

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	All About Me					
NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays
MAIN HIGH QUALITY TEXT & ADDITIONAL FAVOURITES	The Colour Monster	The Gingerbread Man	Supertato	The Very Hungry Caterpillar	Whatever Next Handa's Surprise	Lucy and Tom at the Seaside
	The family Book We Are All Welcome Emotions by Todd Parr The Rainbow Fish Hesitant Hettie Oi Frog Oi Cat Room on the Broom Julia Donaldson Leaf Man Christopher Pumpkin Meg and Mog Winnie the Witch Funnybones	The Scarecrow's Wedding The Gruffalo's Child The Jolly Postman at Christmas Stick Man Christmas story/ Nativity	Supertato -Veggies Assemble Supertato - Evil Pea Rules Supertato- The Great Eggscape Superworm People Who Help Us (NF) Ten Little Superheroes Super Duper You Mr Wolf's Pancakes Winter - Seasons 4 One Snowy Night Where do the animals go in Winter? Polar Bear Polar Bear What do you hear? The Great Race - Chinese New Year The Seven Chinese Sisters	Monkey Puzzle Lifecycles- Frogs, Penguins, Humans, (NF) Growing Frogs Tadpole's Promise Mad About Minibeasts The Bad-tempered Ladybird Slowly,Slowly, Slowly said the Sloth The Very Greedy Bee My First Festivals:Easter	The Way Back Home First Hippo on the Moon Aliens Love Underpants How to Catch a Star What's Up? The Way Back Home We're Going on a Bear Hunt Tiger Ways Mama Panya's Pancakes Giraffe's Can't Dance African Animals (NF) Kids Guide to Kenya (NF) Tiger Who Came to Tea There's a Lion in my Cornflakes Baby goes to Market A Rumble in the Jungle	Lighthouse Keepers Lunch Tiddler Snail and the Whale Barry the Fish with Fingers Barry the Fish with Fingers and the Hairy Monster Bright Stanley Commotion in the Ocean Seaside Poems

Memorable Moments	Autumn Trail	Gingerbread Men	Homework project –	Hook – Caterpillar	Trip – Beaudesert Farm	Boat making
& Enrichment Focuses	Harvest Time	science experiment	Veggie Superheroes	observations		
	National Fitness Day	Guy Fawkes / Bonfire	Visitors – everyday	Visitors – Mum and	St George's Day	Sports Day
	(28 th Oct)	Night	heroes	baby	(23 rd April)	
	Halloween	Christmas Time /	Chinese New Year (5 th	St David's Day (1st Mar)		
	National Pumpkin Day	Nativity	Feb)	Mother's Day	Beep Beep Day	
	(25 th Oct)	Diwali (12 th Nov)	Valentine's Day	National Dentist Day	(24 th April)	
	What do I want to be	Remembrance Day		(6 th Mar)		
	when I grow up display?	Forest Schools –		St George's Day (23 rd		
		Making stick men		Apr)		
		Road Safety week (19th				
		November)				
Parental Involvement	Welcome meeting	EYFS Nativity	Secret reader	Secret Reader	Secret Reader	Sports Day
		production				
	Big Art – Colour		Class assembly	Special Lunch		Secret Reader
	Monsters	Secret reader				
			Parents evening	Parent Go Outdoors-		Graduation assembly
	Parent's evening	Phonics information to	0	Easter Egg hunt		,
	3	be shared with parents				
	Half term homework	'		Parent's evening		
	project			T di cite s evening		
	p. 0,000					
	Secret Reader					
	Secret Reduct					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
The Prime Areas	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays	
	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are						

