

AUTUMN			SPRING		SUMMER	
Can I teach you how I learn in each area?			How can I creatively retell a story using my tools?		Together We Can Reduce, Reuse and Recycle	
PSED	To use the Positive Learning Behaviour Chart to measure success.	To select and use activities and resources independently.	To play co-operatively, taking turns with others.	To be confident with trying new activities, and they what they like and do not like.	To adjust their behaviour in different situations, and take changes of their routine in their stride.	To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	To learn about Building Learning Power and to show these characteristics in their learning.	To show confidence in initiating activities with peers and to be proud of achievements.	To say when they do or don't need help.			
PD GROSS MOTOR	To move in different ways and with confidence. E.g. Hopping, running, jumping.		To jump off an object and lands appropriately.		To show increasing control over an object in pushing, patting, throwing, catching or kicking it.	
	To mount steps, stairs and climbing equipment using alternative feet.		To travel in confidence and skill around, over, under and through balancing and climbing equipment.		To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	
PD FINE MOTOR	To hold a pencil between thumb and two fingers with control.	To use simple tools, such as scissors, with safety and control.	To handle tools, objects, construction and malleable materials safely and with increasing control.		To show good control and co-ordination in large and small movements.	
			To use a pencil and hold it effectively to form recognisable letters.		To handle equipment and tools effectively, including pencils for writing.	
PD HEALTH AND SELF CARE	To communicate with adults when hungry or tired.		To eat a healthy range of foodstuffs and understands the needs for a variety in food.		To know the importance of good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	
	To wash and dry hands independently.		To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.		To manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently.	
COMMUNICATION AND LANGUAGE	To listen to each other in small groups and to share ideas.	To be confident when talking to the class and in sharing ideas.	To use talk to connect ideas, explain what is happening and think about what might happen next.	To use questions to ask why things happen and to give explanations.	To develop their own narratives and explanations by connecting ideas or events.	To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.





LITERACY READING	<p>Listens to and joins in with stories and poems, one to one and also in small groups.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>To hear and say sounds in words.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>To enjoy an increasing range of books.</p> <p>To be able to segment and blend words together.</p>	<p>To know the beginning, middle and end of stories and be able to talk about them.</p> <p>To be able to segment and blend words together.</p>	<p>To use phonetic knowledge to decode regular words and read them aloud accurately.</p> <p>To read some common irregular words.</p>	<p>To read and understand simple sentences.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>
LITERACY WRITING	<p>To give meaning to marks they make as they draw, write and paint.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p>		<p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To write own name and other things such as labels and captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p>		<p>To use phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To write simple sentences which can be read by themselves and others.</p> <p>To spell some words correctly and others that are phonetically plausible.</p>	
MATHS	<p>Number songs/rhymes Counting to 10 Number recognition</p>	<p>Number formation 2D Shapes Counting up to 20</p>	<p>1 more, 1 less 3D shapes Comparing measure Positional Language</p>	<p>Addition Subtraction Doubling Halving</p>	<p>Counting in 2's, 5's and 10's Sharing MEP Maths</p>	<p>MEP Maths</p>
UNDERSTANDING THE WORLD	<p>To show interest in the lives of people who are familiar to them.</p> <p>To recognise and describe special times or events for family or friends.</p>	<p>To show an awareness of technology and to explore their uses. E.g. Phones, Computers, Robots.</p> <p>To talk about similarities and differences.</p>	<p>To join in with family customs and routines.</p> <p>To show an interest in different occupations.</p>	<p>To log on to a computer and select a program.</p> <p>To develop an understanding of growth, decay and changes over time.</p>	<p>To know some of the things that make them unique.</p> <p>To talk about past and present events in their lives.</p>	<p>To select and use technology for particular purposes.</p> <p>To be sensitive to the needs in others.</p>
EXPRESSIVE ARTS AND DESIGN	<p>To use various construction materials.</p>	<p>To begin to build a repertoire of songs and dances.</p>	<p>To explore different sounds of instruments.</p>	<p>To become confident in singing and dancing and moving in different ways to music.</p>	<p>To explore what happens when they mix colours.</p>	<p>To safely use and explore a variety of materials, tool and techniques, experimenting with colour, design, texture, form and function.</p>
PSHE	<p>Being Me in My World</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>