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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Prime Areas Communication &amp; Language</b></p> 	<p>Oracy- repeated refrains Listening to stories Singing - nursery rhymes Story time - carpet sessions Speaking - developing vocabulary Talk Partners - conversation skills - describe what they see Understand instructions containing sequencing (first, after, last) Participates with rhyme &amp; song</p>	<p>Oracy Initiate conversations Anticipating key events Developing confidence when speaking in small groups Understands and enjoys rhymes and songs What, where, who questions Participates with rhyme &amp; song</p>	<p>Oracy Confident to speak in front of others Giving our own opinions Participating in stories and songs Joining in with repeated refrains Listens attentively in different situations Using puppets to retell stories, sequencing events Uses sentences of four to six words</p>	<p>Oracy Retelling a familiar story with or without prompts Use descriptive language Express themselves using words and actions Using new vocabulary in different contexts. Understands and enjoys rhyme</p>	<p>Oracy Asking appropriate questions of others Ordering &amp; sequencing events Using language to explain our thoughts and ideas Uses well- formed sentences Understands and enjoys rhyme</p>	<p>Oracy R- telling familiar stories Creating their own stories, narratives, puppet shows Using past, present tense Uses well-formed sentences</p>
<p><b>Personal, Social and Emotional Development</b></p> 	<p>Dispositions and attitudes Self-confidence/esteem Making relationships Behaviour /self-control/sharing Self-care Similarities and differences Recognising facial expressions, Naming emotions Promote: SMSC (spiritual, moral, social and cultural) development Respecting all faiths, races and cultures, being tolerant of differences</p>	<p>Dispositions and attitudes Making friendships Talk about their own ideas Sense of community To understand turn-taking as well as sharing Making relationships Following instructions SMSC (spiritual, moral, social and cultural) development Respecting all faiths, races and cultures, being tolerant of differences</p>	<p>Self confidence Setting ourselves a target What can I do... what I can't do yet... Developing perseverance Develop independent skills: Dressing-undressing/coats/zips Toileting – hygiene SMSC (spiritual, moral, social and cultural) development Respecting all faiths, races and cultures, being tolerant of differences</p>	<p>Being a good friend Managing our feelings – Dealing &amp; resolving conflicts. Respecting others, resilience, perseverance Talking about our feelings and emotions I can tell you when I am sad, angry, happy SMSC (spiritual, moral, social and cultural) development Respecting all faiths, races and cultures, being tolerant of differences</p>	<p>Talking about our feelings Connecting ideas and events Taking responsibility for our actions How to be a good friend How we help our friends Our school community Our local community SMSC (spiritual, moral, social and cultural) development Respecting all faiths, races and cultures, being tolerant of differences</p>	<p>Preparing for change. Connecting ideas and events Expressing our feelings Talking with Year 1 about their experiences Talking to Nursery children about Reception I can talk about how I feel Saying goodbye and moving on SMSC (spiritual, moral, social and cultural) development Respecting all faiths, races and cultures, being tolerant of differences</p>

<b>JIGSAW</b>	<b>Being me in my world</b>	<b>Celebrating differences</b>	<b>Dreams and goal</b>	<b>Healthy me</b>	<b>Relationships</b>	<b>Change me</b>
<p><b>Physical Development</b></p> 	<p>Movements A sense of space – find a space Health and bodily awareness Self-care -hygiene, teeth, washing, germs Using equipment Using tools and materials Developing gross/fine motor skills Body parts Dressing independently Develop tripod / pincer grip</p>	<p>Healthy Eating Self-care - hygiene, teeth, washing, germs Learning to catch a ball Simple Gymnastics Body Shapes Moving with control &amp; Coordination Safely negotiating space Dressing independently Develop tripod / pincer grip</p>	<p>Moving in different ways - under, over, through Range of games for improving Speed, direction and following instructions Team games Sportsmanship Dressing independently Develop tripod/pincer grip</p>	<p>Using a range of equipment – bats, balls, throwing and catching Exploring using bicycles &amp; scooters Creating a simple gymnastics routine. Dressing independently Develop secure pencil grip</p>	<p>Healthy living-exercise Diet – healthy food – link gardening and cooking Team games – football, races Dance routine Develop control handling a variety of equipment</p>	<p>Healthy living – self care hygiene, teeth, washing, germs Ways to stay safe and healthy - healthy life style Changes as we grow older Secure pincer grip Dance routine Develop control handling a variety of equipment Team games – preparing for sports day. Relay races, obstacle course, sprinting</p>
