	Торіс	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	All About	Nursery: Begin to share	Nursery: Settling in.	Nursery: P.E.	Nursery: Understand	Nursery: Sing counting songs	Nursery:	Nursery:
		information about our	Learning routines and	Gymnastics - floor	the five key concepts	using practical objects to	Begin to make sense of their own	Show an interest in
	Ме	ourselves, our families,	rules and beginning to	skills. Practise moving	about print:	support. Begin to say one	life-story and family's history.	mark-making, exploring
		experiences, our likes/dislikes by	follow them with adult	in ways modelled by others: rolling,	- print has meaning -	number for each item in order:	Continue developing positive attitudes about the differences	different mark-making
	Additional Topics:	responding to a stimulus	support where	crawling , walking,	print can have different purposes	1,2,3,4,5, pointing to objects and giving one number name for each	between people.	materials by making dots, lines and circles.
	Settling In,	with gestures or	necessary.			object (one to one	Know that there are different	
	Seasons, Forest	verbalisations.	Making new friends by playing alongside	jumping, running, hopping, skipping,	<ul> <li>we read English text from left to right and</li> </ul>	correspondence) with support	countries in the world and talk	Begin to give meaning to the marks they make.
	School,	Exploring our	them.	climbing.	from top to bottom	were needed.	about the differences they have	Explore colour and
	Gardening.	environment and	Recognise key people	chinding.	- the names of the	Begin to understand that the last	experienced or seen in photos.	colour-mixing. Focus on
		gesturing/ sharing/	who they can call	Gain greater control of	different parts of a	number reached when counting	experienced of seen in photos.	primary colours (red,
	Core Texts:	showing/verbalising	upon for support.	their whole body	book	a small set of objects tells you	Reception: Talk about members	vellow and blue) and
	Avocado Baby,	what we notice with	Begin to develop their	through continual	- page sequencing.	how many there are in total	of their immediate family and	encourage them to mix
	Come to School	adult encouragement	sense of responsibility	practice of large	h - 9 1 9 -	('cardinal principle') with support	community.	two together at a time.
	too Blue Kangaroo,		and membership of a	movements, such as	Environmental	where needed.	How are we the same and	Ask them what colour
	Funnybones,	Reception: Share	community.	waving, kicking,	sounds:	Begin to show 'finger numbers'	different?	they make when mixed
	Giraffe's Can't	information about	Understand the	rolling, spinning,		up to 5, with support where	How we look/people in our	together.
	Dance, Something	ourselves and	importance of being	crawling and walking.	Listen carefully to	needed.	family/what we do with our	Listen with increased
	Else, We Are All Different (Twinkl),	experiences with greater	healthy, by following	Copy actions to music.	sounds.	Talk about and explore 2D	family /where we live.	attention to sounds.
	I am the Seed that	independence.	hygiene practises with	Continue to practise	Identify indoor and	shapes (for example, circles,	Name and describe people who	Respond to stimuli they
	Grew the Tree	Revisit our environment	adult support, such as	kicking, throwing and	outdoor sounds	rectangles, triangles, squares)	are familiar to them.	have heard, expressing
	(daily poetry	and be able to verbalise	washing hands	catching balls.	(reasonable	using informal and mathematical	Enjoys joining in with family	their thoughts and
	book).	the rules, expectations	regularly, not putting	Build basic towers	suggestions).	language: 'sides', 'corners';	customs and routines.	feelings.
	500KJ.	and possibilities within	resources in mouth,	independently with a	Make noises on	<pre>'straight', 'flat', 'round.'</pre>	Comment on images of familiar	Begin to sing along to
		each area.	blowing nose with	range of appropriate	different surfaces e.g.	Begin to play a variety of board	situations in the past.	familiar songs and copy
	Key Vocabulary:	Verbalise expectations,	tissue, brushing teeth,	resources.	with my hands or	games in a small group with adult	What are the	actions modelled by an
	family, mum, dad,	rules and offer support	drinking water/milk	Begin to use a	drumsticks.	support.	similarities/differences?	adult.
	brother, sister,	to new friends.	and eating healthy	scooter/tricycle with	Talk about the sounds	Begin to complete simple	Looks closely at similarities,	
	grandma, grandad,	Maintains attention,	food.	control.	I hear.	jigsaws, with support where	differences and patterns and	
	friend, house,	concentrates and sits	Understand the	Explore different	Copy a simple	needed (peg, pairs, multi-piece).	change.	Reception:
	home, room,	quietly during	importance of keeping	materials and tools an	sequence of sounds.	Colour, size and shape matching.	Explore the natural world around	Mix primary colours with
	garden, happy,	appropriate activity.	ourselves and others	begin to gain control	Decentions Knows that		them.	independence and begin
	sad, excited,	Understands how to	safe with adult support where	to use them for basic effect.	Reception: Knows that information can be	Reception:	Describe what they see, hear and feel whilst outside.	to use them for a
	scared, worried,	listen carefully and why listening is important.	needed, by watching	Begin to tend to own	retrieved from books	Counting Principles:	Understand the effect of	purpose. How to use
	calm, angry, love,	Engage in story time.	where we are going,	health and safety	and computers.	The One to One Principle – saying	changing seasons on the natural	design/creative areas
	mine, my, yours,	Ask questions in order to	being kind and gentle	needs, following	They demonstrate	one number for each object you	world around them.	inside and outside,
Ч	you, adult/grown-	elicit information about	and asking for help	prompts from an adult	understanding when	touch.		selecting tools carefully
Autumn	up, child, baby,	changes.	when needed.	where necessary.	talking with others	The Stable Order Principle –	All About Me	and looking after them.
iur	big, tall, small,	Ask questions to	Child to begin to	Use a pencil with own	about what they have	numbers have to be said in order.	Bodies – learn about and name	Putting resources back
Aut	little, short, hair,	welcome new friends	observe and discuss	choice of grip to make	read.		body parts in varying detail	safely and neatly.
	1	CL	PSED	PD	L	М	UW	EAD

eyes, nose, mouth,	and gain an	themselves and how	marks such as dots,	Re-read what they	The Cardinal Principal –	according to ability (head, arms,	Creates images of
ears, arms, legs,	understanding of their	they look different to	lines and circles.	have written to check	understand that the final number	legs, hands, feet at a basic level	themselves and their
feet, hands,	likes/dislikes.	other people (hair	Hold scissors safely	that it makes sense.	send when counting is the total	moving on to more specific parts	families.
fingers, toes,	Develop social phrases.	colour, skin colour,	using fingers shown	Hears and says the	number in the group.	when ready, elbow, shoulder	Starts to draw and paint
knees, head, neck,		eye colour, etc.)	and make snips in the	initial sound in words.	The Abstraction Principle – even	chest, stomach etc.).	ideas from our topics.
shoulders, body,			paper with support	Knows that	things that can't be touched can	Use the Funnybones story and	Play a range of
heart, blood,		Reception: Refresh	where necessary.	information can be	be counted.	song to help understand the	instruments
lungs, brain,		knowledge of rules		retrieved from books	The Order-Irrelevance Principle –	importance and function of	appropriately.
skeleton, skin,		and routines by asking		and computers.	the order you count objects is	bones.	Begins to build a
bone, smell, taste,		questions where	Reception: P.E.	Read individual letters	irrelevant.	Families – learn that families vary	repertoire of songs and
touch, see, hear.		needed.	Gymnastics - Floor	by saying the sounds		and is a loving unit that you	dances.
Harvest, food,		Model positive	skills.	for them.	Match objects - can you find one	belong to and can be made up of	
crops, farm,		behaviours without	Progress towards a	Blend sounds into	exactly like mine? How do you	any mixture of individuals.	
farmer, healthy,		direct supervision,	more fluent style of	words, so that they	know it is the same? Can you find	Encourage the children to share	Music Express - see
unhealthy,		such as sharing,	moving, with	can read short words	one different to mine? Why is	information about theirs with	book p 4-15, 'Beat and
autumn.		tidying, seeking	developing control	made up of known	this one not like mine?	varying prompting according to	Tempo'.
autumn.						ability.	Tempo.
		challenge, managing	and grace.	letter- sound	Sort objects – sort a collection of		
		risks and set an	Revise and refine the	correspondences.	objects by colour size and shape.	Race – learn about and celebrate	
		example to younger	fundamental	Name writing with	Can you think of your own way of	the different races around the	
		children.	movement skills they	independence,	sorting them?	world and the fact that we are all	
			have already acquired:	forming some letters		special and equal. Use small	
			rolling, crawling,	correctly. Gives	Digging deeper – what is the	world and books to highlight the	
			walking, jumping,	meanings to marks.	same about all the objects in my	wonderful diversity in the world.	
			running, hopping,	Writing in salt, sand,	set? Can you find a button which	Houses/ Cultures/ Living	
			skipping, climbing.	shaving foam etc.	belongs in my set? Can you find	Environments – discuss our	
			Move confidently in a	Initial sounds	one which doesn't belong? Why	houses and compare them to	
			range of ways, safely	Hears and says the	doesn't it? Can you think of a	images of houses and loving	
			and negotiating space	initial sound in words,	different sorting rule for me to	environments around the world.	
			effectively in both	beginning to	guess?	There is a big range and not all	
			small and large	represent some of		people are as lucky others.	
			spaces.	these.	Compare amounts – more,	Discuss those who aren't as	
			Develop core muscle		fewer, the same. Now we have	comfortable and what others can	
			strength to achieve a	Phonics:	learned how to sort objects, can	do to help.	
			good posture when	Learn sounds using	we compare and order sets of		
			sitting at a table or	memorable actions,	objects in relation to	R.E Jack in the Box Big Bible	
			sitting on the floor.	songs and phrases:	more/fewer/same?	Stories Volume 2	
			Begin to develop and	Set 1: s a t p		Big Bible Heroes:	
			safely use a range of	Set 2: i n m d	Compare size, mass and capacity	1.In the beginning (thankfulness).	
			large and small	Set 3: g o c k	<ul> <li>compare physical objects using</li> </ul>	2.Abraham and the promise of	
			apparatus indoors and	Set 4: ck e u r	language such as big, little, large,	Isaac (trust & truthfulness).	
			outside, alone and in a	Set 5: h b f, ff l, ll ss	small, tall, long, short. Can we	3. Moses and the burning bush	
			group. Develop overall	Practise oral blending	order by size?	(community & respect).	
			body-strength,	and segmentation.	order by Size:	4.Moses crosses the Red Sea	
			balance, co-ordination	Begin to learn and	Digging deeper- which ball has	(hope).	
			and agility.	practise blending with	more dough? How do you know?	(hope). 5.God sends manna to Moses	
			Children show good	letters (blending for	Can you balance this ball of		
			e e e e e e e e e e e e e e e e e e e	· ·	•	and the people (community &	
			control and	reading) – Practise	dough? What else weighs the	hope).	
			coordination in small	blending and reading	same as your ball of dough? How	6.Moses obeys (dignity &	
			movements. They		many spoons of sugar balance	respect).	
	CL	PSED	PD	L	Μ	UW	EAD

				handle tools effectively, including pencils for writing, beginning to learn the movements needed to form each letter correctly. Children continue to develop the scissor control skills learned in Nursery and begin to cut accurately around curved shapes.	the high-frequency words <b>is</b> , <b>it</b> , <b>in</b> , <b>at</b> , <b>and</b> Begin to learn segmentation for spelling. Begin to read captions using learned sounds and words. Learn tricky words: <b>to</b> , <b>the</b> , <b>no</b> , <b>go I</b> .	the egg? How can we share the mixture fairly between <b>the cake</b> <b>cases?</b> Make simple patterns – ABAB. Can we copy, continue and create our own repeating patterns in different contexts (including shape, colour, size, action, sound)? Digging deeper – say the pattern, what do you notice? Is the pattern correct? How could we try to sort it out? Is it right now? Which instrument did you hear? Can you make the same sound pattern? Can you make a different sound pattern?	<ul> <li>7.Gideon is courageous (courage &amp; justice).</li> <li>Searching for signs of Autumn, using our senses to investigate, sort and create with them. Describing and explaining them with challenge and support through questioning and prompting according to ability. Understand the effect of changing seasons on the natural world around them.</li> <li>Forest School Learn/recap Forest School rules prior to entering the forest and then walk around the area with the children looking together for potential risks and discussing safety measures.</li> <li>Nature Explorers: Scavenger Hunt Can we increase familiarity of our Forest School area by searching for things on our clue cards (differentiated for Nursery/Reception).</li> <li>Gardening Observing the garden and support adults in looking after it (weeding, watering, harvesting, sweeping, raking and planting).</li> </ul>	
Autumn 2	Space Additional Topics: Bonfire Night, Christmas, Diwali, Seasons, Forest	Nursery: Offer information about our ourselves, our families, experiences, our likes/dislikes with more independence, by responding to a stimulus	Nursery: Develop friendships with other children further through more interaction and elaboration on play ideas.	Nursery: P.E Gymnastics – using apparatus. Begin to develop and safely use a range of large and small apparatus	Nursery: Understand the five key concepts about print: - print has meaning - print can have different purposes	Nursery: Say one number for each item in order: 1,2,3,4,5, pointing to objects and giving one number name for each object (one to one correspondence) with greater independence.	Nursery: Continue to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	Nursery: Continue to develop interest in mark-making, exploring different mark-making materials, beginning to make an
		CL	PSED	PD	L	Μ	UW	EAD

