

	<b>Autumn A Superheroes</b>	<b>Autumn B Let's Explore</b>	<b>Spring A Tell me a Story</b>	<b>Spring B All Creatures Great and Small</b>	<b>Summer A Turrets and Tiaras</b>	<b>Summer B Ahoy Matey</b>
<b>Text Drivers / Hooks</b>	Supertato Visit from real superheroes	Monkey Puzzle Bear Hunt	Gingerbread Man Little Red Riding Hood	Farm Trips	Cinderella George and the Dragon Castle trip	
<b>Parent / Home Link</b>	Superhero craft session				Banquet	
<b>Listening and Attention</b>	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)
<b>Understanding</b>	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
<b>Speaking</b>	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
<b>Making relationships</b>	Demonstrate friendly behaviour Initiate conversations, attend to and take	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

	account of what others say					
<b>Self-confidence and Self-awareness</b>	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.
<b>Managing Feelings and Behaviour</b>	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
<b>Moving and Handling</b>	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

<b>Health and Self-care</b>	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
<b>Reading</b>	Show awareness of rhyme and alliteration Look at books independently and handle books carefully Hear and say the initial sound in words <i>(Phase 1)</i>	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 <i>(Phase 2)</i>	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 <i>(Phase 2/3)</i>	Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words <i>(Phase 3)</i>	Read and understand simple sentences Demonstrate understanding when talking with others about what they have read Read some common irregular words <i>(Phase 3)</i>	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 <i>(Phase 4)</i>
<b>Writing</b>	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	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

		sounds correctly and in sequence Write labels				
<b>Number</b>	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
<b>Shape, Space and Measure</b>	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

<b>People and Communities</b>	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
<b>The World</b>	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.
<b>Technology</b>	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
<b>Exploring and Using Media and Materials</b>	Begin to build a repertoire of songs and dances Explore the different sounds of instruments	Experiment to create different textures Understand that different media can be combined to create new effects	Manipulate materials to achieve a planned effect Select appropriate resources and adapt work where necessary.	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	Develop own ideas through selecting and using materials and working on processes that interest them

	Explore what happens when they mix colours	Construct with a purpose in mind, using a variety of resources Use simple tools and techniques competently and appropriately	Select tools and techniques needed to shape, assemble and join materials they are using		Sing songs, make music and dance, and experiment with ways of changing them	Find out and make decisions about how media and materials can be combined and changed
<b>Being Imaginative</b>	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
<b>Religious Education</b>	Celebrating birth	Celebrating birth	Story-telling	New life	Special places	Belonging
<b>Physical Education</b>	Games	Gymnastics	Dance	Gymnastics	Dance	Games