





| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Possible Interests and Enquiry</p> <p>Geography History Natural World People and communities The Wider World</p> | <p>This is Me, My home, My family My school grounds Autumn / Harvest / Forest area</p> <p>History focussed enquiry: same but different How has using a telephone changed? What is a typewriter? Why did Polly put the kettle on? Did milk always come in a carton? How has weighing things changed? How has washing our clothes changed?</p> <p>Geography focussed enquiry: A Place Called Home Who lives with me in my home? How does where I live compare with other homes and families around the world? Does everyone in the world have a favourite pair of shoes? What else can I discover about the countries where each family lives using Google Earth?</p> | <p>My local area / St Helens Autumn Stick Man Halloween Diwali Bonfire Night Fire Service visit Christmas/Father Christmas story Christmas around the world Dark light day night Planting spring bulbs</p> <p>History focussed enquiry: continuity and change How have I changed since a baby? Comparing a school day / toys etc with those from the past</p> <p>Geography focussed enquiry: Stories - Gateways to Geography What do children in India do when the rains finally arrive? (rain, Diwali, Mina v the Monsoon) Whereabouts in the world do real bears live? (stories about bears) Where in the world are the forests of pine trees that brown bears live in?</p> <p>What did Jamal see on his journey? (Jamal's Journey – link to Nativity Story journey and setting)</p> | <p>My town, London, Manchester, Liverpool Scotland – Katie Morag Winter Arctic polar regions Freezing and melting Lost and Found Snow Bears/Penguins Chinese New Year How can we stop the ice melting? How can free the animals from the ice? Garden birds Space / Neil Armstrong</p> <p>History enquiry: Great Fire of London – why was Samuel Peeps a famous person? (diaries) Geography focussed enquiry: Stories - Gateways to Geography What would it be like to live with the Inuit in the Arctic? (Little Polar Bear)</p> | <p>Pancake Day / Easter Growing up – babies - generations Where do our fruit and vegetables come from? Planning our allotment Planting seeds How plants grow Lifecycles- frog, butterfly, chick Seeds and growth Baby animals UK map and countries Weather diary</p> <p>Geography focussed enquiry: Out and About Investigating the school grounds Investigating the local area Using floor maps and jigsaws to introduce and develop geographical concepts, skills and vocabulary. Geography focussed enquiry: The UK – linked to celebrating each Saint's Day What's our planet like? Whereabouts on Earth do I live? Where shall we visit in the United Kingdom? What might we see in Wales? What will we see at the Giant's Causeway? Whereabouts in England is Owl Island? Is there a prehistoric sea monster still living in Scotland?</p> | <p>Life cycles – Frog/butterfly/plant/sunflowers Harlow Carr visit Local Area – Local park visit Journeys across the world Tiny creatures in our garden Vegetables and fruit harvest Ocean life</p> <p>History focussed enquiry: The Queen's Crown What is a crown and who wears one? What happens at a coronation?</p> <p>Geography focussed enquiry: Stories - Gateways to Geography Why is the world so blue? (water focus)</p> | <p>Summer holidays (past and present) Hot places Rockpools Mermaids Pirates</p> <p>Children in countries that are different to my own Beach Holidays and foreign travel History focussed enquiry: Same but different</p> <p>Geography focussed enquiry: A Place Called Home How does where I live compare with other homes and families around the world? What else can I discover about the countries where each family lives using Google Earth?</p> |
| <p>Seasonal links and celebrations</p> | <p>European day of languages Black history month (October) World smile day Grandparents Day Harvest – giving thanks Mental Health Day</p> | <p>Diwali Bonfire night Remembrance World kindness day Children in need Anti bullying Road safety World nursery rhyme week Hannukah St Andrews Day – 30th November</p> | <p>Signs of winter Comparing winter to autumn National Handwriting Day Burns Night National Storytelling week Candlemas Chinese New Year Early signs of spring Shrove Tuesday</p> | <p>Valentines day Shrove Tuesday St David's Day World Book Day Mother's Day St Patrick's Day Holi Festival of Colour Van Gogh's Birthday</p> | <p>Ramadan Queen's Birthday St Georges Day International Dance Day Local and Community History Month- May Africa World Heritage Florence Nightingales Birthday/ Nurses Day Eid Outdoor Classroom day Signs of Summer</p> | <p>Minibeasts Caring for the allotment World Ocean Day Spanish Language Day Health and Wellbeing /School Sports Week Father's Day World Music Day Yoga Day World Cup Wimbledon Children's Art Week Plastic free July</p> |
| <p>Visits, visitors and real experiences</p> <p>Draw information from a simple map Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> | <p>Meet a police officer, fire fighter, nurse, vet, paramedic, mechanic, Vegetable harvest and chopping vegetables for soup Making bread , Birthday baking Homemade dough Being thankful Visit areas of school grounds: playground, forest, field, office, library, hall, Autumn walk – park Building with junk Washing clothes/ Washing up Teddy bears picnic/ Meal time Jump in puddles Make a card Walk to Lidl</p> | <p>Visit the woods Bus ride/ Train ride Canal/ Park/ High street Farm visit Post office – post a letter School library Make popcorn Hot chocolate Gingerbread men Cookies Dance at disco Crossing patrol Jump in puddles Stand in the rain Run up and down a hill Talk to an elderly person</p> | <p>Garden centre visit Liverpool visit Ice / Snow Bird houses Bird feeders Pancakes Treasure hunt (Easter) Blow bubbles Ride a bike Make a musical instrument Dig a hole Fly a kite Draw a map of the local area</p> | <p>Walton hall gardens Watch a river flow Cross a bridge Feed ducks Look up at a tree canopy Garden Centre Planting seeds Where food comes from Caring for a pet Chicks Snails in tank Tadpoles Butterflies Making smoothies Den building Picnic</p> | <p>Allotment Minibeast hunt Bug houses Wormery Tent / camping Petal perfume Build a fairy garden Float a boat</p> | <p>Picnic Beach Trip Watch the waves on the shoreline Transport museum Play with older children (Yr6) Stand on an islands Build a sandcastle Go in a tent (camping role-play)</p> |
| <p>Communication and Language</p> | <p>Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups.</p> | <p>Listen in familiar & new situations. Engage in story times. Maintain attention in new situations.</p> | <p>Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books.</p> | <p>Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain</p> | <p>Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions.</p> | <p>Listen and respond with relevant questions, comments, or actions. Attend to others in play.</p> |