ore Texts: ioodnight paceman, On the Aoon, Aarshmallows for Aartians, The First lippo on the Moon, Aliens Love Inderpants, ipal's Diwali, parks in the Sky, oom on the room, Where the oppies Now irrow, I am the eed that Grew the ree (daily poetry ook). Recu use throw theil song	erbalisations. kploring our hvironment with creased confidence hd ownership, dependently esturing/ sharing/ nowing/ verbalising hat they notice. ontinue to develop heir communication, ut may continue to ave problems with regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary proughout the day.	Continue to develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important, without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to them.	alone and in a group. Go up steps and stairs, or climb up apparatus, using alternate feet. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	from left to right and from top to bottom - the names of the different parts of a book - page sequencing. Instrumental sounds: Identify and name instruments being played. Discriminate and copy loud and quiet sounds Stop and start playing an instrument on a signal. 'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	reached when counting a small set of objects tells you how many there are in total ('cardinal principle') with greater independence. Show 'finger numbers' up to 5, with greater independence. In everyday play, talk independently about and explore 2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	countries in the world and talk about the differences they have experienced or seen in photos. <b>Reception:</b> Talk in greater detail about members of their immediate family and community. How are we the same and different? Name and describe people who are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	marks and shapes. Give meaning to the marks they make with greater independence. Continue to explore colour and colour- mixing. Focus on primary colours (red, yellow and blue) and encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember actions to well-known
ore Texts: ioodnight paceman, On the Moon, Aarshmallows for Aartians, The First ippo on the Moon, Aliens Love Inderpants, ipal's Diwali, parks in the Sky, oom on the room, Where the oppies Now irrew, I am the eed that Grew the ree (daily poetry ook). Recu use throw but song tranth, world, sun, hoon, star, planet, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, tranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, paces suit, air,	nvironment with creased confidence and ownership, dependently esturing/ sharing/ nowing/ verbalising hat they notice. ontinue to develop neir communication, ut may continue to ave problems with regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	responsibility and membership of a community. Increasingly follow rules, understanding why they are important, without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	or climb up apparatus, using alternate feet. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	<ul> <li>the names of the different parts of a book</li> <li>page sequencing.</li> <li>Instrumental sounds: Identify and name instruments being played.</li> <li>Discriminate and copy loud and quiet sounds Stop and start playing an instrument on a signal.</li> <li>'Perform' playing of instruments to others.</li> <li>Select and play instruments to match animal sounds or actions .</li> </ul>	there are in total ('cardinal principle') with greater independence. Show 'finger numbers' up to 5, with greater independence. In everyday play, talk independently about and explore 2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	experienced or seen in photos. Reception: Talk in greater detail about members of their immediate family and community. How are we the same and different? Name and describe people who are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	marks they make with greater independence. Continue to explore colour and colour- mixing. Focus on primary colours (red, yellow and blue) and encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
ore Texts: ioodnight paceman, On the Moon, Marshmallows for Martians, The First ippo on the Moon, Aliens Love Inderpants, ipal's Diwali, parks in the Sky, oom on the room, Where the oppies Now irrew, I am the eed that Grew the ree (daily poetry ook). Recu use throw but have pur for song row, I am the eed that Grew the ree (daily poetry ook). Recu use throw but have pur for song song tree pur for song song tree pur for song tree throw but have pur for song tree throw song song tree throw song song tree throw song tree throw tree throw pur tree throw the the the the the the the the	creased confidence and ownership, dependently esturing/ sharing/ nowing/ verbalising hat they notice. ontinue to develop neir communication, ut may continue to ave problems with regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary.	membership of a community. Increasingly follow rules, understanding why they are important, without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	or climb up apparatus, using alternate feet. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	different parts of a book - page sequencing. Instrumental sounds: Identify and name instruments being played. Discriminate and copy loud and quiet sounds Stop and start playing an instrument on a signal. 'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	principle') with greater independence. Show 'finger numbers' up to 5, with greater independence. In everyday play, talk independently about and explore 2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	Reception: Talk in greater detail about members of their immediate family and community. How are we the same and different? Name and describe people who are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	greater independence. Continue to explore colour and colour- mixing. Focus on primary colours (red, yellow and blue) and encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
ore Texts: ioodnight paceman, On the Aoon, Aarshmallows for Aartians, The First ippo on the Aoon, Aliens Love Inderpants, ipal's Diwali, parks in the Sky, oom on the room, Where the oppies Now irow, I am the eed that Grew the ree (daily poetry ook). <b>Recu</b> use throw <b>ey Vocabulary:</b> arth, world, sun, hoon, star, planet, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, Iranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air, <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b> <b>barts</b>	nd ownership, dependently esturing/ sharing/ nowing/ verbalising hat they notice. ontinue to develop neir communication, ut may continue to ave problems with regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	community. Increasingly follow rules, understanding why they are important, without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	using alternate feet. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	<ul> <li>book</li> <li>page sequencing.</li> <li>Instrumental sounds: Identify and name instruments being played.</li> <li>Discriminate and copy loud and quiet sounds</li> <li>Stop and start playing an instrument on a signal.</li> <li>'Perform' playing of instruments to others.</li> <li>Select and play instruments to match animal sounds or actions .</li> </ul>	independence. Show 'finger numbers' up to 5, with greater independence. In everyday play, talk independently about and explore 2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	about members of their immediate family and community. How are we the same and different? Name and describe people who are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	Continue to explore colour and colour- mixing. Focus on primary colours (red, yellow and blue) and encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
and inde paceman, On the Aoon, Marshmallows for Martians, The First lippo on the Aoon, Aliens Love Inderpants, ipal's Diwali, parks in the Sky, oom on the room, Where the oppies Now irow, I am the eed that Grew the ree (daily poetry ook). <b>Recu</b> use thro ophies Now sing song trow, I am the eed that Grew the ree (daily poetry ook). <b>Recu</b> use thro ophies Now sing song trow, I am the eed that Grew the ree (daily poetry ook). <b>Recu</b> use thro troom, Mercury, enus, Mars, upiter, Saturn, reanus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air, <b>For</b>	dependently esturing/ sharing/ nowing/ verbalising hat they notice. ontinue to develop neir communication, ut may continue to ave problems with regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	Increasingly follow rules, understanding why they are important, without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	<ul> <li>page sequencing.</li> <li>Instrumental sounds: Identify and name instruments being played.</li> <li>Discriminate and copy loud and quiet sounds</li> <li>Stop and start playing an instrument on a signal.</li> <li>'Perform' playing of instruments to others.</li> <li>Select and play instruments to match animal sounds or actions .</li> </ul>	Show 'finger numbers' up to 5, with greater independence. In everyday play, talk independently about and explore 2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	about members of their immediate family and community. How are we the same and different? Name and describe people who are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	colour and colour- mixing. Focus on primary colours (red, yellow and blue) and encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
paceman, On the Moon, Marshmallows for Martians, The First lippo on the Moon, Aliens Love Inderpants, ipal's Diwali, parks in the Sky, oom on the room, Where the oppies Now rrow, I am the eed that Grew the ree (daily poetry ook). Recu use thro ophies Now row, I am the eed that Grew the ree (daily poetry ook). Recu use thro ophies Now row, I am the eed that Grew the ree (daily poetry ook). Recu use thro parks, non- ction, Mercury, enus, Mars, upiter, Saturn, ranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air, Farther the song took steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	esturing/ sharing/ nowing/ verbalising hat they notice. ontinue to develop neir communication, ut may continue to ave problems with regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	rules, understanding why they are important, without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	Instrumental sounds: Identify and name instruments being played. Discriminate and copy loud and quiet sounds Stop and start playing an instrument on a signal. 'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	with greater independence. In everyday play, talk independently about and explore 2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	immediate family and community. How are we the same and different? Name and describe people who are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	mixing. Focus on primary colours (red, yellow and blue) and encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
Aloon, Marshmallows for Martians, The First lippo on the Moon, Aliens Love Inderpants, ipal's Diwali, parks in the Sky, oom on the room, Where the oppies Now irow, I am the eed that Grew the ree (daily poetry ook). Recu use thro ophies Now irow, I am the eed that Grew the ree (daily poetry ook). Recu use thro ophies Now irow, I am the eed that Grew the ree (daily poetry ook). Recu use thro parks, astronaut, packet, astronaut, packet, astronaut, packet, astronaut, packet, Saturn, reaus, Mars, upiter, Saturn, ranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	nowing/ verbalising hat they notice. ontinue to develop neir communication, ut may continue to ave problems with regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	rules, understanding why they are important, without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	large items, such as moving a long plank safely, carrying large hollow blocks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	Identify and name instruments being played. Discriminate and copy loud and quiet sounds Stop and start playing an instrument on a signal. 'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	In everyday play, talk independently about and explore 2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	community. How are we the same and different? Name and describe people who are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	primary colours (red, yellow and blue) and encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
Aarshmallows for Aartians, The First lippo on the Aoon, Aliens Love Inderpants, ipal's Diwali, parks in the Sky, oom on the room, Where the oppies Now row, I am the eed that Grew the ree (daily poetry ook). Recu use thro ey Vocabulary: arth, world, sun, noon, star, planet, ocket, astronaut, pate, saturn, room, Mars, upiter, Saturn, ranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	hat they notice. ontinue to develop neir communication, ut may continue to ave problems with regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	<ul> <li>why they are</li> <li>important, without</li> <li>needing an adult to</li> <li>remind them.</li> <li>Talk about their</li> <li>feelings using words</li> <li>like 'happy', 'sad',</li> <li>'angry' or 'worried'.</li> <li>Select and use</li> <li>activities and</li> <li>resources, with help</li> <li>when needed, to</li> <li>achieve a goal they</li> <li>have chosen, or one</li> <li>which is suggested to</li> </ul>	moving a long plank safely, carrying large hollow blocks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	Identify and name instruments being played. Discriminate and copy loud and quiet sounds Stop and start playing an instrument on a signal. 'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	independently about and explore 2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	How are we the same and different? Name and describe people who are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	yellow and blue) and encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
Aartians, The First lippo on the Moon, Aliens Love Inderpants, ipal's Diwali, ipal's Diwali, iparks in the Sky, oom on the room, Where the oppies Now irow, I am the eed that Grew the ree (daily poetry ook).What Con thei but have irreg ports inte Sky, oom on the for 4' song voca song	ontinue to develop neir communication, ut may continue to ave problems with regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	<ul> <li>why they are</li> <li>important, without</li> <li>needing an adult to</li> <li>remind them.</li> <li>Talk about their</li> <li>feelings using words</li> <li>like 'happy', 'sad',</li> <li>'angry' or 'worried'.</li> <li>Select and use</li> <li>activities and</li> <li>resources, with help</li> <li>when needed, to</li> <li>achieve a goal they</li> <li>have chosen, or one</li> <li>which is suggested to</li> </ul>	moving a long plank safely, carrying large hollow blocks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	instruments being played. Discriminate and copy loud and quiet sounds Stop and start playing an instrument on a signal. 'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	different? Name and describe people who are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
Artians, The First lippo on the Moon, Aliens Love Inderpants, ipal's Diwali, iparks in the Sky, oom on the room, Where the oppies Now irow, I am the eed that Grew the ree (daily poetry ook).Con thei but have for 'swa Sing song voca ook).ey Vocabulary: arth, world, sun, noon, star, planet, packet, astronaut, packet, astronaut, packet, astronaut, packet, astronaut, packet, astronaut, packet, astronaut, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, Iranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,Dest the but have 'swa 	ontinue to develop neir communication, ut may continue to ave problems with regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	<ul> <li>important, without needing an adult to remind them.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to</li> </ul>	safely, carrying large hollow blocks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	instruments being played. Discriminate and copy loud and quiet sounds Stop and start playing an instrument on a signal. 'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	Name and describe people who are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
Ippo on the Moon, Aliens Love Inderpants, ipal's Diwali, parks in the Sky, oom on the room, Where the oppies Now irow, I am the eed that Grew the ree (daily poetry ook). <b>ey Vocabulary:</b> arth, world, sun, noon, star, planet, packet, astronaut, packet, astronaut, astronaut, packet, astronaut, packet, astronaut, packet, astronaut, pack	eir communication, ut may continue to ave problems with regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	hollow blocks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	played. Discriminate and copy loud and quiet sounds Stop and start playing an instrument on a signal. 'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
<ul> <li>Noon, Allens Love Inderpants, ipal's Diwali, ipal's Diwali, iparks in the Sky, oom on the for to oppies Now Grow, I am the eed that Grew the ree (daily poetry ook).</li> <li>Recruing the state of the stat</li></ul>	ut may continue to ave problems with regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	Discriminate and copy loud and quiet sounds Stop and start playing an instrument on a signal. 'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
inderpants, ipal's Diwali, parks in the Sky, oom on the room, Where the oppies Now irreg porom, I am the eed that Grew the ree (daily poetry ook). Reco use thro ey Vocabulary: arth, world, sun, noon, star, planet, packet, astronaut, packet, astrona	ave problems with regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	loud and quiet sounds Stop and start playing an instrument on a signal. 'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
<ul> <li>Ipar S Diwail,</li> <li>Irreg</li> <li>parks in the Sky,</li> <li>oom on the</li> <li>room, Where the</li> <li>ooppies Now</li> <li>row, I am the</li> <li>eed that Grew the</li> <li>ree (daily poetry</li> <li>ook).</li> <li>Recc</li> <li>use</li> <li>thro</li> <li>ey Vocabulary:</li> <li>arth, world, sun,</li> <li>poor, star, planet,</li> <li>pocket, astronaut,</li> <li>poiter, Saturn,</li> <li>reanus, Neptune,</li> <li>leil Armstrong,</li> <li>steroid, cloud,</li> <li>rang</li> <li>steroid, cloud,</li> <li>rany, moon</li> <li>uggy, helmet,</li> <li>pace suit, air,</li> <li>rang</li> </ul>	regular senses and urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	Stop and start playing an instrument on a signal. 'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) <b>Reception:</b>	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
parks in the Sky, oom on the room, Where the oppies Now irow, I am the eed that Grew the ree (daily poetry ook). Rec use thro ey Vocabulary: arth, world, sun, boon, star, planet, ocket, astronaut, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, ranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	urals, such as 'runned' or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	an instrument on a signal. 'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) Reception:	situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
oom on the room, Where the oppies Now irow, I am the eed that Grew the ree (daily poetry ook). Recourse ey Vocabulary: arth, world, sun, noon, star, planet, ocket, astronaut, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, Iranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	or 'ran', 'swimmed' for wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	signal. 'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) Reception:	Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
room, where the oppies Now irow, I am the eed that Grew the ree (daily poetry ook). ey Vocabulary: arth, world, sun, toon, star, planet, ocket, astronaut, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, Iranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	wam'. ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	'angry' or 'worried'. Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	'Perform' playing of instruments to others. Select and play instruments to match animal sounds or actions .	more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) Reception:	from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
oppies Now irow, I am the eed that Grew the ree (daily poetry ook). ey Vocabulary: arth, world, sun, noon, star, planet, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, Iranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	ng a large repertoire of ongs to increase ocabulary. eception: Learn and se new vocabulary	Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	instruments to others. Select and play instruments to match animal sounds or actions .	Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece) Reception:	from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember
row, i am the eed that Grew the ree (daily poetry ook). ey Vocabulary: arth, world, sun, noon, star, planet, ocket, astronaut, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	ongs to increase ocabulary. eception: Learn and se new vocabulary	activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	Select and play instruments to match animal sounds or actions .	jigsaws, with more independence (peg, pairs, multi-piece) Reception:	Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	their thoughts and feelings. Sing along to familiar songs and remember
eed that Grew the ree (daily poetry ook).  Recu use thro ey Vocabulary: arth, world, sun, noon, star, planet, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	ocabulary. eception: Learn and se new vocabulary	activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	instruments to match animal sounds or actions .	(peg, pairs, multi-piece) Reception:	personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?	feelings. Sing along to familiar songs and remember
ree (daily poetry ook). Recu use thro ey Vocabulary: arth, world, sun, noon, star, planet, pocket, astronaut, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, leal Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air, page	eception: Learn and se new vocabulary	resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	animal sounds or actions .	Reception:	in with family customs and routines. How do we celebrate birthdays and festivals?	Sing along to familiar songs and remember
ey Vocabulary: arth, world, sun, boon, star, planet, bocket, astronaut, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, ranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	se new vocabulary	when needed, to achieve a goal they have chosen, or one which is suggested to	brushing teeth, using the toilet, washing and drying their hands	actions .		routines. How do we celebrate birthdays and festivals?	songs and remember
ey Vocabulary: arth, world, sun, noon, star, planet, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, ranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	se new vocabulary	achieve a goal they have chosen, or one which is suggested to	the toilet, washing and drying their hands			birthdays and festivals?	
ey Vocabulary: arth, world, sun, noon, star, planet, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, ranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,		have chosen, or one which is suggested to	and drying their hands		Democratics 1.2.2		actions to well-known
ey Vocabulary: arth, world, sun, noon, star, planet, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	roughout the day.	which is suggested to					
arth, world, sun, noon, star, planet, ocket, astronaut, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, lranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air, paga			thoroughly.		Representing 1,2,3 – can we	Continue to develop knowledge	songs.
artin, world, sun, noon, star, planet, pace, astronaut, pace, imaj role enus, Mars, play upiter, Saturn, ranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air, Eng		them		Reception: Children	identify representations of 1,2,3	about own and other's cultures	
loon, star, planet, pocket, astronaut, pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	escribe events in some	chern.		read and understand	by subitising or counting to find	(linked to festivals). That we are	Reception: Children
pace, nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, lranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	etail		Begin to use a tripod	simple sentences.	how many? Can we match	all different and also deserving of	learn to self select from
nvironment, non- ction, Mercury, enus, Mars, upiter, Saturn, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,		Reception: Know and	grip for periods when	They demonstrate	number numbers said by an adult	respect.	the art trolley and to use
ction, Mercury, enus, Mars, upiter, Saturn, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	ses language to	talk about the	shown by an adult, to	understanding when	to numerals and quantities? Can	They know about similarities and	the resources on the art
enus, Mars, play upiter, Saturn, leil Armstrong, and steroid, cloud, key uggy, helmet, rang pace suit, air, rang	nagine and recreate	different factors that	trace straight lines, as	talking with others	we count up to 3 objects in	differences between themselves	table to explore their
enus, Mars, play upiter, Saturn, leil Armstrong, and steroid, cloud, and ravity, moon Liste pace suit, air, rang	oles and experiences in	support their overall	well as experimenting	about what they have	different arrangements by	and others, and among families,	own ideas.
upiter, Saturn, Iranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air,	ay situations.	health and wellbeing	with freestyle mark-	read.	touching each number as they	communities and traditions.	Explore, use and refine a
ranus, Neptune, leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air, Fantana rang rang rang rang rang rang rang r		(regular physical	making using	Hears and says the	count and recognise that the	To know similarities and	variety of artistic effects
leil Armstrong, steroid, cloud, ravity, moon uggy, helmet, pace suit, air, Fand	earn an increasing	activity, healthy	preferred grip and	initial sound in words.	final number they say names the	differences in relation to places	to express their ideas
steroid, cloud, and ravity, moon key uggy, helmet, Liste pace suit, air, Eng	inge of rhymes, poems	eating, toothbrushing,	movements to	Is beginning to	quantity of the set? Can we use	and living things.	and feelings.
ravity, moon key uggy, helmet, Liste pace suit, air, Fag	nd songs and notice	sensible amounts of	strengthen muscles.	segment the sounds in	our own mark-making to	Explore the natural world around	Initiates new
uggy, helmet, Liste pace suit, air, Eng	ey features.	'screen time', having a	Continue to develop	simple words and	represent 1,2,3?	them.	combinations of
pace suit, air,	sten attentively in a	good sleep routine	ability to hold scissors	blend them together.		Describe what they see, hear and	movement and gesture
Eng	inge of situations.	and being a safe	safely using fingers	Is beginning to know	Comparing 1,2,3 – do we	feel whilst outside.	in order to express and
	ngage in story time,	pedestrian).	shown and make	which letters	understand that as we count	Recognise some environments	respond to feelings,
as, ozone layer, noti	oticing similarities and		more accurate snips in	represent which	each number is one more than	that are different to the one in	ideas and experiences.
liens, rings., diffe		To manage their own	the paper, with	sound.	the number before and as we	which they live.	Explores the different
ctor	fferences to previous	basic hygiene and	support where	Read some letter	count back each number is one		sounds of instruments.
steroid, space		personal needs	necessary.	groups that each	less than the previous number?	Space	Sing in a group or on
tation. Christmas,	fferences to previous	personanteeus		represent one sound	Can we understand and language	Earth – learn about the shape	their own, increasingly
ible, Jesus, God,	fferences to previous ories read ,as well as				of more and fewer to compare	and parts of our planet (land and	matching the pitch and
1ary, Joseph,	fferences to previous ories read ,as well as	successfully, including		and say sounds for	of more and rewer to combare		
table, donkey,	fferences to previous ories read ,as well as	successfully, including dressing and going to	Reception:	and say sounds for them.			following the melody
	fferences to previous ories read ,as well as	successfully, including	Reception:	and say sounds for them.	amounts up to 3?	sea). Learn about things we can see from our planet (sun, moon,	following the melody

