

	Autumn Term	Spring Term	Summer Term
<b>Communication and Language</b>			
ELG: Listening, Attention and Understanding	<p>Stories, rhymes and songs</p> <ul style="list-style-type: none"> <li>listen to them</li> <li>pay attention to how they sound</li> </ul>		
	<p>Strategies to listen attentively</p> <ul style="list-style-type: none"> <li>How to listen carefully (<b>listening rules</b>) and why it is important                             <ul style="list-style-type: none"> <li>look at person talking</li> <li>listen to what they say</li> <li>wait turns to speak</li> <li>respond to what they say</li> </ul> </li> </ul> <p>The way to hold conversation</p> <ul style="list-style-type: none"> <li>when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><b>applying listening rules</b></p> <p>Appropriate responses to what they hear</p> <ul style="list-style-type: none"> <li>using comments</li> <li>using relevant questions</li> <li>using actions when being read to</li> </ul> <p>during small group interactions during whole class discussions</p>	<p>Questions can be used to find out more and to check understanding of what has been said to them</p> <p>Embed all listening knowledge and skills</p>	<p>Embed all listening knowledge and skills</p>
ELG: Speaking	<p>New vocabulary can be used through the day and in different contexts</p> <p>Rhymes, poems and songs</p> <ul style="list-style-type: none"> <li>to learn</li> </ul> <p>Familiarity and understanding of stories through:</p> <ul style="list-style-type: none"> <li>listening to stories</li> <li>talking about stories</li> </ul> <p>Stories can be retold</p> <ul style="list-style-type: none"> <li>develop deep familiarity first</li> <li>use some as exact repetition</li> <li>use some in their own words</li> </ul> <p>Familiarity of non fiction through:</p> <ul style="list-style-type: none"> <li>listening to non fiction</li> <li>talking about non fiction</li> </ul> <p>Non fiction builds new knowledge</p>		

	<ul style="list-style-type: none"> <li>develop deep familiarity</li> <li>learn new vocabulary</li> <li>learn new knowledge/facts</li> </ul>		
	<p>The recently introduced vocabulary <b>and relevant knowledge</b> from stories, non-fiction, rhymes and poems (when appropriate) to</p> <ul style="list-style-type: none"> <li>describe events in some detail</li> <li>develop social phrases</li> <li>ask questions to find out more</li> <li>offer explanations for why things might happen</li> </ul> <p>The recently introduced vocabulary and <b>relevant knowledge</b> to participate in discussions</p> <ul style="list-style-type: none"> <li>one to one</li> <li>small group offering own ideas</li> </ul>	<p>The recently introduced vocabulary <b>and relevant knowledge</b> from stories, non-fiction, rhymes and poems (when appropriate) to</p> <ul style="list-style-type: none"> <li>check own understanding of what has been said to them</li> <li>help work out problems</li> <li>organise thinking</li> </ul> <p>The recently introduced vocabulary and <b>relevant knowledge</b> to participate in discussions</p> <ul style="list-style-type: none"> <li>class offering own ideas</li> </ul>	<p>Ideas and thoughts can be articulated in well-formed sentences</p> <p>Correct oral use of:</p> <ul style="list-style-type: none"> <li>past tense</li> <li>present tense</li> <li>future tense</li> <li>conjunctions</li> <li>with modelling and support from adults to express their ideas and feelings about their experiences</li> </ul>
Show and tell	Special things Special people	Special places Special events	My achievements (in/out of school)

