfire	Flying' to a different country.	Barefoot Sensory Walk	'National Storytelling Week	Trip to the seaside
	Story sessions and lunch with parents	Kindness Week	Animal Cam/ Virtual Zoo Trip	Growing flowers (sunflowers, daisies)	Celebrating Eid – 22 nd	Family Pirate Picnic
	Discover Dingley Dell	Visit from Paramedic	Bird Watching	Vegetable Patch		Flying to the beach, sand & water play
		Visit from the fire service	Ponderosa visit	Cress Heads		Science Day
		Lempen Puppet performance	Money week	'Growing and changing'		Water Day
		Nativity Performance	Chinese New Year Parade-	Pancake Day		
		'Christmas Mingle Jingle'	'Year of the Tiger'	World Book Day		World Music Day
				Easter		
Communication and Language	Listening, Attention and Understanding Children will be able to understand how	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding
	to listen carefully and know why it is important.	Children will begin to understand how and why questions.	Children will learn to ask questions to find out more.	Children will retell a story and follow a story without pictures or props.	Children will be able to understand a question such as who, what, where,	Children will be able to have conversations with adults and peers
	Speaking	Speaking	Speaking	Speaking	when, why and how.	with back-and-forth exchanges.
	Children will talk in front of small	Children will use new vocabulary	Children will talk in sentences using	Children will engage in non-fiction	Speaking	Speaking
	groups and their teacher offering their own ideas	throughout the day.	conjunctions, e.g. and, because.	books and to use new vocabulary in different contexts.	Children will use talk to organise, sequence and clarify thinking, ideas,	Children will use talk in sentences using a range of tenses.
	Loving Language – linked to topic	Loving Language – linked to topic	Loving Language – linked to topic	Loving Language – linked to topic	feelings and events. Loving Language – linked to topic	Loving Language – linked to topic

Listening, Attention and Understanding: 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.

Speaking: 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.

Personal, Social and Emotional Development

Settling in – learn which class we belong to and how to use the equipment available to us.

How to follow the rules and routines

How to make friends

How to express interests

Begin to understand how to talk about choices made

Healthy me – Understand how to manage my own basic hygiene –

Understand what to do if approached by a stranger.

Understand how to be me in my world

Know how to follow the class rules and routines

Continue to understand how build relationships and keep healthy friendships.

Know what your dreams and goals are and how to achieve them.

To understand and explain the 'stranger danger' rules

Know how the emergency services help us. (Meet an emergency service person-linked to Bonfire night / keeping safe)

Know how to celebrate differences and explain similarities between yourself and others

To understand what feelings are and how they are shown.

Know how to identify and moderate their own feelings socially and emotionally.

Begin to understand how they and others feel in different scenarios and know the appropriate responses which should be given.

Continue to share knowledge and understanding of 'stranger danger'

Know how to care for animals

Know how to look after animals / pets

To know what makes a good friend.

Know the importance of random acts of kindness and how to deliver some.

To know how to friendships

Begin to understand how to look after our planet.

To know goals a

Children know how to stay calm in the face of frustration.

To know how we take turns, wait politely and tidy up after ourselves.

Continue to share knowledge and understanding of 'stranger danger'

To know how to maintain healthy friendships

To know the importance of dreams and goals and begin to explain how to achieve your own.

Know the importance of resilience and perseverance in the face of challenge.

To be able to discuss why we take turns, wait politely and tidy up after ourselves. Confidently explain what to do if approached by a stranger.

Know how to take part in a team game. Know how to be a good winner and loser

To understand the changes you have made over the year and be able to predict future changes.

Children will know how to show positive behavior and attitudes in class. (Teachers to celebrate and highlight exemplary behavior of

Children in class across the year) Know how to be kind and considerate and the importance of being so.

Be able to take part in learning tasks for a more sustained period of time.

Self-Regulation: 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.

Managing Self: 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.

Building Relationships: 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

Children improve their gross and fine motor skills daily by engaging in a range of activities to gross and fine.

Fine motor

Begins to know how to thread beads.
Knows how to use scissors and begins to cut in lines.

Knows that weaving means materials have to go under and over several times.

Begins to gain new skills in how to manipulate playdough,

Knows preference for dominant hand

Knows how to draw lines and circles using gross motor movements

Knows how to hold pencil/paint brush beyond whole hand grasp

Knows the correct pencil grip and is

beginning to use this. eveloping

Fine motor

Knows to put pressure on a pencil to make marks on paper Knows how to use tools to effect changes to materials (hammer, stamper, patterned scissors, hole

punch)
Knows how to take part in structured activities and can follow instructions about what to draw.

Can form some letters correctly. Knows how to handle tools, objects, construction and malleable materials with increasing control

Fine motor

Knows how to thread smaller objects. Knows how to use scissors to cut accurately around straight sided objects and knows how to confidently cut straight lines.

