




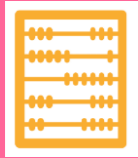




Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes/Interests/Lines of Enquiry</b> 	Ourselves Autumn Pirates	Autumn/Winter Bonfire Night Christmas and Nativity Space Diwali	Winter Chinese New Year Forest schools Pancake Day Transport	Easter Planting/Gardening/Spring/life cycles Journeys	Forest schools People who help us Summer Vets	Summer Forest schools Vegetables/planting Holidays Superheroes
<b>Communication and Language</b> 	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.	
<b>Personal, Social and Emotional Development Self-regulation</b>  <b>PHSE – One Decision</b>	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.
<b>Physical Development</b> 	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on 'Physical Development' skills plan.					
<b>Literacy</b> 	<b>Comprehension:</b> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos.	<b>Comprehension:</b> Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	<b>Comprehension:</b> Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	<b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books	<b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.	<b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

	Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.			Innovate a well-known story with support.	Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	
<b>Literacy</b>	<b>Word Reading:</b> Hear general sound discrimination and be able to orally blend and segment.	<b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	<b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	<b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<b>Word Reading:</b> Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
<b>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</b>						
<b>Phonics</b>	<b>Phase 1/2</b> Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	<b>Phase 2</b> Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words <i>the, to, no, go</i>	<b>Phase 2</b> Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss. Know tricky words - <i>the, to, and, no, go, I</i> – read and spell. Blend and segment known sounds for reading and spelling VC, CVC, CVCC	<b>Phase 2/3</b> Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme -phoneme correspondence for <i>j, v, w, x, z, zz, qu</i> . Know the 4 consonant digraphs – <i>sh, th, ch, ng</i> . Know 9 vowel digraphs – <i>ai, ee, oa, oo, ar, or, ur, ow, oi</i> . Know trigraph <i>igh</i> . Know tricky words, <i>the, to, he, she, we, me, be, was, my, you, her, they, all, are</i> .  Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	<b>Phase 3</b> Consolidate phase 2 and 3 skills. Know trigraphs <i>ear, ure, air</i> . Know vowel digraph <i>er</i> . Read tricky words <i>the, to, he, she, we, me, be, was, my, you, her, they, all, are</i> .  Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	<b>Phase 3/4</b> Consolidate phase 2 and 3 skills. Read CVCC words. Know adjacent consonants – <i>sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr</i> .  Be able to read some of the tricky words <i>some, one, said, come, do, so, were, when, have, there, out, like, little, what</i> . Be able to spell the tricky words <i>he, she, we, me, be, was, my, you, her, they, all, are</i> .  Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.  Write longer sentences using phonic knowledge, write digraphs and trigraphs.
<b>Pathways to Write</b>	<b>Gingerbread Man by Mara Alperin</b> <b>Outcome</b> - Oral retelling & draw images, write labels	<b>I'm going to eat this ant by Chris Naylor-Ballesteros</b> <b>Outcome</b> - A list of food items	<b>Naughty Bus by Jan Oke</b> <b>Outcome</b> - Recount of where Naughty Bus has been	<b>The Journey Home by Emma Levey</b> <b>Outcome</b> - Retell/rewrite of the story	<b>Silly Doggy by Adam Stower</b> <b>Outcome</b> - Retell/rewrite of the story	<b>Supertato by Sue Hendra</b> <b>Outcome</b> - A wanted poster with a character description
<b>Literacy</b>	<b>Pathways to write keys</b> <b>Gateway keys</b> (non-negotiables/basic skills) Sometimes give meaning to marks as they draw and paint Ascribe meaning to marks that they see in different places  <b>Mastery keys</b> (age/stage development expectations) Give meaning to marks as they draw, write and paint Hear and say initial sounds in words Segment the sounds in simple words and blend them together Link sounds to letters Use some clearly identifiable letters to communicate meaning Begin to write labels  <b>Handwriting:</b> Draws lines and circles. Makes marks – gross motor and fine motor opportunities	<b>Pathways to write Keys</b> <b>Gateway Keys</b> (non-negotiables/basic skills) Give meaning to marks as they draw, write and paint Hear and say the initial sound in words Links sounds to letters Use some clearly identifiable letters to communicate meaning Write labels  <b>Mastery Keys</b> (age/stage development expectations) Begin to break speech down into words Hear and say the initial sound in words and some subsequent sounds Segment the sounds in simple words and blend them together Link sounds to letters Write labels and captions Write CVC words  <b>Handwriting:</b> write some or all of their name Write some letters accurately Uses a comfortable grip with good control when holding pens and pencils Shows a preference for a dominant hand	<b>Pathways to write keys</b> <b>Gateway keys</b> (non-negotiables/basic skills) Hear and say initial sounds in words and some subsequent sounds Link sounds to letters Begin to break speech down into words Segment the sounds in simple words and blend them together (CVC words)  <b>Mastery Keys</b> (age/stage development expectations) Begin to break the flow of speech into words Write labels and captions Attempt to write short sentences in meaningful contexts Use phonic knowledge to write words in ways which match their spoken sound Spell some irregular common words Write CVC words  <b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	<b>Pathways to write keys</b> <b>Gateway keys</b> (non-negotiables/basic skills) Break speech into words Begin to write a simple sentence, using CVC words Write some irregular common words Write labels and captions Hear and say initial sounds in words Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence  <b>Mastery Keys</b> (age/stage development expectations) Attempt to write short sentences in meaningful contexts Use phonic knowledge to write words in ways which match spoken sounds Apply taught digraphs into writing  <b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Beginning to form clear ascenders and descenders	<b>Pathways to write keys</b> <b>Gateway keys</b> (non-negotiables/basic skills) Write CVC words Write labels and captions Break speech down into words Begin to apply taught digraphs into writing Begin to write a simple sentence (in meaningful context)  <b>Mastery Keys</b> (age/stage development expectations) Use phonic knowledge to write words in ways which match spoken sounds Spell some common irregular words Write simple sentences which can be read by themselves and others Apply taught digraphs and trigraphs into writing Write words with adjacent consonants  <b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.	<b>Pathways to write keys</b> <b>Gateway keys</b> (non-negotiables/basic skills) Use phonic knowledge to write words in ways that match spoken sounds Write simple sentences (in meaningful contexts) Apply taught digraphs and trigraphs into writing Begin to write words with adjacent consonants Spell some irregular words  <b>Mastery Keys</b> (age/stage development expectations) Write simple sentence which can be read by themselves and others (applying taught phonic sounds) Spell some common irregular words Write phonetically plausible words Use key features of narrative in own writing (EXC) Have an awareness of a capital letter and full stop when writing a simple sentence  <b>Handwriting:</b> Use a pencil effectively to write letters that can be clearly recognised and most of which are correctly formed

