

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject/Topic	<b>Superheroes</b>	<b>Polar Regions</b>	<b>Fairy Tales</b>	<b>Keeping Healthy</b>	<b>Oh I do love to be beside the seaside</b>	<b>Ugly Bug Ball</b>
HOOK	Superhero cave	Building a milk bottle igloo	A visit to a forest – fairy tale settings	Cooking sessions with parents	A trip to Saltburn	Trip to Tropical World in Leeds
Key Texts	*Supertato *Charlie's Superhero Underpants	*Lost and Found *Penguin non-fiction texts *Polar Animals	*Little Red Riding Hood *Jack and the Beanstalk *The Three Little Pigs *Mr Wolf and the Pancakes	*Oliver's Vegetables *The Enormous Turnip	*We're Going on a Bear Hunt	*The Hungry Caterpillar *The Bad Tempered Ladybird
PSED	Me – A Special Person	My Special People	Be Involved	People Who Help Us	Being Safe and Healthy	Growing and Changing
	<p>Initiates conversations, attends to and takes account of what others say.</p> <ul style="list-style-type: none"> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p>• Confident to speak to others about own needs, wants, interests and opinions.</p> <p>• Can describe self in positive terms and talk about abilities.</p> <p>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>• Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>				<p><b>Relationships ELG</b>—Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Relationships Exceeding</b> – Children play games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that it unacceptable behaviour.</p> <p><b>Self-confidence and Self-care ELG</b>—Children are confident to try new activities, and say why they like some activities more than others. 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. They say when they do or don't need help.</p> <p><b>Self-confidence and Self-care Exceeding</b> – Children are confident speaking to a class group. They can talk about things they enjoy, and are good at, the things they do not find easy. They are resourceful in finding support when they need help or information. They can</p>	

						<p>talk about plans they have made to carry out activities and what they might change if they were to repeat them.</p> <p><b>Managing feelings and behaviour ELG —</b> 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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Managing feelings and behaviour – Exceeding –</b> children know some ways to manage their feelings and are beginning to use these to take control. They listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>
<p>PD</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food. (fruit tasting, cooking)</p> <ul style="list-style-type: none"> <li>• Usually dry and clean during the day - School nurse visit</li> </ul>	<p>Shows a preference for a dominant hand.</p> <ul style="list-style-type: none"> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> </ul>	<p>Shows a preference for a dominant hand.</p> <ul style="list-style-type: none"> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> </ul>	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Uses simple tools to effect changes to materials.</p> <ul style="list-style-type: none"> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control</li> </ul> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <ul style="list-style-type: none"> <li>• Shows increasing control over an object in pushing, patting,</li> </ul>	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Uses simple tools to effect changes to materials.</p> <ul style="list-style-type: none"> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control</li> </ul> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <ul style="list-style-type: none"> <li>• Shows increasing control over an object in pushing, patting,</li> </ul>	<p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <ul style="list-style-type: none"> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul> <p><b>Moving and Handling ELG—</b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle</p>

				throwing, catching or kicking it.	throwing, catching or kicking it.	<p><b>equipment and tools effectively, including pencils for writing.</b></p> <p><b><u>Moving and Handling Exceeding</u> – Children can hop confidently and skip in time to music. They can hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</b></p>
<p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. They handle equipment and tools effectively, including pencils for writing. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Experiments with different ways of moving.</p> <ul style="list-style-type: none"> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> </ul>						
CL and L	<p>Reading</p> <ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul>			<p><b><u>Reading ELG</u>—Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p> <p><b><u>Reading Exceeding</u> – Children can read phonetically regular words of more than one syllable as well as many irregular high frequency words. They use phonic, semantic and syntactic knowledge to understand familiar vocabulary. They can describe the main events in simple stories they have read.</b></p>		
<p>Communication and Language</p> <ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span.</li> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes,</li> </ul>				<p><b><u>Listening &amp; Attention ELG</u>—Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond</b></p>		

	<p>jokes.</p> <ul style="list-style-type: none"> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul>				<p>appropriately, while engaged in another activity.</p> <p><b><u>Listening &amp; Attention Exceeding</u></b> – Children to instructions and follow them accurately, asking for clarification if necessary. They can follow a story without pictures or props. They can listen in a larger group, for example, assembly.</p> <p><b><u>Understanding ELG</u></b>—Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><b><u>Understanding Exceeding</u></b> – After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.</p> <p><b><u>Speaking ELG</u></b>—Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p><b><u>Speaking Exceeding</u></b> – Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions and events.</p>	
<p>Writing opportunities</p>	<p>Mark making– Role-play Name writing Number formation Tummy time Fun Finger Friday – Fine motor activities</p>	<p>Initial sounds – phonemes Pen pals handwriting Shared writing - cvc List for Father Christmas Fun Finger Friday – Fine motor activities</p>	<p>Cvc Keywords Captions Lists Labels Invitations Fun Finger Friday – Fine motor activities</p>	<p>Cvc Keywords Captions Lists Labels Letter for Granny Easter story Fun Finger Friday – Fine motor activities</p>	<p>Cvcc / ccvc Keywords Sentences Recount – trip Retell - Story writing Innovation of Bear Hunt Fun Finger Friday – Fine motor activities</p>	<p>Cvcc / ccvc Keywords Sentences Retell – Story writing Recount – Sports day Class encyclopaedia Fun Finger Friday – Fine motor activities</p>

