

Autumn 1: Myself	LOs:	Autumn 2: Myself	LOs:	Spring 1: Communities	LOs:	Spring 2: Communities	LOs:	Summer 1: Wider World	LOs:	Summer 2: Wider World	LOs:
RE (RED): Creation and Covenant	<p>To talk about their own feelings and experiences of being known by name. To recognise some phrases which tell about God's love for them.</p> <p>To talk about their own experiences and feelings of being welcomed. Begin to wonder about how they can make others feel welcome. Begin to recognise and use some religious sign and symbols used in baptism.</p>	RE (RED): Prophecy and Promise	<p>Begin to talk about their own feelings waiting for a birthday and experience of celebrating a birthday.</p> <p>Begin to wonder at the joy of birthdays and recognise the Nativity story.</p> <p>Begin to recognise that the Advent Wreath, the crib and other signs indicate the approach of Christmas and develop a vocabulary of religious words and phrases.</p>	RE (RED): Galilee to Jerusalem	<p>To Talk about their own experiences and feelings about celebrations they have been part of and wonder about why people celebrate and how they feel when they celebrate. Begin to recognise the story of Mary and Joseph taking Jesus to the Temple. Recognise some elements and words used in Church celebrations.</p>	RE (RED): Desert to Garden	<p>To talk about their own experience of 'growing' and how they feel about 'growing'. Begin to say what they wonder about growing, themselves and in nature. Recognise the stories of Good Friday and Easter Sunday as religious stories and the Cross, the words of the Sign of the Cross and the Easter garden. To recognise that Christians, try to 'grow more like Jesus' particularly during Lent.</p>	RE (RED): To the Ends of the Earth	<p>To talk about how they feel when they have good news to share or hear Good News. Begin to say what they wonder about Pentecost Day and the Holy Spirit and Recognise them as a religious story. Use words such as Pentecost, Good News, alleluia, Easter, Holy Spirit. To recognise that Christians are happy at Pentecost and go to church to celebrate the Good News</p>	RE (RED): Dialogue and Encounters (Other Faiths) Class Collective Worship	<p>Begin to talk about their experiences and feelings about what a friend is, about making friends and when friendships go wrong. Begin to wonder about what makes people friends. Recognise that Christians show love for one another because Jesus asked them to do so. Recognise Jesus' rule for friends and his words 'love one another'.</p>
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<p>Literacy (Ready, Steady, Write):</p> <p>Cultural and welcome texts to explore.</p> <p>Star in a Jar (begin after baseline)</p> <p>Literacy (Ready, Steady, Write):</p> <p>Continued</p>	<p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. L&A Uses language to imagine and recreate roles and experiences in play situations. S Begin to understand humour, e.g. nonsense rhymes, jokes. U Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. W</p>	<p>Literacy (Ready, Steady, Write):</p> <p>Star in a Jar</p> <p>Cultural texts and wider reading opportunities linked to main text</p>	<p>Extends vocab, especially by grouping and naming, exploring the meaning and sounds of new words. S</p> <p>Introduces a storyline or narrative into their play. S Able to follow a story without pictures or props. U Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. S Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in</p>	<p>Literacy (Ready, Steady, Write):</p> <p>Juniper Jupiter</p> <p>Cultural texts and wider reading opportunities linked to main text</p> <p>World Book Day</p>	<p>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. L&A Listens and responds to ideas expressed by others in conversation or discussion. U Understands questions such as who; why; when; where, how. U</p>	<p>Literacy (Ready, Steady, Write):</p> <p>Little Red</p> <p>Cultural texts and wider reading opportunities linked to main text</p>	<p>Links statements and sticks to a main theme or intention. S Understands a range of complex sentence structures including negatives, plurals and tense markers. U Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. W</p>	<p>Literacy (Ready, Steady, Write):</p> <p>The Extraordinary Gardener</p> <p>Cultural texts and wider reading opportunities linked to main text</p>	<p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. W Uses their developing phonic knowledge to write things such as labels and captions, progressing to simple sentences. W</p>	<p>Literacy (Ready, Steady, Write):</p> <p>The Storm Whale</p> <p>Cultural texts and wider reading opportunities linked to main text</p>	<p>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. L&A&U Make comments about what they have heard and ask questions to clarify their understanding L&A&U Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. L&A&U Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. S Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. S Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,</p>
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			words and blend them together. W								modelling and support from teacher. S Write recognisable letters, most of which are correctly formed. W Spell words by identifying sounds in them and representing the sounds with a letter or letters. W Write simple phrases and sentences that can be read by others. W
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Reading All Aboard Phonics Phase 2	Enjoys an increasing range of print and digital books, both fiction and non-fiction. R Re-enacts and reinvents stories they have heard in their play. R Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.	Reading All Aboard Phonics Phase 2	Knows that information can be retrieved from books, computers and mobile digital devices. R Is able to recall and discuss stories or information that has been read to them, or they have read themselves. R	Reading All Aboard Phonics Phase 3	Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration R Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.	Reading All Aboard Phonics Phase 3	Hears and says the initial sound in words Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them Starts to link sounds to letters, naming and sounding the letters of the alphabet Begins to link sounds to some	Reading All Aboard Phonics Consolidate Phase 3	Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to	Reading All Aboard Phonics Phase 4	Say a sound for each letter in the alphabet and at least 10 digraphs. R Read words consistent with their phonic knowledge by sound-blending. R Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. R Demonstrate understanding of what has been read to them by retelling stories and narratives using own words & recently introduced vocabulary. C

