





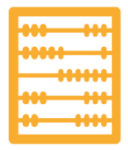






Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes/Interests/Lines of Enquiry</b> 	Ourselves/Families Autumn Community - Library visit Maps Farm animals	Autumn/Winter Bonfire Night/Firefighters Christmas and Nativity Habitats or Space Diwali	Winter Chinese New Year Pancake Day Journeys, maps, routes	Easter Planting/Gardening/Spring/life cycles Journeys Life cycles Maps and Routes	Forest schools People who help us Summer Dinosaurs	Forest Schools Vegetables/planting Holidays Superheroes Healthy eating
<b>Communication and Language</b> 	Engage in story-times. Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases. Engage in non-fiction books. Listen carefully to rhymes paying attention to how they sound.	Listen to and talk about stories to build familiarity and understanding. Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times. Engage in non-fiction books.	Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Connect one idea or action to another using a range of connectives, Learn rhymes, poems and songs.	Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and actions. Explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Re-tell the story, once they have developed a deep familiarity with the text: some as exact repetition.	Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Articulate their ideas and thoughts in well-formed sentences. Re-tell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words. Describe events in some detail.
Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Use new vocabulary through the day Learn rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.						
<b>Personal, Social and Emotional Development Self-regulation</b>  <b>One Decision (PSHE)</b>	<i>Can talk about feelings.</i> Welcome distractions when upset. <i>Increasingly follow rules.</i> <i>Know likes and dislikes.</i> Independently organise belongings in the morning. Manage personal hygiene. <i>Build constructive and respectful relationships.</i>	<i>Beginning to express their feelings and consider the perspectives of others.</i> Begin to take turns and share resources. Independently choose where they would like to play. <i>Continue to build constructive and respectful relationships.</i>	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Can identify kindness. Seek others to share activities and experiences.	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities <i>Show resilience and perseverance.</i>	<i>Able to identify and moderate own feelings. See themselves as a unique and valued individual.</i> Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.
<i>Self-regulation:</i> 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 focussed attention to what the teacher says, responding appropriately when when engaged in activity, and show an ability. <i>Managing Self:</i> 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. <i>Building Relationships:</i> 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.						
<b>Christian Values</b>	<b>Thankfulness</b>	<b>Trust</b>	<b>Perseverance</b>	<b>Justice</b>	<b>Service</b>	<b>Truthfulness</b>
<b>Heartsmart</b>	<b>Get Heartsmart</b>	<b>Don't forget to let love in!</b>	<b>Too much selfie isn't healthy!</b>	<b>Don't hold on to what's wrong!</b>	<b>Fake is a mistake!</b>	<b>No way through isn't true!</b>
<b>Discovery RE and Understanding Christianity</b>	<b>What makes people special?</b> Religions: Christianity, Judaism	<b>What is Christmas?</b> Religion: Christianity	<b>How do people celebrate?</b> Religion: Hinduism	<b>What is Easter?</b> Religion: Christianity	<b>What can we learn from Stories?</b> Religion: Christianity, Islam, Hinduism Sikhism	
<b>Physical Development</b> 	Further develop the skills they need to manage the school day successfully: Put on coat and zip up Put on wellington boots Put on shoes Put book bag and water bottle/lunch box away  Children will begin to use a tripod grip when using mark making tools	Begin to develop control and correct grip of pencil and mark making tools. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.  Children will accurately draw lines, circle and shapes to draw pictures	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  Children will handle scissors, pencil and glue effectively	Know and talk about the different factors that support their overall health and wellbeing: Regular physical activity Healthy eating Tooth brushing 'Sensible amounts of 'screen time' Having a good sleep routine Being a safe pedestrian.  Children will use cutlery effectively	Combine different movements with ease and fluency – dance  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Children will hold scissors correctly and cut out shapes	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics and sport Children will form letters correctly using a tripod grip
<b>Develop fine motor control skills through:</b> Funky fingers – threading, cutting, weaving, playdough, Dough disco, Mark making, Construction, Drawing and Writing Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.						

