

Topic title and obj EYFS area of learning	Aut 1 Marvellous Me	Aut 2 Once upon a time	Spring 1 Rumble in the Jungle	Spring 2 Dinosaur detectives	Summer 1 Down on the farm	Summer 2 Oh, I do like to live beside the seaside
LISTENING, ATTENTION & UNDERSTANDING	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Ask questions to find out more and to check they understand what has been said to them.			Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	
SPEAKING	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding.			Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
SELF REGULATION	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.	See themselves as a valuable individual. Identify and moderate their own feelings socially and emotionally.			Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
MANAGING SELF	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive.	Manage their own needs. Show resilience and perseverance in the face of challenge.			Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
BUILDING RELATIONSHIPS	Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Talk with others to solve conflicts Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.	Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.			Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	
Additional taught sessions for PD	Multisports Daily run Weekly PE Physical apparatus opportunities/body management Healthy movers	Multisports Daily run Weekly PE - Gymnastics Healthy movers	Multisports Daily run Weekly PE Dance Healthy movers	Multisports Daily run Weekly PE speed and agility Healthy movers	Multisports Daily run Weekly PE -manipulation and coordination Healthy movers	Multisports Daily run Weekly PE – cooperate and solve problems/Sports day Healthy movers
GROSS MOTOR SKILLS	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping			Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	

	Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks	- climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.				
FINE MOTOR SKILLS	Use a comfortable grip with good control when holding pens and pencils. Use one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. 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 Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene			Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	
Writing types explored	Nursery rhyme texts	Fiction and Non fiction	Instructions	Non fiction	Fiction	Poetry
COMPREHENSION	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Re-read what they have written to check that it makes sense.			Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	
READING BOOKS LINKED TO PHONIC LEVEL	Reading Pink book bands Phase 1 3 weeks while baseline and settling- rhythm and rhyme/alliteration and segmenting and blending Phase 2 sat/pin/mdg/ock Read tricky words – I the to	Reading Pink book bands Phase 2 ck, e, g /u r h/ b f, ff/ l, ll ss, j, v, w, x, y, z, zz, qu Read tricky words – no go	Reading Red book bands Phase 3 ch, sh, th, ng ai, ee, igh, oa, oo, ar, or, Read – we, me, he, she, be, was Spell – I to no go the	Reading Red book bands Phase 3 ur, ow, oi, ear, air, ure, er Read – you her all my they are Spell we me he she be	Reading Yellow book bands Phase 4 Read said have like so do come some Spell – was, you her all my they are	Reading Yellow book bands Phase 4 Read were there little one when out what Spell Consolidation of all phase 2/3 spellings
WORD READING	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.			Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
WRITING	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.			Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	

Following the new White Rose to inform planning alongside the needs of the children						
NUMBER	Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a mall set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.	Count objects, actions and sounds Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.			Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	
NUMERICAL PATTERNS	Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identifies the patterns around them. 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. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Automatically recall number bonds for numbers 0–10 Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.			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	
PAST AND PRESENT	Changes in ourselves overtime	Guy Fawkes and the history behind him		Space landing and its history		Grace Darling and what she did to help our fishermen
	Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, inc. figures from the past.			Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	
Our RE Topics	Our uniqueness and links to our church families	Why is Christmas Special For Christians	Why is the word God special to Christians?	Why is Easter special to Christians?	Which stories are special and why?	Which spaces are special and why?
PEOPLE, CULTURE & COMMUNITIES	Show interest in different occupations Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about members of their immediate family and community. Name and describe people who are familiar to them Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.			Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	
THE NATURAL WORLD	Explore hands on Autumnal changes	Winter			Summer	
	Use all their senses in hand son exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants.	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.			Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	

	<p>Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice</p>					Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
CREATING WITH MATERIALS	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p>				<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
BEING IMAGINATIVE AND EXPRESSIVE	All children learn 8 different nursery rhymes.	Perform a nativity play Sing songs related to the nativity	Perform their storytelling text in front of an audience		Perform The enormous story and songs	
	Story telling text – The little red hen	Story telling text – The first Christmas	Story telling text – We are going on a bear hunt	Story telling text – poems based around space topic	Story telling text – The enormous turnip	Story telling text – The wishing fish
	Rhythm	Pitch	Pitch	Instrumental/Composition (trial)	Performance of singing skills developed so far	Singing games
	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>				<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>