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Development Matters Skills					
	Understand how to					
	listen carefully and why					
	listening is important.					
	Develop social phrases.	Develop social phrases.	Develop social phrases.	Learn new vocabulary.	Learn new vocabulary.	Learn new topical vocabulary.
Communication and	Engage in story times.	Describe some events in	Describe some events	Use new vocabulary	Use new vocabulary	7
Language		some detail.	in some detail.	through the day.	through the day.	Connect one ideas or
	Describe some events in			,	,	action to another using
C&L is developed throughout	detail.	Use talk to work out	Use talk to work out	Ask questions to find out	Ask questions to find out	a range of connectives.
the year through high quality individual or group		problems and organise	problems and organise	more and to check what	more and to check what	o o
interactions, daily group	Listen carefully to	thinking and activities.	thinking and activities.	has been said.	has been said – to clarify	Describe events in detail
discussions, circle times,	rhymes and songs,	_			and deepen	using adjectives.
PSHE, stories, singing, speech	paying attention to how	Learn rhymes, poems	Learn rhymes, poems	Articulate their ideas and	understanding.	
and language interventions, EYFS productions &	they sound.	and songs.	and songs.	thoughts in well-formed	_	Articulate their ideas in
assemblies.				sentences.	Articulate their ideas and	well-formed sentences.
	Learn rhymes, poems	Learn new vocabulary.	Learn new vocabulary.		thoughts in well-formed	
	and songs.			Connect one idea or	sentences.	Listen and talk about a
		Use new vocabulary	Use new vocabulary	action to another using a		range of stories and
	Learn new vocabulary.	throughout the day.	throughout the day.	range of connectives.	Connect one idea or	non-fiction texts.
					action to another using a	
	Engage in non-fiction	Articulate their ideas and	Articulate their ideas	Describe events in some	range of connectives.	Ask questions to find
	books.	thoughts in well-formed	and thoughts in well-	details.		out more and to check
		sentences.	formed sentences.		Describe events in some	what has been said – to
	Use new vocabulary			Use talk to help work out	details, using adjectives.	clarify and deepen
	throughout the day.	Use new vocabulary in	Use new vocabulary in	problems and organise		understanding.
		different context.	different context.	thinking and activities	Retell familiar stories	
	Articulate their ideas			and to explain how	with appropriate	Engage in story times.
	and thoughts in well-	Listen to and talk about	Listen to and talk about	things work and why	prosody.	
	formed sentences.	selected non-fiction to	selected non-fiction to	they might happen.		Listen to and talk about
	Use new vocabulary in	develop a deep	develop a deep		Engage in story times.	stories to build
	different context.	familiarity with new	familiarity with new	Develop social phrases.		familiarity and
		knowledge and	knowledge and		Learn rhymes, poems	understanding.
	Listen to and talk about	vocabulary.	vocabulary.	Engage in story times.	and songs.	
	selected non-fiction to				Listen to and talk about	Learn rhymes, poems
	develop a deep	Engage with story times.	Engage with story	Listen to and talk about	selected non-fiction to	and songs.
	familiarity with new		times.	stories to build	develop a deep	
	knowledge and			familiarity and	familiarity with new	Listen to and talk about
	vocabulary.		Engage in non-fiction	understanding.	knowledge and	selected non-fiction to
			books.		vocabulary.	develop a deep
				Learn rhymes, poems		familiarity with new
				and songs.		

	knowledge and
Engage in non-fiction	vocabulary.
	,
	Retell familiar stories
Listen to and talk about	with appropriate
	prosody.
	μ
Retell the story, once	
Use new vocabulary in	
different domester	
	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
The Prime Areas	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays		
	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be support- ed to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independent Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.							
	Development Matters Skills	Development Matters Skills	Development Matters Skills	Development Matters Skills	Development Matters Skills	Development Matters Skills		
	Being Me	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me		
	Play with one or more other children,	Play with one or more other children,	Play with one or more other children,	Know and talk about the different factors that support their	See themselves as a valuable individual.	Know and talk about the different factors that support their		

