|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic  | Marvellous Me /Once upon a time | Night/Day | Tranpsort | Off on an adventure | Down in the garden | Superheroes/Pirates/ and the seaside |
| Literacy | The Gingerbread Man**Outcome**Oral retelling of storyDraw images and write labels to represent the story40-60 Mths**Writing*** Marks being used to represent meaning
* Begin to use identifiable letters when mark making
* Hear initial sounds
* Begin to write labels.

**Reading*** Hear and say initial sound in words
* Link sounds to letters
* Use vocabulary and forms of speech that are increasingly influenced by experiences of books
 | I’m going to eat this ant**Outcome**A list of food items for another animal40-60 Mths**Writing*** Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
* Begin to break speech into words
* Write labels and captions
* Write CVC words

**Reading*** Hear and say the initial sounds in words
* Segment the sounds in simple words and blend them together
* Link sounds to letters
* Begin to read words
* Enjoy an increasing range of books
 | Naughty Bus**Outcome**Recount of where the Naughty Bus has been40-60 Mths/ELG**Writing*** Write labels and captions
* Break speech into words
* Begin to write a simple sentence (using CVC words)
* Begin to write words with diagraphs

**Reading*** Begin to read simple sentences
* Know the sounds for all the letters of the alphabet
* Know the sounds of some diagraphs
 | The Journey Home**Outcome**Retell/rewrite of the storyELG**Writing*** Write simple sentences (in meaningful contexts)
* Use phonic knowledge to write words in ways that match spoken sounds
* Apply taught diagraphs into writing

**Reading*** Use phonic knowledge to decode regular words and read them aloud accurately
* Read and understand simple sentences
* Demonstrate understanding when talking to others about what they have read
 | Silly Doggy**Outcome**Retell/rewrite of the storyELG**Writing*** Write simple sentences
* Use phonic knowledge to write words in ways that match spoken sounds
* Spell some common words irregular words
* Apply taught diagraphs and trigraphs into writing
* Begin to write words with adjacent consonants

**Reading*** Demonstrate understanding when talking to others about what they have read
* Read some common irregular words
* Read and understand simple sentences
* Use phonic knowledge to decode regular words and read them aloud accurately
 | Supertato**Outcome**A wanted poster for Evil Pea with a character descriptionELG**Writing*** Write simple sentences applying taught phonics sounds
* Write phonetically plausible words
* Spell some common irregular words
* Use key features of narrative in own writing
* Have an awareness of a capital letter and full stop when writing a simple sentence