Knows to move the paper when cutting out tricky shapes (like circles) and is beginning to use this skill independently. Knows how to weave. More than one strip of fabric/ paper.

Knows how to manipulate dough using tools and hand movements and uses a variety of methods when making creations.

Knows how to use construction and malleable materials with confidence and control

Knows how to draw own ideas and adds detail using different mark making materials (chalk, crayons, pencils, paint) Knows how to use the correct pencil grip and forms some letters accurately.

Fine motor

Knows how to cut straight and curved shapes with greater accuracy using scissors.

Knows how to forms more letters correctl Begins to manipulate paper accurately including foldingin half and concertina.

Fine motor

Knows how to hold pencil effectively with comfortable grip
Knows how to form most letters
correctly, and is beginning to use exit.

correctly, and is beginning to use exit strokes

Knows how to build structures with detail linking smaller building materials Knows how to use tweezers to move and stack smaller objects.

Fine motor

Knows how to form letters using exit strokes correctly

Begin to draw diagonal lines, like in a triangle / Knows to colour inside the lines of a picture and is doing so with increasing detail and accuracy.

Knows how to combine different building resources and can effectively balance materials

		Knows how to confidently cut along a straight lines with scissors Knows how to draw pictures that are recognisable by adding details (eyes, nose etc)			
Gross motor Knows how to climb steps, one foot to each step. Knows how to climb low structures carefully managing risk Knows how to copy different ways of moving eg hopping, skipping, jumping. Developing a good sense of personal hygiene Knows to wash hands after visiting the toilet. Beginning to understand how to keep a healthy diet. Beginning to underrstamnd the importance of good oral helath. Knows how to observe others when dancing to learn how to move in new ways	Knows that a ball can be thrown, caught or kicked and is beginning to practice these skills. Knows that crates can be combined to create a climbing frame and climbs confidently. Knows that a rope can be used to skip with and is skipping by keeping feet together. Knows that you can move your body in response to music and can copy actions and movements shown by others. Knows that wheeled resources can be pushed, pulled or can be ridden Knows how to use two-wheeled balance bikes and pedal bikes without stabilisers, Knows how to push and pull a prams and cart Knows why handwashing is important and does so without being reminded after visiting the toilet and before eating. Knows which foods are healthy and not healthy and is beginning to make good choices.	Gross motor Knows how to aim, dribble, push, throw and catch, pat, or kick a ball with increasing control. Knows how to safely climb over and under equipment. Knows how to join in a simple ball game Gains more confidence at creating own movements in response to music. Knows how to use arms to support balance when travelling on low balance equipment Knows how to confidently explain why a healthy diet and good personal hygiene is important and is beginning to make good choices throughout the day. Knows how to move wheeled equipment around obstacles	Gross Motor Knows how to follow a simple dance routine and can add additional moves Knows how to balance and travel between stepping stumps Knows how to move body in different ways including rocking, tiliting, sliding, bouncing and increasingly uses these movements when travelling in independent play. Knows the importance of a healthy diet and lifestyle and more often makes good choices.	Gross motor Knows how to use equipment to make own obstacle courses and completes it by travelling in different ways. Beginning to know the importance of being highly active and is able get out of breath several times every day with a quick recovery. Continues to make good choices with regards to personal hygiene and a balanced diet.	Gross motor Knows how to take part in team games races Knows to move arms to increase speed when running Knows how to build on dance moves wi own movements and can move in time music. Continues to understand the importance good hygiene and a healthy balanced de Knows how to move in a range of ways differing speeds for a sustained amount time Knows how to take part in a ball game Knows how to catch and throw a ball waccuracy Knows how to move around, over and under a range of objects safely
Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and othersDemonstrate strength, balance and coordination when playingMove energetically, such as running, jumping, dancing, hopping, skipping a climbing.					

Fine Motor: 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.

