

EYFS	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Great Fire of London	Polar Regions	Space	Peru	Roald Dahl: Stories Then and Now	Islands
Questions	What happened in London when the Great Fire started? How did the fire change London and how we stay safe today?	What are the polar regions like? How do animals and people live in a very cold place?	What can we see in Space? How did people travel to the Moon?	What is Peru like and where is it in the world? How is life in Peru the same as and different from life in England?	Who was Roald Dahl and what stories did he tell? Why are Roald Dahl's stories still enjoyed today?	What is an island and what is it like to live on one? What is the weather like on islands and how does it affect life there?
Enhancements		Perform in Nativity Panto (whole school trip)	Little City workshop (People Who Help Us) Science Week (Science Week workshop)	Medieval Week Warwick Castle (whole school trip)		Sports Day Perform in Recorder Assembly
Celebrations	Harvest Festival Diwali	Guy Fawkes Night Remembrance Day Hanukkah Christmas	Lunar New Year Shrove Tuesday Science Week	Easter World Book Day Holi Festival Castles Week Ramadan & Eid al-Fitir	Passover May Day St George's Day	Summer Solstice

Personal, Social and Emotional Development (PSED)	Self-Regulation	Self-Regulation	Self-Regulation
	Focus: Managing emotions, behaviour and attention	Focus: Managing emotions, behaviour, attention and developing coping strategies	Focus: Managing feelings, behaviour, attention and preparing for transition to Year 1
	<ul style="list-style-type: none"> • Recognise and name feelings (happy, sad, angry, worried) • Learn simple strategies to calm down (deep breaths, quiet area) • Maintain focus on short activities or tasks with support • Take turns and share resources during play • Move between activities calmly and cope with transitions 	<ul style="list-style-type: none"> • Recognise and talk about a wider range of feelings (frustration, excitement, nervousness) • Use simple strategies to calm down independently (breathing, quiet area) • Maintain attention in longer activities (5-10 minutes) • Take turns and wait patiently during games and group activities • Begin to adapt behaviour to new situations (new activities, visitors, changes in routine) 	<ul style="list-style-type: none"> • Recognise and talk about a broad range of feelings (proud, nervous, excited, disappointed) • Use strategies to calm down independently when frustrated or upset • Sustain focus in longer, more complex activities (10-15 minutes) • Take turns, share and cooperate consistently in group games and activities • Begin to manage emotions in new situations (changes in routine)
Managing Self	Managing Self	Managing Self	
Focus: Developing independence, confidence and taking responsibility for personal needs and actions	Focus: Independence, confidence and responsibility for personal needs and choices	Focus: Independence, confidence and responsibility for personal needs and actions	
<ul style="list-style-type: none"> • Attempt new tasks independently, using support if needed • Express own needs, ideas and feelings clearly • Take pride in achievements (completing tasks, sharing work) • Follow classroom routines and simple rules • Practice basic self-care and personal hygiene (washing hands, putting on coats) 	<ul style="list-style-type: none"> • Try new activities and challenges, with growing resilience • Express own ideas, preferences and feelings in discussion or play • Take pride in completing tasks and achievements • Follow classroom routines consistently and take responsibility for belongings (coats, water bottles, book bags) • Practice self-care and personal hygiene (washing hands before lunch, tidying resources) 	<ul style="list-style-type: none"> • Tackle new challenges and activities with confidence and resilience • Express ideas, choices and feelings clearly in discussion and play • Take pride in achievements and recognize own progress • Take responsibility for belongings and personal hygiene (packing book bag, washing hands, managing coat and shoes) • Begin to plan and make simple decisions during play or small projects 	
Building Relationships	Building Relationships	Building Relationships	
Focus: Making friends, positive interactions and understanding others	Focus: Developing friendships, cooperation, empathy and conflict resolution	Focus: Developing friendships, empathy, cooperation and readiness for Year 1	
<ul style="list-style-type: none"> • Greet peers and adults politely; start conversations • Show kindness and concern for peers and familiar adults • Begin to resolve conflicts with support • Participate cooperatively in small group activities and role play 	<ul style="list-style-type: none"> • Greet and respond to peers and adults appropriately • Show kindness, empathy and understanding towards peers' feelings 	<ul style="list-style-type: none"> • Build strong friendships and show empathy and concern for peers 	

		<ul style="list-style-type: none"> • Begin to resolve disagreements with adult guidance and appropriate language • Participate cooperatively in group activities, games and role play • Recognise and respect differences among peers (culture, preferences, abilities) 	<ul style="list-style-type: none"> • Use appropriate language and strategies to resolve conflicts independently, with occasional support • Participate cooperatively in group activities, collaborative tasks and role play • Recognise and respect differences in others (culture, preferences and abilities) • Demonstrate teamwork and support for peers in group projects
	<p>I can notice my feelings and use simple ways to calm down. I can follow routines, take turns and be kind to my friends with support.</p>	<p>I can notice my feelings and use ways to calm down when I upset or worried. I can try new activities, make simple choices and play or work with others to solve problems.</p>	<p>I can manage my feelings and behaviour in different situations and adapt to changes. I can complete tasks independently, take pride in my achievements and cooperate with friends, showing empathy.</p>

