

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Seasons and Celebrations – Where in the World is Barney Bear (Class Bear to go home weekends and holidays)</b>					
<b>Special days/celebrations</b>	Harvest, Remembrance Day, Christmas, Hanukah, Divali		Pancake day, Ash Wednesday, Chinese new year, Lent, Mother's Day		Easter, Father's Day, Pentecost, Eid	
<b>Cross Curricular</b>	<p><b>All About Me</b> Classroom rules Travel Holidays Different transport journeys Travel adventures</p>	<p><b>Winter</b> Soft toys Favourite toys Old Toys Toy characters Christmas presents. Christmas decorations and food</p>	<p><b>The World</b> Learning about different countries and cultures Food and Language</p>	<p><b>People who help us</b> Visits from: Police, Paramedics, Nurses, and Doctors etc. Walk to local post office Visit to the local library</p>	<p><b>Travel</b> A trip to Manchester Airport 9<sup>th</sup> May 2024 Sand (creatures &amp; shapes) Sea Creatures Sea Mammals Sharks</p>	<p><b>Animals</b> Trip to Peak Wildlife Park 11<sup>th</sup> July 2024 Forest School 12<sup>th</sup> July 2024 Family Babies Plants Life cycle – butterfly Life cycle – frog Farm - Baby animals Journeys David Attenborough Countries How animals were used in the past</p>
<p><b>Communication and Language</b>  <b>Listening, Attention &amp; Understanding Speaking</b></p>	<p>Understand how to listen carefully &amp; why listening is important. Engage in story times. Listen attentively &amp; respond to what they hear with relevant questions, comments &amp; actions when being read to &amp; during whole class discussions &amp; small group interactions. Ask questions to find out more &amp; to check they understand what has been said to them. Develop social phrases Engage in story times. Make comments about what they have heard &amp; ask questions to clarify their understanding. Hold conversations when engaged in back-&amp;-forth exchanges with an adult and peers</p>		<p>Articulate their ideas &amp; thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Participate in small group, class and 1:1 discussion, offering their own ideas, using recently introduced vocabulary. Describe events in some detail. Use talk to help work out problems &amp; organise thinking &amp; activities explain how things work &amp; why they might happen.</p>		<p>Listen to &amp; talk about stories to build familiarity and understanding. Engage in non-fiction books. Retell the story once they have developed a deep familiarity with the text; some as exact repetition &amp; some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge &amp; vocabulary. Express their ideas &amp; feelings about their experiences using full sentences, including use of past, present &amp; future tenses &amp; making use of conjunctions, with modelling &amp; support from an adult. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes &amp; poems when appropriate.</p>	
<p><b>Communication and Language ELG</b></p>	<p><b>Listening, Attention and Understanding</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> </ul>			<p><b>Speaking</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> </ul>		

	<ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>			<ul style="list-style-type: none"> <li>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.</li> </ul>		
<b>Personal, Social and Emotional Development</b>  <b>Self-Regulation</b>  <b>Managing Self</b>  <b>Building relationships</b>	Personal safety in school Bonfire night	Anti bullying Bonfire night	People Who Help Us	E -Safety	Being healthy	Transition
	See themselves as a valuable individual. Build constructive & respectful relationships. Express their feelings & consider the feelings of others, regulate behaviour accordingly. Work & play cooperatively & take turns with others Give focused attention to what the teacher says		Show resilience & perseverance in the face of challenge. Identify & moderate their own feelings socially and emotionally. Be confident to try new activities Manage own basic hygiene & personal needs	Show understanding of their own feelings & those of others, & begin to regulate their behaviour accordingly Set & work towards simple goals. Confident to try new activities, Explain the reasons for rules Manage own basic hygiene & personal needs	Think about the perspectives of others. Manage their own needs. Show understanding of their own feelings & those of others, & begin to regulate their behaviour accordingly Set & work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene	Show sensitivity to their own & to others' needs Be confident to try new activities & show independence, resilience & perseverance in the faces of challenge Give focused attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas
ELG	<u>Self-Regulation</u> Children at the expected level of development will: <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>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.</li> </ul>		<u>Managing Self</u> Children at the expected level of development will: <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul>		<u>Building Relationships</u> Children at the expected level of development will: <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	
<b>Physical Development</b>  <b>Gross Motor Skills</b>  <b>Fine</b>  <b>Motor Skills</b>	<b>Me &amp; Myself</b> <b>Gymnastics</b> Changing before & after PE Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene	<b>Movement &amp; Development</b> <b>Gymnastics</b> Changing before & after PE Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.	<b>Throwing and Catching</b> <b>(Rugby)</b> <b>Team Games</b> Changing before & after Further develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting and	<b>Dance</b> <b>Team Games</b> Changing before & after PE Know & talk about the different factors that support their overall health and wellbeing: regular physical activity,	<b>Fun and Games</b> <b>Gymnastics</b> Changing before & after PE Combine different movements with ease and fluency Know & talk about the different factors that support their overall health and wellbeing: regular	<b>Working with others</b> <b>Gymnastics</b> Changing before & after PE Confidently & safely use a range of large and small apparatus indoors and outside and in a group.

