| Year R | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Early Learning Goals** |
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| **Literacy** | * Phonics phase 1/2 * Keywords set 1 * Rhyme * Initial sounds in words * Writes name | * 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 | * Phonics phase 2/3 * Keywords set 1/2/3 * Rhyme * Decoding and blending CVC words/simple sentences * Writes labels/simple sentences | * Phonics phase 2/3/4 * Keywords set 1/2/3/4 * Reads more complex words/simple sentences * Writes simple sentences * Poems | * 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 | * 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 | **Literacy**  **ELG: Comprehension** Children at the expected level of development will:   * 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.   **ELG: Word Reading** Children at the expected level of development will:   * 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.   **ELG: Writing**  Children at the expected level of development will:   * 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** | * Exploring Numicon * Making comparisons * Sorting and Matching * objects * Size * Exploring patterns | * 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 | * Comparing Mass * Heavy and light * Comparing Capacity * Odd and even numbers * Making Pairs * Subsidisation * Combining two groups * Length and height | * Representing Comparing and composition of numbers to 10 * Number Bonds to 10 * Naming and describing 3D shapes * Time * Pattern * O’clock | * 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 | * 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 | **Mathematics**  **ELG: Number**  Children at the expected level of development will:   * 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.   **ELG: Numerical Patterns** Children at the expected level of development will:   * 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** | COME AND SEE  Myself | COME AND SEE  Welcome  Birthday | COME AND SEE  Celebrating  Gathering | COME AND SEE  Gathering  Growing | COME AND SEE  Good News  Friends | COME AND SEE  Friends  Our World | **Communication and Language** **ELG: Listening, Attention and Understanding**  Children at the expected level of development will:   * 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 * Make comments about what they have heard and ask questions to clarify their understanding * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.   **ELG: Speaking**  Children at the expected level of development will:   * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate * Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| **Understanding the World** | * Past and present events in their own lives and in the lives of family members.   (Weekend News- Literacy)   * Matter of state-cooking | * 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 | * 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/seaside) * Literacy Topic Books (Animals/Environments) | * 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. | * 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) | * Transport * Floating and Sinking * Matter of state- solid/liquid * Plants | **Understanding the World** **ELG: Past and Present** Children at the expected level of development will:   * 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.   **ELG: People, Culture and Communities**  Children at the expected level of development will:   * 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   **ELG: The Natural World**  Children at the expected level of development will:   * 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:   * 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.   **ELG: Being Imaginative and Expressive**  Children at the expected level of development will:   * 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. |
| **Music** | Kapow: Exploring Sound | Christmas Nativity |  | Kapow: Music and Movement |  | Kapow: Music Stories  Arts Week:  Kapow: Big Band |
| **PE** | * 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 | * 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 | * Control over an object in pushing, patting, throwing, catching or kicking it * Letter formation * Scissor control | * Control over an object in pushing, patting, throwing, catching or kicking it * Letter formation | * Sports Day races * Team games * Letter formation | * Sports Day races * Team games * Letter formation | **Physical Development**  **ELG: Gross Motor Skills** Children at the expected level of development will:   * 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.   **ELG: Fine Motor Skills** Children at the expected level of development will:   * 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. |
| **PSHE** | JIGSAW  Being me in my world | JIGSAW  Celebrating differences | JIGSAW  Dreams and goals | JIGSAW  Healthy me | JIGSAW  Changing me | Journey in love | **Personal, Social and Emotional Development** **ELG: Self-Regulation** Children at the expected level of development will:   * 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.   **ELG: Managing Self** Children at the expected level of development will   * 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.   **ELG: Building Relationships** Children at the expected level of development will:   * 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** | Optional Maths (Set Friday, no due date) | Optional Literacy (Set Friday, no due date)  Parent Preview every Friday with ideas to support prior learning for the following weeks topics.  Summer Term only Spellings (Friday to Friday) | | | | | | |