

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 1/2Keywords set 1RhymeInitial sounds in wordsWrites name	<ul style="list-style-type: none">Phonics phase 2Keywords set 1/2Initial sounds in wordsLinking letters with soundsVerbally segmentingDecoding and blending CVC wordsWrites names and labels	<ul style="list-style-type: none">Phonics phase 2/3Keywords set 1/2/3RhymeDecoding and blending CVC words/simple sentencesWrites labels/simple sentences	<ul style="list-style-type: none">Phonics phase 2/3/4Keywords set 1/2/3/4Reads more complex words/simple sentencesWrites simple sentencesPoems	<ul style="list-style-type: none">Phonics phase 2/3/4Keywords set 1/2/3/4/5Reads more complex words/simple sentencesWrites simple sentencesCapital letters and full stopsNon-fiction writing- fact file	<ul style="list-style-type: none">Phonics phase 2/3/4/5Keywords set 1/2/3/4/5/6Reads more complex words/simple sentencesWrites simple sentencesCapital letters and full stopsStory writing	<p>Literacy 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 vocabularyAnticipate where appropriate key events in storiesUse 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-blendingRead aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formedSpell words by identifying sounds in them and representing the sounds with a letter or lettersWrite simple phrases and sentences that can be read by others.
Maths	<ul style="list-style-type: none">Exploring NumiconMaking comparisonsSorting and Matching objectsSizeExploring patterns	<ul style="list-style-type: none">Representing Comparing and composition of numbers 1-5Naming and describing 2D shapesExploring Shapes with 4 sidesExploring Numbers to 10Describe events that happen during Day and NightSequencing events in the correct order	<ul style="list-style-type: none">Comparing MassHeavy and lightComparing CapacityOdd and even numbersMaking PairsSubsidisationCombining two groupsLength and height	<ul style="list-style-type: none">Representing Comparing and composition of numbers to 10Number Bonds to 10Naming and describing 3D shapesTimePatternO'clock	<ul style="list-style-type: none">Identify Numbers to 20Ordering numbers to 20Counting on and back to 20Spatial reasoningPositional LanguageCounting on from a given numberCounting back from a given number	<ul style="list-style-type: none">DoublingSharing and grouping into equal amountsOdd and even quantitiesRevisiting Spatial awarenessReplicate different models and placesFloating and sinkingPatterns and relationshipsMaking maps	<p>Mathematics ELG: Number 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 numberSubitise (recognise quantities without counting) up to 5Automatically 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 systemCompare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantityExplore 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 Clearly</u> Creation and Covenant	<u>RED To Know you More Clearly</u> Prophecy and Promise	<u>RED To Know you More Clearly</u> Galilee to Jerusalem	<u>RED To Know you More Clearly</u> Desert to Garden	<u>RED To Know you More Clearly</u> To the Ends of the Earth	<u>RED To Know you More 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)Barnaby Bear Investigates the UK. (UK countries, seasons, local area, towns/countryside/s easide)Literacy Topic Books (Animals/Environm ents)	<ul style="list-style-type: none">Past and present events in their own lives and in the lives of family members. (Weekend News- Literacy)Plants cress (RE)RE- Know some similarities and differences between different religious and cultural communities in this country- Islam/Catholic.	<ul style="list-style-type: none">Literacy- People Who Help Us- role in societyLiteracy- 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">TransportFloating and SinkingMatter of state- solid/liquidPlants	<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 societyKnow some similarities and differences between things in the past and now, drawing on their experiences and what has been read in classUnderstand 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 mapsKnow some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in classExplain 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 plantsKnow some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in classUnderstand 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	<p>Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functionShare their creations, explaining the process they have usedMake use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none">Invent, adapt and recount narratives and stories with peers and their teacherSing a range of well-known nursery rhymes and songsPerform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.
Music	Kapow: Exploring Sound	Christmas Nativity		Kapow: Music and Movement		<p><u>Kapow: Music Stories</u></p> <p><u>Arts Week:</u> Kapow: Big Band</p>	

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PE	<ul style="list-style-type: none">Different ways of movingJumps off an object and lands appropriatelyNegotiates space, adjusting speed or direction to avoid obstaclesTravels with confidence and skill around, under, over and through balancing and climbing equipmentLetter formation	<ul style="list-style-type: none">Different ways of movingJumps off an object and lands appropriatelyNegotiates space, adjusting speed or direction to avoid obstaclesTravels with confidence and skill around, under, over and through balancing and climbing equipmentLetter formationScissor control	<ul style="list-style-type: none">Control over an object in pushing, patting, throwing, catching or kicking itLetter formationScissor control	<ul style="list-style-type: none">Control over an object in pushing, patting, throwing, catching or kicking itLetter formation	<ul style="list-style-type: none">Sports Day racesTeam gamesLetter formation	<ul style="list-style-type: none">Sports Day racesTeam gamesLetter formation	<p><u>Physical Development</u> 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 othersDemonstrate strength, balance and coordination when playingMove 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 casesUse a range of small tools, including scissors, paint brushes and cutleryBegin to show accuracy and care when drawing.
Geography			<p><u>Barnaby Bear</u> 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><u>Barnaby Bear</u> 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><u>Understanding the World</u> 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 mapsKnow some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in classExplain 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 plantsKnow some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in classUnderstand 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><u>Ten Ten</u></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 <ul style="list-style-type: none"> Ready Teddy? 	<p><u>Ten Ten</u></p> <p>Created and Loved by God:</p> <ul style="list-style-type: none"> I Like, You Like, We All Like! <ul style="list-style-type: none"> All The Feelings! Let's Get Real Growing Up New People, New Places 	<p><u>Ten Ten</u></p> <p>Created to Love Others:</p> <ul style="list-style-type: none"> Role Model <ul style="list-style-type: none"> Who's Who? You've got a Friend in Me <ul style="list-style-type: none"> Forever Friends 	<p><u>Ten Ten</u></p> <p>Created to Love Others:</p> <ul style="list-style-type: none"> What is the Internet? <ul style="list-style-type: none"> Playing Online Safe, Inside and Out <ul style="list-style-type: none"> My Body, My Rules Feeling Poorly People Who Help Us 	<p><u>Ten Ten</u></p> <p>Created to live in Community:</p> <ul style="list-style-type: none"> God is Love <ul style="list-style-type: none"> Loving God, Loving Others Me, You, Us When I Grow Up Money doesn't Grow on Trees 	<p><u>Personal, Social and Emotional Development</u> 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><u>ELG: Managing Self</u> 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><u>ELG: Building Relationships</u> 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>						