

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Possible Themes/Interests/Lines of Enquiry</p> <p><b>N.B. – Ensuring that interests of the child are followed throughout the year.</b></p>	<p>All About Me Starting School Changes Families What Makes Us Special Autumn Harvest The Colour Monster</p>	<p>Stick Man Halloween Bonfire Night Christmas/Father story Christmas around the world Winter</p> <p>Diwali Fire Service Christmas</p>	<p>Spring Chinese New Year Extreme Survival (Cycle A) Pole to Pole (Cycle A) Ingenious Engineering (Cycle B) Under the Sea (Cycle B)</p>	<p>Pancake Day Easter Growing up – babies - generations Planting/Gardening/ Extreme Survival (Cycle A) Pole to Pole (Cycle A) Ingenious Engineering (Cycle B) Under the Sea (Cycle B)</p>	<p>Life cycles – Frog/butterfly Planting and Growing Local Area Your Majesty (Cycle A) Traditional Tales (Cycle A) Wild Wisborough (Cycle B) Minibeasts (Cycle B)</p>	<p>Summer holidays (past and present) Exploring our world and comparing different places Your Majesty (Cycle A) Traditional Tales (Cycle A) Wild Wisborough (Cycle B) Minibeasts (Cycle B)</p>
<p><u>Communication and Language</u></p> 	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times, rhymes, and songs.</p> <p>Maintain attention in whole class/groups.</p> <p>Follow 1 step instructions.</p> <p>Understand 'why' questions.</p> <p>Use talk to organise play.</p> <p>Learn new vocabulary.</p>	<p>Listen in familiar &amp; new situations.</p> <p>Engage in story times.</p> <p>Maintain attention in new situations.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Follow instructions with 2 parts in a familiar situation.</p> <p>Start a conversation with peers and familiar adults and continue for many turns.</p> <p>Develop social phrases.</p> <p>Learn new vocabulary.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listen attentively in a range of situations.</p> <p>Maintain attention during appropriate activity.</p> <p>Engage in non-fiction books.</p> <p>Consider the listener and take turns.</p> <p>Use talk to organise/stand for something else in play.</p> <p>Begin to use past tense.</p> <p>Begin to recount past events.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Develop social phrases.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Understand why listening is important.</p> <p>Maintain attention in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen to and talk about stories to build familiarity and understanding with new knowledge and vocabular.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail. Learn new vocabulary.</p> <p>Use new vocabulary through the day. Connect one idea or</p>	<p>Listen and understand instructions while busy with another task.</p> <p>Maintain activity while listening.</p> <p>Understand how, why, where questions.</p> <p>Describe events in some detail.</p> <p>Express ideas about feelings and experiences.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use language to reason.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them. Use new vocabulary through the day. Connect one idea or action to another using a range of connectives.</p> <p>Retell the story, once they have developed a deep familiarity</p>	<p>Listen and respond with relevant questions, comments, or actions.</p> <p>Attend to others in play. Make comments and clarify thinking with questions.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Speak in well-formed sentences with some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>

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<p><u>Personal, Social and Emotional Development</u></p> 	<p>See themselves as a valuable individual.</p> <p>Can talk about feelings.</p> <p>Increasingly follow rules. Know likes and dislikes.</p> <p>Independently organise belongings in the morning.</p> <p>Manage personal hygiene.</p> <p>Build constructive and respectful relationships.</p>	<p>Beginning to express their feelings and consider the perspectives of others.</p> <p>Take turns and share resources.</p> <p>Independently choose where they would like to play.</p> <p>Continue to build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally</p>	<p>Show pride in achievements. Understand behavioural expectations of the setting.</p> <p>Can explain right from wrong and try to behave accordingly.</p> <p>Manage their own needs.</p> <p>Seek others to share activities and experiences. Think about the perspectives of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally</p>	<p>Can make choices and communicate what they need.</p> <p>Begin to show persistence when faced with challenges.</p> <p>Can keep play going by co-operating, listening, speaking, and explaining.</p> <p>Can reflect on the work of others and self-evaluate their own work.</p> <p>Think about the perspectives of others.</p>	<p>Beginning to know that children think and respond in different ways to them.</p> <p>Can talk about their own abilities positively.</p> <p>Confident to try new activities Show resilience and perseverance.</p>	<p>Able to identify and moderate own feelings.</p> <p>See themselves as a unique and valued individual.</p> <p>Can seek out a challenge and enjoy the process.</p> <p>Show sensitivity to others' needs and feelings.</p>
<p><u>Physical Development</u></p> 	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>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 spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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 spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>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.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>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.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p>

Literacy -  
Comprehension



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.

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.

Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming 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.

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).

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.

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.

Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

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.

Literacy - Reading



Word Reading: Hear general sound discrimination and be able to orally blend and segment.