	Develop fine motor skills holding pencil correctly, using scissors etc.  Developing balance & control in the outdoor area	Develop fine motor skills holding pencil correctly, using scissors etc.	aiming. Develop confidence, competence, precision, & accuracy when engaging in activities that involve a ball. Develop fine motor skills	healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Develop fine motor skills	physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian	Sports day
<b>ELG</b>	<p align="center"><b>Gross Motor Skills</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>			<p align="center"><b>Fine Motor Skills</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> </ul>		
<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <p><b>Word Reading</b></p> <p><b>Writing</b></p>	<p><b>Comprehension</b> Children will independently look at a book, hold it the correct way and turn pages.</p> <p><b>Word Reading</b> Children will segment and blend sounds together to read words. <u>High Frequency Words</u> is, it, in, at, and, to, the, no, go, I.</p> <p><b>Writing</b> Children will give meanings to the marks they make.</p> <p><b>Use some of their print and letter knowledge in their early writing.</b> <b>Write some or all of their name</b></p>	<p><b>Comprehension</b> Children will engage and enjoy an increasing range of books.</p> <p><b>Word Reading</b> Children will begin to read captions and sentences. <u>High Frequency Words</u> is, it, in, at, and, to, the, no, go, I.</p> <p><b>Writing</b> Children will form letters correctly. Name writing by practising through practical activities</p> <p><b>Use some of their print and letter knowledge in their early writing.</b> <b>Write some or all of their name</b></p>	<p><b>Comprehension</b> Children will be able to talk about the characters in the books they are reading.</p> <p><b>Word Reading</b> Children will read words containing tricky words and digraphs. <u>High Frequency Words</u>: no, go, I, the, to, he, she, we, me, be, was, my, you, they, her, all, are</p> <p><b>Writing</b> Children will write labels/phrases representing the sounds with letter /letters.</p> <p><b>Form lower-case letters correctly</b> <b>Spell words by identifying the sounds and then writing the sound with letter/s</b></p>	<p><b>Comprehension</b> Children will act out stories using recently introduced vocabulary.</p> <p><b>Word Reading</b> Children will recognise taught digraphs in words and blend the sounds together. <u>High Frequency Words</u>: no, go, I, the, to, he, she, we, me, be, was, my, you, they, her, all, are</p> <p><b>Writing</b> Children will write words representing the sounds with a letter/letters. Writing simple CVC words and phase 2 / 3 tricky words</p> <p><b>Write short sentences with words with known sound-letter correspondence</b> <b>Spell words by identifying the sounds and then writing the sound with letter/s</b></p>	<p><b>Comprehension</b> Children will retell a story using vocabulary influenced by their book.</p> <p><b>Word Reading</b> Children will read longer sentences containing phase 4 words and tricky words.</p> <p><b>Writing</b> Children will write words which are spelt phonetically. <u>High Frequency Words</u>: said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, all, are, do, when, out, what, my, her</p> <p><b>Form lower-case and some capital letters correctly</b> <b>Write short sentences with words with known sound-letter correspondences</b></p>	<p><b>Comprehension</b> Children will be able to answer questions about what they have read.</p> <p><b>Word Reading</b> Children will read books matched to their phonics ability.</p> <p><b>Writing</b> Children will write simple phrases and sentences using recognisable letters and sounds. <u>High Frequency Words</u>: said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, all, are, do, when, out, what, my, her</p> <p><b>Form lower-case and capital letters correctly</b> <b>Write short sentences with words with known</b></p>

