

| AUTUMN | | | SPRING | | SUMMER | |
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| 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. |
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| 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> |