**Reading*** Read own written simple sentences out loud
* Read and understand simple sentences with taught graphemes
* Read words with adjacent consonants
 |
| Other related texts | Jack and the beanstalkGoldilocks and the three bearsShhhRosie’s walk | Whatever nextOwl BabiesGoodnight moon | Mr Grumpy’s OutingMrs Armitage on wheels | Handa’s SurpriseThe GruffaloOn the way homeWe’re going on a bear hunt | Six dinner SidFarmer Duck |  |
| Maths | **Numbers to 5**- 1, 2, 3, 4, 5**Sorting**- sorting into groups**Comparing groups**-Comparing quantities of identical objects, Comparing quantities of non-identical objects**Change within 5**- 1 more/1 less**Time**-My day**Numbers- 40-60 Mths**• Recognise some numerals of personal significance.• Recognises numerals 1 to 5.• Counts up to three or four objects by saying one number name for each item.• Counts actions or objects which cannot be moved.• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.• Counts an irregular arrangement of up to ten objects.• Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.• Finds the total number of items in two groups by counting all of them.• Says the number that is one more than a given number.• Finds one more or one less from a group of up to five objects, then ten objects.• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.**SSM- 40-60mths**• Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.• Selects a particular named shape.• Uses familiar objects and common shapes to create and recreate patterns and build models.• Beginning to use everyday language related to money. | **Numbers to 5**- introducing Zero, Number bonds to 5**Numbers to 10**-counting to 6, 7 and 8, counting to 9 and 10, comparing groups up to 10**Addition to 10**-combining two groups to find the whole, Number bonds to 10-ten frame, Number bonds to 10- part-whole model**Shape and space**- Spatial awareness, 3D shapes, 2D shapes**Numbers- 40-60 Mths**• Counts objects to 10, and beginning to count beyond 10.• Counts out up to six objects from a larger group. • Estimates how many objects they can see and checks by counting them.• Records, using marks that they can interpret and explain.• Begins to identify own mathematical problems based on own interests and fascinations.**SSM- 40-60mths**• Can describe their relative position such as ‘*behind*’ or ‘*next to*’.• Orders two or three items by length or height.• Orders two items by weight or capacity.• Uses everyday language related to time.• Orders and sequences familiar events.• Measures short periods of time in simple ways. | **Exploring patterns**-making simple patterns, exploring more complex patterns**Count on and back**- Adding by counting on, taking away by counting back**Numbers to 20**- counting to 20**Numerical patterns**- Doubling, Halving and sharing, odds and evens**Measure**- length, height and distance, Weight, Capacity**Numbers- ELG**Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.**SSM- ELG**Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |
| PSED | **Making Relationships – 40-60+ months**Initiates conversations, attends to and takes account of what others say.Explains own knowledge and understanding, and asks appropriate questions of others.**Self Confidence + Self Awareness – 40-60+ months**Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. **Managing Feelings + Behaviour –** **40-60+months**Understands that own behaviour affects other people, e.g. becomes upset or tries to comfort another child when they realise they have upset them. | **Making Relationships – 40-60+ months**Initiates conversations, attends to and takes account of what others say.Takes steps to resolve conflicts with other children, e.g. finding a compromise.**Self Confidence + Self Awareness – 40-60+ months**Confident to speak to others about own needs, wants, interests and opinions **Managing Feelings + Behaviour –** **40-60+months**Aware of the boundaries set and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | **Making Relationships – 40-60+ months**Initiates conversations, attends to and takes account of what others say. Takes steps to resolve conflicts with other children, e.g. finding a compromise.**Self Confidence + Self Awareness– 40-60+** Confident to speak to others about own needs, wants, interests and opinions. **Managing Feelings + Behaviour –** **40-60+months**Understands that own behaviour affects other people. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression. | **Making Relationships – 40-60+ months**Initiates conversations, attends to and takes account of what others say. Takes steps to resolve conflicts with other children, e.g. finding a compromise.**Self Confidence + Self Awareness– 40-60+** Confident to speak to others about own needs, wants, interests and opinions. **Managing Feelings + Behaviour –** **40-60+months**Understands that own behaviour affects other people. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression. | **Making Relationships – ELG**Play co-operatively, taking turns with others. Take account of one another’s ideas about how to organise their activity. **Self Confidence + Self Awareness –ELG**Confident to try new activities, and say why they like some activities more than others. Say when they do or don’t need help. **Managing Feelings + Behaviour –ELG**Talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. Work as part of a group or class, and understand and follow the rules.**ELG+** Can stop and think before acting and can wait for things they want. | **Making Relationships – ELG**Play co-operatively, taking turns with others. Take account of one another’s ideas about how to organise their activity. **Self Confidence + Self Awareness –ELG**Confident to try new activities, and say why they like some activities more than others. Say when they do or don’t need help. **Managing Feelings + Behaviour –ELG**Talk about their own and others’ behaviour, and its consequences. Know that some behaviour is unacceptable. Adjust their behaviour to different situations and take changes of routine in their stride. **ELG+** Can stop and think before acting and can wait for things they want. |
| CL | **Listening + Attention –40-60+**Maintains attention, concentrates and sits quietly during appropriate activity. **Understanding -40-60+ months**Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.**Speaking - 40-60+ months**Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. | **Listening + Attention –40-60+**Maintains attention, concentrates and sits quietly during appropriate activity. **Understanding -40-60+ months**Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Listens and responds to ideas expressed by others in conversation or discussion.**Speaking - 40-60+ months**Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. | **Listening + Attention –40-60+**Maintains attention, concentrates and sits quietly during appropriate activity. **Understanding -40-60+ months**Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.**Speaking - 40-60+ months**Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. | **Listening + Attention –40-60+**Maintains attention, concentrates and sits quietly during appropriate activity. **Understanding -40-60+ months**Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.**Speaking - 40-60+ months**Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. | **Listening + Attention – ELG**Give their attention to what others say and respond appropriately, while engaged in another activity. Listen to stories, accurately anticipating key events and respond to what they hear. **Understanding - ELG** Follow instructions involving several ideas or actions. Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. **ELG+** Carry out instructions with several parts.**Speaking - ELG**Express themselves effectively, showing awareness of listeners’ needs. Develop their own narratives and explanations by connecting ideas or events.  | **Listening + Attention – ELG**Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. **Understanding - ELG** Follow instructions involving several ideas or actions. Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. **ELG+** Carry out instructions with several parts.**Speaking - ELG**Develop their own narratives and explanations by connecting ideas or events. **ELG+** Shows some awareness of the listener by making changes to language and non-verbal features. |