<p><b>Specific Areas Literacy</b></p> 	<p>Streamed phonics groups – reception week 3 Letters and sounds programme phase 2 Linking sounds and letters Reading Writing Handwriting - letter formation Rhyming Reading some HF words Phonics - recognising speed sound cards Segmenting/blending Sequencing stories</p>	<p>Streamed phonics groups CVC words. Reading some HF words, Handwriting - letter formation Segmenting simple words Blending simple words Rhyming Daily Supported Reading x 5 a week</p>	<p>Streamed phonics groups Hearing and saying sounds in simple words Segmenting simple words Blending simple words Handwriting - letter formation Writing simple sentences Daily Supported Reading x 5 a week</p>	<p>Streamed phonics groups Writing independently Writing simple sentences Labelling pictures Retelling familiar stories Blending simple words Independent reading Daily Supported Reading x 5 a week</p>	<p>Streamed phonics groups Writing familiar traditional tales Stories / independent sentences. Capital letters/ full stops/ finger Spaces Bean diaries Retelling familiar stories Blending simple words Independent reading Daily Supported Reading x 5 a week</p>	<p>Streamed phonics groups Writing independently Writing simple sentences Labelling pictures Independent reading Retelling familiar stories Blending simple words Daily Supported Reading x 5 a week</p>
<p><b>Maths</b></p> 	<p>Recognise some numerals of personal significance Recognises numerals 1-5 Counts up to three or four objects by saying one number name for each item Count actions or objects which cannot be moved Counts objects to 10, and beginning to count beyond 10 Beginning to recognise 2D shapes</p>	<p>Counts out up to six objects From a larger group Counts an irregular arrangement of up to ten objects Estimates how many objects they can see and check by counting them Ordering numerals 10/20 Counting forwards and Backwards (Increasing and Decreasing in value) Uses the language of 'more' and 'fewer' to compare two Sets of objects</p>	<p>Say the number that is one more than a given number Finds one more or one less from a group of up to five, then ten objects Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes Selects a particular named shape Talk about size</p>	<p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting Records, using marks that they can interpret and explain Orders two or three items by weight or capacity Position/propositions</p>	<p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting Records, using marks that they can interpret and explain Doubling Use everyday language related to time Money</p>	<p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting Records, using marks that they can interpret and explain Doubling Halving Sharing Distance</p>

		Beginning to use mathematical names for 2D and 3D shapes				
<b>Topic</b>	<b>Our Community</b> 	<b>Blast Off</b> 	<b>Once Upon a Time</b> 	<b>Pirates</b> 	<b>Mini beasts and growth</b> 	<b>To the Rescue</b> 
<b>Understanding the World</b> 	<b>THE WORLD</b> Find out about their environment, and talk about those features they like and the natural world Observe, find out about and identify features in the place they live and the natural world Shows an interest in the lives of people who are familiar to them Shows an interest in different occupations and ways of life <b>RE – Our own families beliefs</b> Similarities and differences Recognises and describes special times or events for family and friends <b>ICT</b> - Know how to operate simple equipment- computer, iPad, keyboard, remote control To develop control when using a mouse	<b>THE WORLD</b> Investigate objects and materials by using all their senses as appropriate Find out about, and identify, some features of living things, objects and events, they observe Ask questions about why things happen and how things work. Select the tools and techniques they need to shape, assemble and join materials they are using <b>RE - Diwali- Hanukkah &amp; Christmas Celebrations</b> Diwali/Diva lights/Rangoli Patterns - Celebrations <b>ICT</b> -Complete a simple programme on a computer Use an art programme to draw a picture linked to topic To