	<p>Writing</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <ul style="list-style-type: none"> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul>				<p><b>Writing ELG</b>—Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><b>Writing Exceeding</b> – Children can spell phonically regular words of more than one syllable as well as many irregular words. They can use key features of narrative in their own writing.</p>	
M:N	<p>Numbers as labels for counting</p> <p>Number songs and rhymes</p>	<p>Numbers as labels for counting</p> <p>Problem Solving</p> <p>Estimation</p> <p>More and less than</p> <p>Ordering numbers</p>	<p>Calculations</p> <p>Ordinal numbers</p> <p>Numbers as labels for counting</p>	<p>Doubling and Halving</p> <p>Numbers as labels for counting</p> <p>Calculations</p>	<p>Calculating</p> <p>Numbers as labels for counting</p>	<p>Number bonds to 10</p> <p>Data handling</p> <p>Problem Solving</p> <p>Calculating</p> <p>Halving and Doubling</p>
	<p><u>Number</u></p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>				<p><b>Number ELG</b>—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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><b>Number Exceeding</b> – Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10 or other sharing into equal groups.</p>	
M:SSM	<p>2d shapes</p> <p>pattern</p>	<p>Ordering heights</p> <p>Measuring</p>	<p>Time</p> <p>Money</p>	<p>2d and 3d shapes</p> <p>Measuring (ordering)</p> <p>Capacity</p>	<p>Capacity</p>	<p>Capacity</p> <p>Introduce standard units of measurement</p>
	<p>Shape Space and Measures</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> <li>• Selects a particular named shape.</li> </ul>				<p><b>Shape, Space and Measure - ELG</b>—Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe</p>	

	<ul style="list-style-type: none"> <li>• Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul>			<p>patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p><b><u>Shape, Space and Measure Exceeding –</u></b>  <b>Children estimate, measure, weigh, compare and order objects and talk about properties, position and time.</b></p>	
EAD	<p>Expressive Arts and Design</p> <p>Begins to build a repertoire of songs and dances.</p> <ul style="list-style-type: none"> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p>Create simple representations of events, people and objects.</p> <ul style="list-style-type: none"> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>			<p><b><u>Exploring and Using Media and Materials ELG—</u></b>  <b>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b><u>Exploring and Using Media and Materials Exceeding –</u></b>  <b>Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</b></p> <p><b><u>Being Imaginative ELG—</u></b><b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p> <p><b><u>Being Imaginative Exceeding –</u></b>  <b>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strength of others.</b></p>	
UW	<p>Enjoys joining in with family customs and routines.</p> <p>Completes a simple program on a computer.</p> <ul style="list-style-type: none"> <li>• Uses ICT hardware to interact with age-</li> </ul>	<p>Enjoys joining in with family customs and routines.</p> <p>Completes a simple program on a computer.</p> <ul style="list-style-type: none"> <li>• Uses ICT hardware to interact with age-</li> </ul>	<p><b><u>ELG—Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the</u></b></p>	<p>Completes a simple program on a computer.</p> <ul style="list-style-type: none"> <li>• Uses ICT hardware to interact with age-appropriate computer software. – Education city and jit</li> </ul>	<p><b><u>The World ELG—</u></b><b>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b></p>

	appropriate computer software. – Education city and Dazzle	appropriate computer software. – Education city and Dazzle	<p><b>same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p> <p>Completes a simple program on a computer.</p> <ul style="list-style-type: none"> <li>• Uses ICT hardware to interact with age-appropriate computer software. – Education city and Dazzle</li> </ul>	Looks closely at similarities, differences, patterns and change	<p><b><u>The World Exceeding</u> – Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community can do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating and sinking.</b></p> <p><b><u>Technology ELG</u>—Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p><b><u>Technology Exceeding</u> – Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example, in deciding how best to make a record of a special event in their lives such as a journey on a steam train.</b></p> <p><b><u>People and Communities ELG</u> – Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p> <p><b><u>People and Communities Exceeding</u> – Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</b></p>
Activities / Events	Harvest festival	Fireworks Diwali Christmas Nativity	Chinese New Year,	Easter service Mothering Sunday Holi	Sports day