<p><b>Literacy</b></p> <p><b>Reading</b></p> 	<p><b>Comprehension:</b> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p> <p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p><b>Comprehension:</b> Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> <p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of a known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Comprehension:</b> Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p> <p><b>Word Reading:</b> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words. Read a few common exception words matched to the school's phonic programmes</p>	<p><b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.</p> <p><b>Word Reading:</b> Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programmes.</p>	<p><b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p><b>Word Reading:</b> Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read a few common exception words matched to the school's phonic programmes. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p><b>Word Reading:</b> Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read a few common exception words matched to the school's phonic programmes</p>
<p><b>Phonics</b></p> <p><b>Refer to the Little Wandle Scheme</b></p>	<p>Phase 2 graphemes Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 ck e u r l Week 5 h b f l the Tricky words – l, is, the</p>	<p>Week 1 ff ll ss j Tricky words - put* pull* full* as Week 2 v w x y Tricky words - and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch Tricky words - go no to into Week 4 sh th ng nk Tricky words - she push* he of Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)</p>	<p>Week 1 ai ee igh oa Week 2 oo oo ar Tricky words - or was you they Week 3 ur ow oi ear Tricky words - my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Tricky words - are sure pure Week 5 longer words</p>	<p>Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in –ing compound words Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ No New Tricky words - Review all taught so far Secure spelling</p>	<p>Week 1 short vowels CVCC Tricky words - said so have like Week 2 short vowels CVCC CCVC Tricky words - some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words Tricky words - were here little says Week 4 longer words compound words Tricky words - there when what one Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words - out today</p>	<p>Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 root word ending in: –er, –est longer words No New Tricky words - Review all taught so far Secure spelling</p>
<b>Super Six!</b>						
Quality Text	Owl Babies	Whatever Next!	The Tiger Who Came to Tea	Mr Gumpy's Outing	Rosie's Walk	Peace at Last
Rhyming/Repeated Refrain	Going on a Bear Hunt	The Gruffalo	Farmer Duck	The Very Hungry Caterpillar	The Train Ride	Giraffes Can't Dance
Diversity	Handa's Surprise	Pink is for Boys	Ada Twist, Scientist	Where's Lenny?	Ravi's Roar	My World, Your World
Traditional Text	Little Red Hen	Three Little Pigs	Gingerbread Man	Jack and the Beanstalk	Three Billy Goats Gruff	Goldilocks and the Three Bears
Wellbeing/PSED	Colour Monster	Lucy's Blue Day	The Rainbow Fish	A bag of Worries	Laura's Star	The Same but different
Miscellaneous	All are Welcome	Each Peach Pear Plum	Mr Wolf's Pancakes	The Tiny Seed	Ten Little Pirates	Can't you sleep little Bear?
<p><b>Literacy</b></p> <p><b>Using the Drawing Club Approach</b></p> 	<p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences. Write some initial sounds Spelling: Orally segment single sound CVC words e.g. c-a-t Say the initial sounds in most words</p> <p><b>Handwriting:</b> Draws lines and circles. Makes marks – gross motor and fine motor opportunities.</p>	<p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Start to write simple labels and captions. Say a simple sentences for writing (oral and count words)</p> <p><b>Spelling:</b> Identify and match known letters to initial sounds Orally spell VC and CVC words by identifying the sounds. Write own name.</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it. Write a caption and short sentence. Read sentences back</p> <p><b>Spelling:</b> Spell to write VCC and CVCC words independently using Unit 1- 7 graphemes Spell high frequency words using sound mat/phonics working wall</p> <p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Begin to start use finger spaces between word in sentences. Read writing back.</p> <p><b>Spelling:</b> Spell to write VC, CVC and CVCC, CCVC, CCVCC, CCCVC words independently using Unit 1-7 graphemes. Spell high frequency words independently.</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop. Read own sentences</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p>	<p><b>Emergent writing:</b> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Simple sentences read by themselves and others.</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Read back own sentences to check hat it makes sense</p>