Literacy	Children will independently look at a book,	Children will engage and enjoy an	Comprehension	Comprehension	Comprehension	Comprehension
We follow RWI programme for	hold it the correct way and turn pages.	increasing range of books.	Children will act out stories using recently	Children will be able to talk about the	Children will retell a story using	Children will be able to answer questions
phonics - see progression document for delivery .	Understands the structure of a story and has a favourite story/rhyme.	Core story – weekly comprehension questions	introduced vocabulary.	characters in the books they are reading.	vocabulary influenced by their book.	about what they have read.
·	, ,	•	Core story – weekly comprehension	Core story – weekly comprehension	Core story – weekly comprehension	Core story – weekly comprehension
Each half term we build on the	Understands that print has meaning - we read English text from left to right and from	Loving language sessions	questions	questions	questions	questions
previous terms skills and knowledge	top to bottom	Children will recognise the initial sounds in words.	Loving language sessions	Loving language sessions	Loving language sessions	Loving language sessions
	Knows how to sequence familiar stories	Some children will begin to write cvc	Children will write labels/list/ phrases/ captions representing the sounds with	Children will begin to write more independent labels/list/ phrases/ captions	Introduce VIPERS	VIPERS – Continue
	through the use of pictures to tell the story	words / short phrases	the correct letters	representing the sounds with the correct	Most children will write simple sentences	Children will write short sentences –
	Knows some rhymes and shows an interest in stories with repeated refrains.			letters	independently	beginning to use capital letters and full stops.
	stories opeated rending.			Some children will begin to write simple	•	
	Core story – weekly comprehension			sentences		
	questions					
	Loving language sessions					



Model exit strokes in provision.

Knows and hears initial sounds in words.

Begins to write own name

Knows how to have an extended conversations about stories, learning new vocabulary.

Knows how to make marks which pupil can interpret and explain.

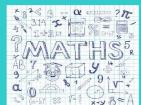
Write initial sounds in words

Comprehension: 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.

Word Reading: 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.

Writing: 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



Just Like me

It's me 1,2,3

Alive in 5

Building 9 and 10

To 20 and beyond

Find my pattern

On the move

We follow the

'White Rose Hub' recommendations and weekly enhancement planning - please see overview for more detailed information

Getting to know you

Light and dark

Growing 6,78

Consolidate

First, Then, Now

Number: Have a deep understanding of number to 10, including the composition of each number. 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.

Numerical Patterns: 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.

Understanding the World



Knows the relation of each person in their family and can name who lives in their house.

Knows how to explain what they do with their family and places they have been.

Knows how to recognise similarities and make comparisons between other families.

Knows that families are all different and can spot some similarities between their own family and a fictional family.

Change in living things

Knows that seasons change and can confidently identify

Identify signs of Winter ___

Knows how they have celebrated Christmas in the past and can share this with others.

Knows how they celebrate birthdays in their family and can spot similarities

Knows how to place real and story events in chronological order.

Knows what we can do to take care of animals

Knows what rubbish can do to our environment and animals and ways to stop this from happening.

Knows how the world around us changes as we enter Spring.

Know that the same story can be told in different cultures but with slight differences.

Knows some differences between food in this country and one other country.

Knows different ways we can care for the natural world around us.

Knows about changes in the weather and can comment on the daily changes observed.

Knows about minibeast lifecycles and how they compare to our own.

Knows how the natural world is changing as we enter Summer.

Knows some materials which: Float / Sink Knows how to make a boat which floats

Knows some similarities and differences about seasides from long ago and now (Magic Grandad)

K	Knows to listen to others when they share	with how others celebrate when	Knows similarities and differences	Knows some navigational language and	Knows how to build a manifest house in	
	letails about their family and when it is	joining in with a class discussion.	between animals in the jungle and those	with support can add a simple key to a	Dingley Dell using natural materials found	
	appropriate to share similarities/ differences	,	which live on a farm.	map.	there.	Know that non-fiction texts give
	vith their family.	Knows that birthdays which have				information.
	•	already been are in the past.		Knows different homes exist.		
K	(nows how they have changed over time.	Knows some similarities and	Knows we can gather information from	Knows we can use maps to compare	Understands the differences between	
к	(nows where we live and who we live with	differences about how Christmas was	images, video clips, shared texts and	different places in the world (Visit Google	their home and a minibeast home.	Know how holidays differ from now to
"	and where we me and who we me wan	celebrated in the past.	other resources	Earth and compare Africa to where we	then nome and a minibeast nome.	holidays from the past.
		color atou in the past.	0.110.1.000	live.)		
					Manage the constant has a linear three	
-		Knows how characters in stories differ	Knows some things we can do where we	Knows the difference between land and	Knows they can touch, smell and hear the natural world around them to learn more	Can talk confidently about who is special
К	(nows details about their classroom such as	from people in real life and can explain	live to take care of animals in the jungle?	sea.	about it.	and why
	lifferent areas of provision and how to	why.	live to take care of animals in the jungle!		about it.	·
	complete activities provided. Knows the	wily.	Knows why animals live in the sea and		Can describe what they can hear, see and	
	ontinuous provision can be used to support	Knows why Florence Nightingale was	others on land	Knows what makes a good helper	feel when outside.	
t	heir own ideas.	an important person				
			Knows how to look closely at a plant or			
	Knows how to safely navigate around our	Knows some differences from when	animal before making a detailed	Knows how these important dates are	Knows how to use cameras and sound	
C	lassroom and outdoor areas.	Florence was a nurse to now	observation,	celebrated and why -	recorders to observe nature.	
			Knows how to look closely at an object	·		
			and can describe what they see in the	Children's mental health week		
	Nith support knows how to follow and	Knows who they are and what they are	classroom and outside.	Cafar internat day	Knows how and why those dates are	
	reate treasure hunts and maps to find	part of		Safer internet day	Knows how and why these dates are celebrated -	
	places/ objects within our learning	Knows how Christians celebrate		Holi	celebrateu -	
e	environment.	Christmas	Knows some of the signs of Winter and		St Georges day	
к	(nows how to create a simple map school	Cinistinas	how these compare to Autumn.	Palm Sunday		
		Knows how Diwali is celebrated	non these sompare to riatainin	Passover	Vaisakhi	
_		Manage have to be a good friend and		1 4350 76.	Vesak	
	experiments with using an ipad .	Knows how to be a good friend and how to recognise bullying	Knows that a world map/globe shows all	Lent		
	experiments with using an ipau.	now to recognise bullying	the countries in the world.	Easter	Eid	
		Knows what to do if they see someone	the countries in the world.	Lastei	Shavuot	
		being bullied or if they themselves are	Knows how to follow a story map	Start of Ramadan	Silavaot	
	Knows that seasons change throughout the	bullied.				
У	rear.					
К	(nows some of the signs of Autumn					
_		Visits from people who help us				
В	Beginning to know how to look after my	visits from people who help us	Knows how Chinese new year is			
b	oody. – teeth, hand washing, toileting	World kindness day	celebrated			
		Anti hulliinguuseli	Knows hopw Ash Wednesday / Shrove			
		Anti- bullying week	Tuesday is celebrated			
R	Rosh Hashanah		ruesuay is defeatated			
Y	om Kippur		Knows why St David's Day and Shivaratri			
	Sukkot		is important			
Δ	All Saints Day					
H	Harvest					
В	Black History Month					
	Past and Present: Talk about the lives of t			1		