Read individual letters by saying the sounds for them.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Word Reading: 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. Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

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Word Reading: 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, where necessary, a few exception words.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

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Word Reading: Re-read what they have written to check that it makes sense.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Phase 1/2

Phase 2

Phase 2

Phase 2/3

Phase 3

Phase 3/4

Phonics

Literacy – Writing



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.

Use talk to organise describe events and experiences.

Orally segment sounds in simple words.

Know that print carries meaning and read from left to right and top to bottom.

Draws different marks and patterns.

Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols.

Form lower-case letters correctly.

Use appropriate letters for initial sounds.

Write letters and beginning to build CVC words.

Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

Orally spell VC and CVC words by identifying the sounds - beginning to build and write.

Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

Write own name.

Orally compose a sentence and hold it in memory before attempting to write it.

Spell to write VC and CVC words independently using Phase 2 graphemes.

Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

Beginning to build simple phrases.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Build words using letter sounds in writing.

Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.

write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.

Spell words by identifying the sounds and then writing the sound with letter/s.

Spell some irregular common (tricky) words e.g. the, to, no, go independently.

Writing simple phrases.

Beginning to understand key features of a sentence.

Holds a pencil effectively to form recognisable letters.

Form lower-case and capital letters correctly.

Re-read what they have written to check that it makes sense.

Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.

Write a simple sentence with a capital letter and a full stop using known letter-sounds. correspondences using a capital letter and full stop.

Spell words by identifying the sounds and then writing the sound with letter/s. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.

Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.

Form lower-case and capital letters correctly.

Re-read what they have written to check that it makes sense.

Show awareness of the different audience for writing.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop

Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.

Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 Spell irregular common (tricky) words independently.

Use a pencil confidently to write letters that can be clearly recognised. Form lower-case and capital letters correctly.

Mathematics



Count objects, actions, and sounds. Subitise

Continue, copy and create repeating patterns.

Matching. Sorting & Comparing  
Comparing amounts  
Comparing size, mass & capacity Exploring pattern - making simple.

Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Select, rotate and manipulate shapes to develop spatial reasoning skills.

Representing 1,2,3  
Comparing 1,2,3  
Composition of 1,2,3  
Formation of 1,2,3

Representing 4,5  
Comparing 4,5  
Composition of 4,5  
Formation of 4,5

Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. Compare length, weight and capacity.

Introducing zero  
Comparing numbers to 5  
Composition of 5  
Comparing Mass

Number 6, 7, 8  
Making pairs, pairs wise, doubles  
Combining 2 groups  
Length, height.

Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Numbers 7, 8, 9  
Making pairs.  
Combining groups  
Number bonds  
3D shapes  
Pattern.

Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering  
Composition of numbers to 10 and beyond  
Counting patterns to 10 and beyond  
Spatial reasoning.  
Continue, copy and create repeating patterns.  
3D shape  
Match, rotate, and manipulate  
Pattern – AABB, BBA

Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering  
Composition of numbers to 10 and beyond  
Counting patterns to 10 and beyond  
Spatial reasoning.

Adding more  
Taking away  
Number bonds  
Shape – spatial reasoning

Doubling  
Sharing and grouping  
Even and odd  
Patterns and relationships

Circles and triangles  
Positional language

One more and less  
Shapes with 4 sides.  
Time

Comparing Capacity

Time

Understanding the World



Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them. Talk about members of their immediate community.

Talk about the features of their immediate environment with visual representations.

Name and describe people who are familiar to them

Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.

Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.

Explore the natural world around them.

Understand the effect of changing seasons on the natural world around them.

Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week).

Recognise some environments that are different to the one in which they live

Provide instructions to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica.

Make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.

Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Talk about and understand changes in their own lifetime, by creating a personal timeline.

Describe images of familiar situations in the past using books.

Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Understand the effect of changing seasons on the natural world around them.

Recount an event, orally, pictorial and/or with captions.

Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

Draw information from a simple map and identify landmarks of our local area.

Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.

Understand the key features of the life cycle of a plant or animal.

Order experiences in relation to themselves and others, including stories.

Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Create own maps using grid paper and symbols (x marks the spot treasure maps)

Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Recognise some environments that are different to the one in which they live

Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design



Develop storylines in their pretend play.

Explore, use and refine a variety of artistic effects to express their ideas and feelings

Create collaboratively, sharing ideas, resources and skills

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

Listen attentively, move to and talk about music, expressing their feelings and responses.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Explore, use and refine a variety of artistic effects to express their ideas and feelings

Create collaboratively sharing ideas, resources, and skills.

Develop storylines in their pretend play.

Listen attentively, move to, and talk about music, expressing their feelings and responses.

Explore and engage in music making and dance, performing solo or in groups

Explore, use and refine a variety of artistic effects to express their ideas and feelings

Watch and talk about dance and performance art, expressing their feelings and responses.

Develop storylines in their pretend play.

Explore, use and refine a variety of artistic effects to express their ideas and feelings

