

Term Texts	PSED	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	RE British Values Trips / special days etc
Autumn 1 Owl Babies Leaf Man	SEAL: New Beginnings • Aware of the boundaries set, and of behavioural expectations in the setting. • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others.	• Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span • Responds to instructions involving a two-part sequence • Uses language to imagine and recreate roles and experiences in play situations	• Shows a preference for a dominant hand • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks • Shows understanding of how to transport and store equipment safely. • Usually dry and clean during the day.	• Gives meaning to marks as they draw, write and paint • Hears and says the initial sound in words • Links sounds to letters, naming and sounding the letters of the alphabet	• Recognise some numerals of personal significance. • Recognises numerals 1 to 5 • Counts up to three or four objects by saying one number name for each item • Counts actions or objects which cannot be moved • Counts out up to six objects from a larger group • Counts objects to 10, and beginning to count beyond 10 • Uses familiar objects and common shapes to create and recreate patterns and build models. • Can describe their relative position such as ' <i>behind</i> ' or ' <i>next to</i> '.	• Enjoys joining in with family customs and routines. • Completes a simple program on a computer • Interacts with age-appropriate computer software.	• Create simple representations of events, people and objects • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative.	RE Harvest Festival Sukkot British Values Establish carpet rules (Rule of Law) Create class rules (Rule of Law) Choose group names (Democracy) Daily vote for story (Democracy) Compare Harvest Festival / Sukkot (Mutual Respect and Tolerance) Trips / Special Days Visit Church
Autumn 2 Julia Donaldson Theme	SEAL: Getting On and Falling Out • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. • Takes steps to resolve conflicts with other children, e.g. finding a compromise • Children play co-operatively, taking turns with others. (ELG) • They take account of one another's ideas about how to organise their activity. (ELG)	• Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	• Begins to form recognisable letters • Jumps off an object and lands appropriately • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Uses simple tools to effect changes to materials	• Continues a rhyming string • Hears and says the initial sound in words • Links sounds to letters, naming and sounding the letters of the alphabet • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence	• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects • Counts an irregular arrangement of up to ten objects • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them.	• They know that other children don't always enjoy the same things, and are sensitive to this. (ELG) (LINK TO SEAL) • Children recognise that a range of technology is used in places such as homes and schools. (ELG) • They select and use technology for particular purposes. (ELG)	• Begins to build a repertoire of songs and dances • Explores the different sounds of instruments • Constructs with a purpose in mind, using a variety of resources	RE Diwali Christingle Nativity British Values Compare Festivals of Light - Bonfire Night / Diwali (Mutual Respect and Tolerance) Remembrance Sunday (Mutual Respect and Tolerance) Remembrance Sunday (Mutual Respect and Tolerance) SEAL: Getting on and Falling Out (Rules of Law) P&C's games morning (Rule of Law) Daily vote for story (Democracy) Weekly Culture Box (Individual Liberty) Choose class clown treat (Democracy) Trips / Special Days SEAL: Say no to bullying (Anti-bullying week) Pantomime Library Visit Local Walk
Spring 1	SEAL: Going For Goals • Children are confident to try new activities, and say why they like some activities more than others. (ELG) • They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. (ELG) • They say when they do or don't need help. (ELG)	• Introduces a storyline or narrative into their play • Children express themselves effectively, showing awareness of listeners' needs. (ELG)	• Begins to use anticlockwise movement and retrace vertical lines • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	• Can segment the sounds in simple words and blend them together • Begins to read words and simple sentences • Writes own name and other things such as labels, captions • Begins to break the flow of speech into words • Attempts to write short sentences in meaningful contexts.	• Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • Orders and sequences familiar events. • Measures short periods of time in simple ways.	• Looks closely at similarities, differences, patterns and change. • They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)	• Explores what happens when they mix colours • Chooses particular colours to use for a purpose • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Introduces a storyline or narrative into their play	RE Parables of Jesus Christ British Values Compare Christmas / Chinese New Year (Mutual Respect and Tolerance) SEAL: Going for Goals (Individual Liberty) Weekly Culture Box (Individual Liberty) Daily vote for story (Democracy) Choose class clown treat (Democracy) Trips / Special Days Library Visit Local Walk Church