	Bethlehem, wise			P.E Gymnastics –	Is beginning to	Composition of 1,2,3 – can we	stars, clouds) and how we can	Develop storylines in
	men, camel,			using apparatus.	segment the sounds in	explore how all numbers are	see them. Discuss the	their pretend play.
	shepherds, sheep,			Jumps off an object	simple words and	made up of smaller numbers.	importance of looking after our	Explore and engage in
	Santa, reindeer,		To adjust their	and lands	blend them together.	Can we find different way to	planet (recycling, pollution,	music making and
	present, card, tree,		behaviour to different	appropriately.	Links sounds to	compose 2 and 3?	taking care of wildlife).	dance, performing solo
	winter. Poppy,		situations and take	Develop the overall	letters, naming and		Solar System – learn about	or in groups.
	soldier, remember.		changes of routine in	body strength, co-	sounding the letters of	Digging deeper – how many	Earth's place in the solar system	
			their stride.	ordination, balance	the alphabet.	objects can you feel inside the	and universe. Space is infinite!	Music Express - see
			Understands that their	and agility needed to	Beginning to use some	bag? How many pebbles did I put	Look at images of the planets and	book p 16-27, 'Loud and
			actions affect other	engage successfully	clearly identifiable	in? If I add one more how many	name some/all of them according	Quiet'.
			people, for example; if	with physical	letters to	will there be? If I take one out	to ability (begin with Earth, Mars,	
			they hit their friends,	activities.	communicate	how many will there be? How	Venus, Saturn, Jupiter as the	
			they will be sad / if		meaning, representing	many are there now? How do	most distinguishable then move	
			they do something	Develop and safely	some sounds correctly	you know? How can we check?	on to the others if secure).	
			kind for their friends it	use a range of large	and in sequence.		Astronauts/Rockets – learn about	
1			will make	and small apparatus		Circles and triangles – can we	the special equipment humans	
				indoors and outside,	Phonics:	understand that circles have one	need to go to space and some of	
				alone and in a group.		curved side and triangles have 3	the space missions, including the	
				Develop overall body-	Set 6: j v w x	straight sides? Can we spot	moon landing.	
				strength, balance, co-	Set 7: y z, zz qu	circles and triangles in the		
				ordination and agility.		environment? Can we make our	R.E Jack in the Box Big Bible	
				Children begin to	Digraphs and	own? Explore different sizes,	Stories Volume 2	
				develop the	Trigraphs:	orientations and side lengths.	Big Bible Heroes continued:	
				foundations of a				
				handwriting style	ch, sh, th, ng, ai, ee,	Spatial awareness – can we	8.David prays and sings songs to	
				which is accurate and	igh, oa, oo	understand and begin to use	God (friendship & joy).	
				efficient.		positional language to describe	9.David is chosen as king	
				Children continue to	ar, or, ur, ow, oi, ear	how items are positioned in	(perseverance & wisdom).	
				develop their scissor	air, ure, er	relation to other items? Can we	10.David stands up to Goliath	
				control skills and can		build life-sized journeys outdoors	(courage).	
				cut around a	Learn tricky words: he,	and travel through them from	11.David and Jonathan	
				combination of shapes	she, we, me, be, was,	different perspectives? Can we	(friendship).	
				(straight and curved)	my, you, they	begin to represent real places we		
				with increased		have visited or places in stories	Christmas:	
				accuracy.	Practise previously	through our models, drawings	-Waiting for Jesus (hope).	
					learned letters and	and maps?	-Jesus is born (thankfulness).	
					sounds.		-Angels bring good news to the	
					Learn an alphabet	Digging deeper – does your	shepherds (peace & joy).	
					song and point to	tower look like mine? Where	-The wise men visit Jesus	
1					letters as we say	should this cube be? Which cube	(wisdom).	
					them.	is between the green and the		
					Practise blending for	yellow? Can you find more than	Seasons	
					reading using CV and	one way to tell me where the	Searching for signs of	
1					CVC words.	green cube is?	autumn/winter, using our senses	
1					Practise segmentation		to investigate, sort and create	
1					for spelling using CV	Number 4 – count on and back to	with them. Describing and	
1					and CVC words.	4. Can we count or subitise sets	explaining them with challenge	
					Practise reading high-	of up to 4 objects to find out how	and support through questioning	
					frequency words.	many and make our own		
		CL	PSED	PD	L	Μ	UW	EAD

			away? Can we begin to understand that counting	planting).	
			predict how many there will be if we add one more or take one	after it (weeding, watering, harvesting, sweeping, raking and	
			to represent numbers and	and support adults in looking	
			more/less. Can we use a 5 frame	Gardening Observing the garden	
			continue to count, subitise and compare as we explore one		
			One more and one less –	the length of the break.	
			without looking?	Nursery/Reception according to	
			you find a 4 shape in a feely bag	remember where we hid them! Differentiated for	
			there will be with 6 blocks? Can	return and see if we can	
			different shapes do you think	chosen place, take a break, then	
			3 blocks? Are there more shapes with 4 or 5 blocks? How many	that other animals won't find. Gather acorns, hide them in our	
			many shapes can you make with	Think about a good hiding place	
			different to all the others? How	there's not much food around.	
			yours? Can you make a shape	them in the winter months when	
			you find another shape like	so we can dig them up and eat	
			them into a different shape? Can	gathering acorns and hiding them	
			<b>Digging deeper</b> – how many blocks are there? Can you build	Acorn Hide and Seek Imagine ourselves as squirrels in autumn,	
				Nature Explorers:	
			the frame is full then there are 5?		
			frame and understand that when	entering the forest.	
			represent up to 5 objects on a 5	Recap Forest School rules prior to	
			backwards accurately using the counting principles. Can we	Forest School	
			and count forwards and	and crafts.	
			Number 5 - subitise up to 5 items	over darkness. Make Diwali arts	
				the annual celebration of light	
			4?	Learn about the Festival of Light,	
			making to represent numbers to	<u>Diwali</u>	
			Can we use our own mark-		
			names the quantity of the set?	pictures and crafts.	
		sounds and words.	Can we continue to recognise that the final number they say	Learn about the tradition and the history behind it. Make firework	
		previously learned	say which sets have more/fewer?	Bonfire Night	
		sentences using	numerals and quantities? Can we		
		writing captions and	match the number names to	ability.	
		Practise reading and	collections of objects? Can we	and prompting according to	

