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| **Theme** | **Personal, Social and Emotional** | **Communication and Language** | **Physical Development** | **Literacy** | **Mathematics** | **Understanding of the World** | **Expressive Arts and design** | **Events involving parents** |
| Autumn 1Magical Me | Forming good relationships and including others in play i.e. sharingSelecting own resourcesCommunicating with peers and listeningAware of boundaries | Can show some listening skillsFollow simple instructionsUnderstands the uses of the equipmentCan talk about what has happened | Moves freely using suitable spaces and speedDraws lines and circlesHolding a pen correctlyUnderstands their own needs hunger/toilet/personal hygieneDresses with supportKnows equipment needs to be used safely | Rhythmic activitiesLooking at books and joining in with refrainsMaking marks for meaning | Use number in playRecognises numbers up to 5 and can count out the right number of objects/actionsUses shapes in pictures | Shows an interest in their lives and those of personal significance.Knows what makes them similar and uniqueComments about what they have seen/discovered in the worldInvestigates toys that use ICT or have moving parts | Learning new songsSimple constructionUsing simple toolsFamiliar role play  | Settling in BaselineParents support meetingsParents in to look around new class and see learning journeys so farParents to help in outdoor learning to gain an understanding of why we do it. |
| Autumn 2Festivals and Celebrations | Explains their own knowledge and asks questions.Takes on responsibility.Confident in different social situationsAware of others feelingsSolving their own problemsWorking as a group | Listens with more interest and responds to stories with refrains.Can describe where something is with prepositionsFollows 2 step instructionsUsing and and because in sentences.Use language to support role play. | Moves freely in a variety of different waysUses scissors and other tools safely Show a dominant handMakes anticlockwise movementUnderstands the need for varied and healthy food | Being aware of alliteration- initial sounds- rhyming stringAware of the structure of storiesRecognising some wordsBlending soundsBeginning to read simple wordsWriting own name | Matching objects to numeralsStarts to represent numbersCounting up to 10 and beyondCounting up to 10 objectsUsing positional languageUses shape in constructionCreates patterns | Recognises and describes special events and joining in with themThey understand differences in different familiesTalks about how things workKnows how simple ICT worksUses age appropriate software. | Moving to music rhythmicallyExploring colour/texture to make picturesSounds of instrumentsJoining in with a wider variety of role play | Parents in to see learning journeys Parent consolationParents to watch NativityParents to help in outdoor learning to gain an understanding of why we do it. |
| Spring 1Once upon a time | Finds compromise with peersConfident to speak about their own needs/opinionsUnderstands their actions on othersTaking turnsExpressing preference of activity with reasoningKnowing that some behaviour is unacceptable. | Can sit quietly during an activityCan listen and then complete an activity.Understands some humourAsking and answering questionsUses different tensesExtends vocabulary and uses new vocabulary in role play.Listening attentively in different situations.Able to follow a story without pictures or props.Uses intonationLinks statements in an organised way. | Can stand on one footCan catch a ballCan write some letters and copy their nameExperiments moving in different ways on equipment and jumps landing safelyManages own risk assessment.Helps to put away equipment correctly | Predicting storiesDescribing different elements in storiesRhyming stringUses storylines in role playUses phonics to decodeWriting own name and captions | Starts to find totals by combiningOne more/one less up to 5 then 10Records work with their marksDescribes shapes2D and 3DOrders items by length/weight/capacityOrders time sequenceTaller/shorter | Knows that information can be selected from the computerCompletes a simple program on the computer.Understands that children don’t always enjoy the same thingUnderstands growth and decayShows a concern for the living thingsLooks at patterns and change in the environment | Repeated rhythmsMovement to musicLearning a wider variety of songsConstructing with purposeExpressive in art/drama/dance | Parents in for a Spring planting sessions and gardening  |
| Spring 2Down on the Farm | Knowing that some behaviour is unacceptable.Include others ideas in their activity. |  Asking questionsListening attentively in different situations.Listens and responds to peers ideas | Demonstrates increasing control over objectsUsed tools to change to materialsMoving confidentlyUses safety measures without direct supervision | Using information booksReading and understanding simple sentencesAttempting to write simple sentences using phonics | EstimatingMore/fewer languageSubtraction in taking awayCounting up to 20Ordering numbers to 20Use time and money language Patterns | Understands that technology is all around us | Creating different texturesSelecting a wider range of toolsIntroducing storylines to their role play | Parents consultation day |
| Summer 1Dinosaur 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 ideasListen to more complex instructionsAble to express themselves being aware of the listener | Good control and co-ordination in large and small movementUnderstand 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 readWriting irregular common wordsWriting sentences that they and others can read | Using mathematical language to create and solve mathematical problemsOne more one less without apparatusSubtraction- counting backwards | Shows an interest in different occupation.Know about similarities/differences with environments/materials/living things/places | Adapting work when necessaryDevelop 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 situationsUsing 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 subtractionDoubling and halvingMathematical language to describe 3D shapesUsing distance language | Make observation of animals and plants and explain why some differences have occurred | Children creating their own songs and adding their own musicCreating their own art pieces and explaining them | Parents in for a f.s. sports dayParents in for Mazey Day  |