| PD | **Moving + Handling - 40-60+ months**Experiments with different ways of moving.Uses simple tools to effect changes to materials.Travels with confidence and skill around, under, over and through balancing and climbing equipment. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | **Moving + Handling - 40-60+ months**Experiments with different ways of moving.Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. | **Moving + Handling - 40-60+ months**Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | **Moving + Handling - 40-60+ months**Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | **Moving + Handling – ELG** Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing. **Health & Self-care- ELG**Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet | **Moving + Handling – ELG** Show good control and co-ordination in large and small movements. Handle equipment and tools effectively, including pencils for writing. **Health & Self-care- ELG**Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet |
| UTW | **People + Communities – 40-60+ months**Enjoys joining in with family customs and routines. **ELG**They know that other children don’t always enjoy the same things, and are sensitive to this.**The World – 40-60+ months**Looks closely at similarities, differences, patterns and change. **ELG**Children know about similarities and differences in relation to living things.**Technology – 40-60+ months**• Completes a simple program on a computer.Uses ICT hardware to interact with age-appropriate computer software | **People + Communities – 40-60+ months**Enjoys joining in with family customs and routines. **ELG**Children talk about past and present events in their own lives and in the lives of family members.**The World – 40-60+ months**Looks closely at similarities, differences, patterns and change. **ELG**They make observations of animals and explain why some things occur, and talk about changes. Children know about similarities and differences in relation to living things.**Technology – 40-60+ months**Uses ICT hardware to interact with age-appropriate computer software. **ELG**Children recognise that a range of technology is used in places such as homes and schools. | **People + Communities – ELG** They know about similarities and differences between themselves and others, and among families, communities and traditions.**The World – ELG**They talk about the features of their own immediate environment and how environments might vary from one another. They make observations and explain why some things occur, and talk about changes.**Technology – 40-60+ months**  | **People + Communities – 40-60+ months**Enjoys joining in with family customs and routines. **ELG**They know about similarities and differences between themselves and others, and among families, communities and traditions.**The World – 40-60+ months**Looks closely at similarities, differences, patterns and change. **ELG**Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals**Technology – 40-60+ months**Completes a simple program on a computer. | **People + Communities –ELG**Know about similarities and differences between themselves and others**The World – ELG+**Are familiar with basic scientific concepts such as floating & sinking.**Technology- ELG**Select and use technology for particular purposes. | **People + Communities –ELG**Know about similarities and differences between themselves and others **ELG+**Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past.**The World – ELG**They make observations of plants and explain why some things occur, and talk about changes.**ELG+**Are familiar with basic scientific concepts such as floating & sinking. Children know that the environment and living things are influenced by human activity. They know the properties of some materials and can suggest some of the purposes they are used for.**Technology- ELG**Select and use technology for particular purposes. |
| EAD | **Exploring and Using Media + Materials – 40-60+ months**Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours.Understands that different media can be combined to create new effects. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.Selects tools and techniques needed to shape, assemble and join materials they are using.**Being Imaginative – 40-60+ months**Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Plays cooperatively as part of a group to develop and act out a narrative. | **Exploring and Using Media + Materials – 40-60+ months**Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours.Selects appropriate resources and adapts work where necessary.Constructs with a purpose in mind, using a variety of resources. **Being Imaginative – 40-60+ months**Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. |  **Exploring and Using Media + Materials – 40-60+ months**Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours.Understands that different media can be combined to create newSelects tools and techniques needed to shape, assemble and join materials they are using. Experiments to create different textures.**Being Imaginative – 40-60+ months**Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative. | **Exploring and Using Media + Materials – 40-60+ months**Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours.Understands that different media can be combined to create newSelects tools and techniques needed to shape, assemble and join materials they are using. Experiments to create different textures.**Being Imaginative – 40-60+ months**Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative. | **Exploring and Using Media + Material –ELG****U**se what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.**Being Imaginative – ELG** Sing songs, make music and dance, and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **ELG +**Talk about the ideas and processes, which have led them to make music. | **Exploring and Using Media + Material –ELG****U**se what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.**Being Imaginative – ELG** Sing songs, make music and dance, and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **ELG +**Talk about the ideas and processes, which have led them to make music. |
| Visits and Visitors | Library | To see Santa | Bus Journey Library | Church Farm/vet visitor | Library | Beach |