Communication and Language (C&L)	Listening and Attention	Listening and Attention	Listening and Attention
	Focus: Developing ability to listen carefully, maintain attention and respond appropriately <ul style="list-style-type: none"> Listen to simple stories and rhymes, responding to key events and ideas Follow one and two-step instructions with support Begin to listen attentively in small group discussions Show interest in songs, poems and repeated refrains 	Focus: Developing sustained attention, careful listening and responding in a range of situations <ul style="list-style-type: none"> Listen to longer stories, poems and information texts, remembering key events and details Follow multi-step instructions with support Maintain focus during small group and classroom discussions Listen attentively to peers during collaborative play 	Focus: Developing sustained attention, careful listening and responding confidently in a range of contexts <ul style="list-style-type: none"> Listen attentively to longer stories, non-fiction text and topic-based information, recalling key details Follow multi-step instructions independently or with minimal support Maintain focus in small group discussions and collaborative tasks Listen attentively to peers during group projects and role play
	Understanding	Understanding	Understanding
	Focus: Developing comprehension skills and understanding of vocabulary and concepts <ul style="list-style-type: none"> Respond to simple 'who', 'what', 'where' and 'why' questions about stories and events Begin to follow routines and classroom instructions independently Understand and use simple prepositions and sequencing words (first, next, after) Begin to make connections between new vocabulary and everyday experiences 	Focus: Extending comprehension skills and understanding of new vocabulary and concepts <ul style="list-style-type: none"> Respond appropriately to 'who', 'what', 'where', 'when' and 'why' questions Begin to predict outcomes or explain ideas based on stories or experiences Understand and use a wider range of sequencing and time-related words (before, after, first, next) Connect new vocabulary from topics, stories and experiences to real-life situations 	Focus: Extending comprehension and making connections between vocabulary, ideas and real-life experiences <ul style="list-style-type: none"> Respond appropriately to questions about events, stories and experiences, including 'why' and 'how' questions Begin to make predictions and explanations based on stories, experiments or topic learning
	Speaking	Speaking	Speaking
	Focus: Developing ability to express ideas, feelings and experiences clearly <ul style="list-style-type: none"> Use words to express needs, feelings and ideas clearly Begin to retell simple events or stories in order Use new vocabulary from stories, songs and learning activities Engage in back-and-forth conversations with peers and adults, showing listening 	Focus: Using talk to communicate ideas, thoughts and experiences clearly and confidently <ul style="list-style-type: none"> Retell familiar stories or events in sequence with growing detail Use newly learned topic and story vocabulary in discussions and play Engage in back-and-forth conversations, asking and answering questions appropriately Begin to explain reasons for actions, ideas, or predictions Participate in small group discussions, 	Focus: Using talk confidently to express ideas, explain thinking and share experiences <ul style="list-style-type: none"> Retell familiar and new stories or events

	<p>skills</p> <ul style="list-style-type: none"> Ask simple questions to find out more or clarify understanding 	<p>expressing opinions and preferences</p>	<p>in sequence, adding details and explanations</p> <ul style="list-style-type: none"> Use topic-specific vocabulary accurately in discussion and play Ask and answer questions appropriately in conversations and group work Explain reasoning, ideas and predictions with increasing clarity Participate confidently in collaborative tasks and discussions
	<p>I can listen carefully to short stories and instructions and respond to what I hear. I can use words to tell people about what I need, how I feel and what I am doing.</p>	<p>I can listen carefully to longer stories, instructions and my friends and remember important details. I can use new words I have learned and talk about my ideas, stories and experiences.</p>	<p>I can listen carefully in group activities and follow instructions independently. I can talk confidently about my ideas, experiences and stories, using new words I have learned.</p>
<p>Physical Development</p>	<p>Gross Motor Skills</p> <p>Focus: Developing coordination, balance and control of large movements</p> <ul style="list-style-type: none"> Explore moving in different ways (running, jumping, climbing and rolling) Begin to use balance and coordination in simple games and activities Carry, push, pull or lift objects with growing control Participate in simple obstacle courses, action songs or playground activities <p>Fine Motor Skills</p> <p>Focus: Developing hand strength, coordination and control for writing and practical tasks</p> <ul style="list-style-type: none"> Practice holding and using pencils, crayons and scissors correctly Begin to use one-handed tools and equipment (scissors, brushes, glue sticks) Explore threading, building and 	<p>Gross Motor Skills</p> <p>Focus: Developing confidence, control and coordination in a wider range of movements</p> <ul style="list-style-type: none"> Move confidently in different ways (running, jumping, hopping, skipping and climbing) Begin to combine movements into sequences (e.g. jumping then balancing) Participate in group games that involve stopping, starting and changing direction Use larger equipment with more control (balls, hoops, balancing beams) <p>Fine Motor Skills</p> <p>Focus: Refining hand-eye coordination and dexterity for writing and practical tasks</p> <ul style="list-style-type: none"> Use tripod grip more consistently when holding pencils and pens Cut accurately along lines, thread beads and manipulate small objects with confidence Begin to form recognizable letters and 	<p>Gross Motor Skills</p> <p>Focus: Developing fluent, confident and controlled movement, for a range of activities</p> <ul style="list-style-type: none"> Move confidently and safely in a range of ways (running, jumping, hopping, skipping and climbing) Combine movements into sequences and perform them with control (e.g. hopping, balancing, turning) Participate in team games, following rules and adjusting movements to others Use larger equipment with skill and coordination (balls, bats, hoops, climbing frames) <p>Fine Motor Skills</p> <p>Focus: Refining hand-eye coordination, dexterity and control for writing and practical</p>

