



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	We Are Engineers		Wonderful Weather		Local Area Study	
Communication and Language ELG Listening and Attention ELG Speaking	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times. Listen to and discuss favourite stories and rhymes. Begin to join in with the retelling of familiar stories – using storytelling tray to support with this Show and tell Learning new words related to topics and our 'story telling' focus books. Home corner role play 	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 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. 	<ul style="list-style-type: none"> Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. 	<ul style="list-style-type: none"> 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. 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.
Personal, Social and Emotional Development ELG Self-Regulation ELG Managing Self ELG Building Relationships	<ul style="list-style-type: none"> Health, Wellbeing and Relationship Unit: Aiming High and Think Positive Getting to know new friends and adults and their names. Classroom routines and rules Initiating conversations with new staff and peers See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others. Give focused attention to what the teacher says. Fire Safety. 		<ul style="list-style-type: none"> Health, Wellbeing and Relationship Unit: TEAM Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Be confident to try new activities. Manage own basic hygiene and personal needs. 	<ul style="list-style-type: none"> Health, Wellbeing and Relationship Unit: V.I.PS Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Confident to try new activities. Explain the reasons for rules Manage own basic hygiene and personal needs 	<ul style="list-style-type: none"> Health, Wellbeing and Relationship Unit: Living In the Wider World Think about the perspectives of others. Manage their own needs. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals. Confident to try new activities. 	<ul style="list-style-type: none"> Health, Wellbeing and Relationship Unit: One World Sensitivity to their own and to others' needs. Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Physical Development ELG Gross Motor Skills ELG Fine Motor Skills	Gross Motor Skills - <ul style="list-style-type: none"> Sense of Space Different ways of moving - walking, jogging, hopping, bounding etc Sending and receiving skills – Hand ball skills Fine Motor Skills - <ul style="list-style-type: none"> Use core muscles to have good posture when sitting at a table Manage in school for a successful day -lining up -Mealtimes -personal hygiene 	Gross Motor Skills - <ul style="list-style-type: none"> Sense of Space Different ways of moving - walking, jogging, hopping, bounding, skipping. Sending and receiving skills – Football skills Gymnastics –travelling, balance, climbing, hanging and jumping skills Fine Motor Skills - <ul style="list-style-type: none"> Develop their small motor skills e.g holding a pencil correctly, scissors, paintbrush, knives, forks and spoons Confidently and safely use a range of large and small apparatus inside/outside 	Gross Motor Skills - <ul style="list-style-type: none"> Gymnastics –travelling, balance, climbing, hanging and jumping skills Fine Motor Skills - <ul style="list-style-type: none"> Revise and refine the fundamental skills of rolling, crawling, walking, jumping, running, hopping, skipping and climbing Continue to develop fine motor skills 	Gross Motor Skills - <ul style="list-style-type: none"> Develop overall body strength, balance, co-ordination and agility Recap on ball skills, introduce games skipping with ropes Fine Motor Skills - <ul style="list-style-type: none"> Develop the foundations of a handwriting style which fast and efficient 	Gross Motor Skills - <ul style="list-style-type: none"> Athletics – Jumping, running, throwing Fine Motor Skills - <ul style="list-style-type: none"> Combine different movements with ease and fluency. Introduce equipment such as tennis rackets, cricket balls, batons Develop the foundations of a handwriting style which is fast, accurate and efficient. 	Gross Motor Skills - <ul style="list-style-type: none"> Athletics – Jumping, running, throwing Develop overall body strength, co-ordination, balance and agility needed to succeed Continue with equipment such as tennis rackets, cricket balls, batons Fine Motor Skills - <ul style="list-style-type: none"> Know and talk about the different factors that support overall health -healthy eating -tooth brushing -good sleep

<p>Literacy</p> <p>ELG Comprehension</p> <p>ELG Word Reading</p> <p>ELG Writing</p>	<ul style="list-style-type: none"> Recognising our name Continuing a rhyming string Identifying initial sounds Phase 2 phonics Oral blending and segmenting Read individual letters by saying the sounds for them. Write recognisable letters, most of which are correctly formed. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> Phase 2 phonics Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Recognise some phase 2 tricky words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> Phase 3 phonics Read some letter groups (digraphs/trigraphs) that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 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. 	<ul style="list-style-type: none"> Phase 3 & 4 phonics Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate understanding of what has been read to them by retelling stories/narratives using their own words & recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 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. 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others.
<p>Mathematics</p> <p>ELG Number</p> <p>ELG Numerical Patterns</p>	<p>WHITE ROSE + NUMBER BLOCKS Getting to know you Just like me! Matching, Sorting & Comparing Numbers 1, 2, 3,4,5 , Subitising Money Time Shape</p>	<p>WHITE ROSE + NUMBER BLOCKS It's ME 1,2,3! Light and Dark Consolidation Numbers 4, 5, ,6,7,8 , Subitising Money Time Shape Early doubling</p>	<p>WHITE ROSE + NUMBER BLOCKS Alive in 5! Growing 6,7,8 Building 9 and 10 Numbers 5, 6, 7 ,8,9 , Subitising Money Time Shape Early doubling</p>	<p>WHITE ROSE + NUMBER BLOCKS Building 9 and 10 Consolidation Numbers 7, 8, 9, 10 Halving Doubling Sharing Subitising</p>	<p>WHITE ROSE + NUMBER BLOCKS On the Move Superhero to 20 and beyond First then now Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing Subitising</p>	<p>WHITE ROSE + NUMBER BLOCKS First then now Find my pattern Consolidation Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing Subitising</p>
<p>Understanding the World</p> <p>ELG Past and Present</p> <p>ELG People, Culture and Communities</p> <p>ELG The Natural World</p> <p>Hst Gg Sci RE</p>	<p>Talk about members of their immediate family and community - Getting to know members of the community – school staff, helpers, church volunteers Explore the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways – Harvest, Christmas, Creation Story Name and describe people who are familiar to them Describe what they see, hear and feel whilst outside Explore the natural world around them. Comment on images familiar situation in the past Compare and contrast characters from stories including figures from the past – Life and times of Brunel, how have vehicles changed? RE: Who Do Christians Say Made the World? What Does it Mean to Be Part of a Faith Community Understand that some places are special to members of their community</p>		<p>Wonderful Weather: 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 Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel whilst outside Explore the natural world around them. Recognise some environments that are different from the one in which they live RE: What Do Christians Believe God is Like? Who is Jewish and How Do They Live?</p>		<p>Local Area Study: Draw information from a simple map Describe what they see, hear and feel whilst outside Explore the natural world around them. Recognise some environments that are different from the one in which they live Recognise that people have different beliefs and celebrate special times in different ways RE: How Should We Care For the World and Why Does It Matter?</p>	
<p>Expressive Art & Design</p> <p>ELG Creating with Materials</p> <p>ELG Being Imaginative and Expressive</p> <p>DT Art Mu</p>	<p>We Are Engineers: Designing and making cars, exploring charcoal and chalk in the style of Lowry Develop storylines in their pretend play Explore, use and refine a variety of artistic effects to express their ideas and feelings – exploring the new classroom resources Listen attentively, move to and talk about music, expressing their feelings and responses.</p>		<p>Wonderful Weather: Weather pictures Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Watch and talk about dance and performance art, expressing their feelings and responses.</p>		<p>Local Area Study: Sculptures in the style of Goldsworthy, designing a playground. Create collaboratively, sharing ideas, resources and skills Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	