Each half term we build on th previous terms skills and

knowledge

Past and Present: 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.

People, Culture and Communities: 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.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. 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



Each half term we build on the previous terms skills and knowledge – by applying with confidence and control

Knows some songs and is beginning to join in with new ones.

Knows that colours can be mixed and is beginning to mix 2 colours to create another

Knows how to use props and costumes to support role play.

Knows how to build models using construction equipment.

Knows how to join in with call-and-response songs, echoing phrases of songs you sing.

Knows how to draw a simple figure

Knows how to use junk to create a model.

Knows that a photograph is also a representation of something.

Knows how to use a drum, triangle, and bell to make sounds and knows how they can be changed included using them to tap out simple rhythms.

Knows how to listen to others- take turns and work together to develop and realise creative ideas.

Knows how to combine different materials to make creations

Knows a variety of rhymes

Knows how to use different materials to create

Knows how to sit quietly and listen to music.

Knows how to perform a series of moves to make their own dances in response to music

Knows how to combine materials to make a firework picture

Knows how to use different materials to create

Christmas decorations,

Knows how to follow instructions about how to manipulate materials and make a Christmas card

Knows how to manipulate clay to make Divas,

Knows a variety of Christmas songs/poems

Knows how to use story maps, props, puppets & story bags to retell, invent and adapt stories.

Knows that events can be relived through role play

Experiments in a variety ways to join materials

Knows how to use craft materials to make animal prints.

Knows how to combine materials to design and make homes for hibernating animals.

Knows how to use different materials to create collage owls

Knows how to use paint and folded paper to create symmetrical butterflies

Knows how to use and select tools and techniques they need to assemble materials that they are using e.g creating animal masks

Knows how to follow instructions, manipulate materials to make creations

Knows different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

Knows a variety of animal songs – linked to the beat

Knows different clothing is warn in different countries and have opportunities to dress up in different dress

Knows how to use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats

Knows how to make different textures; make patterns using different colours

Knows ways to protect the growing of plants – ie design a scarecrow – talk about how plants grow

Knows how to use collage to ie - create farm animals

Knows how pastels can be used to create patterns on – ie on eggs

Knows how to represent different life cycles using materials

Knows how to draw flowers-Sun flowers

Knows how to use different media materials to create Mother's Day crafts Easter crafts Knows how to use a combination of junk to create, houses, bridges boats and transport.

Knows how to create music to represent movements –link to insects

Can use a variety of materials and techniques with more control and confidence

Knows how to choose appropriate materials to make a representations- ie of a lighthouse

Knows how to create a performance

Knows how to use a variety of props to support role play.

Knows how to add shading by adding black or white, Knows how to create desired colour by colour mixing for beach huts,

Uses a variety of materials to create. Father's Day Crafts

Creating with Materials: 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.

Being Imaginative: 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.