

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Our World	Exciting Explorers	Marvellous Magic	Into the Woods	Amazing Animals
Visits/trips	Policeman or Postman or nurse or firefighter (community)			Dentist		
Celebrations		Guy fawkes – painting, story of guy fawkes Christmas – cards, story of Christmas	Chinese new year – make a red envelope for a friend.	Easter – Easter story, egg hunt, egg decorating	Mother's day - cards	Father day - cards
Literacy (specific area)	All about us writing Non-fiction people who help us.	Everywhere Bear – story telling The Jolly Christmas post man (hook) – Letter writing.	Tyrannosaurus Drip – story telling Dinosaurs love underpants - Persuasive writing.	Potion Comotion – story telling Potion making – instruction writing	Goldilocks and the 3 bears – Story telling Diary Entry	The tiger who came to tea – story telling Animal fact file.
Maths (White rose scheme) (specific area)	Just like me!	It's me 1, 2, 3! Light and dark	Alive in 5! Growing 6,7,8	Building 9 & 10 Consolidate	To 20 and beyond First, then, next	Find my pattern On the move
PSHE – Jigsaw	Being Me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
	Awareness Emotions	Relating Acceptance	Meaning Direction	Exercising	Giving	Trying out Resilience
	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. 					

	<ul style="list-style-type: none"> • Think about the perspectives of others. • Manage their own needs. Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity healthy eating tooth brushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 		
<p>PSED (prime area)</p> <p>To be a continuous learning process throughout the year.</p>	<p>Describe themselves in positive terms and talk about their own abilities. Being confident to speak to others about needs wants interests and opinions. Beginning to express their feelings and consider the feelings of others. Knowing when they are upset about a situation and can explain why. Choosing their own equipment that is necessary to complete a task. Showing enthusiasm and excitement when anticipating and engaging in certain activities. Showing that they can stick with an activity even if it is challenge. Selecting and using resources with help. Enjoying the responsibility of small tasks. Being confident to talk to other children when playing and communicating freely about home and community. Being outgoing towards unfamiliar people and being more confident in new situations. Showing confidence in asking adults for help. Learning to listen to one another and show respect when doing so. Initiating conversations attending to and taking account of what others say. Explaining own knowledge and understanding and asking appropriate questions of others. Taking steps to resolve conflict with other attempting to find a compromise.</p>	<p>Recognise themselves as valuable individuals. Willing express their feelings and know when they have been kind and considerate. Moderating their feelings when they are upset. Being confident to try new activities. Saying why they like some activities more than others. Being confident to speak in a familiar group. Being happy to talk about their own ideas. Choosing the resources they need for given activity. Saying when they do or don't need help. Being able to talk about a challenge task and preparing to have a go. Welcoming and valuing praise for what they have done. Willing participating in a wide range of activities. Showing enthusiasm and excitement when participating and engaging in certain activities. Being confident to talk to others about needs wants interests and opinions. Being confident to speak in front of small groups. Describing themselves in positive terms and talk about abilities. Showing resilience and perseverance in the face of challenge. Having awareness of keeping teeth clean and not eating too many sweets. Building constructive and respectful relationships. Playing cooperatively with others and taking account of their ideas. Being happy to listen to others organisational ideas. Showing sensitivity to others feelings. Forming</p>	<p><u>ELG</u></p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards a simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Giving focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow several ideas or actions. 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. Manage their own basic hygiene and personal needs including going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive relationships with adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>

		positive relationships with adults and other children.	
	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 		
<p>C&L (prime area)</p> <p>To be a continuous learning process throughout the year.</p>	<p>Understanding why listening is important. Listen to and follow an instruction. Listening to stories with increased attention and recall. Asking and responding to why questions. Showing interest in the lives of people or events. Listening to one another in 1:1 or small groups. Showing interest in non-fiction books. Expanding their vocab to include new words relating topic or theme and continuing it. Asking questions. Retell a simple past event. Use talk to connect ideas, explain what happened, anticipating what might happen, recalling and reliving past experiences. Using talk in pretending that objects stand for something else in play.</p>	<p>Knowing that they need to be quiet and concentrate when listening. Maintaining attention concentrating and sitting quietly during appropriate activities. Listening to a whole story from beginning to end. Responding to instructions involving a two part sequence. Listening and responding to ideas expressed by others in conversation and discussion. Remembering key points from a story without needing prompts. Showing specific interest in non-fiction books linked to a topic or theme. Sing new vocab in different contexts. Asking questions to learn more about an event or task. Using complete sentences regularly. Using language to explore imaginary events in play situations. Linking statements and sticking to a main theme. Using talk to</p>	<p><u>ELG</u></p> <p>Listening 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. Make comments about what they have heard and ask questions to clarify their understandings. Hold conversations when engaged in back and forth exchanges with their peers and teacher. Participate in small groups, class and 1:1 discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Expressing their ideas and feelings about their</p>