	extending and	extending and	extending and	overall health and	Build constructive and	overall health and
Personal, Social &	elaborating play ideas.	elaborating play ideas.	elaborating play ideas.	wellbeing: regular	respectful relationships.	wellbeing: regular
Emotional				physical activities.		exercise, healthy eating
Development	Become more outgoing	Become more outgoing	Become more outgoing		Express their feelings	and staying safe on the
	with unfamiliar people,	with unfamiliar people,	with unfamiliar people,	Know and talk about	and consider the	internet.
Managing Self,	in the safe context of	in the safe context of	in the safe context of	the different factors	feelings of others.	
	their setting.	their setting.	their setting.	that support their		
Self Regulation				overall health and	Show resilience and	
&	Increasingly follow	Increasingly follow	Increasingly follow	wellbeing: healthy	perseverance in the	Express their feelings
Building Relationships	rules, understanding	rules, understanding	rules, understanding	eating.	face of challenge.	and consider the
	why they are important.	why they are important.	why they are important.			feelings of other.
				Know and talk about	Identify and moderate	
	Remember rules	Remember rules	Remember rules	the different factors	their own feelings	
	without needing an	without needing an	without needing an	that support their	socially and	
	adult to remind them.	adult to remind them.	adult to remind them.	overall health and	emotionally.	Show resilience and
				wellbeing: having a		perseverance in the
	Develop appropriate	Develop appropriate	Develop appropriate	good sleep routine.	Think about the	face of challenge.
	ways of being assertive.	ways of being assertive.	ways of being assertive.		perspective other	
	Talk with others to	Talk with others to	Talk with others to	Manage their own	others.	
	solve conflicts.	solve conflicts.	solve conflicts.	needs - personal		
				hygiene.	Know and talk about	
	Talk about their feelings	Talk about their feelings	Talk about their feelings		the different factors	
	using words like	using words like	using words like	*Understand what a	that support their	
	'happy', 'sad', 'angry' or	'happy', 'sad', 'angry' or	'happy', 'sad', 'angry' or	stranger is and how to	overall health and	
	'worried'.	'worried'.	'worried'.	stay safe if a stranger	wellbeing –staying safe	
				approach.	on the internet, being a	
	Understand gradually	Understand gradually	Understand gradually		safe pedestrian.	
	how others might be	how others might be	how others might be	Show resilience and		
	feeling.	feeling.	feeling.	perseverance in the		
				face of challenge.		
	Be increasingly	Be increasingly	Be increasingly			
	independent in meeting	independent in meeting	independent in meeting	Think about the		
	their own care needs.	their own care needs.	their own care needs.	perspective of others.		
				France their feether		
	See themselves as a	See themselves as a	Show resilience and	Express their feelings		
	valuable individual.	valuable individual.	perseverance in the	and consider the feelings of others.		
			face of challenge.	reenings of others.		
	Build constructive and	Show resilience and		Identify and moderate		
	respectful relationships.	perseverance in the	Build constructive and	their own feelings,		
		face of challenge.	respectful relationships.	socially and		
	Identify and moderate			emotionally.		
	their own feelings,			Ciliodollally.		

socially and	Build constructive and	Manage their own		
emotionally.	respectful relationships.	needs - personal	Build constructive and	
		hygiene.	respectful relationships.	
Express their feelings	Express their feelings			
and consider the	and consider the	Think about the	See themselves as a	
feelings of others.	feelings of others.	perspective of others.	valuable individual.	
Think about the	Manage their own	Express their feelings	Know and talk about	
perspective of others.	needs - personal	and consider the	the different factors	
	hygiene.	feelings of others.	that support their	
Manage their own			overall health and	
needs - personal	Know and talk about	Know and talk about	wellbeing – healthy	
hygiene.	the different factors	the different factors	eating, staying safe on	
Kaassa daalla ahassa	that support their	that support their	the internet.	
Know and talk about	overall health and	overall health and		
the different factors	wellbeing – healthy	wellbeing – healthy		
that support their overall health and	eating, staying safe on	eating and staying safe		
wellbeing –	the internet.	on the internet.		
toothbrushing and				
sensible amounts of		Identify and moderate		
'screen time' and being		their own feelings,		
a safe pedestrian.		socially and		
		emotionally.		
		See themselves as a		
		valuable individual.		
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"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self- control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." **Education Endowment Foundation**.

