

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Key theme	Ourselves	Into the past	Going Global	Space and inventions	Into the woods	Watery worlds
Communication and Language	<p>To listen in small groups To listen to stories and join in To respond when engaged in another activity To understand prepositions To respond to simple instructions To sing rhymes and songs</p> <p><b>To learn new vocabulary</b> <b>To retell stories</b></p>	<p>To maintain attention for longer periods To sequence events in a story To retell past events, to use language to sequence events- then, next, later To engage in non-fiction books Answer who, where and when questions</p>	<p>To listen to stories and recall more details To listen to others and respond To use connectives to link ideas To describe events with more details</p>	<p>To answer how and why questions about investigations carried out To listen to stories and respond with comments/questions/ actions To answer why and how do you know questions</p>	<p>To listen in a range of situations To follow complex instructions</p> <p>To answer how and why questions about stories To explain what happened to the caterpillars and seeds, using 'because'</p>	<p>To listen attentively during assemblies, answer questions about what they have heard To talk about characters in stories and comment on their actions To explain what might happen in an investigation To use a wide vocabulary, experimenting with words</p>
Physical	<p>First PE- To move in different ways To run skilfully, changing direction To catch a large ball To talk about how they feel when they exercise To use tools safely To wash and dry hands To understand that some food is more healthy than others FMC To trace lines To hold a pencil correctly To copy letters from their name</p>	<p>Imagine PE (multi skills) To move in different ways-on feet To adjust speed and change direction To show control over an object</p> <p>FMC To use scissors to snip To form an increasing number of letters (using a guide if necessary)</p>	<p>Gymnastics To move in different ways, using whole body To hold balances with control To travel along equipment To jump off equipment and land safely To understand the need to tackle challenges safely To carry PE equipment-mats and benches Handwriting- to write letters correctly without copying</p> <p>To handle scissors with increasing control</p>	<p>Dance To move confidently, with good control <a href="#">EAD link- To move in time to music</a> <a href="#">To move imaginatively, responding to different stimuli</a> To know that exercise keeps us healthy To think of how to be safe, without adult support</p> <p>Handwriting- to write correctly formed letters</p> <p>To accurately cut out simple shapes To try out new equipment e.g. split pins</p>	<p>Tennis Athletics To have control over a range of equipment To throw accurately To move and change direction</p> <p>To say what exercise they have done</p> <p>Handwriting To have good pencil control, writing recognisable letters</p> <p>To accurately cut out more complex shapes</p>	<p>Tennis Athletics To throw increasing distances To jump in different ways To jump increasing distances</p> <p>Handwriting To write letters which are more controlled in size and on the line</p> <p>To choose healthy choices at lunchtime</p>

<p>Personal, Social and Emotional</p>	<p>To enjoy carrying out tasks , taking the register          To talk to new adults at school          To talk about their home and selves          To know they can ask for help          To talk about feelings          To take turns when playing games with an adult          To understand that they sometimes have to wait for attention          To play and interact with others          To show friendship to others          To dress and undress with increasing speed and independence</p>	<p>To speak about what they need          To share resources          To comfort others when they are sad          To say when someone else has acted inappropriately          To take turns- wait in a line to have a turn on the computer          To know what to say when something upsets them          To ask questions</p>	<p>To talk about what they are good at          To share their opinions during circle time          To try new activities          To say what they like to do the best          To talk about what happens when things go wrong and what they can do to make it better</p>	<p>To use a range of words to express how they are feeling          To notice and say how others are feeling          To follow rules          To help others and work together          To understand that behaviour at school needs to be different than at home          To listen to others when playing and respond to their ideas</p>	<p>To show care for others in the class, including adults          To take turns without adult support          To know that other children might need something instead of them</p>	<p>To be able to talk about things they find difficult and find different ways to approach a task          To speak confidently to the class          To manage their feelings          To be able to stand up for themselves in an appropriate manner          To listen to others and try to find fair solutions          To play groups games with rules, without an adult</p>
