

	Autumn Term	Spring Term	Summer Term
<b>Topics</b>	<p>All About Me Autumn</p> <p>Festivals and Celebrations: Christmas and Diwali</p>	<p>People Who Help Us Superheroes Our Local Area Contrasting Countries Winter</p> <p>Celebrations and Festivals: Easter and Chinese New Year</p>	<p>Life Cycles Growing Minibeasts Under the Sea Festivals and Celebrations: Eid Year One Transition</p>
<b>Texts</b>	<p>Oh no, George Aaarrgghh Spider! Stick Man Jolly Christmas Postman</p>	<p>Handa's Surprise Blue Penguin A Superhero Like You Ten Rules of Being a Superhero Super Duper You We're Going on an Egg Hunt</p>	<p>The Very Hungry Caterpillar The Gigantic Turnip The Bog Baby Tiddler Billy's Bucket The Rainbow Fish The Tiger Who Came to Tea</p>
<b>Personal, Social and Emotional Development</b>	<p>Celebrate similarities and differences Learn that we are all unique Learn routines Understand our rules and follow them Form positive relationships with peers and adults Learn to cooperate in a range of play situations Select and use activities independently</p>	<p>Show care for each other Share resources with peers Make strong relationships with others Initiate conversations with others Take steps to resolve conflict and find a compromise Make healthy choices</p>	<p>Show independence and resilience when facing challenges Play co-operatively, taking turns Show an understanding of the feelings of other's Work as part of a class or group, understanding and following rules Understand the importance of being healthy Prepare for the new challenges in Year One</p>
<b>Physical Development</b>	<p>Write first name Form letter shapes on large scale Gain pencil control when forming letters and numbers Use tools for a purpose and use them safely Take part in team games Develop large movements Develop an awareness of space</p>	<p>Be confident to try new activities Develop ball skills Form recognisable letters correctly Show understanding for safety when tackling new challenges Move in a variety of ways Safely use a range of apparatus Handle tools and writing materials with good control Consider the feelings of others</p>	<p>Hold a pencil correctly in preparation for fluent writing Negotiate space when playing, running, jumping, climbing, skipping and chasing Use a range of small tools Travel over, under and through balancing equipment Show accuracy and care when drawing Play games and take part in races</p>

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<b>Communication and Language</b>	<p>Talk about themselves and their experiences</p> <p>Listen and follow two part instructions</p> <p>Understand 'how' and 'why' questions</p> <p>Listen to longer stories</p> <p>Use longer sentences</p>	<p>Ask questions to find out more</p> <p>Retell a familiar story</p> <p>Learn new vocabulary</p> <p>Engage in non-fiction texts</p> <p>Share ideas in small groups and whole class discussions</p> <p>Follow instructions</p> <p>Begin to use the past and present tense correctly</p>	<p>Respond to what they hear with relevant comments and questions</p> <p>Understand and use recently introduced vocabulary</p> <p>Express opinions</p> <p>Use tenses correctly</p>
<b>Literacy</b>	<p>Begin to learn individual phonic sounds</p> <p>Begin to blend sounds together to read simple words</p> <p>Read at home and school showing awareness of phonic knowledge</p> <p>Begin to talk about what they have read in simple terms</p> <p>Begin to read 'Harder to Read' words</p>	<p>Read, act out and recreate stories</p> <p>Play co-operatively to act out a story</p> <p>Listen to and respond to a range of stories</p> <p>Introduce a storyline or narrative into their play</p> <p>Read a few common exception words</p> <p>Begin to read and write simple sentences</p> <p>Continue a rhyming string</p>	<p>Explore non-fiction books</p> <p>Form lowercase and capital letters correctly</p> <p>Write first name and surname</p> <p>Read and understand simple sentences</p> <p>Understand and use new vocabulary</p> <p>Anticipate key events</p> <p>Write simple sentences using capital letters and full stops</p>
<b>Mathematics</b>	<p>Count and recognise numbers to 10</p> <p>Make sets of objects to 5</p> <p>Begin to write numerals to 9</p> <p>One more/one less</p> <p>Recognise and name 2D shapes</p> <p>Subitise patterns</p>	<p>Order numbers to 10</p> <p>Addition and subtraction</p> <p>Make 5 and 10</p> <p>Odd/even numbers</p> <p>Use a number line</p> <p>One more/one less</p> <p>2D and 3D shapes</p>	<p>Greater than/less than</p> <p>Doubling and halving</p> <p>Work with numbers to 20 and beyond</p> <p>Time</p> <p>Pattern and Symmetry</p> <p>Number bonds</p> <p>Money</p>
<b>Understanding the World</b>	<p>Talk about their families</p> <p>Use senses to explore</p> <p>Talk about what they see</p> <p>Learn about the celebrations of Christmas and Diwali</p>	<p>Make observations about plants and animals</p> <p>Signs of Spring</p> <p>Chinese New Year</p> <p>Easter</p> <p>Talk about roles in society</p> <p>Recognise that some environments are different</p> <p>Explore features of the local area</p>	<p>Learn that some traditions and cultures are different and to respect these</p> <p>Talk about the different features of environments</p> <p>Talk about things that have happened in the past</p> <p>Know some similarities and differences between the natural environment</p> <p>Talk about the four seasons</p> <p>Minibeasts</p> <p>Explore simple maps</p> <p>Life cycle of a butterfly</p>

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<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>Use colours for a purpose</li> <li>Create own self portrait</li> <li>Sing some favourite songs</li> <li>Colour mixing</li> <li>Sing in a group</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple tools effectively and safely and for a purpose</li> <li>Create simple representations of people and objects</li> <li>Initiate movement to music / instruments</li> <li>Construct using a range of materials and media</li> <li>Play co-operatively to act out a story</li> </ul>	<ul style="list-style-type: none"> <li>Perform songs, rhymes and stories</li> <li>Use a range of techniques to experiment with form and design</li> <li>Represent their own ideas and feelings through songs, design, music, dance and art</li> </ul>