		<p><b>Handwriting:</b> Write some or all of their name Write some letters accurately Uses a comfortable grip with good control when holding pens and pencils Shows a preference for a dominant hand</p>		<p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Write most lower case and some upper case letters correctly. Use a tripod grip</p>	<p><b>Handwriting:</b> Form most upper and lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences and then writing the sound with letters. Make phonetically plausible attempts when writing more complex unknown words Spell high frequency words independently.</p> <p><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p><b>Mathematics</b></p> <p><b>NCETM</b></p>  <p><b>Supplemented with White Rose/NRICH materials</b></p>	<p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>perceptually subitise within 3</li> <li>identify sub-groups in larger arrangements</li> <li>create their own patterns for numbers within 4</li> <li>practise using their fingers to represent quantities which they can subitise</li> <li>experience subitising in a range of contexts, including temporal patterns made by sounds.</li> </ul> <p><b>Cardinality, ordinality and counting</b></p> <ul style="list-style-type: none"> <li>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>explore a range of strategies which support accurate counting.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>see that all numbers can be made of 1s</li> <li>compose their own collections within 4.</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'</li> </ul> <p><b>Shape and space, Measure and pattern</b></p> <ul style="list-style-type: none"> <li>size matching</li> <li>copy and continue a pattern</li> <li>make a pattern</li> <li>naming and sorting shapes</li> <li>choose shapes for particular purpose</li> <li>positional language</li> </ul>	<p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>continue from first half-term</li> <li>subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul> <p><b>Cardinality, ordinality and counting</b></p> <ul style="list-style-type: none"> <li>continue to develop their counting skills</li> <li>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>begin to count beyond 5</li> <li>begin to recognise numerals, relating these to quantities they can subitise and count.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</li> <li>explore the composition of numbers within 5.</li> <li>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</li> </ul> <p><b>Shape and space, Measure and pattern</b></p> <ul style="list-style-type: none"> <li>heavier and lighter</li> <li>full and empty</li> <li>order short sequences of familiar events, use everyday language to talk about time</li> <li>comparing height and length with different objects</li> </ul>	<p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> </ul> <p><b>Cardinality, ordinality and counting</b></p> <ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond</li> <li>continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>order numbers, linking cardinal and ordinal representations of number</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>begin to see that numbers within 10 can be composed of '5 and a bit'.</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>continue to compare sets by matching, identifying when sets are equal</li> <li>explore ways of making unequal sets equal.</li> </ul> <p><b>Shape and space, Measure and pattern</b></p> <ul style="list-style-type: none"> <li>comparing height</li> <li>comparing length</li> <li>days of the week</li> <li>ordinal numbers</li> <li>measuring time</li> </ul>	<p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> </ul> <p><b>Cardinality, ordinality, and counting</b></p> <ul style="list-style-type: none"> <li>continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>become more familiar with the counting pattern beyond 20.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>begin to link even numbers to doubles</li> <li>begin to explore the composition of numbers within 10.</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system.</li> </ul> <p><b>Shape and space, Measure and pattern</b></p> <ul style="list-style-type: none"> <li>3D shapes – matching objects</li> <li>Matching 3D shapes with real life objects</li> <li>Patterns</li> <li>Explore odds and evens</li> <li>Use language of time</li> </ul>	<p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> <li>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li> <li>be encouraged to identify when it is appropriate to count and when groups can be subitised.</li> </ul> <p><b>Cardinality, ordinality and counting</b></p> <ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>continue to develop confidence and accuracy in both verbal and object counting.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>explore the composition of 10.</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>order sets of objects, linking this to their understanding of the ordinal number system</li> </ul> <p><b>Shape and space, Measure and pattern</b></p> <ul style="list-style-type: none"> <li>capacity – which holds the most/least/same?</li> <li>Measure – measuring height with variety of non-standard units</li> <li>Measure – measuring length with variety of non-standard units</li> <li>Count in 2's including 2 objects at a time up to 20</li> </ul>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p><b>Subitising</b> Subitise (recognise quantities without counting) up to 5</p> <p><b>Comparison</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other</p> <p><b>Counting</b> Verbally count beyond 20, recognising the pattern of the counting system</p> <p><b>Patterns with numbers to 10</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><b>Automatic Recall</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 (including doubles facts)</p> <p><b>Understanding of numbers to 10</b> Have a deep understanding of number to 10, including the composition of each number</p> <p>Add and subtract within 10 Doubling and halving Add and subtract within 10 Doubling and halving Problem solving – interpret results of a survey Problem solving – explore block diagrams</p> <p><b>Review and Assess</b> <b>EYFSP submission</b></p>