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| <p><i>Quantity and quality interactions</i></p> <p><i>Back and forth interactions</i></p> <p><i>Comprehension through real experiences</i></p> | <p>Follow 1 step instructions. Understand ‘why’ questions. Use sentences 4-6 words. Use talk to organise play.</p> <p>Learn new vocabulary Use new vocabulary through the day</p> | <p>Ask questions to find out more and to check they understand what has been said to them. Follow <i>instructions with 2 parts</i> in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p> | <p>Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.</p> <p>Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.</p> | <p>how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.</p> | <p>Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.</p> | <p>Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p> |
| <p>Speaking / Building vocabulary</p> <p>New vocabulary Articulate ideas Ask questions Use longer sentences / join ideas Be able to tell a long story Use talk to organise play</p> | <p>Classroom items Members of family Features of home / classroom / school school grounds / local area Farm animals Colours Names of friends Autumn: leaves, trees, wind, rain, Names of dinosaurs TVocab linked to place in our community: Firestation, Medical centre Policestation, Supermarket</p> | <p>Transport: car, bus, taxi, van, truck Other buildings: church, shop, garage, post office, garden centre, tower, castle, cathedral, Feelings/ emotions words Behaviour words Words linked to celebrations Weather words: snow, rain, hail, ice, sunshine, etc Woodland animals Winter season words</p> | <p>Names of garden birds Names of towns and countries in UK Vehicles, buildings, Arctic animal names Arctic landscape Animals and their babies Features of British landscape: coast, beach, seashore, mountain, river, sea, lake, Spring season words Changing states: freeze, melt, thaw, ice, liquid, solid Weather: hail, snowflake,</p> | <p>Seed, stem, leaf, roots, Names of fruits and vegetables Spring flowers Features of other landscapes: volcano, desert, rainforest, jungle,</p> | <p>Names of less common fruits and vegetables Names of wild animals Summer season words</p> | <p>Holiday and travel items Coastline features Features of other landscapes - Airport / plane ride</p> |
| <p>Personal, Social and Emotional Development</p> <p>Self-regulation</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.</p> | <p>Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships. Feelings Checkin linked to PATHS feelings Colour Monster Rules for a happy classroom Self-help – suits boots, shoes, coats, Calm Space</p> | <p>Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships. Happy, sad, cross, angry, worried, calm,</p> | <p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences. Begin to develop resilience and perseverance Explain why they are feeling a certain way Talk about how others are feeling and why Identify how their behaviour makes other people feel Use calm space to help self-regulate</p> | <p>Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. Setting Personal goals When I grow up.. Process projects – reflecting and making changes to improve</p> | <p>Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance. Healthy food choice – picnic, fruit kebabs Vegetable faces Balanced diet Exercise and activity</p> | <p>Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others’ needs and feelings. Reflecting on the year Aspirations for the future Hopes and dreams</p> |
| <p>Physical Development</p> | <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> | <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> | <p>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.</p> | <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</p> | <p>Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> |



