



	Autumn Term	Spring Term	Summer Term
Visits/ Events	Wildlife area Allotment	Jungle Roadshow Fire service	Garden Centre Lego Land
Theme and key texts	<p>Magical me! Traditional songs: Head, Shoulders Knees and Toes, Tom Thumb</p> <p>If you go down to the woods today Texts: <i>We're going on a Bear Hunt</i> <i>Goldilocks and the Three Bears</i></p> <p>Once upon a time Texts: <i>The Gingerbread Man</i>, traditional tales</p> <p>Christmas time Texts: Nativity story, Nativity story songs</p>	<p>In the Jungle Texts: <i>Rumble in the Jungle</i>, non-fiction books about jungle animals</p> <p>Dinosaur Disco Song: Prehistoric Animal Brigade Texts: Non-Fiction fact books about dinosaurs</p> <p>Super Heroes! Media: Numberblocks and Numberjacks</p> <p>People who help us Texts: Non-fiction books about people who help us</p>	<p>Shiver me timbers! Texts: <i>Rainbow Fish</i> and <i>Captain Pugwash</i> Songs: Over the Irish sea</p> <p>New Life/Growing Texts: Non-Fiction books about plants and <i>Jack and the Beanstalk</i></p> <p>Moving on up! Texts: Whole class transition book about Year 1</p> <p>Circle of life Texts: Non-Fiction books about life cycles, <i>The very hungry caterpillar</i></p>
Communication and language	<p>Use words and gestures to share ideas with their friends and teachers.</p> <p>Speaking in full sentences when answering questions at carpet time.</p> <p>Telling stories in different ways by acting them out, making story maps and singing songs.</p> <p>Asks questions when they need something explaining or they want to know more.</p> <p>Being able to sit and concentrate on the teachers during carpet time.</p>	<p>Adding a storyline to their play during choosing time.</p> <p>Being able to explore and talk at the same time. Show curiosity in their play and asks questions e.g. <i>who, what, when, how.</i></p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next when listening to stories.</p>	<p>Knows how to behave in different situations, like playtime, lunch time and classroom.</p> <p>Using tense correctly when answering questions on the carpet.</p> <p>Listens to stories and responds appropriately.</p> <p>Listens and responds to peers ideas during carpet time and choosing time.</p> <p>Listen to instructions that have more than one step. Knowing there are different ways you should talk with different people.</p>



Personal, social and emotional development

Autumn Term

Spring Term

Summer Term

Describing differences and similarities between them and their friends with positive words.
Being willing to have a go with new things.
Fitting in to rules and routines in the school.
Control feelings and behaviour during playtime.
Explain their own feelings and feelings of others.
Know what do if feeling worried or angry.
Know when they are being fair during choosing time and playtime.

Takes steps to resolve conflicts with other children, e.g. finding a compromise.
Knowing that what they do and say affects other people.
Confident to speak to others about what the need and want e.g. asking to go to the toilet during PE.

Include their friends' ideas in their games.
Can tell a teacher when they need help with something.
Adjust their behaviour to different situations and can adapt with a new routine when getting ready for Year One.
Show sensitivity to other children and form positive relationships with others during choosing time.

Physical development

Being able to balance on things, move around things and change directions safely while exploring outside.
Holding a pencil, paint brush, crayons or chalk to make marks.
Changing into PE kits independently.
Washing hands after using the toilet.

Experiments with different ways of moving while in the learning garden.
Jumps off an object and lands safely while outside.
Knows that we need to move safely, but is also able to take some risks when trying new things in PE.
Travels with confidence around, under, over and through balancing and climbing equipment in our learning garden.

Good control and co-ordination in large and small movement during PE.
Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe at home and in school.

Literacy

Recognising and writing their own names.
Use a story map to help them to retell familiar stories.
Finding different ways to tell stories, such as acting them out, drawing pictures and using captions.
Phase 1/2/3 phonics depending on each child's level.

Predicting what will happen in stories read to them.
Describing the different things that happen in stories they hear and look at.
Use rhyming to sort words into groups.
Uses storylines in role play.
Uses phonics to begin to read words.
Writing initial, middle and end sounds to words.

Writing simple sentences using sounds they know to make a reasonable attempt at each word.
Recognising some familiar and high frequency words.
Shows an understanding of what they have read.
Writing sentences that they and others can read.



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Maths

Sorting and ordering things by size, weight, length etc.

Counting and ordering numbers to 10/20 where appropriate.

Writing numbers which can be recognised.

Using positional language: before, after, next, first, last when talking to friends and teachers.

Starts to find totals by adding two groups together.

Using one more/one less up to 5 then 10 during their play.

Uses writing tools to begin to record their work in a more formal setting as well as their play.

Describing and using 2D and 3D shapes and spotting them in the environment during their choosing time.

Using a number line to count on and backwards to solve addition and subtraction problems during their choosing.

Doubling and halving by sharing things into two groups, folding paper into halves and adding the same number again.

Using mathematical language to describe 3D shapes e.g. edges, faces, vertices.

Understanding of the world

Make self-portraits and paintings of people important to them and explaining why they are important.

Drawing around themselves to name parts of the body.

Knowing that there are different types of the same animal, e.g. polar bears, brown bears, koala bears etc.

Autumn walk looking at changes in nature. How do we know it is Autumn?

Comparing religious celebrations of their friends and how Christmas is celebrated around the world.

Knows that information can be selected from the computer when using the Computing Suite.

Completes a simple program on the computer using Purple Mash – Simple City.

Understands that children don't always enjoy the same thing and that sometimes they may need to change their play to involve their friends.

Knowing what a plant needs to live when planting beans.

Understanding that if a plant does not have what it needs to live, and then it will die.

Shows a concern for the living things when exploring different minibeasts.

Knowing how to care for minibeasts and how we can look after them properly.

Looks at patterns and change in the environment. How do we know that it is now Summer?

Understands that technology is all around us.

Expressive arts and design

Self-portraits choosing different materials and naming colours.

Singing traditional songs and nursery rhymes with confidence.

Maintaining a beat when using percussion instruments like tambourines and drums.

Use masks and props to role play different people from stories.

Create own story maps of familiar stories using a variety of different materials.

Repeated rhythms when using a selection of different instruments, including hands.

Moves body to dance to a selection of different music during choosing time.

Learning a wider variety of songs with more complex tunes.

Constructing with purpose when using the Lego and other small and large equipment.

Using their body to act out different stories and actions in drama.

Looking at their work and making changes to improve it during their choosing time.

Begin to make up their own narrative during their role play, with their own characters and action.

Sewing and sticking to make our own rainbow fish.

Music

Children learn about a variety of instruments through play, singing, and drawing.

Children sing songs and engage in instrumental playing on topics including: Chinese New Year, Boo (scary songs), and Spider Tricks.

In the fifth and sixth terms, children sing songs and engage in instrumental playing on topics including: Magic Dove, The Seasons and The Weather.