

Year R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Literacy	<ul style="list-style-type: none"> • Phonics phase 1/2 • Keywords set 1 • Rhyme • Initial sounds in words • Writes name 	<ul style="list-style-type: none"> • Phonics phase 2 • Keywords set 1/2 • Initial sounds in words • Linking letters with sounds • Verbally segmenting • Decoding and blending CVC words • Writes names and labels 	<ul style="list-style-type: none"> • Phonics phase 2/3 • Keywords set 1/2/3 • Rhyme • Decoding and blending CVC words/simple sentences • Writes labels/simple sentences 	<ul style="list-style-type: none"> • Phonics phase 2/3/4 • Keywords set 1/2/3/4 • Reads more complex words/simple sentences • Writes simple sentences • Capital letters and full stops • Poems 	<ul style="list-style-type: none"> • Phonics phase 2/3/4 • Keywords set 1/2/3/4/5 • Reads more complex words/simple sentences • Writes simple sentences • Capital letters and full stops • Non-fiction writing-fact file 	<ul style="list-style-type: none"> • Phonics phase 2/3/4/5 • Keywords set 1/2/3/4/5/6 • Reads more complex words/simple sentences • Writes simple sentences • Capital letters and full stops • Story writing 	<p>Literacy</p> <p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>ELG: Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.
Maths	<ul style="list-style-type: none"> • Exploring Numicon • Making comparisons • Sorting and Matching objects • Size • Exploring patterns 	<ul style="list-style-type: none"> • Representing Comparing and composition of numbers 1-5 • Naming and describing 2D shapes • Exploring Shapes with 4 sides • Exploring Numbers to 10 • Describe events that happen during Day and Night • Sequencing events in the correct order 	<ul style="list-style-type: none"> • Comparing Mass • Heavy and light • Comparing Capacity • Odd and even numbers • Making Pairs • Subsidisation • Combining two groups • Length and height 	<ul style="list-style-type: none"> • Representing Comparing and composition of numbers to 10 • Number Bonds to 10 • Naming and describing 3D shapes • Time • Pattern • O'clock 	<ul style="list-style-type: none"> • Identify Numbers to 20 • Ordering numbers to 20 • Counting on and back to 20 • Spatial reasoning • Positional Language • Counting on from a given number • Counting back from a given number 	<ul style="list-style-type: none"> • Doubling • Sharing and grouping into equal amounts • Odd and even quantities • Revisiting Spatial awareness • Replicate different models and places • Floating and sinking • Patterns and relationships • Making maps 	<p>Mathematics</p> <p>ELG: Number</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.
Religious Education	<u>RED To Know you More</u> <u>Clearly</u> Creation and Covenant	<u>RED To Know you More</u> <u>Clearly</u> Prophecy and Promise	<u>RED To Know you More</u> <u>Clearly</u> Galilee to Jerusalem	<u>RED To Know you More</u> <u>Clearly</u> Desert to Garden	<u>RED To Know you More</u> <u>Clearly</u> To the Ends of the Earth	<u>RED To Know you More</u> <u>Clearly</u> Dialogue and Encounter	

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Understanding the World	<ul style="list-style-type: none"> Past and present events in their own lives and in the lives of family members. (Weekend News- Literacy) Matter of state-cooking 	<ul style="list-style-type: none"> Past and present events in their own lives and in the lives of family members. (Weekend News- Literacy) RE- Know some similarities and differences between different religious and cultural communities in this country (Christmas/Judaism -Hanukkah) Matter of state-cooking 	<ul style="list-style-type: none"> Past and present events in their own lives and in the lives of family members. (Weekend News- Literacy) RE- Know some similarities and differences between different religious and cultural communities in this country (Christmas/Judaism -Hanukkah) Matter of state-cooking 	<ul style="list-style-type: none"> Past and present events in their own lives and in the lives of family members. (Weekend News- Literacy) Barnaby Bear Investigates the UK. (UK countries, seasons, local area, towns/countryside/saside) Literacy Topic Books (Animals/Environments) 	<ul style="list-style-type: none"> Literacy- People Who Help Us- role in society Literacy- Past and Present- 1920's comparison (Bekonscot) Barnaby Bear Investigates the World. (Continents and oceans, places they have visited, food comes from around the world, north and south poles- cold places, equator- hot places) 	<ul style="list-style-type: none"> Transport Floating and Sinking Matter of state-solid/liquid Plants 	<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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.
Art and Design	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision	Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: <ul style="list-style-type: none"> 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.
Music	Kapow: Exploring Sound	Christmas Nativity		Kapow: Music and Movement		<u>Kapow: Music Stories</u> <u>Arts Week:</u> <u>Kapow: Big Band</u>	ELG: Being Imaginative and Expressive Children at the expected level of development will: <ul style="list-style-type: none"> 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.

