|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme** | **Personal, Social and Emotional** | **Communication and Language** | **Physical Development** | **Literacy** | **Mathematics** | **Understanding of the World** | **Expressive Arts and design** | **Events involving parents** |
| Autumn  1  Magical Me | Forming good relationships and including others in play i.e. sharing  Selecting own resources  Communicating with peers and listening  Aware of boundaries | Can show some listening skills  Follow simple instructions  Understands the uses of the equipment  Can talk about what has happened | Moves freely using suitable spaces and speed  Draws lines and circles  Holding a pen correctly  Understands their own needs hunger/toilet/personal hygiene  Dresses with support  Knows equipment needs to be used safely | Rhythmic activities  Looking at books and joining in with refrains  Making marks for meaning | Use number in play  Recognises numbers up to 5 and can count out the right number of objects/actions  Uses shapes in pictures | Shows an interest in their lives and those of personal significance.  Knows what makes them similar and unique  Comments about what they have seen/discovered in the world  Investigates toys that use ICT or have moving parts | Learning new songs  Simple construction  Using simple tools  Familiar role play | Settling in Baseline  Parents support meetings  Parents in to look around new class and see learning journeys so far  Parents to help in outdoor learning to gain an understanding of why we do it. |
| Autumn  2  Festivals and Celebrations | Explains their own knowledge and asks questions.  Takes on responsibility.  Confident in different social situations  Aware of others feelings  Solving their own problems  Working as a group | Listens with more interest and responds to stories with refrains.  Can describe where something is with prepositions  Follows 2 step instructions  Using and and because in sentences.  Use language to support role play. | Moves freely in a variety of different ways  Uses scissors and other tools safely  Show a dominant hand  Makes anticlockwise movement  Understands the need for varied and healthy food | Being aware of alliteration- initial sounds- rhyming string  Aware of the structure of stories  Recognising some words  Blending sounds  Beginning to read simple words  Writing own name | Matching objects to numerals  Starts to represent numbers  Counting up to 10 and beyond  Counting up to 10 objects  Using positional language  Uses shape in construction  Creates patterns | Recognises and describes special events and joining in with them  They understand differences in different families  Talks about how things work  Knows how simple ICT works  Uses age appropriate software. | Moving to music rhythmically  Exploring colour/texture to make pictures  Sounds of instruments  Joining in with a wider variety of role play | Parents in to see learning journeys  Parent consolation  Parents to watch Nativity  Parents to help in outdoor learning to gain an understanding of why we do it. |
| Spring  1  Once upon a time | Finds compromise with peers  Confident to speak about their own needs/opinions  Understands their actions on others  Taking turns  Expressing preference of activity with reasoning  Knowing that some behaviour is unacceptable. | Can sit quietly during an activity  Can listen and then complete an activity.  Understands some humour  Asking and answering questions  Uses different tenses  Extends vocabulary and uses new vocabulary in role play.  Listening attentively in different situations.  Able to follow a story without pictures or props.  Uses intonation  Links statements in an organised way. | Can stand on one foot  Can catch a ball  Can write some letters and copy their name  Experiments moving in different ways on equipment and jumps landing safely  Manages own risk assessment.  Helps to put away equipment correctly | Predicting stories  Describing different elements in stories  Rhyming string  Uses storylines in role play  Uses phonics to decode  Writing own name and captions | Starts to find totals by combining  One more/one less up to 5 then 10  Records work with their marks  Describes shapes2D and 3D  Orders items by length/weight/capacity  Orders time sequence  Taller/shorter | Knows that information can be selected from the computer  Completes a simple program on the computer.  Understands that children don’t always enjoy the same thing  Understands growth and decay  Shows a concern for the living things  Looks at patterns and change in the environment | Repeated rhythms  Movement to music  Learning a wider variety of songs  Constructing with purpose  Expressive in art/drama/dance | Parents in for a Spring planting sessions and gardening |
| Spring  2  Down on the Farm | Knowing that some behaviour is unacceptable.  Include others ideas in their activity. | Asking questions  Listening attentively in different situations.  Listens and responds to peers ideas | Demonstrates increasing control over objects  Used tools to change to materials  Moving confidently  Uses safety measures without direct supervision | Using information books  Reading and understanding simple sentences  Attempting to write simple sentences using phonics | Estimating  More/fewer language  Subtraction in taking away  Counting up to 20  Ordering numbers to 20  Use time and money language  Patterns | Understands that technology is all around us | Creating different textures  Selecting a wider range of tools  Introducing storylines to their role play | Parents consultation day |
| Summer 1  Dinosaur detectives | Include others ideas in their activity.  Can say when they need or don’t need help.  Adjust their behaviour to different situations and can adapt with a new routine. | Listens o stories and responds appropriately.  Listens and responds to peers ideas  Listen to more complex instructions  Able to express themselves being aware of the listener | Good control and co-ordination in large and small movement  Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe | Demonstrating understanding of what they have read  Writing irregular common words  Writing sentences that they and others can read | Using mathematical language to create and solve mathematical problems  One more one less without apparatus  Subtraction- counting backwards | Shows an interest in different occupation.  Know about similarities/differences with environments/materials  /living things/places | Adapting work when necessary  Develop a narrative  Experimentation with different textures | Parents in to look through learning journeys |
| Summer 2    Commotion under the ocean | Demonstrate sensitivity to other children and form positive relationships with other children. | Responds appropriately to different situations  Using tense correctly  Create their own narrative. | Sports day and physical activities that are included within this using a variety of equipment. | Writing more sentences using phonetically plausible and knowing using some high frequency words | Using a number line to count on and backwards to solve addition and subtraction  Doubling and halving  Mathematical language to describe 3D shapes  Using distance language | Make observation of animals and plants and explain why some differences have occurred | Children creating their own songs and adding their own music  Creating their own art pieces and explaining them | Parents in for a f.s. sports day  Parents in for Mazey Day |