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The Prime Areas	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Development Matters Skills	Development Matters Skills	Development Matters Skills	Development Matters Skills	Development Matters Skills	Development Matters Skills
Physical Development	Be increasingly independent as they get dressed and undressed for example putting on coats and doing up zips. Revise and refine the fundamental movement skills they have already	Be increasingly independent as they get dressed and undressed for example putting on coats and doing up zips. Revise and refine the fundamental	Progress towards a more fluent style of moving, with developing control and grace. Revise and refine the fundamental movement skills they	Progress towards a more fluent style of moving, with developing control and grace. Revise and refine the fundamental movement skills they have already acquired.	Revise and refine the fundamental movement skills they have already acquired: jumping, running, hopping, skipping. Progress towards a more fluent style of moving, with developing control and	Revise and refine the fundamental movement skills they have already acquired: jumping, running, hopping, skipping. Progress towards a more fluent style of
Continuously check the process of children's handwriting (pencil grip and letter formation, including	Progress towards a more fluent style of moving, with developing control	movement skills they have already acquired. Progress towards a more fluent style of	Develop the overall body strength, co-ordination, balance	Develop the overall body strength, co-ordination, balance and ability needed to engage	Develop the overall body strength, co-ordination, balance and ability needed	moving, with developing control and grace Develop the overall
directionality). Provide extra help and guidance when needed.	and grace. Develop their small motor skills so that they	moving, with developing control and grace.	and ability needed to engage successfully with future PE sessions and other physical	successfully with future PE sessions and other physical disciplines including gymnastics.	to engage successfully with future PE sessions and other physical disciplines.	body strength, co- ordination, balance and ability needed to engage successfully
Gross Motor	can use a range of tools competently, safety and confidently. Further development of	Develop the overall body strength, co-ordination, balance and ability needed to engage successfully	disciplines including gymnastics. Combine different movements with ease	Combine different movements with ease and fluency.	Develop their small motor skills so that they can use a range of tools competently, safety and confidently.	with future PE sessions and other physical disciplines including sport.
	the skills they need to manage the school day successfully e.g. lining up and queuing, mealtimes.	with future PE sessions and other physical disciplines including dance.	and fluency. Develop the foundations of a handwriting style	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.	Develop their small motor skills so that they can use a range of tools competently, safety and confidently.
	Develop the foundations of a handwriting style which is fast, accurate and efficient. Revise and refine the fundamental movement	Develop their small motor skills so that they can use a range of tools competently, safety and confidently.	which is fast, accurate and efficient. Further development of the skills they need to manage the school day successfully.	Further development of the skills they need to manage the school day successfully. Develop their small motor skills so that they	Combine different movements with ease and fluency. Confidently and safely use a range of large and small	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