				Can you find a picture with one less than mine? Can you find a picture that is one more than but one less than? How many are in the bag? If I add one more, how many will there be now? Shapes with 4 sides – can we understand that squares and rectangles have 4 straight sides and 4 corners? Can we spot squares and rectangles in the environment? Can we make our own? Explore different sizes and orientations? Can we spot any other shapes with 4 straight sides? Digging deeper – what shapes can you build? Is there more than one way to make this shape? What shapes can you make by joining 2 squares/ 2rectangles? Can you fill this shape leaving no gaps? Night and day – can we use language to describe when events happen, e.g day, night, morning, before after, today, tomorrow? Can we order the events each day and talk about		
				gaps? Night and day – can we use language to describe when events happen, e.g day, night, morning, before after, today, tomorrow? Can we order the		
CL	PSED	PD	L	Digging deeper- what do we need to do first? What do I do next/after that/then? How many minutes did you take? Who was the fastest? Did they take more or less minutes than you? How many goals did you score? How	UW	EAD

ļ						could you score more goals next		
						time?		
ļ								
ļ								
	Weather	Nursery: Begin to pay	Nursery: Child to	Nursery: P.EYoga	Nursery: Develop	Nursery: Begin to develop fast	Nursery: Use all their senses in	Nursery: Take part in
ļ	Weather	attention to more than	begin to show respect	Copy and develop	their phonological	recognition of up to 3 objects,	hands-on exploration of natural	simple pretend play,
		one thing at a time.	and sensitivity to the	confidence with yoga	awareness, so that	without having to count them	materials. Collect sticks or leaves	using an object to
	Additional Topics:	Begin to use a wider	feelings and wishes of	poses linked to stories	they can: -	individually ('subitising'), with	to bring inside and let the child	represent something
	Chinese New Year,	range of vocabulary	others.	and songs. Develop	spot and suggest	support where needed.	engage in open-ended play.	else even though the
ļ	Seasons, Forest	linked to the	Develop friendships	increased control,	rhymes	Begin to recite numbers past 5,	Talk about what they see, using a	are not similar.
	School,	environment,	with other children	balance and core	- count or clap	with support where needed.	wide vocabulary.	Join different materia
ļ	Gardening.	circumstances and topic.	further through more	strength.	syllables in a word	Begin to link numerals and	Show interest in different	and explore different
ļ	Ū	Begin to understand a	extensive interaction	J J	- recognise words with	amounts: for example, showing	occupations. Talk about people	textures. Talk about t
		question or instruction	and collaboration.		the same initial sound,	the right number of objects to	who help us in our community	texture of different
ļ	Core Texts:	that has two parts, such	Show pride in sense of	Continue to develop	such as money and	match the numeral, up to 5, with	(i.e. Linda, Gillian, Andrew, postal	objects e.g.
ļ	Weather and the	as: "Get your coat and	responsibility and	their movement,	mother	support where needed.	workers, nurses, doctors,	smooth/bumpy.
ļ	Seasons, Usborne	wait at the door".	membership of a	balancing, riding	Write some or all of	Experiment with their own	dentists, police officers, fire	Create closed shapes
	Look Inside Wild	Know many nursery	community.	(scooters, trikes and	their name. Practise	symbols and marks as well as	fighters, etc.)	with continuous lines
	Weather, At the	rhymes, begin to talk	Independently follow	bikes) and ball skills.	forming some or all of	numerals.	Explore how things work.	and begin to use thes
ļ	End of the	about familiar books,	rules, understanding	Use large-muscle	the letters in their	Begin to compare quantities	Play an educational game on a	shapes to represent
ļ	Rainbow, Usborne	and begin to tell a story	why they are	movements to wave	name weekly.	using language: 'more than',	technical device.	objects.
	Look Inside Our	from their own	important.	flags and streamers,	Write some letters	'fewer than' with support where	Explore and talk about different	Remember and sing
	World, Seren's	experience.	Talk about their	paint and make marks.	accurately.	needed.	forces they can feel in response	entire songs.
ļ	Seasons, How to	Develop their	feelings using words	Increasingly be able to	accuratery	Begin to understand position	to stimuli.	Create their own son
ļ	Help a Hedgehog	pronunciation, but may	like 'happy', 'sad',	use and remember	Body percussion:	through words alone – for		or improvise a song
ļ	and Protect a Polar	have problems saying: -	'angry' or 'worried'	sequences and	Join in with songs	example, "The bag is under the	Reception: Draw information	around one they know
	Bear. I am the Seed	some sounds: r, j, th, ch,	and begin to think	patterns of	using body actions.	table," – with no pointing. Use	from a simple map.	Play instruments with
ļ	that Grew the Tree	and sh and polysyllabic	about ways to	movements which are	Identify and copy	positional language in play (for	Recognise some environments	increasing control to
	(daily poetry	words such as	improve how they	related to music and	body sounds.	example, "teddy is lying on top of	that are different to the one in	express their feelings
	book).	'pterodactyl',	feel.	rhythm.	Make slow/ fast;	the bed".)	which they live.	and ideas.
	500kj.	'planetarium' or	Select and use	Choose the right	quiet/loud; long/	Begin to talk about and identify	To know about similarities.	Develop their own ide
		'hippopotamus'.	activities and	resources to carry out	short sounds.	the patterns around them. For	differences between themselves	and then decide which
		Begin to use longer	resources to achieve a	their own plan. For	Move my body in	example: stripes on clothes,	and others and among families,	materials to use to
ļ	Key Vocabulary:	sentences of four to six	goal they have	example, choosing a	different ways in	designs on rugs and wallpaper.	communities and traditions.	express them.
ļ	weather, sun, rain,	words.	chosen, or one which	spade to enlarge a	response to different	Use informal language like	Recognise some similarities and	capiess them.
ļ	wind, snow, ice,	words.	is suggested to them.	small hole they dug	instrument sounds.	'pointy', 'spotty', 'blobs' etc.	differences between life in this	Reception: Understar
ļ	fog, mist, sleet,	Reception: Use new	is suggested to them.	with a trowel.	instrument sounds.	Begin to extend and create ABAB	country and life in other	that different media
	hail, drizzle, flood,	vocabulary in different	Reception: To adjust	Use one-handed tools		patterns – stick, leaf, stick, leaf	countries.	be combined to creat
	storm, cold, warm,	contexts.	their behaviour to	and equipment with	Reception: Children	with support where needed.	What are we good at?	new effects.
ļ	hot, freezing,	contexts.	different situations	more independence,	read and understand	Notice and correct an error in a	They know that other children	Opportunities to mak
ļ	boiling, heat,	Learn and use new	and take changes of	for example, carefully	simple sentences.	repeating pattern with support	don't always enjoy the same	junk models to exploi
ļ	cloud, puddle,	vocabulary through the	routine in their stride.	making snips in paper	They demonstrate	where needed.	things, and are sensitive to this.	and develop ideas an
ļ	shadow, tornado,	day.	To work as part of a	with scissors.	understanding when	Play a variety of board games in a	To know similarities and	to see how to connec
-		uay.	group or class.	Use a comfortable grip	talking with others	small group with greater	differences in relation to places,	different materials
20	hurricane,	Ask questions to find out	group of class.	with good control	e e e e e e e e e e e e e e e e e e e	independence.	objects, materials and living	securely.
pring	lightning, thunder,			e e e e e e e e e e e e e e e e e e e	about what they have	independence.	· · ·	securery.
	rainfall, wet, dry,	more and to check they		when holding pens	read.		things.	

drought	understand what has	Everose their feeling	and nancile showing	Lloog vogebuler verst	Complete simple "secure with	Describe what they are been and	Thinks about which
drought,	understand what has	Express their feelings	and pencils, showing	Uses vocabulary and	Complete simple jigsaws, with	Describe what they see, hear and	Thinks about which
environment,	been said to them.	and consider the	awareness of a tripod	forms of speech that	greater independence (peg,	feel whilst outside.	colours to use and wh
Earth, world,		feelings of others.	grip when modelled	are increasingly	pairs, multi-piece)	Understand the effect of	Should they mix
planet.	Articulate their ideas	Think about the	by an adult.	influenced by their		changing seasons on the natural	colours? Why is one
	and thoughts in well-	perspectives of	Be increasingly	experiences of books.		world around them.	colour chosen over
	formed sentences.	others.	independent as they	Can segment the	Reception:		another?
		Eats a healthy range of	get dressed and	sounds in simple	Introducing zero - can we link the	Weather	Chooses particular
	Connect one idea or	food stuff and	undressed, for	words and blend them	number name zero and the	Learn about the varying types of	colours to use for a
	action to another using a	understands need for	example, putting coats	Together, knowing	numeral 0 to well-known phrases	weather in our country and	purpose.
	range of connectives.	variety in food.	on and doing up zips.	which letters	'all gone' and 'nothing there'?	investigate them through simple	Experiments to creat
		Children know the	Make healthy choices	represent some of	Can we understand that 0 is one	experiments (sun – shadows,	different textures.
		importance for good	about food, drink,	them.	less than 1?	growing plants in different	Increased use of
		health of physical	activity and	Begins to read words		locations; rain – rainfall	different vocabulary
		exercise and a healthy	toothbrushing.	and simple sentences.	Comparing numbers to 5 –	measuring containers, puddle	connected to our to
		diet and talk about		Read a few common	continue to understand that	play; wind – wind socks and	and to our role-play.
		ways to keep healthy	Reception: P.E. – Yoga	exception words	when comparing numbers, one	chimes; snow – ice art, snow	To tap along to the l
		and safe.	Learn and gain	matched to the	quantity can be more than, the	building, freezing and melting;	of a familiar song.
		They can dress and	increasing mastery	school's phonic	same as or fewer than another	cloud – examine and learn about	Introduce story line
		undress	over yoga poses linked	programme.	quantity.	some varieties of cloud like	narrative into play.
		independently,	to stories and songs.	Is able to orally	· <i>·</i>	cirrus, stratus, cumulus and	Listen attentively, m
		successfully managing	Develop increased	construct a sentence	Composition of 4 and 5 - can we	nimbus; lightning, thunder, fog)	to and talk about m
		fastening buttons or	control, balance and	and beginning to write	continue to explore how all	before moving on to the varying	expressing their fee
		laces.	core strength.	these down with	numbers are made up of smaller	weather conditions around the	and responses.
		Express their feelings	oor o or ongen	support.	numbers? Can we find different	world (hurricanes, tornados,	
		and consider the		Links sounds to	way to compose 4 and 5? Can we	extreme heat/cold).	Music Express - see
		feelings of others.	Use their core muscle	letters, naming and	subitise small quantities without	Monitor the weather throughout	book p 28-39, 'High
		To show	strength to achieve a	sounding the letters of	counting? Can we notice that	the topic and keep a tally chart.	Low'.
		independence in	good posture when	the alphabet.	numbers can be composed of	Recap prior knowledge of the	LOW .
					•		
		managing own wants	sitting at a table or	Spell words by	two parts or more than two	importance of looking after our	
		and needs.	sitting on the floor.	identifying the sounds	parts?	planet. Touch upon global	
		Build constructive and	Begin to develop and	and then writing the	<u></u>	warming and the effect pollution	
		respectful	safely use a range of	sound with letter/s.	Digging deeper – how many are	is having on the planet. Discuss	
		relationships	large and small	Begin to use capital	hidden? How do you know? Can	ways of helping stop this by	
		Turn taking and	apparatus indoors and	letters and full stops	you draw a picture to show me?	recycling, polluting less by	
		sharing fairly.	outside, alone and in a	with support.	Can you show me with cubes?	walking and cycling where	
		Express their feelings	group. Develop overall		How many pebbles could I have	possible rather than using cars.	
		and consider the	body-strength,	Phonics	in my hand? I have 3 in my hand,	Discuss how cars are changing to	
		feelings of others.	balance, co-ordination	Learn tricky words:	how many are in the bag? Could	electric to also help.	
			and agility.	her, all, are	there be 4 pebbles inside the		
			Children show good		bag? If there are 4 in the bag	Chinese New Year	
			control and	Practise spelling two-	how many in my hand? Could I	Learn the story of Chinese New	
			coordination in small	syllable high-	have 0 in bag/hand? Could I have	Year and the Emperor's challenge	
			movements.	frequency words.	5 pebbles in my hand? How do	to the animals to cross the river	
			They handle tools	Read and answer	you know?	in order to have a year named	
			increasingly	yes/no questions		after them. Learn which year this	
			effectively, including	using previously	Compare mass – can we make	new year will be and make	
			pencils for writing.	learned sounds and	direct comparisons of weight by	animal arts and crafts to	
			Children continue to	words.	holding items to estimate which	celebrate this.	
			develop the		feels the heaviest then checking		
			develop the				

	r v	control skills and can begin to cut out a required shape without lines to follow.	say them. Practise letter names. Consolidate blending for reading skills using CVC words. Consolidate segmentation for spelling skills using CV and CVC words. Consolidate reading high-frequency words. Consolidate reading and writing captions and sentences using previously learned sounds and words.	Compare capacity – can we build on our understanding of full and empty by exploring half full, nearly full and nearly empty? Can we use language of tall, thin, narrow, wide and shallow in relation to containers? Can we make direct comparisons by pouring from one container to another? Can we use ladles and small pots to make indirect comparisons of how many it takes to fill each container? Digging deeper- what happens if I put a 5 piece on one side of the scale and two 3 pieces on the other? Which is heavier two 2 pieces or one 5 piece? Which is the heaviest/lightest number shape? How many ways can you find to balance 5 exactly? Can you balance 4 or 3? Which container holds more? Numbers and composition of 6,7 and 8 – continue to apply the counting principles when counting to 6,7 and 8. Can we represent 6,7 and 8 in different ways and count out the required number of objects from a larger group? Can we arrange 6.7 and 8 into small groups to understand that they are made up of smaller numbers? Can we order and compare our representations noticing the one more/less	the traditional Dragon Dance performed there each year. Create our own dragon and perform a 'Dragon Dance'. Examine the beautiful Chinese writing and lanterns and create our own thinking carefully about colours, shapes and sizes. Taste some Chinese food and enjoy our own Chinese New Year Celebration. R.E Jack in the Box Big Bible Stories Volume 2 All About Jesus: 1.Jesus calls his disciples (service). 2.Jesus feeds 5000 (generosity). 3.Jesus walks on water (generosity). 4.Jesus bring Jairus' daughter back to life (hope). 5.The story of the good Samaritan (dignity & compassion). 6.Jesus visits Martha and Mary (friendship & wisdom). Searching for signs of winter, using our senses to investigate, sort and create with them. Describing and explaining them with challenge and support	
CL	PSED	PD	L		J . J	EAD