	<p>manipulating small objects</p> <ul style="list-style-type: none"> Practice simple fastenings (buttons, zips) and daily self-care tasks <p>Health and Self-Care</p> <p>Focus: Developing awareness of personal hygiene and healthy habits</p> <ul style="list-style-type: none"> Wash and dry hands independently, especially before eating Begin to recognize the importance of physical activity for health Take care of personal belongings and classroom equipment Learn basic safety rules for indoor and outdoor play 	<p>shapes when writing or drawing</p> <ul style="list-style-type: none"> Manage fastenings such as buttons, zips and shoe laces with growing independence <p>Health and Self-Care</p> <p>Focus: Increasing independence in personal care, safety and healthy routines</p> <ul style="list-style-type: none"> Wash and dry hands independently and follow hygiene routines consistently Understand the importance of exercise for keeping healthy Begin to make safe choices in play and daily routines (avoiding collisions, using equipment safely) Dress independently for PE and other activities 	<p>tasks</p> <ul style="list-style-type: none"> Hold and use pencils, pens and other tools with control and consistency Write recognisable letters and simple words; draw and construct with precision Use scissors, threading and small tools confidently for creative and practical activities Manage clothing fastenings independently and confidently <p>Health and Self-Care</p> <p>Focus: Promoting independence, safety and understanding healthy routines</p> <ul style="list-style-type: none"> Follow hygiene routines consistently and independently (washing hands, using tissues) Make safe choices in play and PE activities Dress independently for PE or special activities Understand the importance of exercise and healthy habits for wellbeing
	<p>I can move in different ways, balance and use my body safely in play and activities. I can use my hands to hold tools, draw, cut and manage simple tasks independently.</p>	<p>I can move my body confidently, balance and combine movements in games and activities. I can use my hands and tools carefully, write some letters and manage tasks, like dressing, more independently.</p>	<p>I can move my body confidently, safely and with control, in a range of games and activities. I can use my hands and tools with precision, write letters and words and take care of myself independently.</p>

<p>PE</p>	<p>Dance Respond creatively to a range of music, while experimenting with different directions, speeds and levels. Developing control of their bodies, linking simple actions.</p> <p>Hit, Catch & Run Develop basic ball skills, exploring how to throw, hit and catch with control. Practice sending and receiving objects safely, working on hand-eye coordination.</p>	<p>Run, Jump & Throw Explore fundamental movement skills, practicing running at different speeds, jumping safely in a variety of ways and throwing with control and direction.</p> <p>Ball skills Sending and receiving balls in different ways. Working individually, with a partner and in small groups, developing confidence and spatial awareness.</p>	<p>Gymnastics Explore movements such as rolling, balancing, stretching and jumping. Developing control, coordination and body awareness.</p> <p>Speed, Agility & Travel Explore moving their bodies in different ways, practicing running, changing direction, stopping and starting with control.</p>	<p>Parachute games Explore cooperative movement, coordination and spatial awareness by lifting, shaking and moving a parachute together.</p> <p>Send & Return the Ball Sending, receiving and controlling balls using hands, feet or equipment with increasing accuracy.</p>	<p>Attack, Defend & Shoot Explore basic invasion game skills, learning to move safely, aim and score while defending space or goals.</p> <p>Balance Explore controlling their bodies in a range of positions, on different parts of the body and at varying levels. Developing strength, coordination and confidence.</p>	<p>Athletics Explore running, jumping and throwing activities to develop speed, strength and coordination. Measuring their own performance and taking part in simple challenges to build stamina and control.</p> <p>Multi-Skills Develop fundamental movement skills including running, jumping, throwing, catching and balancing. Develop coordination, agility and teamwork while building confidence to use their bodies safely.</p>
<p>Literacy Reading</p>	<p>Core Texts The Lighthouse Keeper's Lunch – Ronda & David Armitage The Three Little Pigs The Everywhere Bear – Julia Donaldson The Diwali Story – Anita Ganeri Poetry Baskets (Seasons)</p>	<p>Core Texts Stick Man – Julia Donaldson Lost and Found – Oliver Jeffers Penguin Small – Mick Inkpen Poles Apart – Joanne Willis Poetry Baskets</p>	<p>Core Text The Way Back Home – Oliver Jeffers Whatever Next! – Jill Murphy Aliens Love Underpants – Claire Freedman Man on the Moon – Simon Bartram Little People, Big Dreams – Neil Armstrong, Mae</p>	<p>Core Texts A Bear Called Paddington – Michael Bond The Great Kapok Tree – Lynne Cherry The Llama's Secret: A Peruvian Legend Zog – Julia Donaldson (Medieval Week) Festival of Colors – Kabir</p>	<p>Core Texts The Enormous Crocodile – Roald Dahl The Tale of Peter Rabbit – Beatrix Potter The Giraffe, the Pelly and Me – Roald Dahl Esio Trot – Roald Dahl Room on the Broom – Julia Donaldson</p>	<p>Core Texts The Snail and the Whale – Julia Donaldson Grandad's Island – Benji Davies The Storm Whale – Benji Davies Pirates Love Underpants – Claire</p>

