

AREA OF LEARNING		AUTUMN ONE	AUTUMN TWO		SPRING ONE	SPRING TWO		SUMMER ONE	SUMMER TWO
Possible Themes/Interests/Lines of Enquiry	Baseline assessments	<u>MARVELOUS ME</u> Books: -Can I build another me -Owl Babies, -So Much -The Colour Monster. -Big Book of Families -Elmer-Differences -Rainbow Fish Looking at photographs of Family, generations and where we come from and how we grow/change,	<u>WHY IS IT SO DARK?</u> Books: -The man on the moon -How to catch a star -Whatever next -Peace at last Light and dark (shadows), Fireworks, firework safety, Moon landings? Hibernation What toys did parents/grandparents have? -linked to Christmas	ASSESSMENTS	<u>HAPPILY EVER AFTER- TRADITIONAL TALES</u> Books: -Cinderella, -3 little pigs, -Goldilocks, -little red riding hood, - The Gingerbread man -Frozen etc. Hot & cold, Melting/freezing Chinese New Year Winter	<u>PEOPLE WHO HELP US AND SUPERHEROES</u> Book: -Superhero ABC -Super Daisy -Information Books Police, firefighters, nurses and doctors, dentists, teachers, ambulance etc. Pancake Day Mothers Day Easter	ASSESSMENTS	<u>GROWING AND MINI BEASTS</u> Life cycles – Frogs/butterfly/plants Planting/Gardening Books: -Olivers Vegetables -The seed -What the ladybird heard -Camille and the Sunflowers. -information books Record the planting and growing of own seeds. Recycling and looking after the environment.	<u>ARE WE THERE YET?</u> Summer holidays (past and present) Journeys(including a trip to the farm) Travel agents, seaside rockpools,beaches Transport: Vehicles-trains, planes, cars past +present Eid Summer
		<p>Topics will now be child led and planning will reflect the interests of the children. To inspire the children we will plan for themes. These may change due to interests.</p> <p>Key religious festivals will be planned for throughout the year as they occur, these include: Harvest, Diwali, Bonfire Night, Remembrance Day, Christmas, Eid, Chinese New Year, Mothering Sunday and Easter.</p>							
Communication and Language (Listening and attention, understanding and speaking)(Prime Area)	Baseline assessments	Understand how to listen carefully and why listening is important. Engage in story times. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Ask questions to find out more and to check they understand what has been said to them. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged	ASSESSMENTS	Listen to and talk about stories to build familiarity and understanding. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	ASSESSMENTS	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past,	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. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
		learn new vocab/use new vocab throughout the day listen carefully to rhymes and songs, paying attention to how they			learn poems, rhymes and songs	learn poems, rhymes and songs		Use new vocab in different contexts	
Personal, Social and Emotional Development(Prime Area)	Baseline assessments	Settling in Getting used to routines Making friends Getting to know teachers and other children	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says	ASSESSMENTS	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Be confident to try new activities Manage own basic hygiene and personal needs.	Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs	ASSESSMENTS	Think about the perspectives of others. Manage their own needs. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs	Show sensitivity to their own and to others' needs Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
		Self-Regulation Managing Self Building Relationships	Self-Regulation Managing Self Building Relationships		Self-Regulation Managing Self Building Relationships	Self-Regulation Managing Self Building Relationships		Self-Regulation Managing Self Building Relationships	

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Physical Development(Prime Area)	Baseline assessments	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene etc Develop fine motor skills- Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp. Gross motor:	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Fine motor: Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand	ASSESSMENTS	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. Develop fine motor skills- holding pencil correctly, using scissors etc	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. Fine motor: Hold pencil effectively with comfortable grip Form recognisable letters most correctly formed.	ASSESSMENTS	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Fine motor:Develop pencil grip and letter formation continually	Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Fine motor: Form letters correctly
		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							
Literacy Comprehension, word reading, Writing(Specific Area)	Baseline assessments	Read individual letters by saying the sounds for them. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during	ASSESSMENTS	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 programme. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.	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. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and	ASSESSMENTS	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.
		Phase 1/2	Phase 2		Phase 2/3	Phase 3		Phase 3	Phase 3
Mathematics(Specific Area)	Baseline assessments	Number songs Numbers 0-5: recognising, counting, ordering, + and – within 5 Number bonds to 5, estimating to 5, one more/one less, count on/back from given number Describe shapes in the environment	Subitising to 5 Exploring patterns Sequence the day/week Use language of time Measures – weight Name 2d/3d shapes and use mathematical language to describe properties	ASSESSMENTS	Numbers 0-10: recognising, counting, ordering, + and – within 10, number bonds to 10, estimating to 10, doubling and halving within 10, one more/one less, count on/back from given number, compare quantities – more/fewer	Subitising to 10 Measures – length/height Using language of Money Use Positional language	ASSESSMENTS	Number patterns: Odd/even numbers Problem solving, using + - = signs to make sums Sharing Measures – capacity	Numbers 0 – 20: recognising, counting (verbally), ordering, + and – within 20, number bonds to 20, estimating to 20, doubling and halving within 20, one more/one less, count on/back from given number
		Daily/weekly Maths meeting Developing maths talk in your daily routine gives learners a chance to understand it while using real-life concepts. It also means that children can consolidate what they have learned and practice, practice, practice!							

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Understanding the World(Specific Area)	Baseline assessments	Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society. Name and describe people who are familiar to them. Know some similarities and differences between in the past and now.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	ASSESSMENTS	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Understand that some places are special to members of their community. Describe immediate environments, similarities and differences between different religious and cultural communities	ASSESSMENTS	Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the important processes and changes in the natural world around them, including seasons and changing states of matter. Explain similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live. Explain similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Explore the natural world around them. Draw information from a simple map.
		Seasons-on going over the year. Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. Books to explore past & present- Amelia Farhart - Little People Big Dreams, Camille and the Sunflowers, A girl called Mary - the story of Mary Anning.							
Expressive Arts and Design(Specific Area)	Baseline assessments	Develop storylines in their pretend play. Creating with Materials Being imaginative Self-portraits, junk modelling Music: exploring sound	Sing in a group or on their own, increasingly matching the pitch and following the melody. Creating with Materials Being imaginative Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems Diwali lamps Music: Celebrations	ASSESSMENTS	Return to and build on their previous learning, refining ideas and developing their ability to represent them Creating with Materials Being imaginative Making lanterns, Chinese writing, puppet making, Chinese music and composition printing, patterns on Easter eggs. Music: musical stories	Create collaboratively sharing ideas, resources, and skills. Creating with Materials Being imaginative Junk modelling, collage Music: Big band	ASSESSMENTS	Listen attentively, move to and talk about music, expressing their feelings and responses. Creating with Materials Being imaginative Pastel drawings-sunflowers Music: exploring musical instruments	Watch and talk about dance and performance art, expressing their feelings and responses Creating with Materials Being imaginative Water pictures, collage, shading by adding black or white, colour mixing
		Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.							