<ul> <li>Cuber and the second sec</li></ul>	 -							
work of matching pairs. Can we understant ap air 122 Charles pairs and that a pair 122 Charles pairs and the pairs 21 million of the same of have one bit over? Digging deeper how many calculate that append 122 Charles pairs and pairs 21 million of the same of the pairs 21 million						Making pairs – build on earlier	Recap Forest School rules prior to	
<ul> <li>Nature Explores: Protocypushte weinerung Stand quantities das pais and notice that some will have in a field or early a stand quantities of the release of a standard field some?</li> <li>Nature Explores: Protocypushte field on a standard field some?</li> <li>Nature Explores: Protocypushte release of a standard field some?</li> <li>Nature Explores: Protocypushte field on a standard field some?</li> <li>Nature Explores: Protocypushte release of a standard</li></ul>							entering the forest.	
pairs and notice that store well beging deeper - how may are hidra mode a pettore of same - how may are sphere how may are s						understand that a pair is 2? Can		
have one left over?the role of a canned, shore in the role of a canned, shore in particular is base an metricil particular is base an metricil particu						we arrange small quantities into	Nature Explorers: Photographic	
Image:						pairs and notice that some will	Memory Each player takes on	
Digging deeper-how many and the nove? How one with calles a merital cables?       matural digitat that they are highed nove? How one with cables?       matural digitat that they are can you draw a picture to show cables?       matural digitat that they are stated that the same merital cables?         Combining 2 groups - con well cables?       Combining 2 groups - con well cables?       Combining 2 groups - con well cables?       Mature - tegroup and the coll cables of the cables of the find out how many diogetter?         Digging deeper-how many meth cables?       Digging deeper-how many meth cables?       The combining strink the coll cables?         Digging deeper-how many meth cables?       mature - tegroup and the source benefits of the cables?       mature - tegroup and the source benefits of the cables?         Digging deeper-how many doe trank in the cables?       mature - tegroup and the source benefits of the cables?       mature - tegroup and the source benefits of the cables?         Digging deeper-how many doe trank in the cables?       mature - tegroup and the source benefits of the cables?       mature - tegroup and the source benefits of the cables?         Digging deeper-how many doe trank in the cables?       mature - tegroup and the source benefits of the cables?       mature - tegroup and the cables?         Digging deeper-how many doe trank in the source benefits of the cables?       mature - tegroup and the cables?       mature - tegroup and the cables?         Digging deeper-how many doe trank in the source benefits of the cables?       mature - tegroup and the cables?       ma						have one left over?	the role of a camera, fixing in	
<ul> <li>Indide norw? How do you know?</li> <li>Can you draw do you know?</li> <li>Can you find 2 plates that have?</li> <li>Can you find 2 plates that have</li></ul>							their mind a picture of some	
Image: Can you draw a picture: to spin so combined a groups - can we begin to combined - can we begin to						Digging deeper – how many are	natural objects that they are	
Image: Canyou show me with cubes?       me2 Canyou show me with cubes?       indout me with cubes?       issue?       is						hidden now? How do you know?	shown for 30 seconds. Then shut	
Image: constraint of the second sec						Can you draw a picture to show	our eyes tight and take a mental	
Image: series in the series						me? Can you show me with	picture. The players set off to	
Image: state in the state state state state in the state sta						cubes?	find an example of each of the	
begin to combine two groups to find out how many allogether? Can we subtise where possible? Digging deeger- how many dots does such plate have? How many dots that how and subjects or emember/find and Reception objects with more subjects or emember and to more or with messure terms? Time - continue to order Important time in our day using now', before', tater', toor, 'na there', toor, 'na there', 'toor', 'na there', 'toor', 'na there', 'toor', 'na there', 'toor', 'na there', 'toor', 'toor' and 'toor or we', 'toor', 'toor' and 'toor or we', 'toor', 'toor' and 'toor or we', 'toor', 'toor' and 'toor or 'toor we', 'toor', 'toor' and 'toor or we', 'toor', 'toor' and 'toor or 'toor we', 'toor 'toor we', 'toor' and 'to							objects they 'photographed'.	
Image:						Combining 2 groups – can we	After 10 minutes regroup and	
Can we subtise where possible? Diging deeper- how many dots does each plate have? How many on the two plates allogether? Can you find 2 plates that have? A 56 dots? Is there more than one way to make with your plates?Indeferentiate by giving Wunsery les objects to remember/find and Reception objects with more subtle differences.2.6.12.6.22.6.22.6.22.6.22.6.22.6.22.6.22.6.22.6.22.6.22.6.22.6.22.6.22.6.22.6.22.6.22.6.23.6.22.6.22.6.22.6.22.6.22.6.24.6.22.6.22.6.22.6.22.6.22.6.25.6.22.6.22.6.22.6.22.6.22.6.25.6.22.6.22.6.22.6.22.6.22.6.25.6.32.6.22.6.22.6.22.6.22.6.26.6.12.6.22.6.22.6.22.6.22.6.26.6.22.6.22.6.22.6.22.6.22.6.27.6.32.6.22.6.22.6.22.6.22.6.28.6.42.6.22.6.22.6.22.6.22.6.29.6.52.6.22.6.22.6.22.6.22.6.29.6.52.6.22.6.22.6.22.6.22.6.29.6.52.6.22.6.22.6.22.6.22.6.29.6.52.6.22.6.22.6.22.6.22.6.29.6.62.6.22.6.22.6.22.6.22.6.29.6.72.6.22.6.22.6.2						begin to combine two groups to	adult takes out one item at a	
Image:						find out how many altogether?	time from the collection of	
Image: Section of the section of th						Can we subitise where possible?	natural treasures and asks who	
Image: Section 1211 have? How many on the two plates altogether with more subtle differences.       Image: Section 2015 test that have 4,5,5 dots? Is there more than one way to make it? Whother totals can you make with your plates?       Image: Section 2015 test test that have 4,5,5 dots? Is there more than one way to make it? Whother totals can you make with your plates?       Image: Section 2015 test test that have 4,5,5 dots? Is there more than one way to make it? Whother totals can you make with your plates?       Image: Section 2015 test test test test test test test tes							found something similar.	
<ul> <li>and heterop plates altogether?</li> <li>Can you make with your plates?</li> <li>Can you plate you wake you you wake with your plates?</li> <li>Can you plate you you wake with your plates?</li> <li>Can you plate you you you you you you you you you you</li></ul>						Digging deeper- how many dots	Differentiate by giving Nursery	
Car you find 2 plates that have 4,5,6 dor \$1 is there more than one way to make it? What other totals can you make it? What other totals can you make it? What other totals can you make with your plates? Length and height - can we begin to use language to describe ingth and height - can we specific mathematical vocabulary relation to length (longer/shorter), height (later/shorter), height (later/shorter), height indirect comparisons using objects such as blocks or cubes to measure items? Time - continue to order important times in our day using now', before', itaer', soon', fafter', then' and 'next' to describe. Can we begin to recognise that regular events happen on the same day each week using 'vesterday', 'today' and 'tomorrow'? Can we						does each plate have? How many		
4,5,6 dots? 1s there more than one way to make it? What other totals can you make with your plates?       Conserving the garden and showing initiative in looking after it, asking adults for support and advice when unsure (weeding, watering, harvesting, sweeping, raking and planting).         1       Length and height - can we begin to use language to describe length and height? Can we use specific mathematical vocabulary relation to length (longer/shorter), height (longer/shorter), height (longer/shorter), height (longer/shorter), can we make indirect comparison using objects such as blocks or cubes to measure items?         Time - continue to order important times in our day using 'now', before', 'tater', 'toon', 'after', 'then' and 'next' to describe. Can we begin to recognise that regular events happen on the same day each week using (yesterday', 'today' and 'tomorow? Can we						on the two plates altogether?	and Reception objects with more	
Image: series of the series						Can you find 2 plates that have	subtle differences.	
Image: series and series in the series ino						4,5,6 dots? Is there more than		
Image: second						one way to make it? What other		
Image: Section of the section of th						totals can you make with your	Gardening	
Image: Section of the section of th						plates?	Observing the garden and	
begin to use language to describe length and height? Can we use specific mathematical vocabular relation to length (longer/shorter), height (taller/shorter) and breadth (wider/arrower). Can we make indirect comparisons use objects such as blocks or cubes to measure items?       advice when unsure (weeding, watering, harvesting, sweeping, raining and planting).         Time - continue to order important times in our day using 'now', 'before', 'later', 'soon' 'after', 'then' and 'next' to describe. Can we begin to week using 'vesterday', 'today' and 'tomorrow? Can we describe events in our lives and       begin to use language to describe watering, harvesting, sweeping, 'aing and planting).							showing initiative in looking after	
Image: Section of the section of th						Length and height – can we	it, asking adults for support and	
specific mathematical vocabulary relation to length (longer/shorter), height (taller/shorter) and breadth (wider/narrower). Can we make indirect comparison using objects such as blocks or cubes to measure items? Time – continue to order important times inder 4y using 'now', 'before', 'later', 'then' and 'next' to describe. Can we begin to recognise that regular events happen on the same day each week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and						begin to use language to describe	advice when unsure (weeding,	
relation to length (longer/shorter), height (aller/shorter) and breadth (wider/narrower). Can we make indirect comparisons using objects such as blocks or cubes to measure items? Time – continue to order important times in our day using 'now', 'before', 'later', 'soon', 'after', 'then' and 'next' to describe. The set in to recognise that regular events happen on the same day each week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and							<b>.</b>	
Image: Second						•	raking and planting).	
(taller/shorter) and breadth         (wider/narrower). Can we make         indirect comparisons using         objects such as blocks or cubes to         measure items?         Time – continue to order         important times in our day using         'now', 'before', 'later', 'soon',         'after', 'then' and 'next' to         describe. Can we begin to         recognise that regular events         happen on the same day each         week using 'roow', 'dater', 'today'         and 'tomorrow'? Can we         describe events in our lives and						•		
(wider/narrower). Can we make indirect comparisons using objects such as blocks or cubes to measure items?         Time – continue to order important times in our day using 'now', 'before', 'atter', 'soon', 'after', 'then' and 'next' to describe. Can we begin to recognise that regular events happen on the same day each week using 'yestrday', 'today' and 'tomorrow'? Can we describe events in our lives and								
indirect comparisons using objects such as blocks or cubes to measure items? Time – continue to order important times in our day using 'now', 'before', 'later', 'soon', 'after', 'then' and 'next' to describe. Can we begin to recognise that regular events happen on the same day each week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and								
bigets such as blocks or cubes to measure items? Time – continue to order important times in our day using 'now', 'before', 'later', 'soon', 'after', 'then' and 'next' to describe. Can we begin to recognise that regular events happen on the sequar eday each week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and								
measure items? Time – continue to order important times in our day using 'now', 'before', 'later', 'soon', 'after', 'then' and 'next' to describe. Can we begin to recognise that regular events happen on the same day each week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and								
Time - continue to order         important times in our day using         'now', 'before', 'later', 'soon',         'after', 'then' and 'next' to         describe. Can we begin to         recognise that regular events         happen on the same day each         week using 'yesterday', 'today'         and 'tomorrow'? Can we         describe events in our lives and						-		
important times in our day using 'now', 'before', 'later', 'soon', 'after', 'then' and 'next' to describe. Can we begin to recognise that regular events happen on the same day each week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and						measure items?		
important times in our day using 'now', 'before', 'later', 'soon', 'after', 'then' and 'next' to describe. Can we begin to recognise that regular events happen on the same day each week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and								
'now', 'before', 'later', 'soon', 'after', 'then' and 'next' to describe. Can we begin to recognise that regular events happen on the same day each week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and								
Image: state of the state								
describe. Can we begin to recognise that regular events happen on the same day each week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and								
recognise that regular events happen on the same day each week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and								
happen on the same day each week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and						_		
week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and								
and 'tomorrow'? Can we describe events in our lives and								
describe events in our lives and								
CL PSED PD L M UW EAD								
		CL	PSED	PD	L	Μ	UW	EAD

