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|  | **Autumn A****Superheroes** | **Autumn B****Let’s Explore** | **Spring A****Tell me a Story**  | **Spring B****All Creatures Great and Small**  | **Summer A****Turrets and Tiaras** | **Summer B****Ahoy Matey** |
| **Text Drivers / Hooks** | SupertatoVisit from real superheroes  | Monkey PuzzleBear Hunt | Gingerbread ManLittle Red Riding Hood | Farm Trips | CinderellaGeorge and the DragonCastle trip |  |
| **Parent / Home Link** | Superhero craft session |  |  |  | Banquet |  |
| **Listening and Attention**  | Maintaining attention during appropriate activities | Concentrating and sitting quietly during appropriate activities  | Two channeled attention – listen and do for a short span | Listen to stories, and respond to what they hear with relevant comments and actions  | Respond to what they hear with relevant questions whilst engaged in another activity | Ask for clarification when necessaryListen with sustained concentration to a story with no props or picturesListen in a larger group (assembly) |
| **Understanding** | Responding to instructions involving a two-part sequence | Listens and responds to ideas expressed by others in conversation or discussion | Understands humour e.g. nonsense rhymes / jokesFollow stories without pictures or props | Answer “how” questions about experiences, stories and eventsFollow instructions involving several actions or ideas | Answer “why” questions about experiences, stories and events | Express views about events or characters in a story |
| **Speaking** | Begin to use complex sentences e.g. using and / becauseLink statements and stick to a main theme or intention | Use language to imagine / recreate roles and experiences in play situationsExtend vocabulary by grouping and naming, exploring the meaning and sounds of new words | Introduce a storyline or narrative into playUse talk to organize, sequence and clarify thinking, ideas, feelings and events | Expressing oneself effectively, showing awareness of listeners’ needs | Use past, present and future forms accurately when talking about eventsDevelop own narratives and explanations by connecting ideas and events | Recount experiences and imagine possibilities. Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events  |
| **Making relationships** | Demonstrate friendly behaviourInitiate conversations, attend to and take account of what others say | Explain own knowledge and understanding, and ask appropriate questions of others | Take steps to resolve conflicts with other children, e.g. finding a compromise | Show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children | Play co-operatively, taking turns with others. Take account of one another’s ideas about how to organise an activity. | Play group games with rulesUnderstand what bullying is and that it is unacceptable behaviour |
| **Self-confidence and Self-awareness** | Confident to speak to others about own needs or wants | Confident to speak to others about own interests and opinions | Describe self in positive terms and talk about abilitiesSay when they do or don’t need help | Confident to speak in a familiar group, talk about ideas, and choose resources for chosen activities | Confident to try new activities, and say why they like some activities more than others | Talk about what they enjoy / are good at, and things they don’t find easy.  |
| **Managing Feelings and Behaviour** | Aware of the boundaries set, and of behavioural expectations in the setting | Understand that own actions affect other people | Begin to be able to negotiate and solve problems without aggression | Work as part of a group or class, and understand and follow the rulesKnow that some behaviour is unacceptable | Talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequencesAdjust their behaviour to different situations / changes of routine | Stop and think before acting Know when and how to stand up for themselves appropriatelyKnow and use some ways to manage their own feelings |
| **Moving and Handling** | Copy some letters, e.g. letters from their name.Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstaclesUse simple tools to effect changes to materialsBegin to use anticlockwise movement and retrace vertical linesShow a preference for a dominant hand | Hold pencil between thumb and two fingers, no longer using whole-hand graspExperiment with different ways of movingTravel with confidence and skill around, under, over and through balancing and climbing equipmentHandle tools, objects, construction and malleable materials safely and with increasing controlShow a preference for a dominant handBegin to form recognisable letters | Hold pencil near point between first two fingers and thumb and use it with good controlUse a pencil and holds it effectively to form recognisable letters, most of which are correctly formed | Show good control and co-ordination in large and small movementsMove confidently in a range of ways, safely negotiating spaceHold pencil near point between first two fingers and thumb and use it with good controlUse a pencil and holds it effectively to form recognisable letters, most of which are correctly formed | Handle equipment and tools effectively, including pencils for writingHop confidently and skip in time to music | Hold paper in position and use their preferred hand for writing, using a correct pencil gripBegin to be able to write on lines and control letter size |