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| <p>GetSet4PE Focus</p> | <p>Personal – following instructions, practise safely, independent work Coordination skill: Footwork Static Balance skill: One leg</p> | <p>Social – taking turns and sharing. Dynamic balance to Agility skill: Jumping and Landing Static Balance skill: Seated balance</p> | <p>Creative – Exploring and describing different movements Coordination skill: Ball skills Counterbalance skill: With a partner</p> | <p>Cognitive – understand and follow simple rules, name some things I am good at. Dynamic balance: On a line Static Balance skill: Stance</p> | <p>Applying – Performing a single skill or movement with some control, performing a range of skills and link two movements together. Coordination skill: Sending and Receiving Agility skill: Reaction/Response</p> | <p>Health and Fitness – Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work</p> |
| <p>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. Detailed fine motor development on 'Physical Development' skills plan.</p> | | | | | | |
| <p>Fine motor skills</p> <p>Tool use Pencil Paintbrush Roller Spade Trowel Rake Fork and knife Scissors</p> | <p>Funky fingers table Playdough Dough disco Introduce playdough station (adult led 1:1) Mark making – exploring gloop, sand, foam with whole hands fingers, sticks, Paint brushes Chalk Crayons Threading Peg boards Using a knife and fork at lunchtime</p> | <p>Hammer skills – wooden hammers and golf tees Modified tripod grip Rolling pin Tweezers Drawing shapes Workbench – introduce tool use 1:1 Screwdriver, hammer Purpose: hanging decoration</p> | <p>Hammer skills – tap peg games (cork boards) Workbench – tool use drill, saw Purpose: vehicle Focus activities for target groups: Finger fitness Seed planting Letter formation and handwriting focus</p> | <p>Playdough Station –ch to make their own playdough Clay work</p> | <p>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 spoons.</p> | <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> |
| <p>Literacy</p> | <p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p> | <p>Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> | <p>Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p> | <p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.</p> | <p>Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> | <p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> |



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| <p>Literacy</p> | <p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p> | <p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school’s phonic programme.</p> | <p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school’s phonic programme.</p> | <p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> | <p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> | <p>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p> |
| <p>Phonics</p> | <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p>Read Write Inc Phonics Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Know the picture names for all Set 1 sounds Say the picture names clear – stressing initial sound Begin to know the grapheme phoneme correspondence for the Set 1 sounds</p> | <p>Read Write Inc Phonics Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words (the, to, no, go).</p> <p>Begin to read books matched to RWInc phonics level (sound blend books)</p> | <p>Read Write Inc Phonics Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss. Know tricky words - the, to, and, no, go, l. Blend and segment known sounds for reading and spelling VC, CVC, CVCC.</p> <p>Begin to read books matched to RWInc phonics level (Red level)</p> | <p>Read Write Inc Phonics Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu. Know the 4 consonant digraphs – sh, th, ch, ng. Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi. Know trigraph igh. Know tricky words, the, to, he, she, we, me, be, was, my.</p> <p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p> | <p>Read Write Inc Phonics Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.</p> | <p>Read Write Inc Phonics Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p> |
| <p>Literacy</p> | <p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p> | <p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p> | <p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p> | <p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p> | <p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> | <p>Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly</p> |

Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)