<b>PATHWAYS TO WRITE</b>	<p><b>Write some letters accurately</b>  <b>Spell words by identifying the sounds and then writing the sound with letter/s</b>  <b>Form lower-case letters correctly</b></p> <p>POETRY                  Learn rhymes, poems and songs                  • Develop their phonological awareness so that they can spot and suggest rhymes, count and clap syllables in a word and recognise words with the same initial sound</p>	<p><b>Write some letters accurately</b>  <b>Spell words by identifying the sounds and then writing the sound with letter/s</b>  <b>Form lower-case letters correctly</b>  <b>Re-read what they have written to check that it makes sense</b></p>	<p><b>Re-read what they have written to check that it makes sense</b>  <b>Write short sentences with words with known sound-letter correspondences</b></p>	<p><b>Form lower case letters and some capital letters correctly</b>  <b>Re-read what they have written to check that it makes sense</b></p>	<p><b>Re-read what they have written to check that it makes sense</b>  <b>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</b>  <b>Re-read what they have written to check that it makes sense</b></p>	<p><b>sound-letter correspondences using a capital letter and full stop</b>  <b>Re-read what they have written to check that it makes sense</b>  <b>Spell words by identifying the sounds and then writing the sound with letters</b>  <b>Re-read what they have written to check that it makes sense</b></p>
	<p><b>Pathways to Write – The Gingerbread Man</b></p> <p><b>Pathways to Poetry – A bundle of rhymes</b></p>	<p><b>Pathways to Write – I’m going to eat this ant</b></p>	<p><b>Pathways to Write – The Naughty Bus</b></p>	<p><b>Pathways to Write – Something Else</b></p>	<p><b>Pathways to Write – Gigantosaurus</b></p>	<p><b>Pathways to Write – Supertato</b></p>
<b>ELG</b>	<p style="text-align: center;"><b>Comprehension</b></p> <p>Children at the expected level of development will: • 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</p>		<p style="text-align: center;"><b>Word Reading</b></p> <p>Children at the expected level of development will: • 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.</p>		<p style="text-align: center;"><b>Writing</b></p> <p>Children at the expected level of development will: • 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.</p>	
<b>Phonics</b>	Little Wandle-See separate planning					

<p><b>Numbers</b></p> <p><b>Number</b></p> <p><b>Numerical patterns</b></p>	<p><b>WHITE ROSE MATHS</b>  <b>Getting to know you</b>  <b>Match, sort and compare</b>  <b>Talk about measure and patterns</b>  <b>It's Me 1, 2, 3!</b>  <b>Circles and triangles</b>  <b>1,2,3,5,</b>  <b>Shapes with 4 sides</b>                  Matching, Sorting &amp; Identifying sets                  Sorting and exploring sorting                  Compare Size, Mass &amp; Capacity                  Exploring pattern, copy and continue simple patterns                  Find, subitise and represent 1, 2, 3                  1 more and 1 less                  Identify and name Circles &amp; Triangles, compare circles and triangles                  Shapes in the environment                  Positional language                  Find, subitise and represent 4 and 5                  1 more, 1 less, composition of 4 and 5                  Identify and name shapes with 4 sides, combine shapes with 4 sides, shapes in the environment, My day and Night</p>	<p><b>WHITE ROSE MATHS</b>  <b>Alive in 5!</b>  <b>Mass and Capacity</b>  <b>Growing 6,7,8</b>  <b>Length, height and time</b>  <b>Building 9 &amp; 10</b>  <b>Explore 3D shapes</b>  <b>Consolidation</b>                  Introducing Zero, find 0 to 5, subitise 0 to 5 and represent 0 to 5                  1 more and 1 less                  Compare Mass, find a balance, explore and compare capacity                  Find 6,7,8 and represent 6,7,8                  1 more and 1 less, composition of 6,7,8                  Explore and compare length, explore and compare height                  Talk about time, order and sequence time                  Find 9 and 10, compare numbers to 10, represent 9 and 10                  Conceptual subitising to 10, 1 more and 1 less                  Recognise and name 3 D shapes, find 2D shapes within 3D shapes, use 3D shapes for tasks                  3D shapes in the environment, identify more complex patterns</p>	<p><b>WHITE ROSE MATHS</b>  <b>To 20 &amp; beyond</b>  <b>How many now?</b>  <b>Manipulate, compose and decompose</b>  <b>Sharing and grouping</b>  <b>Visualise, build and map</b>  <b>Make the connections</b>                  Building Numbers Beyond 10, (10-13), continue patterns beyond 10 (10-13), Build numbers beyond 10 (14-20)                  Continue patterns beyond 10 (14-20), verbal counting beyond 20, verbal counting patterns                  Add more, how many did you add? Take away, how many did you take away?                  Select shapes for a purpose, rotate shapes, manipulate shapes, explain shape arrangements                  Compose shapes, decompose shapes, copy 2 D shape pictures, find 2D shapes within 3 D shapes                  Explore sharing, share and explore groupings                  Grouping, even and odd sharing, play with and build doubles                  Identify units of repeating patterns, create own pattern rules, explore own pattern rules, replicate and build scenes and constructions                  Visualise from different positions, describe positions, give instructions to build and explore mapping                  Represent maps with models, create own maps from familiar places, create own maps and plans from story situations                  Deepen understanding, patterns and relationships</p>
<p><b>ELG</b></p>	<p><b>Number</b>                  Children at the expected level of development will: • 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.</p>		<p><b>Numerical Patterns</b>                  Children at the expected level of development will: • 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.</p>
<p><b>Understanding the World</b></p> <p><b>Past and present People,</b></p> <p><b>Culture and Communities</b></p>	<p><b>Past &amp; Present – History</b>                  Toys past and present                  Talking about the lives of people who are familiar to them &amp; sharing news.  <b>People, Culture &amp; Communities – Geography</b>                  Around our school - School environment inside &amp; outside                  Looking at where I live My journey to school                  Where do we live? What is it like?                  Meeting people who help us in our school                  Show interest in the different jobs people do</p>	<p><b>Past &amp; Present – History</b>                  Family trees                  Talking about the lives of people who are familiar to them &amp; sharing news.                  Learning that we are all different &amp; we are all special.                  Learning that we all enjoy different activities &amp; that's what makes us unique.</p>	<p><b>People, Culture &amp; Communities – Geography</b>                  Holidays in the past                  People who help us in the local area                  Show interest in the different jobs people do  <b>People, Culture &amp; Communities – Geography</b>                  Journey to the coast</p>

