



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>Identify when a set can be subitised and when counting is needed</p> <p>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</p> <p>Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</p> <p>Spot smaller numbers 'hiding' inside larger numbers.</p>	<p>Connect quantities and numbers to finger patterns</p> <p>Hear and join in with the counting sequence</p> <p>Develop counting skills and knowledge</p> <p>Compare sets of objects by matching</p> <p>Begin to develop the language of 'whole' when talking about objects which have parts</p>	<p>Continue to develop their subitising skills for numbers within and beyond 5</p> <p>Begin to identify missing parts for numbers within 5</p> <p>Explore the structure of the numbers 6 and 7 as '5 and a bit'</p> <p>Focus on equal and unequal groups when comparing numbers</p>	<p>Understand that two equal groups can be called a 'double'</p> <p>Sort odd and even numbers according to their 'shape'</p> <p>Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</p> <p>Order numbers and play track games</p> <p>Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</p>	<p>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds</p> <p>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</p> <p>Compare quantities and numbers, including sets of objects which have different attributes</p> <p>Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2.</p>	<p>Begin to generalise about 'one more than' and 'one less than' numbers within 10</p> <p>Continue to identify when sets can be subitised and when counting is necessary</p> <p>Develop conceptual subitising skills including when using a rekenrek</p>
Literacy	<p>Give meanings to the marks they make. Name writing.</p> <p>T4w: Mr Wiggle and Mr Waggle</p>	<p>Read individual letters by saying sounds for them.</p> <p>T4W: The Gingerbread Man</p>	<p>Read some letter groups (digraphs) and begin to blend sounds into words.</p> <p>T4W: The Gruffalo</p>	<p>Anticipate key events in stories & use and understand recently introduced vocabulary. Read a few common</p>	<p>Show an understanding of what has been read to them by retelling stories & read words matching</p>	<p>Say a sound for each letter for the alphabet and recognisable letters which are correctly formed (capital &</p>

				exception words and simple phrases. T4W: Billy Goats Gruff	with their phonic knowledge by sound-blending. T4W: The very Hungry Caterpillar	lowercase). Write simple phrases and sentences, which can be read by themselves and others. T4W: How to catch a star
Phonics	Phase 1	Phase 2	Phase 2 & 3	Phase 3	Phase 3 & 4	Phase 4 (possible phase 5)
Topic	All About Me	Seasons and Celebrations	Traditional Tales	New life and Growth	Mini beasts	Space
Understanding the world	Talk about members of their family and community. Name and describe people who are familiar to them. The way we look-similarities and differences. Oral Health Jobs in our community.	Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways. Understand that each person has a 'birth-day' Light and dark- light circuits, habitats-hedgehogs, sun, seasons	Explore the natural world around them, particularly plants and animals. Describe what they can see, hear and feel around them whilst outside. Floating and sinking (boats)	Understand the lives of people around them and their roles in society. Also the changes in the natural world around them, including seasons. Spring, life cycles, new life- flowers, Ducklings lambs etc etc.	Have some understanding of similarities and differences between themselves and others and between the past and now, some links through stories. Mini beasts habitats, Healthy Eating	Explain some similarities between the life in this country and others. Understanding different religious and cultural communities in this country (based on reading and activities in class). Planets, magnets
Expressive art and design	Singing nursery rhymes Mixing colours Drawing a person	Singing nursery rhymes Molding clay Giuseppe Arcimboldo Using glue to secure Using tape to secure	Singing nursery rhymes Clapping to a rhythm Making collages	Playing instruments Join in with choreographed dances Mixing watercolour paints Safely explore a range of tools, techniques and materials.	Perform songs, rhymes, poems and stories with others. As well as invent and adapt stories.	Make use of props and materials when role playing characters and narratives in stories. Van Gough

P.E	Introduction to PE	Fundamentals	Dance/ball skills	Gymnastics/ball skills	Dance/games	Gymnastics/games
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Prime areas:

Physical development	Use trikes and scooters to support core muscle growth. Revise and refine fundamental movement skills. Fine Motor Dough Disco Tripod Grip Writing position Using cotton buds/paintbrushes to form letters	Begin to move in a more flowing manner. Fine Motor Scissor skills Chopping with a knife Using cotton buds/paintbrushes to form letters Doing up zips	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Fine Motor Stacking and balancing Letter formation 'around' letters Letter formation 'down' letters Using a knife and fork to cut	Develop overall body strength, co-ordination, balance and agility. Fine Motor Weaving and wrapping Letter formation 'down letters' Letter formation 'curly' letters Letter formation 'zig-zag' letters	Negotiate space, balance and coordination when planning. Develop a range of ball skills-throwing, catching, kicking, throwing, catching etc Fine Motor Pattern making Capital letter formation A-M Using small tools Doing up buttons	Tripod grip when holding a pencil, showing some accuracy and care when drawing. Pencil grip ready for flowing hand writing practice. Fine Motor Sewing Capital letter formation N-Z Doing up laces	
	Personal, social and emotional	Class rules Sharing interests Sharing hobbies Identifying feelings Importance of exercise Zones of regulation	School rules and values Setting goals Listening to others Responsibility Healthy eating Zones of regulation	Making the right choices Confidence and independence Consequences Being kind Oral hygiene Zones of regulation	Effects of behaviour Perseverance and resilience Being a good friend Internet Safety Screen Time Zones of regulation	Managing feelings Calming Techniques Having different opinions Being unique Importance of sleep Zones of regulation	Road safety Problem Solving Resolving Conflicts Being safe in the sun Getting ready for year one Zones of regulation
	Communication and language	Listening and attention skills Asking and answering 'what' questions 1:1 discussions	Joining in with repeated refrains in stories Asking and answering 'who' questions'	Discussing key events in a story Asking and answering 'when' questions	Identifying main characters in a story Asking and answering 'where' questions	Linking events in a story to own experiences Asking and answering 'why' questions	Sequence story/real life events in detail Hot seating Whole class discussions

	Retelling the story 'Mr Wiggle and Mr Waggle'	1:1 discussions Retelling the story 'The gingerbread Man'	Small group discussions Using present tense. Retelling the story 'Billy Goats Gruff'	Small group discussions Using connectives to join ideas Retelling the story 'The Monkey Puzzle'	Whole class discussions Using past tense	Using future tense Retelling the story 'How to catch a star'
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Prime areas with M&L:

Communication and language

Physical development

Personal, social and emotional development

Literacy

Maths

Specific areas:

Understanding of the World

Expressive art and design