**Mathematics**



Ongoing throughout the year

**NCETM**  
**Mastering Number**  
(working alongside First4maths)

**Cardinality & Counting** – accurate counting of sets of objects 1-5  
**Subitising** 1-3  
**Composition** - conceptual subitising  
**Numerical recognition** - 1-5  
**Comparison** - Compare sets 1-5, using vocab more/fewer, etc.  
**Measures** - Height  
**Pattern** – simple AB patterns

**Cardinality & Counting** – accurate counting of sets of objects 1-10 and ordering 1-10  
**Subitising** – 1-5  
**Composition** – applied conceptual subitising  
**Inverse operations** – splitting and recombining sets of objects 1-5 including part whole model  
**Comparison** – compare numbers using vocab more/less, find 1 more using tens frames/number track  
**Shape/Space** – 2D shapes and properties  
**Pattern** – identify unit of repeat patterns

**Cardinality & Counting** – counting backwards 10-1, ordering 10-1  
**Composition** – portioning sets of objects 1-5, start to learn number bonds 1-5  
**Comparison** – find 1 less using tens frame/number track  
**Measures** – length  
**Shape/Space** – spatial vocabulary  
**Pattern** – more complex patterns ABB, ABBC and transferring to another format e.g. link pattern of shapes to movements

**Composition** – splitting and recombining sets of objects 6-9, use part whole model and tens frame  
**Comparison** – 1 more/1 less using mental numberline  
**Measures** – mass  
**Shape/Space** – representing spatial relationships as maps, spatial vocabulary  
**Pattern** – numerical patterns – staircase patterns linked to 1 more/1 less in comparison

**Cardinality & Counting** – counting beyond 10 noticing pattern in ones  
**Composition** – systematic approach to splitting and recombining sets of objects 1-10, use part whole model and tens frame, consolidate bonds to 5  
Start to learn some bonds to 10  
**Measures** – Time, sequence of events  
**Shape/Space** – 3D shapes and properties of shapes  
**Patterns** – Numerical patterns, odds and evens

**Cardinality & Counting** -Counting beyond 20, noticing patterns in 10's  
**Composition** – part whole models splitting numbers 1-10 where both parts are same, link to doubles/halves work in patterns, splitting into more than 2 parts – link to sharing fairly  
**Comparison** – Focus on sharing fairly  
**Measures** – Capacity  
**Shape/Space** – relationships between shapes  
**Pattern** – symmetry/reflections, numerical patterns, doubles and halves

Subitising  
Cardinality, ordinality and counting  
Composition  
Comparison

**Understanding the World**



Ongoing throughout the year

Talk about members of their immediate family and community.  
Name and describe people who are familiar to them.  
Recognise that people have different beliefs and celebrate special times in different ways.  
Recognise some similarities and differences between life in this country and others

Recognise some environments that are different to the one in which they live  
Draw information from a simple map  
Understand that some places are special to members of their community.

Explore the natural world around them.  
Comment on images of familiar situations in the past.

Begin to develop a sense of **continuity and change** by being able to **compare and contrast characters from stories throughout the year, including figures from the past.**  
Comment on what they notice about the environment where they live and **understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.**  
**Explore the natural world around them** making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.  
Understand the effect of changing seasons on the natural world around them and important processes.  
To have experiences out of school, and to meet important people.  
Describe what they see, hear, and feel whilst outside.  
To listen to a selection of stories, non-fiction, rhymes poems to foster an understanding of our culturally, socially, technologically and ecologically diverse world.

**Heartsmart**

Don't forget to let love in!

Too much selfie isn't healthy!

Don't hold on to what's wrong!

Fake is a mistake!

No way through isn't true!

**Christian Values taught through Roots and Fruits**  
**Discovery RE**

Generosity

Compassion

Courage

Friendship

Forgiveness

Respect

**What makes people special?**  
Religions: Christianity, Judaism

**What is Christmas?**  
Religion: Christianity

**How do people celebrate?**  
Religion: Hinduism

**What is Easter?**  
Religion: Christianity

**What can we learn from Stories?**  
Religion: Christianity, Islam, Hinduism Sikhism

**What makes places special?**  
Religion: Christianity, Islam, Judaism

**Expressive Arts and Design**



**Develop storylines in their pretend play.**

**Sing in a group or on their own, increasingly matching the pitch and following the melody.**

**Return to and build on their previous learning, refining ideas and developing their ability to represent them.**

**Create collaboratively sharing ideas, resources, and skills.**

**Listen attentively, move to, and talk about music, expressing their feelings and responses.**

**Watch and talk about dance and performance art, expressing their feelings and responses.**

Refer to Art and Design progression map to facilitate progression through child led interests.

Explore, use, and refine a variety of artistic effects to express their ideas and feelings

Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.