<p><b>The Natural World</b></p>	<p><b>Natural World – Science</b>                      1)Ourselves and our homes                      Life cycles of humans                      Caring for themselves and keeping safe including electricity in the home.                      2)Materials – explore materials, joining skills. How things work?                      Signs of Autumn / Winter</p> <p><b>Computing</b>                      The children will be introduced to the computer &amp; begin to name the parts of it e.g. mouse, Interactive whiteboard. The children will learn new games, stories &amp; songs through the use of the computer. E-Safety</p> <p><b>RE</b>                      Christianity – God as a creator                      Explain the Bible is the Christian’s Holy book                      Christmas  <b>Special celebrations:</b> Harvest, Remembrance Day, Christmas, Hanukah</p>	<p><b>Natural World – Science</b>                      Light and Shadows                      Sound, earth and space                      Signs of Winter / Spring</p> <p><b>Computing</b>                      A range of ICT will be used e.g. Interactive whiteboards, electronic toys. ICT will also be incorporated into role play through playing with old telephones, cameras etc. E-Safety</p> <p><b>RE</b>                      Christianity-Easter                      Talk about why Christians go to Church</p> <p><b>Special celebrations:</b> Learning about the Chinese culture &amp; the New Year festival. Chinese meal. Making pancakes. Easter.</p>	<p><b>Natural World – Science</b>                      Living things – animals excluding humans                      Living things and their habitats                      Observing plants, animals, living &amp; decaying things.                      Signs of Summer</p> <p><b>Computing</b>                      A range of ICT equipment will be used through focused activities &amp; independent play. The children will continue to develop their skills using the interactive whiteboard, listening station &amp; electronic toys. E-Safety</p> <p><b>RE</b>                      Christianity and bible stories</p> <p>Challenging stereotypes &amp; negative attitudes promoting a positive attitude to difference. Reflecting on the past year &amp; their achievements and looking forward to new challenge.</p>
<p><b>ELG</b></p>	<p><b>Past and Present</b>                      Children at the expected level of development will: • 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;</p>	<p><b>People Culture and Communities</b>                      Children at the expected level of development will: • 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, non-fiction texts and – when appropriate – maps.</p>	<p><b>The Natural World</b>                      Children at the expected level of development will: • 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; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p><b>Expressive Arts and Design</b>   <b>Creating with Materials Being</b>   <b>Imaginative and expressive</b></p>	<p>Joining in with rhymes &amp; circle time                      Trying out different materials                      Self portraits Autumn / Winter activities                      Musical Instruments Bonfire Night activities Christmas activities – cards / calendars etc. Christmas play                      Role play – house                      Role play-Toy shop                      Learn Autumn and Celebration Songs</p>	<p>Junk modelling Musical instruments                      Winter / Spring pictures                      Observational drawings                      Exploring &amp; mixing different colours                      Chinese activities e.g. lanterns Mother’s Day and Easter cards                      Role play – Chinese New Year                      Learn Weather songs</p>	<p>Junk modelling                      Father’s Day cards                      Musical instruments                      Found materials activities 2D / 3D activities                      Role play – aeroplane / seaside / cafe                      Learn Animal songs</p>

<p><b>ELG</b></p>	<p style="text-align: center;"><b><u>Creating with Materials</u></b></p> <p>Children at the expected level of development will: • 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>	<p style="text-align: center;"><b><u>Being Imaginative and Expressive</u></b></p> <p>Children at the expected level of development will: • 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>
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