	<p>understand the meaning of texts</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Listen attentively to stories, rhymes and songs • Develop book handling skills • Talk about illustrations and key events • Join in with repeated refrains • Answer simple 'who' and 'what' questions 	<p>sentences to consolidate phonics knowledge, increasing fluency and to strengthen understanding of texts</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Retell familiar stories using story language • Sequence main events with support • Talk about characters and settings • Make simple predictions based on illustrations • Use new vocabulary through texts in discussion and play • Re-read familiar texts to deepen understanding, reinforce vocabulary and support confidence story retelling 	<p>Comprehension</p> <ul style="list-style-type: none"> • Listen to and engage with a wide range of stories, non-fiction texts and poems • Retell familiar stories in sequence using story language • Discuss characters, settings and key events • Begin to make predictions based on illustrations and story patterns • Answer 'who', 'what', 'where', 'when' and 'why' questions, with adult support • Re-read familiar texts to reinforce comprehension, vocabulary and story understanding 	<p>and newly learned texts to consolidate new sounds, build fluency and increase reading confidence</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Retell familiar stories in more detail, using full sentences • Answer questions about texts independently • Use new vocabulary from stories in discussion and play • Make predictions about what might happen next • Compare characters, settings and events across different stories • Re-read texts to strengthen understanding, reinforce vocabulary and support story retelling 	<p>knowledge, improve fluency and develop confidence in independent reading</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Retell familiar and new stories in detail, using full sentences • Discuss characters, settings and key events, with confidence • Make predictions and justify them using story clues • Begin to answer 'why' and 'how' questions about texts • Compare events and characters across different stories • Re-read texts to deepen understanding, reinforce vocabulary and support confident story 	<p>Comprehension</p> <ul style="list-style-type: none"> • Retell stories in detail, sequencing main events accurately • Discuss characters, settings and events using story language • Make predictions and explain reasoning • Answer 'who', 'what', 'where', 'when', 'why' and 'how' questions independently • Compare events and characters across different texts • Re-read texts to reinforce comprehension, vocabulary and confident storytelling
--	---	--	--	--	--	--

					retelling and discussion	
	I can recognize and say the sounds for letters I have been taught and blend them to read simple words. I can listen to stories and talk about what happened, including the characters and key events.	I can blend sounds to read words and read short sentences independently. I can retell stories, talk about characters and events and use new vocabulary I have learned.	I can read short sentences and simple books independently, using my phonics knowledge and self-correcting when needed. I can retell stories in detail, answer questions about them and use new vocabulary I have learned.			
Songs/Rhymes	Five Little Speckled Frogs Five Currant Buns London's Burning	Five Little Monkeys Five Little Ducks	Hickory Dickory Dock Five Little Men in a Flying Saucer	Ten Green Bottles Ten in the Bed	Ring a Ring o' Roses If You're Happy and You Know It	Row, Row, Row Your Boat The Wheels on the Bus
Phonics	Phase 2 s, a, t, i, p, n, m, d, g, o, c, k l, the, go, to, no, into	Phase 2 ck, e, u, r, h, b, f, ff, l, ll, ss l, the, go, to, no, into	Phase 3 j, v, w, x, y, z, zz, qu he, she, we, me, be, was, my, you, her, they, all, are	Phase 3 ch, sh, th, ng, ai, ee, igh, oa, oo, oo he, she, we, me, be, was, my, you, her, they, all, are	Phase 3/4 ar, or, ur, ow, oi, ear, air, ure, er some, one, said, come, do, so, were, when, have, there, out, like, little, what	Phase 4 wh, ph /ai/ alternatives (e.g. ay a-e, a) /ee/ alternatives (e.g. ea, e-e, y) some, one, said, come, do, so, were, when, have, there, out, like, little, what
Literacy Writing	Writing <ul style="list-style-type: none"> Explore mark-making, giving meaning to marks Begin to form some letters correctly 	Writing <ul style="list-style-type: none"> Write simple CVC words and labels using known letter-sounds Begin to write 	Writing <ul style="list-style-type: none"> Begin to write simple CVC words and labels using phonics Blend sounds in spelling to write 	Writing <ul style="list-style-type: none"> Apply phonics knowledge, including newly taught digraphs/trigraphs, to write simple 	Writing <ul style="list-style-type: none"> Apply phonics knowledge confidently to write words containing 	Writing <ul style="list-style-type: none"> Write longer sentences and short narratives independently