						talk about events we are looking forward to? Digging deeper – who had thrown their item the furthest? How could you check? Who is the tallest person? How do you know? How many bricks measure the same height as you?		
	Under the Sea Additional Topics: Easter, Seasons,	Nursery: Pay attention to more than one thing at a time. Use a wider range of vocabulary linked to the environment, circumstances and topic.	Nursery: Show respect and sensitivity to the feelings and wishes of others. Develop friendships with a wider range of children by being	Nursery: P.E. – Dance Copies sequences of movements with increased confidence and focus. Moves purposefully in response to music.	Nursery: Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise	Nursery: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') with more independence. Recite numbers past 5 with more independence.	Nursery: Use all their senses in hands-on exploration of natural materials. Collect sticks or leaves to bring inside and let the child engage in open-ended play. Talk about what they see, using a wide vocabulary.	Nursery: Take part in simple pretend play, using an object to represent something else even though they are not similar. Join different materials
	Forest School, Gardening. Core Texts: The Big Book of the Blue, Commotion in the Ocean, Fidgety Fish, Bright Stanley, Top Place Percy, The Rainbow Fish, The	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Know many nursery rhymes, be able to talk about familiar books, and begin to tell a longer coherent story.	willing to step outside of main friendship group for periods. Verbalise how it feels to be a member of the school community. Independently follow rules, verbalising why they are important. Talk about their	Begins to think of own creative movements in response to stimuli. Refine their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle	words with the same initial sound, such as money and mother Write some or all of their name. Practise forming some or all of the letters in their name weekly. Write some letters accurately.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 with greater independence. Experiment with their own symbols and marks as well as numerals with increased confidence. Compare quantities using	Show interest in different occupations. Talk about people who help us in our community (i.e. Linda, Gillian, Andrew, postal workers, nurses, doctors, dentists, police officers, fire fighters, etc.) Explore how things work. Play an educational game on a technical device.	and explore different textures. Talk about the texture of different objects e.g. smooth/bumpy. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
	Little Mermaid, Zoe and Beans Pirate Treasure, My Granny is a Pirate. Ed's Egg., Rabbit's Spring Adventure,	Continue to develop their pronunciation, working with an adult on sounds they find difficult. Use longer sentences of four to six words with increased accuracy.	feelings using words like 'happy', 'sad', 'angry' or 'worried' and begin to utilise ways to improve how they feel. Select, use and adapt activities and resources to achieve a	movements to form large letters from their name and simple pictures, such as a smiley face. Remember sequences and patterns of movements which are related to music and	Rhythm and rhyme: Join in repetitive story phrases/ nursery rhymes Move in time to beat Enjoy playing with rhyme. Identify rhyming pairs.	language: 'more than', 'fewer than' independently during everyday play. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Use positional language in play (For example, "teddy is lying on top of the bed".)	Explore and talk about different forces they can feel in response to stimuli. Reception: To know about similarities, differences between themselves and others and among families, communities and traditions.	Remember and sing entire songs. Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas.
ing 2	The Easter Journal. I am the Seed that Grew the Tree (daily poetry book). Key Vocabulary:	Reception: Responds appropriately with questions to stories. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Reception: To negotiate and solve problems without aggression. Shows some	rhythm with more impendence. Choose the right resources to carry out their own plan, making adaptations to improve where necessary. Use one-handed tools	Reception: Can read words and simple sentences. Enjoys an increasing range of books.	Talk about and identify the patterns around them with greater independence. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf with	Understand that some places are special to members of their community. What are our favourite activities? Which area do we go to the most? Can we try something new? Tally charts of what we do each day for a week.	Develop their own ideas and then decide which materials to use to express them. Reception: Comparison of different brushes/techniques and paints/pencils.
Spring	sea, ocean, fish,	CL	understanding those	and equipment with		greater independence.	UW	EAD

octopus, dolphin,	Engage in non-fiction	good practices with	greater precision, for	Read simple phrases	Notice and correct an error in a	They know that other children	Uses simple tools an
shark, crab, turtle,	books.					don't always enjoy the same	techniques compete
, , ,		regard to exercise,	example, cutting along	and sentences made	repeating pattern with greater		
ray, squid, seal,	Imaginative story telling.	eating, sleeping and	a line with scissors	up of words with	independence.	things and are sensitive to this.	and appropriately.
walrus, seahorse,	Uses talk to organise,	hygiene to contribute	with more	known letter-sound	Confidently play a variety of	Understand that some places are	Manipulates materi
jellyfish, penguin,	sequence and clarify	to good health.	independence.	correspondences and,	board games in a small group.	special to members of their	to achieve a planned
whale, shell, coral,	thinking, ideas feelings	Show resilience and	Use a comfortable grip	where necessary, a	Confidently complete simple	community.	effect.
plastic, litter,	and events.	perseverance in the	with greater control	few exception words.	jigsaws (peg, pairs, multi-piece).	To explore how animals are	Return to and build
predator, prey,	Listen to and talk about	face of challenge.	when holding pens	Is able to orally		different to each other.	their previous learn
herbivore,	selected non-fiction to	To show	and pencils, showing	construct a sentence		To know similarities and	refining ideas and
carnivore, reptile,	develop a deep	independence in	an awareness of a	and beginning to write	Reception:	differences in relation to places,	developing their ab
mammal, eggs,	familiarity with new	managing own wants	tripod grip when	these down with more	Numbers and composition of 9	objects and materials.	to represent them.
tentacles, blow	knowledge and	and needs.	reminded by an adult.	independence.	and 10 – continue to apply the	Explore the natural world around	Create collaborativ
hole, gills, fins,	vocabulary.	Turn taking and	Be mainly	Attempts to write	counting principles. Can we	them.	sharing ideas, resou
flippers,	Articulate their ideas	sharing fairly.	independent as they	short sentences in	represent 9 and 10 in different	Describe what they see, hear and	and skills.
environment,	and thoughts in well-	Shows awareness of	get dressed and	meaningful contexts.	ways? Can we arrange them into	feel whilst outside.	Constructs with a
habitat, Earth,	formed sentences.	new concepts learned	undressed, for	Write short sentences	smaller groups to help		purpose in mind, us
world, planet,	formed sentences.	and works alongside	example, putting coats	with words with	understand their composition	Under the Sea	variety of resources
pirate, mermaid.		others appropriately.	on and doing up zips.	known sound-letter	and subitise them? Can we	Following on from our Space	Introduce story line
Easter, Jesus, God,		Works with peers and	Make and explain	correspondences.	notice that when a 10 frame is	topic, recap our current	narrative into play.
Bible, cross, lamb,			healthy choices about				Moves to music in o
, , ,		can discuss knowledge	· · · · · · · · · · · · · · · · · · ·	Use a capital letter	full, there is 10?	knowledge of the importance of	
daffodil, chick,		and understanding of	food, drink, activity	and full stop with		looking after the planet and	lessons during PE a
spring, egg.		key concepts.	and toothbrushing.	more independence.	Comparing numbers to 10 –	expand by discussing the need to	begins to increase t
		Take steps to resolve			continue to make comparisons	protect our seas.	role play by adding
		conflicts.	Reception: P.E. –	Phonics	by lining items up with 1-1	Look at a map of the world and	with props and
			Dance		correspondence to compare	the amount of ocean there is	movement and
			Remembers	Consolidate	them directly or by counting each	compared to land.	speaking.
			sequences of	recognition and recall	set carefully and comparing their	Pirates – sunken ships and	To tap along to the
			movements with	of previously learned	position in the counting order.	treasures. Caribbean Sea (link to	of a familiar song.
			increased	graphemes.	Do we understand where all	Pirate's of the Caribbean). Learn	Watch and talk abo
			independence and	Consolidate reading	numbers sit in relation to other	some facts about real pirates	dance and perform
			fluidity.	and spelling CV and	numbers? Can we compare two	throughout history.	art, expressing thei
			Moves rhythmically in	CVC words with faster	quantities in relation to	Sea creatures – learn the names	feelings and respon
			time to a beat.	decoding and	more/fewer/the same? Can we	and basic facts about large sea	
			Thinks of own creative	encoding, recognising	compare 3 or more quantities?	creatures (whales, sharks,	Music Express - see
			movements in	these words more on-	compare 5 or more quantities:	dolphins, walrus' - link to Wally	book p 40-51,
			response to stimuli.	sight.	Bonds to 10 – can we explore	the Walrus, seals, sea lions,	'Structure'.
			response to stimuli.				Structure .
				Learn and practise	number bonds to 10 using real	penguins, turtles etc.). Also learn	
			Use their core muscle	reading and spelling	objects in different contexts? Can	the names and basic facts about	
			strength to achieve a	CVCC words by	we use partially filled 10 frames	smaller sea creatures (fish – link	
			good posture when	segmenting and	and other manipulatives to work	to Rainbow Fish, crab, octopus,	
			sitting at a table or	blending.	out how many more to make a	lobster, seahorse etc.).	
			sitting on the floor.	Learn reading the	full 10?	Coral reef – learn about the	
			Combine different	tricky words said, so,		danger of losing the beautiful	
			movements with ease	have, like, some,	Digging deeper – what number	and important environments	
			and fluency.	come, were, there,	did you roll? Did you get the	under the sea and what people	
			They handle	little, one, do, when,	same number on the bottom	can do to save them (using less	
			equipment and tools	out, what,	each time you roll that number?	plastic, not littering, making less	
			effectively, including		What do you notice about the	pollution).	
			pencils for writing.				

		Further develop the skills they need to manage the school day successfully: - queuing - mealtimes - personal hygiene. Further develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Children continue to develop confidence and fluency with their handwriting, forming most letters accurately. Children are able to independently use scissors effectively, showing care and accuracy.	Practise reading and spelling previously learned tricky words. Practise reading and spelling high- frequency words using previously taught sounds. Practise reading and writing sentences using previously learned sounds and words.	<ul> <li>top and bottom pairs? What is on the bottom of my dice?</li> <li><b>3D shapes</b> – can we explore and manipulate 3D shapes thinking about which shapes stack/roll? Can we construct our own 3D shapes? Can we learn the names of 3D shapes and explore similarities and differences between them? Can we sort them according to what we notice?</li> <li><b>Pattern</b> – explore more complex patterns: ABB, AAB, AABB, AABBB. Can we say each pattern aloud and make patterns around the edge of shapes as well as in straight lines?</li> <li><b>Digging deeper</b> – which patterns will fit exactly into the frames? Are there any patterns that fit exactly around both frames? How many more spaces did you need for a pattern that wouldn't fit?</li> <li><b>Consolidation</b> (subitising, counting, sorting, matching, comparing, ordering).</li> </ul>	Floating and sinking. Examine objects and discuss how they feel, are they are heavy/light, big/small etc.? Which objects will float/not float? Why/why not? Test the objects to see if our predictions were correct and record findings. <b>R.E Jack in the Box Big Bible</b> <b>Stories Volume 2</b> <b>All About Jesus continued:</b> 7. Jesus welcomes the children (dignity & respect). 8. The story of the boy who came home (forgiveness). 9. Jesus visits Zacchaeus (forgiveness). 10. The generous lady (generosity). 11. Jesus listens to Bartimaeus (perseverance). <b>Easter:</b> -Jesus rides on a donkey (joy). -Jesus washes the disciples' feet (service). - The special meal (trust). - A sad day (justice). - Jesus' friends see him again (thankfulness). <b>Searching for signs of</b> winter/spring, using our senses to investigate, sort and create with them. Describing and explaining them with challenge and support through questioning and prompting according to ability. <b>Forest School</b> Recap Forest School rules prior to entering the forest. <b>Forest Arts – Magic Wands</b>	
CL	PSED	PD	L	Μ	UW	EAD