<p>Literacy</p>	<p>Books- Starting school          Rainbow Fish          Goldilocks          Three Little Pigs          Funny bones          Peace at Last          Oliver’s Vegetables</p> <p>To write own names          To write labels,using initial sounds          To write lists, using initial sounds          To use some letters correctly          To recognise rhymes and alliteration          To enjoy books          Phase 1-2</p>	<p>Books- George and the dragon          Jack and the beanstalk          Divali story          Princess and the Wizard          Dinosaur Drip          Dinosaur Roar          Christmas story</p> <p>To know that information can be found in books/computers          To read simple CVC words          To name and sound all letters of the alphabet          To use language from stories heard          To read some tricky words</p>	<p>Books- Tiddalick          Handa’s Surprise          Katie and the Waterlily pond          Lost and Found          Chinese New Year story</p> <p>To read an increasing number of tricky words          To read simple sentences</p> <p>To write simple sentences about their news, using sentence starters I went to...          To write simple postcards, understanding the purpose of writing          Phase 3</p>	<p>Books- Way Back home          The Aliens are coming          Percy Park keeper          The train ride          Harry and the Robots          Easter story</p> <p>To read CVCC, CCVC words          To read two syllable words          To read a further number of tricky words</p> <p>To write a sentence to show how a character is feeling (thought bubble)          To write sentences describing an alien, use a range of adjectives</p>	<p>Books- The very busy spider          The hungry caterpillar          The Gruffalo          Jaspers Beanstalk          Farmer Duck          Information books</p> <p>To read words with three adjacent consonants          To read all tricky words taught so far          To read aloud, with some expression          To answer questions about what they have read</p> <p>To write instructions          To write sentences to tell a story          To write extended description</p>	<p>Books- Sharing a Shell          Pirate story          Singing Mermaid          Slowly, slowly said the Sloth          The rainforest grew all around          Information books</p> <p>To read sentences and answer questions about what they have read.          To read confidently aloud</p> <p>To write sentences to tell a story          To write labels</p>

		<p>To write labels- adjectives To complete a simple sentence. To write To/From Phase 2-3</p>		<p>To write a mother's day card To describe a robot, using words to say what it can do. Phase 4</p>	<p>To write speech bubbles  Phase 4 with focus on writing</p>	<p>To write simple poems To write facts To write questions  Phase 4//5</p>
<p>Mathematics <b>White Rose Maths</b></p>	<p>Baseline To match and sort objects and talk about how they have sorted things, using language same, different, similar To compare amounts, recognising more, fewer, the same, equals To compare mass, size and capacity To make simple repeating patterns To identify representations of 1, 2, 3 To compare 1, 2, 3 To know that numbers are made of smaller numbers combined together To identify, name and describe circles and triangle</p>	<p>To use and understand positional language To recognise numbers 4 and 5 and different representations of them To subitise To order numbers 1, 2, 3, 4, 5 To know one more and one less To name and describe shapes with 4 sides To know the difference between squares and rectangles To know that shapes can be joined or split to make other shapes To use language relating to time</p>	<p>To recognise numeral 0 and understand what it means To compare numbers to 5, using language more/fewer and know one/two more/less To know ways to make 4 and 5 by combining smaller numbers To compare mass and capacity using correct language To recognise 6, 7, 8 and representations of them To match pairs and sort into pairs To combine groups and find the total To compare length and height</p>	<p>To recognise and use numbers 9 and 10 To compare numbers to 10 To explore number bonds to 10 using resources such as numicon, 10 frames To name and describe 3D shapes To continue more complex patterns  To consolidate all previous learning and</p>	<p>To count beyond 10 To build numbers over 10, using numicon, tens frames To see the pattern of 10+1s to make the numbers To count beyond 20, including looking 100 To explore shapes and shape puzzles, looking at rotating and manipulating shapes To add more and count on To take away, using objects To explore shapes made when shapes are combined</p>	<p>To find and explore doubles To share into equal groups To explore grouping numbers in different ways To begin to understand even and odd numbers To use positional language To solve mathematical problems To make and extend complex patterns To make and describe routes on maps</p>