skills they have already	Further development		can use a range of tools	apparatus, outside, alone	Combine different
acquired.	of the skills they need	Develop their small	competently, safety and	and in groups.	movements with ease
	to manage the school	motor skills so that	confidently.		and fluency.
Progress towards a move	day successfully e.g.	they can use a range of		Further develop and refine	
fluent style of moving	lining up and queuing,	tools competently,	Use their core muscle	a range of ball skills,	Confidently and safely
with developing control	mealtimes.	safety and confidently.	strength to achieve a	including; throwing,	use a range of large and
and grace.	Develop the		good posture when	catching, kicking, passing,	small apparatus,
	foundations of a	Use their core muscle	sitting at a table or	batting and aiming.	outside, alone and in
Further development of	handwriting style	strength to achieve a	sitting on the floor.		groups.
the skills they need to	which is fast, accurate	good posture when		Develop confidence,	
manage the school day	and efficient.	sitting at a table or	Confidently and safely	competence, precision and	Further develop and
successfully.		sitting on the floor.	use a range of large and	accuracy when engaging in	refine a range of ball
	Revise and refine the		small apparatus, indoors	activities that involve using	skills, including;
Use their core muscle	fundamental	Confidently and safely	and outside, alone and in	a ball.	throwing, catching,
strength to achieve a	movement skills they	use a range of large	groups.	Davidas da favordadias a af	kicking, passing, batting
good posture when	have already acquired.	and small apparatus,	Davidan avanali hadi	Develop the foundations of	and aiming.
sitting at a table or	Drograss towards a	indoors and outside,	Develop overall body strength, balance,	a handwriting style which is fast, accurate and efficient.	Develop confidence,
sitting on the floor.	Progress towards a move fluent style of	alone and in groups.	coordination and agility.	last, accurate and emicient.	competence, precision
	moving with	Develop overall body	coordination and aginty.	Further development of the	and accuracy when
	developing control and	strength, balance,	Further develop and	skills they need to manage	engaging in activities
	grace.	coordination and	refine a range of ball	the school day successfully.	that involve using a
	Si dec.	agility.	skills, including; rolling,	the seriour day successiany.	ball.
	Further development	agcy.	crawling, walking,		Julii.
	of the skills they need	Develop confidence,	jumping, hoping,		Develop the
	to manage the school	competence, precision	skipping, climbing.		foundations of a
	day successfully.	and accuracy when	11 0,		handwriting style which
	,	engaging in activities	Develop confidence,		is fast, accurate and
	Use their core muscle	that involve using a	competence, precision		efficient.
	strength to achieve a	ball.	and accuracy when		
	good posture when		engaging in activities		Further development of
	sitting at a table or		that involve using a ball.		the skills they need to
	sitting on the floor.				manage the school day
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successfully.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
The Specific Areas	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays				
	and writing) starts from birth. It songs together. Skilled word rea	t is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems a congs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and hand- writing) and composition (articulating ideas and structuring them in speech, before writing).								
	Development Matters Skills	Development Matters Skills	Development Matters Skills	Development Matters Skills	Development Matters Skills	Development Matters Skills				
	Understand the five key concepts about print: print has meaning, print can have different	Begin to read individual letters by saying the sounds for them.	Begin to read individual letters by saying the sounds for them.	Read simple phrases and sentences made up of words with known letter-sounds	Read individual letters by saying the sounds for them.	Read individual letters by saying the sounds for them.				
<u>Literacy</u>	purposes, we read English text from left to	Blend sounds into	Blend sounds into words, so that they can read	correspondences and, where necessary, a few	Blend sounds into words, so that they can	Blend sounds into words, so that they can				
Word Reading, Comprehension &	right and top to bottom, the names of different parts of a book and	words, so that they can read short words made up of known	short words made up of known letter- sound correspondences.	common exception words.	read short words made up of known letter- sound	read short words made up of known letter- sound				
Writing	page sequencing	letter- sound correspondences.	Begin to read some letter	Re-read books to build up confidence in word	correspondences.	correspondences.				
We use the programmes Path- ways to Write & the SSP Read Write Inc programme	Develop their phonological awareness, so that they can; spot and suggest	Begin to read some letter groups that each	groups that each represent one sound and say sounds for them.	reading, their fluency and their understanding and enjoyment.	Read some letter groups that each represent one sound	Read some letter groups that each represent one sound				
Literacy which will be reinforced through challenge & enhancements in the Continuous Provision	rhymes, count and clap syllables in a word, recognise words with	represent one sound and say sounds for them	Read a few common exception words	Read individual letters by saying the sounds for them.	and say sounds for them.	and say sounds for them.				
	Engage in extended conversations about	Read a few common exception words	matched to the school's phonics programme.	Blend sounds into	Read simple phrases and sentences made up of words with known	Read simple phrases and sentences made up of words with known				
	stories learning new vocabulary	matched to the school's phonics programme	Begin to read simple phrases and sentences made up of words with	words, so that they can read short words made up of known letter- sound	letter-sounds correspondences and, where necessary, a few common exception	letter-sounds correspondences and, where necessary, a few common exception				
	Use some of their print and letter knowledge in	Begin to read simple phrases and sentences	known letter-sound correspondences.	correspondences.	words.	words.				
	their early writing.	made up of words with known letter-	Re-read these books to build up their confidence in word reading, their	Read some letter groups that each represent one sound	Read a few common exception words	Read a few common exception words				