			organise sequence and clarify feelings and ideas.		experiences using full sentences, including use of past present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
P.E (coach)	Games Team Games	Dance	Gymnastics	Games Ball skills	Athletics	Games Sport Focus
	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling crawling walking jumping running hopping skipping climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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 spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing mealtimes 					
PD (prime area)	<p>Showing increasing control when linking movements together. Knowing that it is good to be active and sometimes getting out of breathe. Moving freely with confidence in a range of ways. Mountains stairs steps or climbing equipment. Walking downstairs. Standing momentarily on one foot. Running skilfully whilst negotiating space, adjusting speed and direction needed. Drawing lines and circles using gross motor movement. Using one handed tools and equipment. Holding pencils between thumb and two fingers instead of whole hand. Beginning to hold pencils correctly and</p>		<p>Starting to experiment with different types of movement. Recognising how they can refine a range of physical actions such as rolling running skipping etc. jumping off objects and safely and carefully. Travelling with confidence and skill when moving around, under, over and through various equipment. Showing increasing control when throwing catching and kicking a ball. Handling tools objects construction and malleable materials safely and with increasing control. Showing preference for a dominant hand. Beginning to show anti-clockwise movement and retrace vertical</p>		<p><u>ELG</u> Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength balance and coordination when playing. Move energetically such as running jumping skipping dancing hopping skipping and climbing. Hold a pencil effectively in preparation for fluent writing using tripod grip in almost all cases. Using a range of small tools including scissors paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	

	showing good control. Copying some letters – in name.	lines. Beginning to form recognisable letters especially letters in their own name.	
	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 		
UW (specific area)	<p>Remembering and talking about significant events in their own experience. Knowing and understanding that their grandparents are older than their parents. Beginning to be familiar with words and phrase associated with long ago or in the past. Beginning to understand that some familiar stories were set in a time before they were born. Showing increased interest in the lives of people who are familiar to them. Beginning to understand that not all people celebrate the same things as them. Having greater understanding about why certain events are being celebrated. Talking about people that are helpful to them both from within their family and outside of family. Drawing information from a simple map. Starting to show an interest in different occupations and ways of life. Talking about some things they have observed such as</p>	<p>Recognising and describing special times or events. Beginning to compare and contrast characters in stories about the past. Understanding that people celebrated events like Christmas before they were born. Using appropriate language to describe the past such as 'in the past'. Recognising some similarities and differences between life in this country and life in other countries. Recognising that people have different beliefs and celebrate special times in different ways. Talk about member of immediate family and community. Naming and describing people who are familiar to them. Talking about why things happen and how things work. Understanding about growth and decay and changes over time. Identifying features of living things such as animals. Exploring the natural world. Describing what they see hear and feel</p>	<p><u>ELG</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understanding the past through settings, characters and events encountered in books read in class and storytelling. Describing their immediate environment using knowledge from observation, discussion, stories non-fiction texts and maps. Know some similarities and differences between different religions and cultural communities in this country. Drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries. Exploring the world around them from observations and</p>

	plants, animals, natural and found objects. Having greater awareness of seasonal change. Asking questions about aspects of familiar world such as the place where they live or natural world. Asking questions about some of the things they have observed such as plants and animals.		whilst outside. Recognising some environments that are different to the one we live in. Understanding the effects of changing seasons on the natural world around them.		drawings of animal's and plants. Similarities and differences between the natural worlds around them. Understanding some important processes and changes in the natural world around them, including seasons and changing states of matter.	
ART	Drawing	Painting and printing	Panting and printing	Collage	Textiles	Sculpture
	<ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• 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.• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.• Explore and engage in music making and dance, performing solo or in groups.					
EAD (specific area)	Realising that tools can be used for a purpose. Using simple tools and techniques competently and appropriately. Selecting appropriate brush for a given purpose. Exploring what happens when they mix colours. Experimenting with different textures. Enjoying joining in with dancing and singing games. Singing a few familiar songs. Beginning to move rhythmically. Imitating movement in response to music. Tapping out simple repeated patterns. Exploring and learning how sounds can be changed.		Safely using and exploring a variety of materials tools and techniques. Experimenting with colour design texture form and function. Selecting tools and using techniques needed to shape assemble and join materials they are using. Understanding that different media can be combined to create effects. Exploring and learning how sounds can be changed. Singing songs and making music and experimenting with ways of changing them. Beginning to build a repertoire of songs and dances. Exploring the different sounds of instruments. Initiating new combinations of movement and gesture in order to express and respond to feelings ideas and experiences.		<u>ELG</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	