develop mouse control Use a printer to print out work	<b>THE WORLD</b> Ask questions about why things happen and how things work Look closely at similarities, differences, patterns and change Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary Talks about why things happen and how things work <b>RE - Chinese New Year</b> Chinese calendar/ Celebrations <b>ICT</b> - To log onto a computer programme & complete a simple programme. Use a printer to print out work Bee bots - following directions, positional language	<b>THE WORLD</b> Comments and asks questions about aspects of their familiar word such as the place where they live or the natural world Looks closely at similarities, differences, patterns and change <b>RE – Purim, Holi, Easter</b> Stories - Celebrations <b>ICT</b> -To log onto a computer programme & complete a simple programme. Use a printer to print out work Bee bots - following directions, positional language	<b>THE WORLD</b> Developing an understanding of growth and decay and change over time Shows care and concern for living things and the environment Can talk and ask questions about aspects of their familiar world such as the place where they live or the natural world <b>RE – Ramadan St George’s Day, Shavout</b> Stories - Celebrations <b>ICT</b> - To navigate to a particular programme, complete activity, log on and out and shut down safely Bee bots - following directions, positional language	<b>THE WORLD</b> They know about similarities and differences in relation to places, objects, materials and living things They talk about features of their own immediate environment and how environments might vary from one another <b>RE- Carnival</b> Stories-Celebrations <b>ICT</b> - To know how to operate a range of programmes To log in and out of a computer Open, complete a programme, close all programmes
<b>Expressive Arts and Design</b>	Exploring media and materials Designing and making skills How to use resources - Paint, watercolours, printing Music – Singing /Nursery rhymes Pitch – repeating simple beats Using our imagination through music, sounds, visuals, props	Exploration and investigation Using our imagination in music and dance Singing a variety of songs/rhymes Using percussion instruments - repeating simple beats Designing and making skills,	Exploring media and materials Designing and making skills Investigating pitch high and low Moving to a variety of music, using our imagination Recognise and explore how sounds can be changed Sing simple songs from memory Following a simple dance routine	Drumming and dance Following a simple dance routine Recognises repeated sounds and sound patterns and matches movement to music Designing and making skills, explore colour, texture, shape, form and space in two and three dimensions	Using a variety of materials to create animal habitats, mini beasts - using clay, dough, collage, papier - mache, junk - modelling Designing and making skills, explore colour, texture, shape, form and space in two and three dimensions	Drumming and dance Mask making and group dance for carnival performance Express feelings and preferences in response to artwork, drama and music. Designing and making skills, explore colour, texture, shape,

	<p>Responding to experiences and communicating ideas</p>	<p>explore colour, texture, shape, form and space in two and three dimensions</p>	<p>Acting out familiar stories</p>		<p>Design a garden</p>	<p>form and space in two and three</p>
<p><b>Books</b></p> 	<p>Mog and the vet  Charlie the Firefighter  People who help us at school  Emergency vehicles  Jobs people do  Helpers in my community  Welcome to our World</p>	<p>Living in space  What's out there  Welcome to Alien school  The glow in the dark book of space  Edward built a rocket ship  Albie &amp; the space rocket  Q Pootle 5 in space  Alien's in underpants save the world  Rocket ship and the planet  Roaring rockets  Here comes the aliens</p>	<p>Goldilocks &amp; the three bears  Jack &amp; the beanstalk  The three little pigs  The gingerbread man  Little red riding hood  Hansel &amp; Gretel</p>	<p>The Pirates Next Door, The Night Pirates  Port Side Pirates (A Barefoot Singalong),  The Pirate Cruncher, Pirates love underpants,  Don't Mention Pirates, Lovely, Lovely pirate Gold  Captain Flinn and the Pirate Dinosaurs</p>	<p>Mad about mini beasts  The hungry caterpillar  Busy bug book  Plants &amp; seeds  Titch  Oliver's Fruit salad  Oliver's vegetables  Spiders are amazing</p>	<p>Super Kid  George saves the world by lunchtime  My dad is a superhero  Tree Fu Go  How to be a superhero  Charlie's superhero underpants  Superhero ABC</p>