							Folklore such as the ancient	
							Celts, tells us that each tree is	
							linked to certain energies and qualities, therefore each stick has	
							its own unique magical qualities.	
							Encourage the children to select	
							a stick that they are drawn to	
							(the wand chooses the wizard according to the Harry Potter	
							stories). Encourage them to talk	
							about their stick to build	
							identification skills and sense of	
							connection. Invite the children to find objects to adorn their wand	
							and add extra symbolism/magical	
							properties. Differentiate	
							according to assembly, Nursery have elastic bands and Reception	
							have wool to tie.	
							Gardening Observing the garden and	
							showing initiative in looking	
							after it , asking adults for support	
							and advice when unsure	
							(weeding, watering, harvesting, sweeping, raking and planting).	
	Traditional	Nursery: Enjoy listening to longer stories and can	Nursery: Become more outgoing with	Nursery: P.E. – Small Equipment	Nursery: Engage in extended	Nursery: Begin to solve real world mathematical problems	Nursery: Explore collections of materials with similar and/or	Nursery: Begin to develop complex stories
	Tales	remember much of what	unfamiliar people, in	(balls,bats, quoits,	conversations about	with numbers up to 5. For	different properties.	using small world
		happens.	the safe context of	hoops etc.)	stories, learning new	example, Mum, Dad and Jenny	Talk about the differences	equipment like animal
	Additional Topics:	Understand 'why'	their setting.	Learn and develop a	vocabulary.	sit at the table for dinner. How	between materials and changes	sets, dolls and dolls
	Seasons, Forest	questions, like: "Why do you think the caterpillar	Show more confidence in new	range of ball skills including throwing,	Use some of their print and letter	many knives and forks will they need all together?	they notice. Plant seeds and care for growing	houses etc. Make imaginative and
	School, Gardening.	got so fat?"	social situations.	catching, kicking,	knowledge in their	Talk about and explore 2D and	plants. Plant grass seeds and talk	complex 'small worlds'
	Garuening.	Be able to express a	Find solutions to	passing, rolling,	early writing. For	3D shapes (for example, circles,	about the changes you see daily	with blocks and
		point of view and to express when they	conflicts and rivalries. For example,	batting and aiming. Develop confidence,	example: writing a pretend shopping list	rectangles, triangles and cuboids) using informal and mathematical	as the grass grows. Understand the key features of	construction kits, such as a city with different
	Core Texts: Jack	disagree with an adult or	accepting that not	competence, precision	that starts at the top	language: 'sides', 'corners';	the life cycle of a plant and an	buildings and a park
	and the Beanstalk, The Three Little	a friend, using words as	everyone can be	and accuracy when	of the page; writing	'straight', 'flat', 'round'	animal. Focus on the life cycle of	Explore different
	Pigs, Little Red	well as actions.	Spider-Man in the	engaging in activities	'm' for mummy.	Begin to select shapes	a butterfly (egg $\rightarrow$ caterpillar $\rightarrow$	materials freely, in order
er 1	Riding Hood, There	Start a conversation with an adult or a friend	game, and suggesting other ideas.	that involve a ball.	Alliteration:	appropriately: flat surfaces for building, a triangular prism for a	chrysalis→ butterfly) Begin to understand the need to	to develop their ideas about how to use them
ш.	is No Big Bad Wolf	and continue it for a few	Encourage		, interacion.	roof etc.	respect and care for the natural	and what to make.
Summer 1	in this Story, Charlie Cook's	turns.	impendence when				environment and all living things.	
	Sharine Cook 5	CL	PSED	PD	L	M	UW	EAD
		UL	FJED	FU	L	IVI	0 🗤	LAD

Favourite Book,	Use talk to organise	solving problems with	Skip, hop, stand on	Can suggest a person	Begin to combine shapes to	How should we treat living	Draw with increas
The Gruffalo, The	themselves and their	peers (If a child comes	one leg and hold a	name with a given	make new ones - an arch, a	things? Should we pick the	complexity and de
Gruffalo's Child,	play: "Let's go on a bus	to you with a problem,	pose for a game like	initial sound.	bigger triangle etc	flowers that are growing in the	such as representi
The Highway Rat, A	you sit there I'll be the	ask them how they	musical statues.	Identify objects/	Begin to describe a familiar	park?	face with a circle a
Squash and a	driver."	could fix it.)	Start taking part in	animals that begin	route.		including details.
Squeeze, Freddie		Develop appropriate	some group activities	with a given sound.	Begin to discuss routes and	Reception: To know about	about the feature
and the Fairy, The	Reception: To give	ways of being	which they make up	Look at an object and	locations, using words like 'in	similarities, differences between	face and body be
Frog Prince,	attention to what others	assertive.	for themselves, or in	say the initial sound.	front of and 'behind'. For	themselves and others and	drawing them (i.e
Growing Frogs, I	say and respond	Begin to talk with	teams.	Sort objects that begin	example, we walk down the	among families, communities	face has two eyes
am the Seed that	appropriately while	others to solve	Match their	with the same sound.	street where we see the shops	and traditions.	nose, a mouth an
Grew the Tree	engaged in another	conflicts.	developing physical		and turn down the street next to	Recognise that people have	ears.).
(daily poetry	activity.	Understand gradually	skills to tasks and		Tesco.	different beliefs and celebrate	Use drawing to
book).	Listen to and talk about	how others might be	activities in the	Reception: Re-read	Begin to describe a sequence of	special times in different ways.	represent ideas li
500KJ.	stories to build	feeling.	setting. For example,	core books to build up	events, real or fictional, using	Do we all celebrate the same	movement or lou
	familiarity and	icening.	they decide whether	their confidence in	words such as 'first', 'then'	festivals? Why not?	noises.
	understanding.	Reception: To know	to crawl, walk or run	word reading, their	Begin to make comparisons	To know about similarities,	Show different er
Key Meashulam <i>u</i>	Retell the story, once	that all behaviours can	across a plank,	fluency and their	between objects relating to size,	differences between themselves	in their drawings
Key Vocabulary: traditional tale,	they have developed a	have consequences.	depending on its	understanding and		and others and among families,	paintings, like ha
· · · ·			· · ·		length, weight and capacity.		
story, fiction,	deep familiarity with the	For example, if you	length and width.	enjoyment.	Descentions	communities and traditions.	sadness, fear etc.
Once upon a	text; some as exact	are unkind to	Further develop	Beginning to read with	Reception:	Explore living things.	Sing the pitch of a
time', 'The End',	repetition and some in	someone they may	cutting skills by cutting	more fluency when	Building numbers beyond 10 –	Plant bulbs.	sung by another p
character, setting,	their own words.	not want to play with	around straight	reading words and	can we learn to build and identify	Noticing changes	('pitch match').
title, author,	To use past, present and	you / if you are helpful	shapes.	simple sentences.	numbers to 20 and beyond using	Observations of animals and	Sing the melodic
illustrator, fiction,	future forms accurately	and kind to others,	Further develop pencil	Enjoys an increasing	a range of resources? Can we	plants and explain why some	(moving melody,
witch, King, Queen,	when talking about	they may want to play	control skills by	range of books.	recognise that larger numbers	things occur and talk about	up and down, dow
Prince, Princess,	events that have	with you.	moving increasingly	Attempts to write	are composed of a full 10 and	changes.	up) of familiar so
dragon, fairy,	happened or are to	Show resilience and	more towards a tripod	short sentences in	part of the next 10? Can we	Describe what they see, hear and	
wizard, witch,	happen in the future.	perseverance in the	grip.	meaningful contexts	recognise that the numbers 1-9	feel whilst outside.	Reception: Return
giant, beanstalk,	Listen to and talk about	face of challenge.		with independence.	repeat after every full 10?	Understand the effect of	and build on their
wolf, castle, brave,	selected non-fiction to	To show	Reception: P.E. –	Form lower-case and		changing seasons on the natural	previous learning
sword, danger,	develop a deep	independence in	Small Equipment	capital letters	Counting patterns beyond 10 –	world around them.	refining ideas and
happy ending,	familiarity with new	managing own wants	(balls,bats, quoits,	correctly.	can we count on and back		developing their a
magic, wand,	knowledge and	and needs.	hoops etc.) Further	Use capital letters and	beyond 10 using representations	Traditional Tales	to represent then
sword, cauldron,	vocabulary	Take steps to resolve	develop and refine a	full stops	to support? Can we notice the		Create collaborat
broom/broomstick.		conflicts.	range of ball skills	independently.	repeating 1-9 patterns? Can we	Learn how some of our best	sharing ideas, res
		Take account of one	including throwing,	Respond to picture	count on and back from different	loved stories have been around	and skills
		another ideas about	catching, kicking,	stimulus for whole	starting points to say what comes	for many years and have been	Selects appropria
		how to organise the	passing, rolling,	class writing.	before or after a given number	passed down from generation to	resources and ad
		activity.	batting and aiming.	Begin to use key	and to place sequences of	generation verbally and from	work where nece
			Develop confidence,	phrases in verbal	numbers in order? Can we begin	memory so sometimes there are	Explores what ha
			competence, precision	compositions such as	to find larger numbers on	differences in the same story	when they mix co
			and accuracy when	'Once upon a time'	number tracks and squares?	because people forget or amend	Selects tools and
			engaging in activities	and 'The End'		details. Practise this with	techniques neede
			that involve a ball.	Begin to recognise and	<b>Digging deeper</b> – how many is	memory games like 'pass the	shape, assemble
				understand the	100? Which container holds the		
			Lico thoir core musels			whisper' or retelling a story you	join materials the
			Use their core muscle	meaning of question	most? How many cubes do you	have heard.	using.
			strength to achieve a	and exclamation	think will fit inside this	Discuss the fact that	Children to sustai
			good posture when	marks.	container? Do tall containers	Discuss the fact that some	narrative, acting o
					always hold more cubes? What	traditional tales have girls that	class book.

		sitting at a table or sitting on the floor. Using buttons independently. They handle equipment and tools effectively, including pencils for writing. 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. Children continue to develop confidence and fluency with their handwriting, forming all letters accurately. Children are able to use scissors confidently, showing care and accuracy.	Phonics Consolidate recognition and recall of previously learned graphemes. Consolidate reading and spelling CV, CVC and CVCC words with faster decoding and encoding, recognising these words more on- sight. Consolidate reading and spelling previously learned tricky words. Consolidate reading and spelling high- frequency words using previously taught sounds. Practise reading and writing sentences using previously learned sounds and words.	could we do to help us remember how many each container held? Which container holds the most cubes? Can you order the containers from smallest to largest? <b>Spatial reasoning 1</b> – can we complete jigsaw and shape puzzles requiring us to rotate shapes to fit? Can we explain why they chose a particular shape and why another did not fit? Can we match arrangements of shapes and use positional language to describe where the shapes are in relation to one another? <b>Digging deeper</b> - build it, design it, which shape will you start with? How many triangles will you need? Can you find a shape like this? Does that shape fit? Do you need to turn it around? Tell me about your shape picture? Can you make a drawing to help you remember what you did? <b>Adding more</b> – can we use real objects to see that the quantity of a group can be changed by adding more? Can we understand the 'first, then, now' structure when exploring	<ul> <li>need rescuing, but today we know that girls and boys are equally capable of rescuing themselves!</li> <li>Jack and the Beanstalk – growing, measuring and investigating our own beanstalks.</li> <li>The Three Little Pigs – weighing resources and constructing our own homes and testing them against elements such as wind and rain.</li> <li>Little Red Riding Hood – mapping and following our own routes in the woods.</li> <li>Big Bad Wolf – learn real facts about wolves, their packs, their habitats, their predators and prey, their survival skills, their threats including losing their homes through deforestation.</li> <li>Dragons – are or were dragons real? Look at legends and folklore (recap our previous Chinese New Year work). Read the St George and the Dragon story, There is also a dragon on the welsh flag. Where could these ideas come from? Discuss if we think dragons really existed? What are they</li> </ul>	To move body along to the beat of a familiar song. Plays cooperatively as part of a group to develop and act out a narrative. <b>Music Express</b> - see book p 52-63, 'Structure' (continued). Also p 64-75, 'Texture'.
		and fluency with their handwriting, forming all letters accurately. Children are able to use scissors confidently, showing		you need to turn it around? Tell me about your shape picture? Can you make a drawing to help you remember what you did? Adding more – can we use real objects to see that the quantity of a group can be changed by adding more? Can we understand the 'first, then, now'	homes through deforestation. Dragons – are or were dragons real? Look at legends and folklore (recap our previous Chinese New Year work). Read the St George and the Dragon story, There is also a dragon on the welsh flag. Where could these ideas come from? Discuss if we think dragons	
CL	PSED	PD	L	the 'first, then, now' structure M	UW	EAD

					when exploring mathematical	4.Jack gets chickenpox – the Fruit	
					stories in meaningful contexts?	of Joy (joy).	
					Can we count out all the objects	5.Jack's swimming lesson – the	
					at the start, take away the	Fruit of Peace (peace).	
					required amount practically and	6.Jack waits for his birthday – the	
					then subitise or recount to see	Fruit of Patience.	
					how many are left? Can we		
					represent number stories using	<u>Seasons</u>	
					10 frames, number tracks and	Searching for signs of	
					our fingers?	spring/summer, using our senses	
						to investigate, sort and create	
					Digging deeper – how many	with them. Describing and	
					cubes did we have at the start?	explaining them with challenge	
					How many cubes do we have	and support through questioning	
					now? Do we have more/fewer?	and prompting according to	
					How many did I add/takeaway?	ability. Look carefully at the	
					How did you work it out? Can	emerging wildlife, including frogs	
					you show me using	and butterflies and look closely	
					counters/drawing a picture?	at their life cycles.	
					Spatial Reasoning 2 – do we		
					understand that shapes can be	Forest School	
					combined and separated to make	Recap Forest School rules prior to	
					new shapes? Can we investigate	entering the forest.	
					how many different ways a	cincering the forest.	
					smaller shape can be built using	Forest Arts - Stick Frames	
					smaller shapes? Can we explore	Ask the children what they might	
					the different shapes we can	use their frame for (decoration	
					make by combining a set of given	for a den, spider web, photo	
					shapes in different ways?	frame etc.). What shape frame	
						will you make? How many sides	
					Digging deeper – can you make a	does that shape have? How	
					triangle using the blocks? Can	many sticks will you need? Once	
					you make a different triangle?	the sticks have been found, tie	
					Why is it different? Can you	the corners with elastic bands	
					make a smaller/larger one? How	(support Nursery with this). Next	
					many blocks did you use? What	we can decorate the frame with	
					other shapes can you build? Can	natural objects. Place the	
					you do this in more than one	completed frame in an area of	
					way? Explore different ways to	your choosing and describe what	
					build a star. Explore the different	you can see in the framed area.	
					shapes and arrangements we can		
					make using a tangram.		
						Gardening	
						Observing the garden and	
						showing knowledge and	
						understanding of how to look	
						after it , by completing routine	
						tasks and relying less on adult	
	CL	PSED	PD	L	Μ	UW	EAD