### Personal, Social and Emotional Development and PSHE

<p>ELG: Self-Regulation</p> <p>ELG: Managing Self</p> <p>ELG: Building Relationships</p>	<p><b>Self-regulation</b> Their own feelings and those of others</p> <ul style="list-style-type: none"> <li>identify own feelings</li> <li>think about the feelings of others</li> <li>how to express feelings</li> <li>regulate their behaviour accordingly</li> </ul> <p>Be able to wait for what they want and control their immediate impulses when appropriate</p> <p>Ways to pay attention</p> <ul style="list-style-type: none"> <li>give focused attention to what the teacher says</li> <li>respond appropriately even when engaged in activity</li> <li>show an ability to follow instructions</li> </ul>	<p><b>Self-regulation</b> Ways to pay attention</p> <ul style="list-style-type: none"> <li>show an ability to follow instructions involving several ideas or actions</li> </ul> <p><b>Managing self</b> They are a valuable individual</p> <ul style="list-style-type: none"> <li>what makes them special</li> <li>how to be a role model to others <ul style="list-style-type: none"> <li>model how to behave</li> <li>model following rules</li> <li>helping others</li> </ul> </li> </ul> <p>Different factors support overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>healthy eating</li> <li>tooth brushing</li> </ul> <p>The importance of healthy food choices</p> <p><b>Building Relationships</b> The feelings of others</p>	<p><b>Self-regulation</b> What a simple goal for themselves is</p> <ul style="list-style-type: none"> <li>set goals and work towards them</li> </ul> <p><b>Managing self</b> Strategies when trying new activities and challenges</p> <ul style="list-style-type: none"> <li>show independence, resilience and perseverance</li> </ul> <p>The appropriate steps for tying shoe laces</p> <ul style="list-style-type: none"> <li>threading</li> <li>tying knots</li> <li>weaving/plaiting</li> <li>sequencing: <ul style="list-style-type: none"> <li>bunny ears method</li> <li>traditional bows method</li> </ul> </li> </ul> <p>Different factors support overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>regular physical activity</li> </ul>
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	<p><b>Managing self</b> To be more outgoing with unfamiliar people, in the safe context of their setting</p> <p>To follow classroom rules and their importance</p> <ul style="list-style-type: none"> <li>know right from wrong and try to behave accordingly</li> </ul> <p><b>Building Relationships</b> Ways to build constructive and respectful relationships</p> <p>Ways to work and play cooperatively</p> <ul style="list-style-type: none"> <li>take turns with others</li> <li>form positive attachments to adults and friendships with peers</li> </ul> <p><b>Managing Self</b> The appropriate steps to manage own personal hygiene</p> <ul style="list-style-type: none"> <li>wiping in toilet</li> <li>nose wiping</li> <li>handwashing</li> </ul> <p>The appropriate steps when dressing and undressing</p> <ul style="list-style-type: none"> <li>taking off clothes</li> <li>putting clothes on</li> <li>folding clothes</li> <li>turning clothes right side out</li> <li>shoes on correct feet</li> <li>zips</li> <li>buttons</li> </ul>	<ul style="list-style-type: none"> <li>show sensitivity to their own and to others' needs</li> </ul>	<ul style="list-style-type: none"> <li>sensible amounts of 'screen time'</li> <li>good sleep routine</li> <li>being a safe pedestrian</li> </ul>
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**Physical development**

<p>ELG: Fine Motor</p>	<p><b>Managing the school day</b></p> <ul style="list-style-type: none"> <li>use cutlery</li> </ul> <p><b>Good posture with core muscle strength when sitting</b></p> <ul style="list-style-type: none"> <li>at a table (chair in, sit up straight, feet flat/still)</li> <li>on the floor (legs crossed, back straight)</li> </ul>	<p>Pencil grip in preparation for fluent writing</p> <ul style="list-style-type: none"> <li>tripod grip (in almost all cases)</li> </ul> <p>Small motor techniques needed to handle and use small tools competently, safely and confidently</p> <ul style="list-style-type: none"> <li>develop accuracy when using scissors</li> <li>use paintbrushes</li> </ul>	<p>Handwriting style that is fast, accurate and efficient</p> <p>Accuracy and care when drawing</p>
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	<p>Pencil grip in preparation for fluent writing</p> <ul style="list-style-type: none"> <li>• <b>developing</b> tripod grip</li> </ul> <p>Developing small motor techniques needed to handle and use small tools competently, safely and confidently</p> <ul style="list-style-type: none"> <li>• use scissors</li> </ul>		
<p><b>ELG: Gross Motor</b></p>	<p><b>Manage school day:</b> Knowledge needed to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> <li>• personal hygiene</li> </ul> <p><b>Fundamental movements</b> Strength, balance and coordination</p> <ul style="list-style-type: none"> <li>• demonstrate when playing</li> <li>• refine fundamental movement skills already acquired:</li> <li>• rolling, crawling, walking, hopping, skipping, climbing</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• <b>jogging</b>, running and jumping</li> <li>• negotiate space and obstacles</li> <li>• <b>control when starting and stopping</b></li> <li>• <b>changing direction</b></li> <li>• <b>jumping and landing safely (two-footed, forward, backwards, over an obstacle)</b></li> <li>• <b>join 2-3 jumps in a sequence</b></li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• throwing and catching</li> <li>• <b>rolling and receiving a ball with control using two hands</b></li> </ul>	<p><b>Fundamental movements</b></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• balancing and shapes</li> <li>• <b>techniques for creating shapes: straight (pencil), tuck, star</b></li> <li>• <b>standing balances (5)</b></li> <li>• <b>balances shown by a partner and copied</b></li> <li>• <b>sequences</b></li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• travelling, jumping and rolling</li> <li>• <b>step</b></li> <li>• <b>tiptoe</b></li> <li>• <b>jump</b></li> </ul> <p><b>Jumping movements to be able to perform:</b></p> <ul style="list-style-type: none"> <li>• <b>straight jump</b></li> <li>• <b>straight jump half turn</b></li> <li>• <b>tuck jump</b></li> <li>• <b>star jump</b></li> </ul> <p><b>Rolling movements to be able to perform:</b></p> <ul style="list-style-type: none"> <li>• <b>rock on back</b></li> <li>• <b>pencil/log roll</b></li> <li>• <b>curled side/egg roll</b></li> <li>• <b>circle/teddy bear roll</b></li> </ul> <p><b>short sequences using travelling, jumping and rolling moves</b></p>	<p><b>Apply fundamental movements</b></p> <p><b>Dance</b> Developing control and grace for a more fluent style of moving</p> <ul style="list-style-type: none"> <li>• <b>Safe movement in a space to music</b></li> <li>• <b>Actions to copy</b></li> <li>• <b>What it means to change the speed of some actions</b></li> <li>• <b>perform own dance moves (3/4)</b></li> </ul> <p><b>Games</b> Applying ball skills and travelling</p> <ul style="list-style-type: none"> <li>• <b>throwing</b></li> <li>• <b>catching</b></li> <li>• <b>kicking</b></li> <li>• <b>passing</b></li> <li>• <b>batting</b></li> <li>• <b>aiming</b></li> </ul>