	<ul style="list-style-type: none"> • Begin to write own name and familiar words • Use initial sounds to attempt spelling simple words <p>Composition</p> <ul style="list-style-type: none"> • Engage in drawing and early writing (labels, captions, cards) • Talk through ideas before mark-making or writing • Begin to hold a pencil confidently and control strokes • Begin to write for simple purposes (pictures, labelling) 	<p>simple captions and short phrases, with adult support</p> <ul style="list-style-type: none"> • Use spaces between words and attempt to use full stops • Begin to spell some common exception words with support <p>Composition</p> <ul style="list-style-type: none"> • Talk through ideas before writing sentences or captions • Use vocabulary from stories, rhymes and discussions in writing • Attempt writing for simple purposes: labels, lists, captions, cards • Begin to join ideas verbally to support sentence writing 	<p>simple words independently</p> <ul style="list-style-type: none"> • Attempt writing simple captions and short sentences with adult support • Begin to use spaces between words and full stops in supported writing <p>Composition</p> <ul style="list-style-type: none"> • Engage in mark-making and early writing • Begin to form letters correctly • Use initial sounds to attempt unfamiliar words in independent writing • Share ideas verbally before writing to support sentence structure 	<p>sentences</p> <ul style="list-style-type: none"> • Begin to write short sentences with spaces and punctuation (full stops & capital letters) • Begin to spell common exception words correctly in context <p>Composition</p> <ul style="list-style-type: none"> • Begin to write for different purposes: story, letter, list, labels and captions • Use new vocabulary from reading and discussion in own writing • Attempt to extend sentences with conjunctions (e.g. and) • Share writing with peers and adults to develop confidence and clarity 	<p>digraphs/trigraphs</p> <ul style="list-style-type: none"> • Write short sentences independently with capital letters and full stops • Spell some common exception words correctly in context <p>Composition</p> <ul style="list-style-type: none"> • Write for different purposes: short stories, labels, lists, captions, letters • Begin to sequence sentences to describe events or tell a story • Use vocabulary from reading and discussion in own writing • Talk through ideas before writing to support clarity and sentence structure 	<p>using phonics knowledge</p> <ul style="list-style-type: none"> • Apply punctuation accurately (capital letters, full stops) • Spell common exception words confidently • Begin to use conjunctions to link ideas (e.g. and, but) <p>Composition</p> <ul style="list-style-type: none"> • Plan and sequence ideas to write stories or recount events • Use vocabulary and sentence structures learned from reading in own writing • Begin to check that sentences make sense and convey meaning clearly • Write for
--	---	---	--	--	---	---

						different purposes: stories, letters, captions, instructions
	I can write my name and simple words using my phonics knowledge. I can attempt to write simple captions and labels independently.		I can write simple sentences independently using my phonics knowledge and spaces between words. I can use new vocabulary I have learned in my writing.		I can write longer sentences independently using my phonics knowledge. I can sequence my ideas and sentences clearly to tell a story or describe events.	
Numeracy	<p>Match, sort and compare</p> <ul style="list-style-type: none"> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Creating sorting rules Compare amounts <p>Talk about measure and pattern</p> <ul style="list-style-type: none"> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue 	<p>Circles and triangles</p> <ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangle Shapes in the environment Describe position <p>1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more and 1 less Composition of 4 and 5 Composition of 1-5 <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <ul style="list-style-type: none"> Introduce zero Find 0-5 Subitise 0-5 Represent 0-5 1 more and 1 less Composition Conceptual subitising to 5 <p>Mass and Capacity</p> <ul style="list-style-type: none"> Compare mass Find a balance Explore capacity Compare capacity <p>Growing 6,7,8</p>	<p>Length, Height and time</p> <ul style="list-style-type: none"> Explore length Compare length Explore height Compare height Talk about time Order and sequence time <p>Building 9 and 10</p> <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more and 1 less 	<p>To 20 and beyond</p> <ul style="list-style-type: none"> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build number beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns <p>How many now?</p> <ul style="list-style-type: none"> Add more How many did I add? Take away 	<p>Sharing and grouping</p> <ul style="list-style-type: none"> Explore sharing Sharing Grouping Even and odd sharing Play with and build doubles <p>Visualise, build and map</p> <ul style="list-style-type: none"> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and

	<p>simple patterns</p> <ul style="list-style-type: none"> • Create simple patterns. <p>It's me 1, 2, 3</p> <ul style="list-style-type: none"> • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2, and 3 • 1 more and 1 less • Composition of 1, 2 and 3 	<ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shape with 4 sides • Shapes in the environment • My day and night 	<ul style="list-style-type: none"> • Find 6, 7 and 8 • Represent 6, 7 and 8 • 1 more and 1 less • Composition of 6, 7 and 8 • Make pairs- odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising 	<p>Exploring 3-D shapes</p> <ul style="list-style-type: none"> • Recognise and name 3-D shapes • Find 2-D shapes within 3-D shapes • Use 3-D shapes for tasks 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment 	<ul style="list-style-type: none"> • How many did I take away? <p>Manipulate, compose and decompose</p> <ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2-D shape pictures • Find 2D shapes within 3-D shapes 	<p>build scene and constructions</p> <ul style="list-style-type: none"> • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations <p>Make connections</p> <ul style="list-style-type: none"> • Deepen understanding • Patterns and relationships
<p>Mathematics</p>	<p>Number</p> <ul style="list-style-type: none"> • Find, recognize and represent number 1, 2 and 3 • Subitise quantities of 1, 2 and 3 • Understand 1 	<p>Number</p> <ul style="list-style-type: none"> • Find, recognize and represent numbers 4 and 5 • Subitise quantities of 4 	<p>Number</p> <ul style="list-style-type: none"> • Introduce and explore the concept of zero • Find, recognize 	<p>Number</p> <ul style="list-style-type: none"> • Find, recognize and represent numbers 9 and 10 • Compare 	<p>Number</p> <ul style="list-style-type: none"> • Build numbers beyond 10 (10-13 then 14-20) • Continue and recognize counting 	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition

	<p>more and 1 less within 3</p> <ul style="list-style-type: none"> Explore the composition of numbers 1, 2 and 3 <p>Numerical Patterns</p> <ul style="list-style-type: none"> Match objects and pictures Identify and describe sets (more, fewer, same) Sort objects by type and explore different sorting techniques Create and explain simple sorting rules Compare amounts using mathematical language (more, fewer, same) Explore, copy, continue and create simple repeating patterns <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Compare objects by size (smaller/bigger, taller/longer/shorter) Compare mass 	<p>and 5</p> <ul style="list-style-type: none"> Understand 1 more and 1 less within 5 Explore the composition of numbers 4 and 5 Develop understanding of the composition of numbers 1-5 (part, whole) <p>Numerical Patterns</p> <ul style="list-style-type: none"> Compare quantities within 5 using appropriate mathematical language (more, less, fewer, altogether) Recognise and explore number relationships within 1-5 <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and 	<p>and represent numbers 0-5</p> <ul style="list-style-type: none"> Understand 1 more and 1 less of numbers 1-8 Explore the composition of numbers 6, 7 and 8 Combine two groups to find a total <p>Numerical Patterns</p> <ul style="list-style-type: none"> Explore conceptual subitising to 5 and beyond (whole, part, altogether) Identify odd and even numbers through making pairs Explore doubling to 8 through practical activities Recognise and describe number relationships and patterns 	<p>numbers to 10 using appropriate mathematical language</p> <ul style="list-style-type: none"> Subitise quantities to 10, including conceptual subitising Understand 1 more and 1 less within 10 <p>Numerical Patterns</p> <ul style="list-style-type: none"> Identify, copy, continue and create patterns Recognise patterns in the environment Explore more complex patterns using shapes, objects and numbers <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Explore and compare length and height of objects Measure and 	<p>patterns beyond 10</p> <ul style="list-style-type: none"> Develop verbal counting beyond 20 with increasing confidence Automatically recall number bonds for numbers 0-5 and some to 10. Add more objects and count the total (altogether, how many are there now?) Take away objects and find how many remain (left) Increasingly confident at putting numerals in order 0-10 (ordinality) <p>Numerical Patterns</p> <ul style="list-style-type: none"> Explore and continue patterns beyond 10 Recognise patterns in counting and 	<p>of each number</p> <ul style="list-style-type: none"> Apply number knowledge to real-life problem-solving Explore sharing objects equally Explore grouping objects Identify odd and even numbers through sharing and grouping Play with and build doubles to reinforce number relationships Make connections between numbers, patterns and relationships Estimate numbers of things,
--	---	---	--	--	--	--

	<p>using everyday language (heavier, lighter)</p> <ul style="list-style-type: none"> • Compare capacity through practical experiences • Talk about measure in real-life contexts 	<p>triangles and describe their properties (straight, flat, round, corners, sides)</p> <ul style="list-style-type: none"> • Identify and name shapes with 4 sides (square, rectangle) • Combine and manipulate shapes with 4 sides • Recognise shapes in the environment • Describe position using positional language (on, under, next to) • Explore time through daily routines, including day and night (now, next, later, this afternoon) • Begin to describe and sequence events, real or fictional (first, 	<p>Shape, Space & Measure</p> <ul style="list-style-type: none"> • Compare mass using balance and everyday language (heavier, lighter) • Explore balance through practical problem-solving • Explore capacity through filling, pouring and comparing • Compare capacity using informal and comparative language (heavier, lighter) 	<p>order objects by length and height</p> <ul style="list-style-type: none"> • Explore and talk about time, including sequencing daily events • Recognise and name 3-D shapes (cubes, cuboids, cylinders, pyramids, cones and spheres) • Identify 2-D shapes within 3-D shapes • Using 3-D shapes in construction and practical tasks • Recognise 3-D shapes in the environment • Develop spatial awareness through movement and building 	<p>quantities</p> <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> • Manipulate, compose and decompose shapes for a purpose • Select and rotate shapes appropriately • Explain shape arrangements • Copy 2-D shape pictures • Identify 2-D shapes within 3-D shapes • Use spatial reasoning to solve practical problems 	<p>showing understanding of relative size</p> <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Identify units in repeating patterns • Create, explore and apply own pattern rules • Recognise and describe relationships within patterns • Continue, copy and create repeating patterns • Use number patterns to predict and justify <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> • Replicate and build scenes and constructions using shapes • Visualise and build models
--	--	--	---	---	--	---

then)

- from different positions
- Describe positions using positional language (on, under, next to)
 - Give instructions to build or move objects
 - Explore mapping and represent maps using models
 - Create maps and plans from familiar places and story contexts
 - Use spatial reasoning to design and create models
 - Apply shape, space and measure knowledge to

						purposeful play
	I can count, recognize and represent numbers 1 to 5 and understand 1 more and 1 less. I can sort, compare and create patterns and recognize shapes like circles, triangles, squares and rectangles.	I can count, recognize and represent numbers 0-10 and understand 1 more and 1 less. I can compare length, height and capacity, explore time and identify 2-D and 3-D shapes.			I can count, recognize and represent numbers beyond 10 and solve simple addition and subtraction problems. I can explore and create patterns and manipulate, compose and decompose 2-D and 3-D shapes for a purpose.	