<p>Understanding the World</p>	<p>Houses Families and Pets Nocturnal animals Doctors, dentists, opticians Fruit and vegetables  To talk about events in their own lives To talk about family and friends and where they live</p>	<p>Castles Comparing houses Fireworks Celebrations, Diwali, Bonfire night, Christmas, Hannukah Dinosaurs Light and shadows  To know that information can be</p>	<p>Australia Africa France Arctic/Antarctic China India Beebots  To know that there are different places. To see where these are in the world.</p>	<p>Planets Aliens Flying machines and investigating flight Wheeled vehicles Robots  To know the names of the planets To begin to understand day and night</p>	<p>Mini beasts Butterfly garden What lives in the woods Plants and seeds Farms and food  To watch life cycle of butterfly To know where different animals live</p>	<p>What lives under the sea What was it like on a pirate ship Floating and sinking Investigating water Plants and animals in the rainforest Desert habitats</p>

	<p>To know that some animals are nocturnal and diurnal          To know about the jobs that some people do to keep us healthy          To talk about and describe what they can see          To explore simple maps and aerial images          To explore the outside and identify Autumn signs</p>	<p>found out on a computer          To join in and talk about celebrations (Christmas/Hannukah/ Diwali) knowing that people celebrate in similar and different ways          To know that people in the past lived differently          To compare dinosaurs          To explore shadows-how can we make a shadow?          To identify changes showing it is Winter</p>	<p>To find similarities/differences between them-homes,people, clothing, environment, animals          To investigate ice melting</p>	<p>To recognise that transport has over time          To know about different manmade machines          To investigate things which fly-kites/parachutes          To investigate how things move on different surfaces          To make simple predictions          To identify signs of Spring</p>	<p>To watch plants growing and talk about what they can see and how to look after them          To know that all animals share the same needs for SWAF          To know how some food grows          To draw simple pictures showing what they have found out</p>	<p>To know about different places and animals          To investigate what floats and what sinks, to experiment with how to make boats          To investigate which material makes the best tent for teddy-recording their ideas in simple ways          To identify signs of Summer</p>
<p>Expressive arts and design           Music is being updated</p>	<p>To sing a few simple songs (Harvest) and sing to self          To tap out simple rhythms and make their own          To be aware of high and low notes          To recognise loud and quiet sounds and music          To explore how colours can be changed          To use a variety of materials          To use a variety of construction equipment          Engage in role play with others</p>	<p>To learn more songs (Christmas)          To mix colours for a purpose          To use tools for a purpose          To combine pastels and tissue paper          To draw more detailed pictures of people/ objects/places          To select specific colours</p>	<p>To create texture with different materials          To combine different materials, paint and tissue paper          To combine white with blue to create lighter colours          To learn how to make a block print          To act out a story          To play musical instruments loudly and quietly          To make up vocal sounds          To play and copy rhythms on the African drums          To play musical instruments to make gentle sounds</p>	<p>To move in time to music          To move in response to stimuli          To move in ways that show feelings          To carefully select materials and resources for a purpose, explain what they are doing          To use pencils to draw, drawing from their imagination          To think carefully about the materials and tools they are using          To play high and low sounds on a xylophone          To play more complex rhythms on the drums          To play instruments to match sounds in a story</p>	<p>To begin to draw what they can see, from careful observation          To learn how to use other media- chalk pastels          To construct with a clear purpose          To find new ways of using materials/equipment          To listen and copy sounds          To make up own musical patterns          To listen for high and low notes          To clap/play beats in words</p>	<p>To draw more accurately from observation          To experiment with water and ink          To learn to use brusho dyes          To combine what they have learnt in imaginative ways.           To play sounds to match sounds in a story          To play quieter and quieter sounds          To play sounds to match pictures, to play as a group, listening to others          To perform songs together, with music and actions          To play drums together, perform</p>