	<ul style="list-style-type: none"> <li>throwing underarm and overarm with some control: <ul style="list-style-type: none"> <li>to a partner to hit a stationary target</li> </ul> </li> </ul>		
<b>Literacy</b>			
<b>ELG: Word Reading</b>	Phase 2/3 phonics	Phase 3/4 phonics	Phase 4 phonics
<b>ELG: Comprehension</b>	<b>Question</b> <b>Visualise</b> <b>Clarify</b> <b>Predict and infer</b> <b>Summarise</b>	<b>Know how to:</b> apply all reading and comprehension skills	<b>Know how to:</b> apply all reading and comprehension skills
	<b>Global theme: being fair</b> It's my turn Little Red Hen  <b>Poems</b> Nursery rhymes Michael Rosen  <b>Class texts</b> Starting school Rainbow fish Green eggs and Ham Owl Babies Snowman Book of feelings  <b>Traditional tales:</b> Goldilocks and the Three Bears The Gingerbread Man  <b>Topic texts</b> <ul style="list-style-type: none"> <li>fiction</li> <li>non-fiction</li> </ul>	<b>Global theme: being aware of others</b> I'm special, I'm me All are Welcome  <b>Poems</b> Nursery rhymes Julia Donaldson  <b>Class texts</b> Ruby's Worry Brown Bear The Day the Crayons Came Home What Do You Like? The Very Hungry Caterpillar  <b>Traditional tales:</b> Little Red Riding Hood The Three Billy Goats Gruff Jack and the Beanstalk  <b>Topic texts</b> <ul style="list-style-type: none"> <li>fiction</li> <li>non-fiction</li> </ul>	<b>Global theme: being sustainable</b> Michael Recycle 10 Things I Can Do to Help My World  <b>Poems</b> Nursery rhymes Pie Corbett  <b>Class texts</b> Going on a bear hunt I want my hat back Alfie Author study - Eric Carle  <b>Traditional tales:</b> The Three Little Pigs Cinderella  <b>Topic texts</b> <ul style="list-style-type: none"> <li>fiction</li> <li>non-fiction</li> </ul>
<b>ELG: Writing</b>	The composition of a sentence orally  Prewriting pencil control Pencil grip and posture (see gross motor)  The names of the letters of the alphabet in order  The formation of lower case and upper case letters  Phonemes and graphemes up to phase 4 to segment to make phonetically plausible attempts at spelling words HFWs up to phase 3 to be able to spell  Irregular/tricky words up to phase 3 to be able to spell		

	Appropriate reading strategies to be able to re-read what they have written to check that it makes sense		
	<i>(Through captions, labels and lists)</i>	<i>(Through captions, labels, lists and rhyming words)</i>	<i>(Through captions, labels, lists and letters/posters)</i>
	There are spaces between words  Punctuation for simple sentence structures	The order of given picture prompts to show the structure of a piece of writing with adult support  Embed structure and punctuation	Embed, planning, structure and punctuation