Write some letters	sound	fluency and their	and say sounds for	matched to the school's	matched to the school's
accurately.	correspondences.	understanding and	them.	phonics programme.	phonics programme.
,	,	enjoyment.			
Blend sounds into	Re-read these books		Read a few common	Form lower-case and	Form lower-case and
words, orally.	to build up their confidence in word	Begin to form lower-case letters and capital letters	exception words matched to the school's	capital letters correctly.	capital letters correctly.
	reading, their fluency and their	correctly.	phonics programme.	Spell words by identifying the sounds	Spell words by identifying the sounds
	understanding and enjoyment.	Spell words by identifying the sounds and then writing the sound with	Form lower-case and capital letters correctly.	and then writing the sound with letter/s.	and then writing the sound with letter/s.
	Begin to form lower- case letters correctly.	letter.	Spell words by identifying the sounds	Write short sentences with words with known	Write short sentences with words with known
	Begin to spell words by identifying the	Write a short sentence with words with known sound-letter	and then writing the sound with letter/s.	sound-letter correspondences using a capital letter and full	sound-letter correspondences using a capital letter and full
	sounds and then writing the sound with	correspondences using a capital letter and full	Write short sentences with words with known	stop.	stop.
	letter/s	stop.	sound-letter correspondences using	Re-read what they have written to check that it	Re-read what they have written to check that it
		Re-read what they have	a capital letter and full	makes sense.	makes sense.
		written to check that it makes sense.	stop.		
		*Teacher to model	Re-read what they have written to check that it makes sense.		

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The Specific Areas	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays	
	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.						
	Development Matters Skills Develop fast	Development Matters Skills Count objects, actions					
	recognition of up to 3	and sounds.	and sounds.	and sounds.	and sounds beyond 10.	and sounds beyond 10.	

	T					
	objects, without having	Subitise small quantities	Subitise	Recall number bonds	Explore the composition	Explore the composition
	to count them	in familiar patterns and		for numbers to 10.	of numbers to 10 and	of numbers to 10 and
	individually.	random arrangements.	Compare numbers .		beyond.	beyond.
			•	Explore the composition		
	Recite numbers past 5.	Understand the 'one	Explore the composition	of numbers to 10.	Automatically recall	Automatically recall
	Say one number for	more/ one less'	of numbers to 10.	0.1101112010 10 201	number bonds for	number bonds for
	each item in order: 1, 2,	relationship between	of flumbers to 10.		numbers to 10.	numbers to 10.
	3, 4, 5.	consecutive numbers.		Understand the 'one	numbers to 10.	numbers to 10.
	3, 4, 3.	consecutive numbers.	Compare length and	more than/one less		
Danth amatica	Show fingers 'up to 5'.		weight.	than' relationships	Compose and	Compare volume and
Mathematics	Link numerals to	Explore the composition		between consecutive	decompose shapes so	capacity.
		of numbers to 5.	Recall number bonds	numbers.	that children recognise	
Number	amounts: for example,		for numbers 0-5 and		a shape can have other	Sequencing the day
& Numerical Patterns	showing the right	Compose and	some to 10.	Continue, copy and	shapes within it just as	using key vocabulary.
	number of objects to	decompose shapes so		create repeating	numbers can.	
We follow the programme	match numerals, up to	that children recognise	Link the number symbol	patterns.		Sorting objects into two
Power maths to teach	5.	a shape can have other	(numeral) with its	•	Explore the composition	group.
mathematics. These skills will be		shapes within it.		Select, rotate and	of numbers to 10.	g. 64p.
revisited and supported through	Solve real world		cardinal number value.	manipulate shapes to		Court bours at 40
challenge & enhancements within the Continuous Provision	mathematical problems	Solve real world		develop spatial	Compare numbers.	Count beyond 10.
within the Continuous Provision	with numbers up to 5.	mathematical problems	Count beyond 10.	reasoning skills.	Compare numbers.	
				reasoning skins.		
	Compare quantities	with numbers up to 5.	Select, rotate and		Count beyond 10.	
	using language; more		manipulate shapes to	Subitise		
	than/fewer than.	Link the number symbol	develop spatial			
	,	(numeral) with its	reasoning skills.	Link the number symbol		
	Talk about and explore	cardinal number value.		(numeral) with its		
	3D shapes.		Count beyond 10.	cardinal number value.		
		Select, rotate and	Count beyond 10.			
	Count objects, actions	manipulate shapes to		Count beyond 10.		
	and sounds.	develop spatial				
	and sounds.	reasoning skills.				
	Cubitica	reasoning skills.				
	Subitise	Count house 140				
	Challette and the Control	Count beyond 10.				
	Link the number symbol					
	(numeral) with its					
	cardinal number value.					
	Select, rotate and					
	manipulate shapes to					
	develop spatial					
	reasoning skills.					
	Count beyond 10.					
		I .	I	I .		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Specific Areas	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays
	knowledge and sense of the waddition, listening to a broad s	vorld around them – from visitin selection of stories, non-fiction,	ng parks, libraries and museums rhymes and poems will foster t	their community. The frequency to meeting important members heir understanding of our cultur rt understanding across domain Development Matters Skills	s of society such as police office rally, socially, technologically an	rs, nurses and firefighters. In d ecologically diverse world.
Understanding	Continue to develop positive attitudes about the differences between people.	Show interest in different occupations. Comment on images of familiar situations in the	Explore the natural world around them. Understand the effect of changing seasons on the	Talk about them members of their immediate family and community.	Comment on images of familiar situations in the past. Compare and contrast	Talk about members of the community. Comment on images of familiar situations in the
the World	Talk about members of their immediate family	past. Draw information from a	natural world around them.	Compare and contrast from stories including figures from the past.	characters from stories, including figures from	past. Compare and contrast
Past & Present, People,	and community. Name and describe people who are familiar to them.	simple map. Talk about the differences between	Describe what they see, hear and feel whilst outside.	Comment on images of familiar situations in the past.	braw information from a simple map.	characters from stories, including figures from the past.
Culture & Communities	Explore the natural world around them.	materials and changes they notice.	Recognise that people have different beliefs and celebrate special times in	Begin to make sense of their own life-story and	Know that there are different countries in the world and talk about the	Draw information from a simple map.
& The Natural	Describe what they see,	Continue developing positive attitudes about the differences between	different ways. Understand that some	family's history. Explore the natural world	differences they have experienced or seen in photos.	Explore the natural world around them.
World	outside Understand the effect of	people. Explore the natural world	places are special to members of their	around them. Show interest in different	Recognise some	Describe what they can see, hear and feel whilst outside.
	changing seasons on the natural world around them.	around them. Use all their senses in hands-on exploration of	Draw information from a simple map.	occupations. Understand the effect of changing seasons on the	differences between life in this country and life in other countries.	Recognise some environments that are different from the ones
	Understand that some places are special to	natural materials.	Show interests in different occupations.	natural world around them	Explore the natural world around them.	in which they live.