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PE	<ul style="list-style-type: none"> Different ways of moving Jumps off an object and lands appropriately Negotiates space, adjusting speed or direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing equipment Letter formation 	<ul style="list-style-type: none"> Different ways of moving Jumps off an object and lands appropriately Negotiates space, adjusting speed or direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing equipment Letter formation Scissor control 		<ul style="list-style-type: none"> Control over an object in pushing, patting, throwing, catching or kicking it Letter formation Scissor control 	<ul style="list-style-type: none"> Control over an object in pushing, patting, throwing, catching or kicking it Letter formation 	<ul style="list-style-type: none"> Sports Day races Team games Letter formation 	<ul style="list-style-type: none"> Sports Day races Team games Letter formation 	<p>Physical Development</p> <p>ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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, paint brushes and cutlery Begin to show accuracy and care when drawing.
Geography			<p>Barnaby Bear Explores the UK</p> <ul style="list-style-type: none"> Locate the UK on a world map and be able to identify the four countries of the UK and locate them on the map. UK weather is seasonal and discuss the four seasons, their weather conditions and what the appropriate clothing is for each one. Capital cities in UK and their features. Identify nearest town to the school. Identify typical countryside features. Identify things that may be seen or done at the seaside and why people may like to visit. 	<p>Barnaby Bear Explores the World</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Notice links that we have in the world through people we know and places we have been. Realise that the things we use and food we eat come from different places in the world. Locate the North and South Poles on a globe. Describe the climate and environment in the Arctic and Antarctica. Locate the equator on the globe and describe the climate of equatorial climate. Recognise the amazing features of the world and decide whether they are human or physical. 			<p>Understanding the World ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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>ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. 	

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Science		<p>The senses</p> <ul style="list-style-type: none"> Identify key senses of the human body Describe what senses can help us to do Name which parts of the body are linked by senses 	<p>Space</p> <ul style="list-style-type: none"> Understand how far planets are from the Sun Describe what different planets are like Know there are other planets in our solar system • 	<p>Forces</p> <ul style="list-style-type: none"> Describe what happens when pushes and pulls oppose each other Suggest examples of pushes and pulls Identify if an action is a push or a pull 		<p>Animals</p> <ul style="list-style-type: none"> Explain what some animals' habitats are like and what they need to survive in their habitat Describe an animal's habitat Know where some domestic and wild animals live 	
PSHE		<p>Ten Ten</p> <p>Created and Loved by God:</p> <ul style="list-style-type: none"> Handmade by God <ul style="list-style-type: none"> I Am Me Heads, Shoulders, Knees and Toes Ready Teddy? 	<p>Ten Ten</p> <p>Created and Loved by God:</p> <ul style="list-style-type: none"> I Like, You Like, We All Like! All The Feelings! <ul style="list-style-type: none"> Let's Get Real Growing Up New People, New Places 	<p>Ten Ten</p> <p>Created to Love Others:</p> <ul style="list-style-type: none"> Role Model Who's Who? You've got a Friend in Me Forever Friends 	<p>Ten Ten</p> <p>Created to Love Others:</p> <ul style="list-style-type: none"> What is the Internet? Playing Online Safe, Inside and Out My Body, My Rules Feeling Poorly People Who Help Us 	<p>Ten Ten</p> <p>Created to live in Community:</p> <ul style="list-style-type: none"> God is Love Loving God, Loving Others Me, You, Us When I Grow Up Money doesn't Grow on Trees 	<p>Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. <p>ELG: Managing Self Children at the expected level of development will</p> <ul style="list-style-type: none"> 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. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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.
Home Learning	<p>Optional Maths (Set Friday, no due date)</p> <p>Parent Preview every Friday with ideas to support prior learning for the following weeks topics.</p> <p>One ELS scheme book and one book to share each week</p> <p>HRSW sent home each half term</p> <p>Summer Term only Spellings (Friday to Friday)</p>						