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| Literacy (including Phonics)   | **Phase 2 phonics (Little Wandle)**s a t p i n m d g o c k ck e u r h b f l Autumn 1 Phase 2 graphemes s a t p i n m d g o c k ck e u r h b f lNew tricky words: is I theAutumn 2 Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) New tricky words:put\* pull\* full\* as and has his her go no to into she push\* he of we me be | **Phase 3 phonics** Spring 1 Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words New tricky words:was you they my by all are sure pure | **Phase 3 phonics** Spring 2 Phase 3 graphemes Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end No new tricky words:Review all taught so far | **Phase 4 phonics** Summer 1 Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf‑xes: –ing, –ed /t/, –ed /id/ /ed/, –est New tricky words:said so have like some come love do were here little says there when what one out today | **Phase 4 phonics** Summer 2 Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf‑xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words No new tricky words:Review all taught so far |
| **Literacy** Reading individual letters by saying the sounds for them. Blending sounds into words to read short words made up of known letter-sound correspondences. Reading some letter groups that each represent one sound and say sounds for them. Reading a few common exception words.  | **Literacy** Reading simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.  Forming lower-case letters correctlySpelling words by identifying the sounds and then writing the sound with letter/s. Exploring non-fiction (Polar Regions)(Homes around the world) (Chinese New Year) (Seasons) | **Literacy** Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form capital letters correctly. 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.  | **Literacy** **Comprehension** Demonstrating understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipating (where appropriate) key events in stories. Using and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Word Reading** Saying a sound for each letter in the alphabet and at least 10 digraphs. Reading words consistent with their phonic knowledge by sound-blending. Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing** * Writing recognisable letters, most of which are correctly formed.
* Spelling words by identifying sounds in them and representing the sounds with a letter or letters. \* Writing simple phrases and sentences that can be read by others.

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| Maths  | **Maths** Counting objects, actions, and sounds. Subitising (looking at a small number of objects and instantly recognising how many objects there are without needing to count.Linking the number symbol (numeral) with its cardinal number value.  Continue, copy and create repeating patterns.  | **Maths** Counting beyond ten. Comparing numbers. Exploring the composition of numbers to 10. Revising 2D/ 3D shape names and knowledge including the mathematical language used to describe.Comparing length, weight and capacity.  | **Maths** Understanding the ‘one more than/one less than’ relationship between consecutive numbers. Automatically recalling number bonds for numbers 0–10. Selecting, rotating and manipulating shapes in order to develop spatial reasoning skills. Composing and decomposing shapes so  | **Maths** **Number** Having a deep understanding of number to 10, including the composition of each number. Subitising (recognising quantities without counting) up to 5. Automatically recalling (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical Patterns** Verbally counting beyond 20, recognising the pattern of the counting system.  |

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|  |  |  | that children recognise a shape can have other shapes within it, just as numbers can.  | Comparing quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Exploring and representing patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  |
| Understan ding the World  | **Past and Present (History)** Talking about members of immediate family and community. Commenting on images of familiar situations in the past. ToysRecognising some environments that are different to the one in which they live (naming places of local significance, exploring new vocabulary, talking about the similarities and differences of these places) **The Natural World (Science)** **Autumn** Describing what is seen, heard and felt whilst outsideUnderstanding the effect of changing seasons on the natural world around them.Autumn Walk**(RE)** Understanding that some places are special to members of their community.Making connections between families Naming and describing people who are familiar to them.* Diwali (Hinduism)
* St. Andrews Day
* Christmas
 | **People, Culture and Communities (Geography)**Recognising some similarities and differences between life in this country and life in other countries.Drawing information from a simple map (Maths)**The Natural World (Science)** Describing what is seen, heard, and felt whilst outside.Understanding the effect of changing seasons on the natural world around them.Winter Walk**(RE)** Recognising that people have different beliefs and celebrate special times in different ways. * Chinese New Year
* Easter
 | **Science** **(Past and Present History)** Comparing and contrasting characters from stories, including figures from the past. (Science Week) **The Natural World (Science)** Describing what is seen, heard and felt whilst outside. Understanding the effect of changing seasons on the natural world around them.Spring WalkExploring the natural world around them. Science **(RE)** * Eid-ul-Fitr
* St George’s Day
 |  **Past and Present (History)**  \*Talking about the lives of the people around them and their roles in society.  \*Knowing 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.  **People, Culture and Communities (Geography-RE)** \*To describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. \*Explaining some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **RE**\*Knowing some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.   **The Natural World (Science)** \*Exploring the natural world around them, making observations and drawing pictures of animals and plants. \*Knowing some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. \*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |

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| Communic ation and Language     | **Communication &** **Language** Understanding how to listen carefully and why listening is important. Learning new vocabulary. Asking questions to find out more and to check understanding of what has been said. Snack and ChatEngaging in story times. Listening carefully to rhymes and songs, paying attention to how they sound.  | **Communication &** **Language** Using new vocabulary through the day. Articulating ideas and thoughts in well-formed sentences. Describing events in some detail.Developing social phrases Listening to and talking about stories to build familiarity and understanding. Learning rhymes, poems and songs. Engaging in non-fiction books.  | **Communication &** **Language** Connecting one idea or action to another using a range of connectives. Using talk to help work out problems and organise thinking and activities explaining how things work and why they might happen. Retelling the story, once a including some exact repetition and some in their own words. Using new vocabulary in different contextsListening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  | **Communication &** **Language** **Listening and Attention** \*Listen 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 understanding. \*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** \*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced 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.  |
| PSED      | **Personal, Social and** **Emotional Development** Jigsaw - Being Me Jigsaw - Celebrating DifferenceSeeing themselves as a valuable individual. Building constructive and respectful relationships.  | **Personal, Social and** **Emotional Development**  Jigsaw - Dreams and GoalsExpressing feelings and considering the feelings of others. Managing own needs.  | **Personal, Social and** **Emotional Development** Jigsaw - Healthy Me Showing resilience and perseverance in the face of challengeIdentifying and moderating own feelings socially and emotionally.Thinking about the perspectives of others.   | **Personal, Social and** **Emotional Development** Jigsaw - Relationships Jigsaw - Changing Me **Self-regulation** * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
* 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.
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|  |   |  |  | **Managing Self** * 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 dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships** * Work and play cooperatively and take turns with others.
* Form positive attachments to adults and friendships with peers.
* Show sensitivity to their own and to others’ needs.

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| Physical Developm ent  | **Physical Development** **Balls skills / Movement / Spatial** **awareness**  Revising and refining the fundamental movement skills they have already acquired for rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progressing towards a more fluent style of moving, with developing control and grace Developing 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 Using their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Further developing the skills they need to manage the school day successfully: lining up and queuing, mealtimes (Autumn 2)  | **Physical Development**  **Fundamentals: unit 2** Developing the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Developing overall body strength, balance, coordination, and agility.  | **Physical Development** **Dance**  Combining different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient  | **Physical Development** **Gymnastics**Further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming  Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball **Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. \*Using a range of small tools, including scissors, paintbrushes and cutlery \*Beginning to show accuracy and care when drawing | **Physical Development** **Athletics** \*Securing the development of the skills practised throughout the year  **Gross Motor Skills** \* Negotiate space and obstacles safely, with consideration for themselves and others \*Demonstrate strength, balance and coordination when playing. \*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing  |
| Expressive Arts and Design     | **Expressive Art &** **Design**  **Expressive Art** \* Creating collaboratively by sharing ideas, resources and skills **Art** * Exploring, using and refining a variety of artistic effects to express their ideas and feelings (colour mixing, painting specific shapes) \* Returning to and building on previous learning, by refining

ideas and developing the ability to represent them.  **Music** **Moving and Dancing**\* Moves to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum.**Hearing and Listening** **\***Thinks abstractly about music and expresses this physically or verbally. – Christmas show | **Expressive Art &** **Design** **Expressive Art** \* Developing storylines in their pretend play. **– introduce helicopter stories****Design** **Technology** * Exploring how to join pieces of material using appropriate resources.
* Exploring texture, form, colour and design.

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

\*Singing in a group. **Moving and Dancing**\*Combines moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing.**Vocalising and singing**\*Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.\* Sings entire songs. \* May enjoy performing, solo and or in groups. **Exploring and Playing**\*Creates music based on a theme e.g. creates the sounds of the seaside | **Expressive Art & Design**  **Expressive Art** * Developing storylines in their pretend play.

**Art** * Developing drawings by creating closed shapes with continuous lines and shapes which represent objects.
* Knowing how to add detail to drawings. \* Drawing with increasing complexity and detail. \* showing different emotions within drawings.

**Music** \*Listening attentively, moving to and talking about music, expressing feelings and responses. \* Watching and talking about dance and performance art, expressing feelings and responses. **Moving and Dancing** \*Moves in time to the pulse of the music being listened to and physically responds to changes in the music, e.g. jumps in response to loud/sudden changes in the music. **Hearing and Listening**\*Distinguishes and describes changes in music and compares pieces of music**Vocalising and singing**\* Able to sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs.\*Internalises music, e.g. sings songs inside his or her head**Exploring and Playing**\* Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops. \* Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.  | **Expressive Art & Design** **Expressive Art** * Developing storylines in their pretend play.

**Design Technology** * Following instructions

(Easter baskets) \* Knowing about the difference in materials and the changes they observe. **Music** **\***Exploring and engaging in music making and dance, performing solo or in groups **Moving and dancing**\* Replicates familiar choreographed dances e.g.imitates dance and movements associated with pop songs. \*Choreographs his or her own dances to familiar music, individually, in pairs/small groups**Hearing and Listening**\*Associates genres of music with characters and stories **Exploring and Playing**\* Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song. \*Creates rhythms using instruments and body percussion.  | **Expressive Art & Design**  **Expressive Art** * Inventing, adapting and recounting narratives and stories with peers and their teacher.

**Music** **Hearing and Listening**\*Accurately anticipates changes in music**Exploring and Playing**\* Finds and records sounds using recording devices. \* May play along to the beat of the song they are singing or music being listened to. \*May play along with the rhythm in music, eg may play along with the lyrics in songs they | **Expressive Art & Design**  **Expressive Art** * Making use of props and materials when role playing characters in narratives and stories.

**Design Technology** \* Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Sharing creations, explaining the process they have used.

**Music** \*Singing a range of well known nursery rhymes and songs.\*Performing songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.  |