<p>Spring 2 Little Red Hen Handa's Hen</p>	<p>SEAL: Good To Be Me</p> <ul style="list-style-type: none"> • They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (ELG) • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> • Able to follow a story without pictures or props • Children listen attentively in a range of situations. (ELG) • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG) • They develop their own narratives and explanations by connecting ideas or events. (ELG) 	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. (ELG) 	<ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books • Knows that information can be retrieved from books and computers • Enjoys an increasing range of books 	<ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. (ELG) • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (ELG) • Solves problems including doubling, halving, sharing (ELG) 	<ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. (ELG) (LINK TO SEAL) . 	<ul style="list-style-type: none"> • Experiments to create different textures • Experiments to create different textures • Uses simple tools and techniques competently and appropriately 	<p>RE Easter Passover</p> <p>British Values Easter / Passover (Mutual Respect and Tolerance) Weekly Culture Box (Individual Liberty) Daily vote for story (Democracy) Choose class clown treat (Democracy)</p> <p>Trips / Special Days Mothering Sunday Trip - Green's Windmill Comic/Sport Relief - Link to PD outcomes P&C's Easter Craft Morning Library Visit Local Walk</p>
<p>Summer 1 Three Billy Goats Gruff Wolves - Emily Gravett</p>	<p>SEAL: Relationships</p> <ul style="list-style-type: none"> • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. (ELG) • They work as part of a group or class, and understand and follow the rules. (ELG) 	<ul style="list-style-type: none"> • Understands humour, e.g. nonsense rhymes, jokes • They give their attention to what others say and respond appropriately, while engaged in another activity. (ELG) • Listens and responds to ideas expressed by others in conversation or discussion. (ELG) 	<ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Practices some appropriate safety measures without direct supervision • They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (ELG) 	<ul style="list-style-type: none"> • Children read and understand simple sentences. (ELG) • They use phonic knowledge to decode regular words and read them aloud accurately. (ELG) • They also read some common irregular words (ELG) • They demonstrate understanding when talking with others about what they have read (ELG) • Children use their phonic knowledge to write words in ways which match their spoken sounds. (ELG) • They also write some irregular common words. (ELG) • They write simple sentences which can be read by themselves and others. (ELG) • Some words are spelt correctly and others are phonetically plausible.(ELG) 	<ul style="list-style-type: none"> • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting • Records, using marks that they can interpret and explain • Begins to identify own mathematical problems based on own interests and fascinations • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • They recognise, create and describe patterns. (ELG) • They explore characteristics of everyday objects and shapes and use mathematical language to describe them. (ELG) 	<ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things.(ELG) 	<ul style="list-style-type: none"> • Understands that different media can be combined to create new effects • Selects appropriate resources and adapts work where necessary • Selects tools and techniques needed to shape, assemble and join materials they are using 	<p>RE Stories from the Bible</p> <p>British Values St George's Day (Mutual Respect and Tolerance) SEAL: Relationships (Mutual Respect and Tolerance) Weekly Culture Box (Individual Liberty) Daily vote for story (Democracy) Choose class clown treat (Democracy)</p> <p>Trips / Special Days Library Visit Local Walk P&C's games morning (Rule of Law)</p>
<p>Summer 2 Handa's Surprise The Shopping Basket</p>	<p>SEAL: Changes</p> <ul style="list-style-type: none"> • They adjust their behaviour to different situations, and take changes of routine in their stride. (ELG) 	<ul style="list-style-type: none"> • Children follow instructions involving several ideas or actions. (ELG) • They answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG) • They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG) 	<ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. (ELG) • They move confidently in a range of ways, safely negotiating space. (ELG) • They handle equipment and tools effectively, including pencils for writing (ELG) 	<ul style="list-style-type: none"> • Children read and understand simple sentences. (ELG) • They use phonic knowledge to decode regular words and read them aloud accurately. (ELG) • They also read some common irregular words (ELG) • They demonstrate understanding when talking with others about what they have read (ELG) • Children use their phonic knowledge to write words in ways which match their spoken sounds. (ELG) • They also write some irregular common words. (ELG) • They write simple sentences which can be read by themselves and others. (ELG) • Some words are spelt correctly and others are phonetically plausible.(ELG) 	<ul style="list-style-type: none"> • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. (ELG) 	<ul style="list-style-type: none"> • They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG) • They talk about the features of their own immediate environment and how environments might vary from one another. (ELG) 	<ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. (ELG) • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG) • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (ELG) 	<p>RE Stories from the Bible</p> <p>British Values Weekly Culture Box (Individual Liberty) Daily vote for story (Democracy) Choose class clown treat (Democracy)</p> <p>Trips / Special Days Father's Day Trip - Brierley Forest Trip - Yorkshire Wildlife Park P&C's games morning (Rule of Law) Library Visit Local Walk</p>