							support (weeding, watering, harvesting, sweeping, raking and planting).	
	Minibeasts Additional Topics: Seasons, Forest	Nursery: Enjoy listening to longer stories and can remember and verbalise much of what happens. Understand 'why'	Nursery: Become increasingly more outgoing with unfamiliar people, in the safe context of	Nursery: P.E Team Games Follow instructions, with reminders where necessary, show some	Nursery: Engage in extended conversations about stories, learning new vocabulary.	Nursery: Solve real world mathematical problems with numbers up to 5. For example, Mum, Dad and Jenny sit at the table for dinner. How many	Nursery: Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes	Nursery: Begin to develop complex stories using small world equipment like animal sets, dolls and dolls
	School, Gardening. Core Texts: The	questions and responds with increasing attention to detail. Be able to express a point of view and to	their setting. Show increasingly more confidence in new social situations. Find solutions to	understanding of rules, show good sportsmanship and demonstrate a positive attitude when	Use some of their print and letter knowledge in their early writing. For example: writing a	knives and forks will they need all together? Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)	they notice. Plant seeds and care for growing plants. Plant grass seeds and talk about the changes you see daily as the grass grows.	houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such
	Very Hungry Caterpillar, Spinderella, Superworm, The	state sensitively when they disagree with an adult or a friend, using words as well as actions.	conflicts and rivalries with more independence. Refine the practised	attempting previously learned skills within a team game setting.	pretend shopping list that starts at the top of the page; writing 'm' for mummy.	using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' Select shapes appropriately: flat	Understand the key features of the life cycle of a plant and an animal. Focus on the life cycle of a butterfly (egg $\rightarrow$ caterpillar $\rightarrow$	as a city with different buildings and a park Explore different materials freely, in order
	Snail and the Whale, The Frog Prince, Growing Frogs, Usbourne	Start a conversation with an adult or a friend and continue it for many turns.	appropriate ways of being assertive. Develop a more independent	Develop further core strength and balance through yoga poses.	Voice sounds, oral blending and segmenting:	surfaces for building, a triangular prism for a roof etc. with more independence. Combine shapes to make new	chrysalis→ butterfly) Begin to understand the need to respect and care for the natural environment and all living things.	to develop their ideas about how to use them and what to make. Draw with increasing
	Non-Fiction Minbeast Collection, The Bumblebear, I am the Seed that Grew	Use talk to organise themselves and their play with increasing effect and creativity.	understanding of how others might be feeling. Reception:	Actively take part in some group activities which they make up for themselves, or in teams.	Use voices to copy and make a variety of sounds. Identify the voices of familiar people.	ones - an arch, a bigger triangle etc. with increased attention to detail. Describe a familiar route with greater independence.	How should we treat living things? Should we pick the flowers that are growing in the park?	complexity and detail, such as representing a face with a circle and including details. Talk about the features of a
	the Tree (daily poetry book).	Reception: ELG Listen attentively and respond to what they	ELG Show an understanding of their own feelings and	Match their developing physical skills and creative movement to tasks	Use voices to add sounds to well-known stories. Select an object from	Discuss routes and locations freely, using words like 'in front of' and 'behind'. For example, we walk down the street where we	Reception: <u>ELG</u> Talk about the lives of the people around them and their roles in	face and body before drawing them (i.e. A face has two eyes, a nose, a mouth and two
	Key Vocabulary: minibeast, bug, insect, spider, ladybird, bee, wasp, ant, beetle,	hear with relevant questions, comments and actions when being read to and during whole class discussions and small group	those of others, and regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what	and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its	a selection when it is sound-talked. Hear a sound talked word and verbalise the word correctly.	see the shops and turn down the street next to Tesco. Describe a sequence of events, real or fictional, using words such as 'first', 'then' with greater independence.	society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	ears.). Use drawing to represent ideas like movement or loud noises. Show different emotions
Summer 2	fly, butterfly, worm, caterpillar, ladybird, soil, leaf, tree, plant, flower, fruit, seed, cobweb, nest, hive,	interaction. Make comments about what they have heard and ask questions to clarify their understanding.	they want and control their immediate impulses when appropriate. Give focused attention to what the teacher	length and width. Further develop cutting skills by cutting around straight shapes with more precision.	Reception: ELG Demonstrate understanding of what has been read to them by rotalling stories and	Make comparisons between objects relating to size, length, weight and capacity more independently. Reception:	Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from obconstion discussion	in their drawings and paintings, like happiness, sadness, fear etc. Sing the pitch of a tone sung by another person ('pitch match').
<u> </u>	honey, predator,	CL	says, responding PSED	PD	by retelling stories and	M	from observation, discussion,	EAD

1								
pre	ey, habitat,	Hold conversation when	appropriately even	Further develop pencil	narratives using their	Doubling – do we understand	stories, non-fiction texts and	Sing the melodic shape
env	vironment,	engaged in back-and-	when engaged in	control skills by	own words and	that double means 'twice as	maps.	(moving melody, such as
pol	llen, nectar,	forth exchanges with	activity, and show an	moving increasingly	recently introduced	many'? Can we build doubles	Know some similarities and	up and down, down and
pol	llinate, wing,	their teacher and peers.	ability to follow	more towards a tripod	vocabulary.	using real objects? Can we use	differences between different	up) of familiar songs.
spri	ring, summer,	Participate in small	instructions involving	grip with more	Anticipate, where	mirrors and games to begin to	religious and cultural	
aut	tumn, winter,	group, class and one-to-	several ideas or	confidence.	appropriate, key	see the symmetry in doubles?	communities in this country,	Reception:
sea	ason.	one discussions, offering	actions.		events in stories.	Can we say doubles as we build	drawing on their experiences and	ELG
		their own ideas, using	Be confident to try	Reception: P.E	Use and understand	them? Can we sort doubles/non-	what has been read in class.	Safely use and explore a
		recently introduced	new activities and	Team Games	recently introduced	doubles and explain why?	Explain some similarities and	variety of materials,
		vocabulary.	show independence,	Follow instructions,	vocabulary during		differences between life in this	tools and techniques,
		Offer explanations for	resilience and	remember rules, play	discussions about	Sharing and grouping – do we	country and life in other	experimenting with
		why things might	perseverance in the	fairly, show good	stories, non-fiction,	understand that to share fairly	countries, drawing on knowledge	colour, design, texture,
		happen, making use of	face of challenges.	sportsmanship and	rhymes and poems	there are the same number in	from stories, non-fiction texts	form and function.
		recently introduced	Explain the reasons	demonstrate focus	and during role-play.	each set? Can we recognise and	and – when appropriate – maps.	Share their creations,
		vocabulary from stories,	for rules, know right	and consideration	Say a sound for each	make equal groups? Can we	Explore the natural world around	explaining the process
		non-fiction, rhymes and	from wrong and try to	when undertaking	letter in the alphabet	notice when objects are left over	them, making observations and	they have used.
		poems when	behave accordingly.	previously learned	and at least 10	when we share or group? Can we	drawing pictures of animals and	Make use of props and
		appropriate.	Manage their own	skills within a team	digraphs.	make suggestions on how to	plants.	materials when role
		Express their ideas and	basic hygiene and	game setting.	Read words consistent	resolve this?	Know some similarities and	playing characters in
		feelings about their	personal needs,		with their phonic		differences between the natural	narratives and stories.
		experiences using full	including dressing,	ELG	knowledge by sound-	Even and odd – do we	world around them and	Invent, adapt and
		sentences, including use	going to the toilet and	Negotiate space and	blending.	understand that some quantities	contrasting environments,	recount narratives and
		of past, present and	understanding the	obstacles safely, with	Read aloud simple	will share equally into two	drawing on their experiences and	stories with peers and
		future tenses and	importance of healthy	consideration for	sentences and books	groups and some will not? Do we	what has been read in class.	their teacher.
		making use of	food choices.	themselves and	that are consistent	notice that some quantities will	Understand some important	Sing a range of well-
		conjunctions, with	Work and play	others.	with their phonic	be grouped into pairs and some	processes and changes in the	known nursery rhymes
		modelling and support	cooperatively and take		knowledge, including	will have some left over? Can we	natural world around them,	and songs; Perform
		from their teacher.	turns with others.	Demonstrate strength,	some common	notice the odd and even	including the seasons and	songs, rhymes, poems
			Form positive	balance and	exception words.	structure of number shapes and	changing states of matter.	and stories with others,
			attachments to adults	coordination when	Write recognisable	by building pair-wise patterns of		and – when appropriate
			and friendships with	playing.	letters, most of which	10 frames?	Minibeasts	– try to move in time
			peers.		are correctly formed.		Learn names and simple facts	with music.
			Show sensitivity to	Move energetically,	Spell words by	Spatial reasoning 3 – replicate	about key minibeasts we find in	
			their own and to	such as running,	identifying sounds in	constructions, models, real	our local environment (spiders,	Music Express - see
			others' needs.	jumping, dancing,	them and	places, places from stories.	bees, butterflies, caterpillars,	book p 76-87, 'Timbre'.
				hopping, skipping and	representing the	Prompt to use positional	millipedes, ladybirds),	•
				climbing.	sounds with a letter or	language. Can we visualise simple	Go on bug hunts and	
					letters.	models by playing barrier games	demonstrate our understanding	
				Hold a pencil	Write simple phrases	and follow verbal instructions as	of how to handle living things	
				effectively in	and sentences that	we build?	with care.	
				preparation for fluent	can be read by others.		Learn about and investigate	
				writing – using the		Digging deeper – can we explain	habitats preferred by each type	
				tripod grip in almost	Phonics	which models we like best and	of minibeasts and think about	
				all cases.		why? Can we use pictures to	the reasons why.	
					Plug gaps following	recreate a model? Which pieces	Recap previous work on looking	
				Use a range of small	assessments and	do we need? How many pieces	after the planet and learn about	
				tools, including	practise and revisit	will we need? Are there any	the importance of minibeasts to	
				scissors, paint brushes	, prior learning in order	pieces hidden? Can we compare	the health of our planet.	
				and cutlery.		our models to the pictures? Is		
		CL	PSED	PD	L	Μ	UW	EAD

			to ensure readiness	there anything else we need to	R.E Jack in the Box Big Bible	
		Begin to show	for Year 1.	add? Can we make a different	Stories Volume 2	
		accuracy and care		model with the same pieces? Do	Living God's Way: The Fruit of	
		when drawing.	Consolidate previously	same colour models make this	the Spirit.	
			learned knowledge	task easier or harder?	7.Jack and the lost lunchbox –	
			and skills and begin to		the Fruit of Kindness	
			use these with greater	Deepening understanding - see	(compassion).	
			independence to	extended problem-solving	8.Jack and the ball – the Fruit of	
			produce longer and	scenarios in WRM document.	Goodness.	
			creative texts of the	Can we discuss possible starting	9. Jack and Josh – the Fruit of	
			child's choosing.	points to solve the problem? Can	Faithfulness (friendship).	
				we make adaptations as we go	10.Jack to the rescue – the Fruit	
			Utilise knowledge and	along? Can we review and	of Gentleness.	
			skills to explore texts	discuss our strategies – which	11. Jack and the cars – the Fruit	
			of the children's	were the most successful/which	of Self-Control.	
			choosing to develop	did not work and why?	12.The Fruit of the Spirit 2.	
			their enthusiasm for			
			reading a variety of	Patterns and relationships – can	<u>Seasons</u>	
			texts.	we investigate relationships	Searching for signs of summer,	
				between numbers and shapes.	using our senses to investigate,	
				Can we create a widening range	sort and create with them.	
				of symmetrical constructions and	Describing and explaining them	
				repeating patterns, including	with challenge and support	
				ABBC? Can we notice patterns in	through questioning and	
				stories from a range of cultures?	prompting according to ability.	
					Look carefully at the emerging	
				Spatial reasoning 4 – do we	wildlife, including frogs and	
				understand that we can make	butterflies and look closely at	
				maps and plans to represent	their life cycles.	
				places and use these to see		
				where things are in relation to	Forest School	
				other things? Can we look at	Recap Forest School rules prior to	
				maps and explain what we see?	entering the forest.	
				Where would we put certain		
				things on a map of our		
				classroom? Can we create our	Survival Skills – Building Shelters	
				own maps to represent models,	Throughout history humans have	
				familiar places and places in	made shelters to meet their basic	
				stories?	needs, and even today children	
					still have a natural instinct to	
					build them, starting with dens at	
				ELG	home made from chairs, sheets	
				Have a deep understanding of	and pillows.	
				number to 10, including the	Today teams can choose which	
				composition of each number.	resources they would like to	
				Subitise (recognise quantities	make their shelter out of. They	
				without counting) up to 5.	must try to make them strong to	
				Automatically recall (without	withstand the weather, including	
				reference to rhymes, counting or	being waterproof (we will test	
CL	PSED	PD	L	Μ	UW	EAD

			other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	this once they are built). Adults to support in the children's choice (tarpaulin and ropes or large sticks). But Reception are to be encouraged to undertake challenges in regard to measuring, tying, lifting and problem solving as independently as possible. Nursery to be challenged in regard to the resourcing of materials (longer/wider stick etc.) <b>Gardening</b> Observing the garden and showing knowledge and understanding of how to look after it , by completing routine tasks and relying less on adult support (weeding, watering, harvesting, sweeping, raking and planting).	

Μ

L