Mathematics			
ELG: Number  ELG: Numerical patterns  Shape, space and measure	<p><b>Number</b> Objects, actions and sounds can be counted</p> <ul style="list-style-type: none"> <li>➢ One to one principle</li> <li>➢ Stable order</li> <li>➢ Cardinal principle</li> </ul> <ul style="list-style-type: none"> <li>• Visual representations of numbers to 5</li> <li>• Subitise to 5</li> <li>• Read digits 0-5</li> <li>• Write digits 0-5</li> </ul> <p><b>Number</b> Automatic recall of bonds to 5 (including some subtraction facts) Recall without reference to rhymes, counting or other aids) Composition of 6-10 using visual representations of numbers 6-10</p> <ul style="list-style-type: none"> <li>• Read digits 6-10</li> <li>• Write digits 6-10</li> <li>• Recall of some bonds to 10</li> <li>• Order numbers from 0-10</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Double facts</li> <li>• Half any even number up to 10 using objects</li> </ul> <p><b>Numerical patterns</b></p> <ul style="list-style-type: none"> <li>• Compare quantities to 10 (using the language of 'greater than', 'less than' and 'the same as')</li> <li>• Verbally count beyond 20 <ul style="list-style-type: none"> <li>➢ forwards</li> <li>➢ backwards</li> </ul> </li> </ul> <p>Patterns with numbers to 10:</p> <ul style="list-style-type: none"> <li>➢ odd and even</li> <li>➢ doubles</li> <li>➢ equal distribution (given group of objects)</li> <li>• The equals sign means the same as</li> </ul> <p>Pictorial representations of + and - and the associated vocabulary of 'add' and 'take away'</p>	<p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>• 2D names and properties (circle, triangle, square, oblong/rectangle)</li> <li>• 3D names (sphere, cube, cuboid, cone, cylinder, pyramid)</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>• Mathematical terms to describe shapes</li> <li>• Patterns and models <ul style="list-style-type: none"> <li>➢ recognise, create and describe patterns and models using 2D and 3D shapes</li> </ul> </li> <li>• Patterns <ul style="list-style-type: none"> <li>➢ continue, copy and create repeating patterns</li> </ul> </li> <li>• Times of the day : <ul style="list-style-type: none"> <li>➢ the words 'morning', 'afternoon', 'evening', 'night' ect mean when talking about time</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>➤ how to order and sequence familiar events</li> <li>• Routines <ul style="list-style-type: none"> <li>➤ class routines</li> </ul> </li> <li>• Positional language/where things belong <ul style="list-style-type: none"> <li>➤ words to describe where things are/belong</li> </ul> </li> <li>• Know the days of the week</li> <li>• Compare length, weight and capacity</li> <li>• The vocabulary when talking about size, length, height, weight, capacity and distance <ul style="list-style-type: none"> <li>➤ big, small, long, tall, short, heavy, light, more, fewer, less, far, close etc</li> </ul> </li> </ul>
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### Understanding the World

<b>ELG: The Natural World (Science)</b>	<b>Seasons Autumn/Winter</b> <ul style="list-style-type: none"> <li>• weather changes (day board/weather charts)</li> <li>• season changes</li> </ul> <b>States of matter</b> <ul style="list-style-type: none"> <li>• changing states - freeze</li> </ul>	<b>Seasons Spring</b> <ul style="list-style-type: none"> <li>• weather changes (day board/weather charts)</li> <li>• season changes</li> </ul> <b>States of matter</b> <ul style="list-style-type: none"> <li>• changing states - melting</li> </ul> <b>Plants</b> <ul style="list-style-type: none"> <li>• vocabulary to describe plants</li> <li>• observe</li> <li>• draw</li> <li>• plant needs</li> </ul>	<b>Seasons Summer</b> <ul style="list-style-type: none"> <li>• weather changes (day board/weather charts)</li> <li>• season changes</li> </ul> <b>Animals</b> <ul style="list-style-type: none"> <li>• vocabulary to describe animals</li> <li>• observe</li> <li>• draw</li> <li>• needs/growth</li> </ul>
<b>ELG: Past and Present (History)</b>	The language of 'past' and 'present' <ul style="list-style-type: none"> <li>• Past: already happened</li> <li>• Present: happening now</li> <li>• Comment on images of familiar situations in the past: homes, schools, transport</li> <li>• Pictures, artefacts, accounts</li> </ul>	<b>Chronology of events</b> <ul style="list-style-type: none"> <li>• when I was born</li> <li>• when parents/grandparents were born</li> <li>• starting school now</li> </ul> Embedding language of 'past' and 'present'	<b>Chronology of events</b> <ul style="list-style-type: none"> <li>• when I was born</li> <li>• when parents/grandparents were born</li> <li>• starting school now</li> </ul> Embedding language of 'past' and 'present'
<b>ELG: People Cultures and Communities (Geography)</b>	<b>Local area</b> <ul style="list-style-type: none"> <li>• features of the immediate environment</li> <li>• maps</li> <li>• vocabulary</li> <li>• directional language</li> </ul>	<b>Different places</b> <ul style="list-style-type: none"> <li>• where we live: England/UK</li> <li>• features</li> <li>• contrasting environments</li> </ul>	<b>Other countries</b> <ul style="list-style-type: none"> <li>• similarities and differences of life: school travel, clothing, food, homes</li> </ul>
	<ul style="list-style-type: none"> <li>• Religions/cultural communities and events</li> </ul>		