<p>Understanding the World (Utw)</p>	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about past events in their own lives and in stories • Develop an awareness of the past through exploring the Great Fire of London and sequencing what happened • Notice differences between the past and now <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Explore Christianity, including key Bible Stories • Begin to understand that some people have different beliefs • Discuss the messages and teaching from Bible stories and they are important to some people • Explore who they are, their likes and dislikes and notice similarities and 	<p>Past and Present</p> <ul style="list-style-type: none"> • Explore the Christmas story and understand that it is an event from the past • Sequence events in the story and discuss what happened first, next and last • Compare events from the story with their own experiences <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Learn about celebrations, such as Christmas and why they are important to some people • Begin to understand that some people have different beliefs • Explore how to 	<p>Past and present</p> <ul style="list-style-type: none"> • Explore the Moon landing and understand why it is an important event from the past • Sequence events in the story of the Moon Landing and compare it with their own experience of events in the past • Begin to understand how events from the past impact people today <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Explore Islam, including Ramadan and Eid al-Fitr • Develop understandin 	<p>Past and present</p> <ul style="list-style-type: none"> • Explore the Easter story and understand it is an event from the past • Sequence the events of the story and compare them with their own experiences of events • Begin to understand how historical events influence people and traditions today <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Explore Peru through the context of Paddington Bear, comparing life in Peru with life in England • Describe their immediate environment • Develop 	<p>Past and present</p> <ul style="list-style-type: none"> • Explore Roald Dahl’s stories, comparing how stories were told in the past and today • Sequence events within stories and discuss similarities and differences between past and present storytelling • Begin to recognise how people and stories from the past influence lives today <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Explore Hinduism, including key beliefs, stories and festivals • Understand that people have different beliefs • Discuss our School Values: kindness, honesty, respect 	<p>Past and present</p> <ul style="list-style-type: none"> • Explore different places of worship and how they have been used over time • Talk about lives of people around them and the past • Begin to understand that people in the past and present use places of worship for different purposes • Compare how beliefs and practices may have changed over time <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Explore communities and environments through
--------------------------------------	---	---	---	--	---	--

	<p>differences between themselves and others</p> <p>The Natural World</p> <ul style="list-style-type: none"> • Explore habitats and the animals that live in them • Explore the natural world around them, making observations of animals and plants • Use their senses to observe and describe animals, plants and environments • Begin to notice how animals are suited to their habitats 	<p>be happy and healthy, including making healthy choices and caring for themselves and others</p> <ul style="list-style-type: none"> • Talk about similarities and differences in lifestyles and traditions <p>The Natural World</p> <ul style="list-style-type: none"> • Explore everyday materials, describing and comparing their properties • Investigate materials through hands-on activities • Explore polar regions, noticing features of the environment and the animals that live there 	<p>g that people have different beliefs</p> <ul style="list-style-type: none"> • Discuss the importance of these religious events to Muslim people and compare them with their own experience and celebrations • Learn about people who help us in the community, discussing roles, responsibilities and how people support others <p>The Natural World</p> <ul style="list-style-type: none"> • Explore themselves and other animals, noticing similarities and 	<p>understanding that people have different beliefs and lifestyles</p> <ul style="list-style-type: none"> • Discuss similarities and differences in culture, daily life and traditions • Explore their own feelings and emotions, learning to identify and express them and to understand how others feel <p>The Natural World</p> <ul style="list-style-type: none"> • Explore seasonal changes, observing differences in weather, daylight, plants and animals across the seasons • Make predictions and 	<p>and determination. Reflect on how these guide their behavior</p> <ul style="list-style-type: none"> • Learn to compare and appreciate similarities and differences in belief, traditions and values <p>The Natural World</p> <ul style="list-style-type: none"> • Explore keeping fit and healthy, including understanding how their bodies move, exercise and eat well • Make observations about their own bodies, growth and well-being • Begin to understand how lifestyle choices affect health and daily life 	<p>islands, weather and maps</p> <ul style="list-style-type: none"> • Understand that people have different ways of life • Develop map skills, including simple models to represent familiar places • Learn about keeping themselves safe, identifying risks and thinking about how to care for themselves and others <p>The Natural World</p> <ul style="list-style-type: none"> • Explore plants, observing growth, needs and changes over time • Investigate
--	--	---	--	---	--	---

			<p>differences</p> <ul style="list-style-type: none"> • Make observations, ask questions and discuss features of animals and humans • Begin to understand basic needs of living things and how animals and humans are adapted to their environments 	<p>observations about patterns in nature</p> <ul style="list-style-type: none"> • Discuss how the environment changes over time • Begin to understand how humans and animals are affected by seasonal changes 		<p>the effects of weather and seasonal changes on plants, animals and the environment</p> <ul style="list-style-type: none"> • Make observations, ask questions and begin to describe patterns and relationships in nature
	<p>I can talk about things that happened in the past and notice how they are different now. I can explore animals, materials and celebrations and talk about what I notice.</p>		<p>I can talk about important events, stories and people from the past and compare places and cultures. I can explore animals, seasonal changes and my own feelings and explain what I observe.</p>	<p>I can explain similarities and differences between religions, places and communities around the world. I can investigate plants, weather, maps and safety and use what I know to make sense of the world.</p>		