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| <p>Story Writing Development</p> | <p>Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</p> | <p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p> | <p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p> | <p>More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</p> | <p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p> | <p>recognised and form some capital letters correctly.</p> <p>Child confident to write a simple short story. May still need a phonics mat to support.</p> | | | | | | |
| <p>Mathematics</p> <p>Ongoing throughout the year</p> | <p>Count objects, actions, and sounds. Subitise</p> <p>Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.</p> <p>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</p> | <p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <table border="1"> <tr> <td>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language</td> <td>Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time</td> </tr> </table> | Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language | Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time | <p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <table border="1"> <tr> <td>Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity</td> <td>Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time</td> </tr> </table> <p>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</p> | Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity | Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time | <p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <p>Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.</p> | <p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p> <p>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge</p> | <p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p> <table border="1"> <tr> <td>Adding more Taking away Number bonds Shape – spatial reasoning</td> <td>Doubling Sharing and grouping Even and odd Patterns and relationships</td> </tr> </table> | Adding more Taking away Number bonds Shape – spatial reasoning | Doubling Sharing and grouping Even and odd Patterns and relationships |
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| Adding more Taking away Number bonds Shape – spatial reasoning | Doubling Sharing and grouping Even and odd Patterns and relationships | | | | | | | | | | | |
| <p>Understanding the World</p> | <p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p> <p>Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.</p> <p>Comment on images of familiar situations in the past.</p> | <p>Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p> | <p>Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.</p> | <p>Chronology: Recount an event, orally, pictorial and/or with captions.</p> <p>Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p> | <p>Chronology: Order experiences in relation to themselves and others, including stories.</p> <p>Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p> | | | | | | | |
| <p>Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past. Using Little People, Big Dreams books.</p> | | | | | | | | | | | | |
| <p>Respect: Themselves, special things in their own lives.</p> | <p>Respect:</p> | <p>Respect: Understand the value of being curious and interested in finding out about</p> | <p>Respect: Understand the value of being curious and interested in finding out about</p> | <p>Respect:</p> | <p>Respect:</p> | <p>Respect: Animals and know how to care for an animal/pets</p> | | | | | | |



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| | <p>Talk about and describe features of their own family, talk about families in other countries across the world.</p> | <p>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.</p> <p>Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</p> | <p>people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> | <p>people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> | <p>Understand that some places are special to members of their community.</p> | |
| | <p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete’s story map around school, seating maps, nature area map and read commons signs and logos.</p> | <p>Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p> | <p>Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica.</p> <p>Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p> | <p>Mapping: Complete a simple BeeBot program using a grid map or carpet squares.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p> | <p>Mapping: Draw information from a simple map and identify landmarks of our local area walk.</p> <p>Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.</p> <p>Understand the key features of the life cycle of a plant or animal.</p> | <p>Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p> |
| <p>Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Observation: Explore the natural world around them by taking part in weekly forest school inspired ‘Nature School’ sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p> | | | | | | |
| <p>Expressive Arts and Design</p> <p>Musician of the month</p> <p>Singing in a large group</p> | <p>Portrait skills – drawing themselves, observational work, papier mache Artist study – Jackson Pollock (collaborative work), Kandinski – round and round – circles Klimt – up and down Various – self portrait Drawing Houses / Drawing Family Transient art – Andy Goldsworthy Observational Art: Sunflowers / harvest vegetables Collage rainbow – My Many Coloured Days Paper Doll friends Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks</p> | <p>Artist study – Yayoi Kusama, Piet Mondrian, Kandinsky, Van gogh – starry night Mondrian – squares and rectangles Matisse – ripping, cutting, fine motor Charanga Songs: I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> | <p>Artist Study – Yves Klein Various – self portrait Drawing snowflakes</p> <p>Charanga Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You’re Happy and You Know It Head, Shoulders, Knees and Toes</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>Van gogh – blossom Guiseppe Arcimboldo – fruit art</p> <p>Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p> <p>Create collaboratively sharing ideas, resources, and skills.</p> | <p>Artist Study – Van Gogh, Andy Wahol – Queen’s portrait</p> <p>Charanga Songs: Big Bear Funk</p> <p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p> | <p>Spanish artists Gaudi Miro Picasso</p> <p>African patterns Tinga tinga Savannah sunset silhouettes Aboriginal artwork Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> |



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| <p>Name Song Things for Fingers Develop storylines in their pretend play.</p> | | | | | <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> |
| <p>Choose paint colours for purpose Choose fabric Join paper / card using glue Use tape appropriately Transient art using autumn treasures Clay work: hedgehog, Diwali pot Collage using ripped paper Natural materials winter collage</p> | <p>Use string, hole punch, treasury tags etc Use a stapler Self portrait using pastels Make costumes for role-play Winter Collage Wool wrapping Chinese Art</p> | <p>Spring Collage 3D relief map of British isles Making bird feeders Process projects Junk modelling projects: space rockets Collage spring birds Natural materials spring collage</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Mosaic using grout and tile pieces Summer Collage</p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p> | <p>Explore how to mix colours using ready mix paint Explore how to make paint of different consistency using powder paint Talk about fabric / materials textures Self portrait using pencil / black pen / coloured pen Make props for role-play Autumn Collage</p> |
| <p style="text-align: center;">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. Singing – well known nursery rhymes, familiar songs and chants.</p> | | | | | |