<p><b>Understanding the World</b></p> 	<p><b>History: Past and Present</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Talk about themselves and how they have changed.</p> <p><b>Geography: People, Culture and Communities</b> Know about features of their immediate environment</p>	<p><b>Geography: People, Culture and Communities</b> Recognise some similarities and differences between life in this country and others</p> <p><b>Science: the Natural World</b> Children will talk about effects of changing seasons on the area around them, consider what they see, hear and feel</p>	<p><b>History: Past and Present</b> Children will talk about the lives of people around them, past and present and what has been read to them Children will know about the past through settings and characters – Look at castles, images from the past, our King and situations in the past</p> <p><b>Geography: People, Culture and Communities</b></p>	<p><b>Geography: People, Culture and Communities</b> Look at places on a map/globe – compare and make own maps</p> <p>To have experiences out of school – visit/train journey</p> <p><b>Science: The Natural World</b> Explore the natural world around them making observations and drawing pictures of animals</p>	<p><b>History: Past and Present</b> Comment on images of familiar situations in the past – revisit and retrieve</p> <p><b>Geography: People, Culture and Communities</b> Children will know about the people who help us within the community – vet/emergency service</p>	<p><b>Science: The Natural World</b> Explore the natural world around them. To have experiences out of school – Forest Schools, local walks – consider what they see, hear and feel Explore the natural world around them – planting potatoes</p> <p><b>Geography: People, Culture and Communities</b></p>

<p>Ongoing throughout the year</p> <p>Past and Present People, Culture and Communities The Natural World</p>	<p>Where do I live?</p> <p><b>Science: the Natural world</b> Explore the natural world around them – nature walks, etc. Consider what they see, hear and feel Children will understand the terms ‘same’ and ‘different’</p>	<p><b>RE: People, Culture and Communities</b> Recognise that people have different beliefs and celebrate special times in different ways – Harvest, Christmas, Diwali</p>	<p>Recognise some environments that are different to the one in which they live – compare Winsford with London. Draw information from a simple map Look at places on a map/globe Children will know about people who help us in the community</p> <p><b>Science: The Natural World</b> Children will talk about features of the environment they are in and learn about the different environments</p> <p><b>RE: People, Culture and Communities</b> Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year</p>	<p>and plants. Understand the need to respect and care for the natural environment and all living things - Looking after chicks</p> <p>Children will make observations and discuss similarities and differences.</p> <p><b>RE: People, Culture and Communities</b> Understand that some places are special to members of their community – visit church Recognise that people have different beliefs and celebrate special times in different ways - Easter</p>	<p><b>Science: The Natural World</b> Explore the natural world around them – nature walks, etc. Consider what they see, hear and feel.</p>	<p>Look at some environments and how they are different to the one in which they live – farm - town of Winsford</p> <p><b>Science: The natural world</b> I will know some important processes and changes in the natural world, including states of matter</p>
	<p>Begin to develop a sense of <b>continuity and change</b> by being able to <b>compare and contrast characters from stories throughout the year, including figures from the past.</b> Comment on what they notice about the environment where they live and <b>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</b> <b>Explore the natural world around them</b> making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. Understand the effect of changing seasons on the natural world around them and important processes, including states of matter. To have experiences out of school, and to meet important people. Describe what they see, hear, and feel whilst outside. To listen to a selection of stories, non-fiction, rhymes poems to foster an understanding of our culturally, socially, technologically and ecologically diverse world.</p>					

<p>Expressive Arts and Design</p> 	<p><b>Develop storylines in their pretend play.</b></p>	<p><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b></p>	<p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b></p>	<p><b>Create collaboratively sharing ideas, resources, and skills.</b></p>	<p><b>Listen attentively, move to, and talk about music, expressing their feelings and responses.</b></p>	<p><b>Watch and talk about dance and performance art, expressing their feelings and responses.</b></p>
	<p>To sing nursery rhymes To find the pulse and tap or move in time <b>Charanga Songs:</b> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. <b>Charanga Songs:</b> I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>To clap rhythms and play rhythms on percussion instruments <b>Charanga Songs:</b> Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed If You’re Happy and You Know It</p>	<p>To explore pitch <b>Charanga Songs:</b> Old Macdonald Incey Wincey Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p>	<p>To perform musical patterns on percussion instruments <b>Charanga Songs:</b> Big Bear Funk</p>	<p><b>Charanga Songs Reflect, Rewind &amp; Replay:</b> Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row row row your boat</p>
	<p><b>Art Access</b> How can we explore materials and marks?</p>	<p><b>Art Access</b> How can we explore colour?</p>		<p><b>Art Access</b> How can we explore 3D materials?</p>		
<p><b>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</b></p> <p><b>Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.</b></p>						