ELG: People Cultures and Communities (RE)	<ul style="list-style-type: none"> <li>own experiences, stories, non-fiction</li> <li>similarities and differences</li> </ul>		
	<b>Believing</b> <ul style="list-style-type: none"> <li>special stories</li> <li>special people</li> <li>Diwali/Bonfire night</li> <li>Christmas</li> </ul>	<b>Expressing</b> <ul style="list-style-type: none"> <li>special places</li> <li>special times</li> <li>Easter/pancake day</li> <li>Eid</li> </ul>	<b>Living in the wider world</b> <ul style="list-style-type: none"> <li>belonging</li> <li>our world</li> <li>Ramadan</li> </ul>
Computing	<b>Computing</b> <ul style="list-style-type: none"> <li>follow and give instructions</li> <li>program beebots</li> <li>online safety</li> </ul>	<b>Using technology</b> Use a: <ul style="list-style-type: none"> <li>mouse</li> <li>touchscreen</li> <li>to play a game (phonics)</li> </ul>	<b>Using technology</b> Use a: <ul style="list-style-type: none"> <li>mouse</li> <li>touchscreen</li> </ul> to play a game/use software (phonics/digital art)
	<b>Using technology</b> Use a: <ul style="list-style-type: none"> <li>mouse</li> <li>touchscreen</li> <li>to play a game (phonics)</li> </ul>		Use a camera: <ul style="list-style-type: none"> <li>to take a picture (digital art)</li> </ul>

### Expressive Arts and Design

ELG: Creating with Materials (Art and DT)	Use and explore materials, experiment with design, texture, form and function and share creations Safe use of materials: scissors, glue, tape, pencils, <b>sharpeners</b> , paintbrushes, paint, <b>stapler</b> <small>(small steps: see progression doc)</small>		
	<b>Modelling</b> <ul style="list-style-type: none"> <li>recycled, manmade and natural materials</li> <li>recreate a 2D image as a model</li> </ul> <b>Collage</b> <ul style="list-style-type: none"> <li>range of materials glued onto a background</li> </ul> <b>Printing</b> <ul style="list-style-type: none"> <li>marks and simple patterns</li> <li>natural, man-made</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>fingers, brushes, sponges, thick brushes, card, sticks</li> <li>primary colours</li> <li>colour mixing</li> </ul> <b>Drawing</b> <ul style="list-style-type: none"> <li>pencil, crayons, chalk and pens</li> <li>marks, lines and curves</li> </ul> <b>Sculpture</b> <ul style="list-style-type: none"> <li>malleable materials (playdoh)</li> <li>hands and rolling tools</li> <li>represent something known</li> </ul>	<b>Printing</b> <ul style="list-style-type: none"> <li>freeform pattern</li> <li>shape patterns</li> </ul> <b>Digital Art</b> <ul style="list-style-type: none"> <li>take photos</li> <li>digital software</li> </ul> <b>Sculpture</b> <ul style="list-style-type: none"> <li>malleable materials (clay)</li> <li>hands and rolling tools</li> <li>represent something known</li> </ul>
ELG: Being Imaginative and Expressive	<b>Imaginative play</b> <ul style="list-style-type: none"> <li>pretend play</li> <li>props, materials</li> <li>stories, poems, rhymes to perform</li> </ul>		
	Nursery rhymes: <ul style="list-style-type: none"> <li>to sing and perform <ul style="list-style-type: none"> <li>Humpty Dumpty</li> <li>Baa Baa Black Sheep</li> <li>Twinkle Twinkle</li> <li>Hickory Dickory Dock</li> <li>Five Little Ducks</li> </ul> </li> </ul>		
	<b>Music</b> <b>Song: Me!</b>	<b>Music</b> <b>Song: Everyone</b>	<b>Music</b> <b>Song: Big Bear Funk</b>
Group or solo signing techniques including			



- matching pitch
- following melody  
(more accurately)

Group or solo music making techniques

## French

Bonjour (la classe)

Bonjour (madame/mademoiselle/monsieur)

Au revoir

Merci