

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	This is Me	In the dark	Beneath our feet	Into the wild	Ready, steady, grow	Up, up, and away
<b>Key texts – can change according to children's interests</b>	Marvellous Me This is Me The Roar The Lion Inside Invisible Family and Me A Handful of Buttons In Every House on Every Street Let's build a house Everyone is Welcome Martha maps it out The street beneath our feet The Same but Different too! I like Bees, I don't like honey The perfect fit I don't want to be small Super Duper you	The Bat learns to Dance- Big Question: Why are some animals nocturnal?  Cave Baby- Big Question: What will I find in a cave?  Ridiculous-Big Question: Why do some animals hibernate?  How to catch a star - Big Question: Can I touch the stars?  I'm not (very) afraid of the dark - Big Question: What is a shadow?  Links to RE – The Christmas Story- Big Question: Which faith celebrates the Christmas story?	TBC	TBC	TBC	TBC
<b>Phonic sounds</b>	Phase 2 - S, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l.	Phase 2 - Ff, ll, ss, j, v, w, x, y, z, zz, qu, sh, th, ng, nk	Phase 3 - Ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er, dd, mm, tt, bb, rr, gg, pp, ff	Review Spring 1 – No new sounds	No new sounds	No new sounds
<b>Phonic tricky words</b>	Is, I, the	As, and, has, his, her, go, no, to, into, she, he, of, we, me, be	Was, you, they, my, by, all, are, sure, pure	Review Spring 1 – No new tricky words	Said, so, have, like, some, come, love, do, were, here, little, says, there,	No new tricky words

					when. what, one, out, today	
<b>Phonics other features</b>		Words with an added s at the end	Longer words.	Longer words, words with 2 or more digraphs, words ending in ing, compound words, words with /z/ s in the middle, words ending in s, words ending with /z/ es at the end.	Phase 4 – Longer words with short vowels: CVCC, CCVC, CCVCC, CCCVC, CCCVCC  Root words ending in: Ing, ed /t/, ed /id/, est.	Phase 4 – Longer words with long vowels: CVCC, CCVC, CCVCC, CCCVC, CCCVCC  Root words ending in: Ing, ed /t/, ed /id/, est, /z/ es..
Literacy – Comprehension	Can do a retell of a story using any repeating phrases Can use appropriate language to end a story.		Can recall and retell a range of stories in their own words. Extend their vocabulary, exploring the meaning and sounds of new words.		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	
Literacy – writing	Write recognisable letters, some of which are correctly formed. Write letters using the correct sequence of movements.		To form most letters correctly with just some inaccuracies or reversals. To begin to string words together to record phrases and simple captions.		Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	
Maths – Number	Numbers up to 5 - Subitise, count out from a quantity, match quantity/name to numeral, represent in varied forms, make groups of, complete part/whole representations Know some bonds, double 1&2		Numbers up to 10 - Subitise, count out from a quantity, match quantity/name to numeral, represent in varied forms, make groups of, complete part/whole representations Know some bonds, double 1&2, double 3, 4 and 5		Have a deep understanding of number to 10, including the composition of each number, Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubles.	
Maths – Numerical patterns	Count up to 20 Say if a group is more fewer and equal to another up to 5 Completes a part/whole model to 5		Count on and back to 20 (in ones) Say if a group is more fewer and equal to another up to 10 Arrange objects up to 5 in different patterns Completes a part/whole model to 10		Verbally count beyond 20. Compare quantities up to 10, recognising when one quantity is greater than, less than or the same as. Explore and represent patterns within numbers up to 10...	
Maths – Shape space and Measure	Beginning to recognise 2D shapes within 3D shapes.		Match/sort circles, squares, triangles and rectangles, as well as some 3D shapes. Spot shapes within shapes/patterns they have made. Start to discriminate between shapes using informal language.		Can use everyday language to talk about and describe a circle, square, triangle and rectangle, and recognise in different orientations.	

PSED – Self regulation	Can talk about the strong emotions others are experiencing. Following School rules with increased control and understanding.	Uses their experiences of adult behaviours to guide their social relationships and interactions.	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them.
PSED – Managing Self	Manage their own basic hygiene and personal needs, including dressing in a sequence including socks and going to the toilet.	Becoming increasingly more confident with fastenings such as zips and buttons. Putting on and removing gloves, scarves and hats.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly;
PSED Building relationships	Play co-operatively and start to take turns with another child. Beginning to realise that they can seek support from others in the class (not just key adults).	Taking turn with another child. Beginning to acknowledge the needs of others and resolve conflict with their peers.	Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
CL – Listening attention and understanding	Listen with increasing attention for longer periods of time as part of a whole class during assembly.	Listen with increasing attention for longer periods of time as part of a whole class within the wider school community.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
CL - Speaking	Joins in with repetitive language and rhyme using recently introduced vocabulary. Link ideas in sentences using 'but' and 'or'.	Deliberately practises recently introduced vocabulary in other areas of learning/provision. Link ideas in sentences using 'because'.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
PD – Gross Motor	Begin to move on and off obstacles with safety and control. Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency.	Send an object using a bat, taking into consideration direction.	Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.

PD – Fine Motor	To start to use a range of lines to add detail to pictures and images. To colour inside the lines of a shape with more control.	Holding the pencil with a tripod grasp (3pt grasp). Beginning to colour within the lines.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.
EAD – Creating with materials	Investigates and name primary colours and talk about the different colours they use.	Explore how to mix colours to create new colours.	Talk about colours they have used and why they chose them. Talk about differences between thick and thin, pale and dark.
EAD – Being imaginative and Expressive	Explores the sounds that they can make vocally and using their bodies e.g. loud sounds or quieter sounds.	Begin to connect music to a how they might feel e.g. is it happy/calm music? Explore how instruments can be used to make loud or quiet sounds (exploring pitch) / fast and slow sounds (tempo).	Explores how music might be able to represent other things e.g. animals or creatures. Use classroom instruments to join in with well-known rhymes and songs.
UW – Past and Present	To talk about and describe objects (new and old).	Compare and contrast characters from stories, including figures from the past.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
UW – People, culture and communities	To name and describe experiences of what they do in places that are familiar to them and what you do in them..	Recognise that people have different beliefs and celebrate special times in different ways.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
UW – The Natural World	Recognise some environments that are different to the one in which they live.	Building on earlier experiences children should be able to carry out investigations and make predictions about the best conditions for growing seeds.	Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to record my findings / observations through a range of recording systems.