members of t community.	heir Understand the effect of changing seasons on the natural world around them.	members of their community.	Talk about their immediate family and people in the community.	Understand that some places are special to members of their community.	Recognise that some environments that are different from the one in which they live.	Understand the effect of changing seasons on the natural world.
	Recognise that people have different beliefs and celebrate special times in different ways.		Compare and contrast characters from stories including figures from the past.	Recognise that people have different beliefs and celebrate special times in different ways.	Understand the effect of changing seasons on the natural world around them.	
	Understand that some places are special to members of their community.		Recognise some similarities and differences between life in this country and life in other countries.			
			Name and describe people who are familiar to them.			
			Explore the natural world around them.			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Specific Areas	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays
Expressive Arts & Design Creating with Materials & Being Imaginative & Expressive	The development of children's enabling them to explore and p	lay with a wide range of media vocabulary and ability to commodat they hear, respond to and of the property of artistic effects. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups. Sing in a group or their own, increasingly matching the pitch and	and materials. The quality and v nunicate through the arts. The fr	reativity. It is important that child ariety of what children see, hear a equency, repetition and depth of equency, research to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or their own, increasingly matching the pitch and following the	Development Matters Skills Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or their own, increasingly matching the pitch and	Development Matters Skills Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or their own, increasingly matching the pitch
	Sing in a group or on their own, increasingly matching the pitch and following the melody.	following the melody. Develop storylines in their pretend play.	Watch and talk about dance and performance art, expressing their feelings and responses.	melody. Develop storylines in their pretend play.	following the melody. Develop storylines in their pretend play.	and following the melody. Develop storylines in their pretend play.

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usic making and dance,
erforming solo or in
oups.
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