	R		Begins to recognise some written names of peers, siblings or "Mummy"/ "Daddy" for example. R		R Describes main story settings, events and principal characters in increasing detail. R		frequently used digraphs, e.g. sh, th, ee. R		interpret the text. R Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes. R		Anticipate – where appropriate – key events in stories. C Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. C
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Maths (White Rose & Mastering number): Just like me!	<u>Spatial Awareness</u> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look	Maths (White Rose Mastering number): It's me 1,2,3! Light and Dark	<u>Counting</u> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Increasingly confident at putting numerals in order 0 to 10 (ordinality). <u>Cardinality</u> Engages in subitising numbers to four and maybe five. <u>Shape</u>	Maths (White Rose Mastering number): Alive in 5! Number Day	<u>Comparison</u> Uses number names and symbols when comparing numbers, showing interest in large numbers. Estimates of numbers of things, showing understanding of relative size. <u>Cardinality</u> Counts out up to 10 objects from a larger group. Matches the numeral with a group of items to show how many there are (up to 10).	Maths (White Rose Mastering number): Growing 6,7,8 Building 9 and 10	<u>Composition</u> Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. <u>Spatial Awareness</u> May enjoy making simple maps of familiar and imaginative environments, with landmarks.	Maths (White Rose Mastering number): To 20 and beyond First, then, now	<u>Composition</u> Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. In practical activities, adds one and subtracts one with numbers to 10. Begins to explore and work out mathematical problems,	Maths (White Rose Mastering number): Find my Pattern On The Move	Have a deep understanding of number to 10, including the composition of each number. N Subitise (recognise quantities without counting) up to 5. N 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. N Verbally count beyond 20, recognising the pattern of the

<p>Maths (White Rose & Mastering number): (Continued)</p>	<p>(spatial reasoning).</p> <p>Shape Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.</p> <p>Pattern Spots patterns in the environment, beginning to identify the pattern “rule”.</p>		<p>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.</p> <p>Measures Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play.</p>		<p>Shape Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p> <p>Pattern Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.</p>		<p>Measures Is increasingly able to order and sequence events using everyday language related to time. Beginning to experience measuring time with timers and calendar.</p>		<p>using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and ‘+’ or ‘-’.</p>		<p>counting system.</p> <p>NP Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>NP Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP</p>
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Physical Devel: Fine motor skills Gross motor skills Outdoor Provision	Experiments with different ways of moving, testing out ideas & adapting movements to reduce risk. M&H Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running,	Physical Devel: Fine motor skills Gross motor skills Outdoor Provision	Can initiate and describe playful actions or movement for other children to mirror and follow. Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. M&H Shows some understanding that good practices with regard to exercise, eating, drinking	Physical Devel: Fine motor skills Gross motor skills Outdoor Provision Healthy lifestyles/dental	Eats a healthy range of foodstuffs and understands need for variety in food. H&SC Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important. H&SC Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to	Physical Devel: Fine motor skills Gross motor skills Outdoor Provision	Begin to show accuracy and care when drawing. FMS Handles tools, objects, construction and malleable materials safely and with increasing control and intention. M&H Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. H&SC Begins to use anticlockwise	Physical Devel: Fine motor skills Gross motor skills Outdoor Provision Explicit PE lessons Sponsored Walk	Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. H&SC Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical	Physical Devel: Fine motor skills Gross motor skills Outdoor Provision Explicit PE lessons Sports Day	<u>Gross Motor</u> 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. <u>Fine Motor</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Physical Devel: (Continued)	<p>jumping, skipping, sliding and hopping. M&H</p> <p>Usually dry and clean during the day. H&SC</p> <p>Shows a preference for a dominant hand. M&H</p>		<p>water, sleeping and hygiene can contribute to good health. H&SC</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. M&H</p>		<p>avoid obstacles. M&H</p> <p>Uses simple tools to effect changes to materials. M&H</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. H&SC</p>		<p>movement and retrace vertical lines. M&H</p> <p>Begins to form recognisable letters independently M&H</p> <p>Shows understanding of how to transport and store equipment safely. H&SC</p>		<p>experience. H&SC</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. M&H</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. M&H</p>		Use a range of small tools, including scissors, paint brushes and cutlery.
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PSE Devel: Outdoor	Represents and recreates what they	PSE Devel: Outdoor Provision	Shows confidence in speaking	PSE Devel: Outdoor Provision	Is increasingly socially skilled and will take	PSE Devel: Outdoor Provision	Can describe their competencies	PSE Devel: Outdoor Provision	Shows confidence in choosing	PSE Devel: Outdoor Provision	Show an understanding of their own feelings and those of others,

