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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** | Supertato  Visit from real superheroes | Monkey Puzzle  Bear Hunt | Gingerbread Man  Little Red Riding Hood | Farm Trips | Cinderella  George and the Dragon  Castle 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 necessary  Listen with sustained concentration to a story with no props or pictures  Listen 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 / jokes  Follow stories without pictures or props | Answer “how” questions about experiences, stories and events  Follow 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 / because  Link statements and stick to a main theme or intention | Use language to imagine / recreate roles and experiences in play situations  Extend vocabulary by grouping and naming, exploring the meaning and sounds of new words | Introduce a storyline or narrative into play  Use 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 events  Develop 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 behaviour  Initiate 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 rules  Understand 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 abilities  Say 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 rules  Know that some behaviour is unacceptable | Talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences  Adjust their behaviour to different situations / changes of routine | Stop and think before acting  Know when and how to stand up for themselves appropriately  Know 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 obstacles  Use simple tools to effect changes to materials  Begin to use anticlockwise movement and retrace vertical lines  Show a preference for a dominant hand | Hold pencil between thumb and two fingers, no longer using whole-hand grasp  Experiment with different ways of moving  Travel with confidence and skill around, under, over and through balancing and climbing equipment  Handle tools, objects, construction and malleable materials safely and with increasing control  Show a preference for a dominant hand  Begin to form recognisable letters | Hold pencil near point between first two fingers and thumb and use it with good control  Use 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 movements  Move confidently in a range of ways, safely negotiating space  Hold pencil near point between first two fingers and thumb and use it with good control  Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed | Handle equipment and tools effectively, including pencils for writing  Hop confidently and skip in time to music | Hold paper in position and use their preferred hand for writing, using a correct pencil grip  Begin to be able to write on lines and control letter size |
| **Health and Self-care** | Show understanding of how to transport and store equipment safely  Show some understanding that good practices with regard to eating and hygiene can contribute to  good health | Practice some appropriate safety measures without direct supervision  Going to the toilet independently  Show 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 to  good health  Eat 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 alliteration  Look at books independently and handle books carefully  Hear and say the initial sound in words  *(Phase 1)* | Continue a rhyming string  Link sounds to letters, naming and sounding the letters of the alphabet  Segment the sounds in simple words and blend them together, and know which letters represent some of them  Enjoy 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 alphabet  Segment the sounds in simple words and blend them together, and know which letters represent some of them  Begin to read words and simple sentences  Use 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 accurately  Read some common irregular words  *(Phase 3)* | Read and understand simple sentences  Demonstrate understanding when talking with others about what they have read  Read some common irregular words  *(Phase 3)* | Read phonically regular words of more than one syllable  Read many irregular words  Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary  Describe the main events in simple stories they have read  *(Phase 4)* |
| **Writing** | Give meaning to marks they make as they draw, write and paint  Write own name | Continue a rhyming string  Link sounds to letters, naming and sounding the letters of the alphabet  Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence  Write labels | Segment the sounds in simple words and blend them together  Link sounds to letters, naming and sounding the letters of the alphabet  Write captions | Attempt to write short sentences in meaningful contexts  Write some irregular common words  Use phonic knowledge to write words in ways which match their spoken sounds | Correctly spell some words, whilst others are phonetically plausible  Write 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 10  Know that numbers identify how many objects are in a set  Realise not only objects, but anything can be counted, including steps, claps or jumps  Recognise numerals 1 to 5  Count five objects by saying one number name for each item | Count objects to 10, and begin to count beyond 10  Count out up to six objects from a larger group  Recognise numerals to 10  Count an irregular arrangement of up to ten objects  Use the language of ‘more’ and ‘fewer’ to compare two sets of objects  Say the number that is one more than a given number | Find the total number of items in two groups by counting all of them  Estimate how many objects they can see and check by counting them  Record, using marks that they can interpret and explain  Find one more or one less from a group of up to five objects, then ten objects  Begin 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 number  Using 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 20  Using quantities and objects, subtract two single-digit numbers and count back to find the answer  Solve 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 language  Begin 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 shape  Order two or three items by length, height or weight  Begin to use everyday language related to money  Use 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 shape  Order two items by weight or capacity  Use everyday language related to time  Measure short periods of time in simple ways | Use everyday language to talk about capacity and money to compare quantities and objects and to solve problems  Explore 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 them  Use 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 them  Show 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 members  Know 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 environment  Comment 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 things  Make 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 dances  Explore the different sounds of instruments  Explore what happens when they mix colours | Experiment to create different textures  Understand that different media can be combined to create new effects  Construct with a purpose in mind, using a variety of resources  Use simple tools and techniques competently and appropriately | Manipulate materials to achieve a planned effect  Select 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 form  Sing 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 them  Find 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 theme  Create simple representations of events, people and objects | Initiate new combinations of movement and gesture to express and respond to feelings, ideas and experiences  Choose particular colours to use for a purpose  Introduce 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 stories  Use 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 products  Talk 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 |