<p>Computing</p>	<p>Creating Media – Digital Painting Explore digital art tools to create their own paintings, taking inspiration from a range of artists. Reflect on their preferences when creating art using digital devices and traditional materials.</p>	<p>Computing Systems and Networks – Technology Around Us Develop understanding of technology and how it helps them in everyday life. Use a keyboard and mouse and begin to learn how to use technology responsibly.</p>	<p>Moving a Robot (Bee-Bot) Explore early programming by giving and following simple commands, including using floor robots (bee-bots). Begin to predict what programs will do. Begin to understand that an algorithm is a set of instructions.</p>	<p>Creating Media – Digital Writing Use a keyboard to type and create text on a computer. Use simple tools to change how their writing looks and compare typing with writing on paper.</p>	<p>Programming Animation Use ScratchJr to explore sprites and backgrounds and create simple on-screen programs. Use programming blocks to change what happens on screen and learn that an algorithm is a set of instructions.</p>	<p>Data and Information – Grouping Data Group and label objects in different ways and count how many are in each group. Sort objects by their own chosen features and use this to answer simple questions.</p>
<p>Music</p>	<ul style="list-style-type: none"> • Learn about the recorder and breathing • Learn to play and read the note B on the stave • Learn to read and play crotchets using simple 4 bar melodies • Sing simple action songs and begin developing musical application 	<ul style="list-style-type: none"> • Learn to read and count crotchet rests • Apply this knowledge playing short pieces with backing • Begin identifying minims and quavers and their equivalent rests • Learn performance skills and good diction through singing nativity songs 	<ul style="list-style-type: none"> • Begin reading semibreves and developing more complex breathing skills. • Using rhythm cards, read a mixture of crotchets, quavers, minims and semibreves at speed to music • Identify these note values through song 	<ul style="list-style-type: none"> • Introduce the note A • Read and play more complex and longer pieces using more note values with increasing difficulty • Sing more call and response songs 	<ul style="list-style-type: none"> • Introduce the concept of dynamics • Play more sophisticated melodies with a variety of rhythms and pitch 	<ul style="list-style-type: none"> • Introduce the note G • Start preparing for performance to parents and peers • Begin developing good individual practise techniques

Expressive Arts and Design (EAD)	<p>Creating with Materials</p> <p>Focus: Exploring and experimenting with a range of materials to represent ideas and experiences</p> <ul style="list-style-type: none"> • Explore and experiment with a range of materials, tools and techniques through art and design activities • Use drawing, painting collage and modelling to represent ideas, experiences and feelings • Explore colour, texture, shape and form, making choices about materials and resources • Begin to talk about their own creations and those of others, using simple descriptive language <p>Being Imaginative and Expressive</p> <p>Focus: Using imagination, music, movement and role play to express ideas, feelings and stories</p> <ul style="list-style-type: none"> • Join in with singing, music, movement and rhythm activities, using voices and instruments • Engage in imaginative role play, acting out familiar experiences and stories • Use movement, dance and drama to express ideas and emotions • Develop confidence to share ideas and perform creatively with a supportive environment 	<p>Creating Materials</p> <p>Focus: Selecting and combining materials to develop ideas and make creative work</p> <ul style="list-style-type: none"> • Choose materials and tools to create artwork and 3-D models that show ideas and experiences • Experiment with colour, texture, shape and form to improve and adapt their work • Talk about their own creations and the work of others, explaining choices and noticing details • Begin to plan and build more detailed or purposeful artwork, building on previous experiences <p>Being Imaginative and Expressive</p> <p>Focus: Using imagination, music, movement and role play to develop stories and express ideas</p> <ul style="list-style-type: none"> • Use music, songs and instruments to explore sounds, patterns and rhythms • Take part in role play, drama and storytelling, using imagination to create characters and scenarios • Explore dance and movement to express feelings, moods and ideas • Collaborate with others to perform or act out stories, building confidence and communication skills 	<p>Creating Materials</p> <p>Focus: Planning and making creative work with confidence, using a variety of materials and techniques</p> <ul style="list-style-type: none"> • Plan and create artwork, models and sculptures using different materials and techniques with growing independence • Explore and refine their ideas, combining materials and tools to achieve intended effects • Describe and reflect on their creations and those of others, noticing details and expressing preferences • Build on previous learning to produce purposeful, detailed or imaginative creative work <p>Being Imaginative and Expressive</p> <p>Focus: Performing, improvising and expressing ideas through music, movement and imaginative play</p> <ul style="list-style-type: none"> • Use music, drama, dance and role play to perform and share stories or ideas confidently • Experiment with sound, rhythm and movement to express feelings, moods or ideas • Collaborate with peers to create performances, developing confidence and creativity • Improvise and develop imaginative ideas independently or in a group, showing creativity and expression

	I can explore materials, paint, draw and make things to show my ideas and feelings. I can join in with music, songs and role play to share my imagination.		I can choose materials and tools to create my own ideas and build on what I know. I can use music, movement and role play to express feelings and tell stories with others.		I can plan and make creative work, using different materials and techniques with confidence. I can perform, improvise and share ideas through music, dance and imaginative play.	
Art	<p>Mark Making</p> <p>Learn and explore how to create different marks using pencils</p>	<p>Printing</p> <p>Learn the printing technique and create prints using natural objects</p>	<p>Watercolour</p> <p>Learn the watercolour technique and applying this into pictures</p>	<p>Collage</p> <p>Explore how different materials can be layered in collage and using this to create a picture</p>	<p>Painting</p> <p>Learn how to create a watercolour background and use different materials to print paint on top to create a scene</p>	<p>Textiles</p> <p>Learn how to use a needle to create a running stitch to create a Binca creation</p>