Provision	have learnt about social interactions from their relationships with close adults, in their play and relationships with others. MR	Continuous Provision	to others about their own needs, wants, interests and opinions in familiar group. SoS	Continuous Provision	steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. MR	Continuous Provision	, what they can do well and are getting better at; describing themselves in positive but realistic terms. SoS	Continuous Provision	resources and perseverance in carrying out a chosen activity. SoS	Continuous Provision	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. SR
Anti-bullying week	Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. MR		Understands their own and other people's feelings, offering empathy and comfort. UE		Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. MR		Has a clear idea about what they want to do in their play and how they want to go about it. SoS		Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. UE		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
PSE Devel: (Continued)	Is increasingly flexible and cooperative as they are more able to understand other		Talks about their own and others' feelings and behaviour and its consequences. UE		Is proactive in seeking adult support and able to articulate their wants and needs. MR		Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.		Seeks support, "emotional refuelling" and practical help in new or challenging situations. UE		
			Attempts to repair a relationship or situation where they have caused		Some children may have had to make many				Is aware of behavioural expectations and		

	<p>people's needs, wants and behaviours. MR</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. SoS</p>		<p>upset and understands how their actions impact other people. UE</p>		<p>different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship. MR</p>				<p>sensitive to ideas of justice and fairness. UE</p> <p>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. UE</p>		<p>and understanding the importance of healthy food choices. MS</p> <p>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. BR</p>
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UTW (OA): All about me	<p>Enjoys joining in with family customs and routines. P&C</p> <p>Talks about past and present events in their own life</p>	UTW (OA): Celebrations	<p>Completes a simple program on electronic devices. T</p> <p>Can use the internet with adult supervision</p>	UTW (OA): People who help us	<p>Knows about similarities and differences between themselves and others, and among families, communities,</p>	UTW (OA): Growing/ Life cycles Science Week	<p>Looks closely at similarities, differences, patterns and change in nature. TW</p> <p>Makes observations of animals</p>	UTW (OA): Habitats	<p>Talks about the features of their own immediate environment and how environments might vary from</p>	UTW (OA): Under the Sea Summer Trip	<p>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</p>

UTW (OA): (Continued)	and in the lives of family members. P&C		to find and retrieve information of interest to them. T Knows that other children do not always enjoy the same things, and is sensitive to this. P&C		cultures and traditions. P&C Can create content such as a video recording, stories, and/or draw a picture on screen. T Develops digital literacy skills by being able to access, understand and interact with a range of tech. T		and plants and explains why some things occur, and talks about change. TW Knows about similarities and differences in relation to places, objects, materials and living things. TW		one another. TW Uses ICT hardware to interact with age appropriate computer software. T		through settings, characters and events encountered in books read in class and storytelling. P&P 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,C&C Explore the natural world around them, making observations & drawing pics of animals & 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. NW
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Ex Arts and Design: Charanga Autumn colours, mixing.	Begins to build a collection of songs and dances. Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. CwM	Ex Arts and Design: Charanga Christmas Crafts Nativity	Uses their increasing K&U of tools and materials to explore their interests and enquiries and develop their thinking. CwM Initiates new combos of movements and gestures	Expressive Arts and Design: Charanga Chinese New Year	Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes. BI&E Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours,	Expressive Arts and Design: Charanga Easter competition Easter crafts	Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. CwM Uses a combination of art forms, e.g. moving	Expressive Arts and Design: Charanga	Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth. BI&E	Expressive Arts and Design: Charanga Class Collective Worship Crafts for summer fair	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CwM Share their creations, explaining the process they have used. CwM Make use of props and materials when role playing

Ex Arts and Design: (Continued)	Creates representations of both imaginary and real-life ideas, events, people and objects. BI&E		in order to express and respond to feelings, ideas and experience. Introduces a storyline or narrative into their play. BI&E		powder paint, to express and communicate their discoveries and understanding. CwM		and singing, making and dramatic play, drawing and talking, constructing and mapping. BI&E		Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. BI&E		characters in narratives and stories. CwM Invent, adapt and recount narratives and stories with peers and their teacher. BI&E 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. BI&E

Abbreviation Key:**LOs:** Learning Outcomes**L&A:** Listening and Attention**U:** Understanding**S:** Speaking**L,A&U:** Listening, Attention and Understanding**W:** Writing**R:** Reading**C:** Comprehension**N:** Number**NP:** Numerical Patterns**M&H:** Moving and Handling**GMS:** Gross Motor Skills**H&SC:** Health and Self-care**FMS:** Fine Motor Skills**MR:** Making Relationships**SR:** Self-regulation**SoS:** Sense of Self**MS:** Managing Self**UE:** Understanding Emotions**BR:** Building Relationships**OA:** Oak Academy website**P&C:** People and Communities**P&P:** Past and Present**TW:** The World**P,C&C:** People, Culture and Communities**T:** Technology

NW: The Natural World

CwM: Creating with Materials

**B,I&E: Being Imaginative and
Expressive**