| **Health and Self-care** | Show understanding of how to transport and store equipment safelyShow some understanding that good practices with regard to eating and hygiene can contribute togood health | Practice some appropriate safety measures without direct supervisionGoing to the toilet independentlyShow understanding of the need for safety when tackling new challenges, and considers and manages some risks | Show some understanding that good practices with regard to exercise can contribute togood healthEat a healthy range of foodstuffs and understand need for variety in food | Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe | Manage own basic hygiene and personal needs successfully, including dressing independently | Fastening buttons or laces |
| **Reading** | Show awareness of rhyme and alliterationLook at books independently and handle books carefullyHear and say the initial sound in words*(Phase 1)* | Continue a rhyming stringLink sounds to letters, naming and sounding the letters of the alphabetSegment the sounds in simple words and blend them together, and know which letters represent some of themEnjoy an increasing range of books. Know that information can be retrieved from books and computers*(Phase 2)* | Link sounds to letters, naming and sounding the letters of the alphabetSegment the sounds in simple words and blend them together, and know which letters represent some of themBegin to read words and simple sentencesUse vocabulary and forms of speech that are increasingly influenced by experiences of books*(Phase 2/3)* | Use phonic knowledge to decode regular words and read them aloud accuratelyRead some common irregular words*(Phase 3)* | Read and understand simple sentencesDemonstrate understanding when talking with others about what they have readRead some common irregular words*(Phase 3)* | Read phonically regular words of more than one syllableRead many irregular wordsUse phonic, semantic and syntactic knowledge to understand unfamiliar vocabularyDescribe the main events in simple stories they have read*(Phase 4)* |
| **Writing** | Give meaning to marks they make as they draw, write and paintWrite own name | Continue a rhyming stringLink sounds to letters, naming and sounding the letters of the alphabetUse some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequenceWrite labels | Segment the sounds in simple words and blend them togetherLink sounds to letters, naming and sounding the letters of the alphabetWrite captions | Attempt to write short sentences in meaningful contextsWrite some irregular common wordsUse phonic knowledge to write words in ways which match their spoken sounds | Correctly spell some words, whilst others are phonetically plausibleWrite simple sentences which can be read by themselves and others | Spell phonically regular words of more than one syllable as well as many irregular but high frequency words. Use key features of narrative in their own writing |
| **Number** | Use number names accurately in play Recite numbers in order to 10Know that numbers identify how many objects are in a setRealise not only objects, but anything can be counted, including steps, claps or jumpsRecognise numerals 1 to 5Count five objects by saying one number name for each item | Count objects to 10, and begin to count beyond 10Count out up to six objects from a larger groupRecognise numerals to 10Count an irregular arrangement of up to ten objectsUse the language of ‘more’ and ‘fewer’ to compare two sets of objectsSay the number that is one more than a given number | Find the total number of items in two groups by counting all of themEstimate how many objects they can see and check by counting themRecord, using marks that they can interpret and explainFind one more or one less from a group of up to five objects, then ten objectsBegin to use the vocabulary involved in adding and subtracting | Count reliably with numbers from one to 20, place them in order and say which number is one more than a given numberUsing quantities and objects, add two single-digit numbers and count on to find the answer | Say which number is one less than a given number to 20Using quantities and objects, subtract two single-digit numbers and count back to find the answerSolve problems, including doubling, halving and sharing | Estimate a number of objects and check quantities by counting up to 20. Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups |
| **Shape, Space and Measure**  | Use positional languageBegin to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’Order and sequence familiar events | Begin to use mathematical names for ‘flat’ 2-D shapes, and mathematical terms to describe shapes.Select a particular named shapeOrder two or three items by length, height or weightBegin to use everyday language related to moneyUse familiar objects and common shapes to create and recreate patterns and build models | Begin to use mathematical names for ‘solid’ 3-D shapes, and mathematical terms to describe shapes.Select a particular named shapeOrder two items by weight or capacityUse everyday language related to timeMeasure short periods of time in simple ways | Use everyday language to talk about capacity and money to compare quantities and objects and to solve problemsExplore characteristics of everyday objects and 2-D shapes and use mathematical language to describe them | Explore characteristics of everyday objects and 3-D shapes and use mathematical language to describe themUse everyday language to talk about size, weight, capacity, position and distance | Estimate, measure, weigh and compare and order objects and talk about properties, position and time |
| **People and Communities** | Show interest in the lives of people who are familiar to themShow interest in different occupations and ways of life | Enjoy joining in with family customs and routines | Know about similarities and differences between themselves and friends | Talk about past and present events in their own lives and in the lives of family membersKnow that other children don’t always enjoy the same things, and be sensitive to this | Know about similarities and differences among families, communities and traditions | Know that other children have different likes and dislikes and that they may be good at different things. Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect |
| **The World** | Show care and concern for living things and the environmentComment and ask questions about aspects of their familiar world such as the place where they live or the natural world | Look closely at similarities, differences, patterns and change | Talk about the features of their own immediate environment and how environments might vary from one another | Talk about similarities and differences in relation to living thingsMake observations of animals  | Make observations of animals and plants and explain why some things occur, and talk about changes Know the properties of some materials and suggest some of the purposes they are used for. | Know that the environment and living things are influenced by human activity. Describe some actions which people in their own community do that help to maintain the area they live in. Explore basic scientific concepts such as floating, sinking and experimentation. |
| **Technology** | Interact with age-appropriate computer software | Interact with age-appropriate computer software | Complete a simple program on a computer | Recognise that a range of technology is used in places such as homes and schools | Select and use technology for particular purposes | Select appropriate applications that support an identified need |
| **Exploring and Using Media and Materials** | Begin to build a repertoire of songs and dancesExplore the different sounds of instrumentsExplore what happens when they mix colours | Experiment to create different texturesUnderstand that different media can be combined to create new effectsConstruct with a purpose in mind, using a variety of resourcesUse simple tools and techniques competently and appropriately | Manipulate materials to achieve a planned effectSelect appropriate resources and adapt work where necessary. Select tools and techniques needed to shape, assemble and join materials they are using | Safely use and explore a variety of tools, experimenting with colour, texture, and function | Safely use and explore a variety of materials and techniques, experimenting with design and formSing songs, make music and dance, and experiment with ways of changing them | Develop own ideas through selecting and using materials and working on processes that interest themFind out and make decisions about how media and materials can be combined and changed |
| **Being Imaginative**  | Play alongside other children who are engaged in the same themeCreate simple representations of events, people and objects | Initiate new combinations of movement and gesture to express and respond to feelings, ideas and experiencesChoose particular colours to use for a purposeIntroduce a storyline or narrative into their play | Play cooperatively as part of a group to develop and act out a narrative | Represent own ideas, thoughts and feelings through art and role play Use what they have learnt about media and materials in original ways, thinking about uses | Represent own ideas, thoughts and feelings through design and technology, music, dance and storiesUse what they have learnt about media and materials in original ways, thinking about purposes | Talk about the ideas and processes which have led them to make music, designs, images or productsTalk about features of their own and others work, recognising the differences between them and the strengths of others |
| **Religious Education** | Celebrating birth | Celebrating birth | Story-telling | New life | Special places | Belonging |
| **Physical Education** | Games | Gymnastics | Dance | Gymnastics | Dance | Games |