

	Autumn Term	Spring Term	Summer Term
<b>Communication and Language</b>			
<b>ELG: Listening, Attention and Understanding</b>	A wider range of vocabulary Longer stories <ul style="list-style-type: none"> <li>listen to them</li> <li>remember much of what has happened</li> </ul> A repertoire of songs, rhymes and stories <ul style="list-style-type: none"> <li>sing</li> <li>talk about familiar books</li> <li>tell a long story</li> </ul>		
	How to listen carefully: <ul style="list-style-type: none"> <li>look at person talking</li> <li>listen to what they say</li> <li>wait turns to speak (with adult reminders)</li> </ul> The way to start a conversation and continue for many turns  Words, actions to: <ul style="list-style-type: none"> <li>express a point of view</li> <li>participate in a one-to-one discussion</li> </ul> Strategies to: pay attention to more than one thing at a time  The correct response to: <ul style="list-style-type: none"> <li>two-part questions</li> <li>two-part instructions</li> <li>'why' questions</li> </ul>	Embed listening skills	Embed listening skills
<b>ELG: Speaking</b>	The vocabulary to organise themselves and play 'let's go on a bus'... 'you sit there'... 'I'll be the driver' The way to start a conversation and continue for many turns  Words, actions to: <ul style="list-style-type: none"> <li>express a point of view</li> <li>participate in a one-to-one discussion</li> </ul>	Correct pronunciation of all sounds but may have problems saying some sounds: r, j, th, ch, and sh and multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	Correct oral use of sentences of four to six words (difficulties with irregular tenses and plurals)
	Show and tell Special things Special people	Show and tell Special places Special events	Show and tell 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> Ways to pay attention (with reminders)</p> <ul style="list-style-type: none"> <li>• give attention to what the teacher says</li> <li>• focus attention and respond following verbal prompts of their name</li> <li>• follow simple instructions involving one idea or actions</li> </ul> <p><b>Managing self</b></p> <ul style="list-style-type: none"> <li>• they can be responsible and are part of a community</li> <li>• know how to behave (class rules)</li> <li>• look after friends, belongings, toys</li> </ul> <p>Own care needs</p> <ul style="list-style-type: none"> <li>• using the toilet washing and drying their hands (increasing independence)</li> </ul> <p><b>Self-regulation</b> Ways to pay attention (with reminders)</p> <p>The vocabulary 'happy', 'sad', 'angry' or 'worried' to talk about own feelings and those of others</p> <p><b>Managing self</b> The appropriate steps when going to the toilet</p> <p>The appropriate steps to put coat on and take it off</p> <p>Own care needs</p> <ul style="list-style-type: none"> <li>• brushing teeth</li> </ul> <p><b>Building relationships</b> Ways to play with one or more other children extending and elaborating play ideas</p>	<p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>• follow simple instructions involving two ideas or actions</li> </ul> <p>To follow the classroom rules and their importance without adult support</p> <p>Strategies when meeting unfamiliar people in a safe context or when in a new social setting</p> <ul style="list-style-type: none"> <li>• show confidence</li> </ul> <p><b>Managing self</b> The appropriate steps to change clothes</p> <p><b>Self-regulation</b> How others may be feeling (gradually)</p> <p><b>Building relationships</b> Ways to contribute to the class</p> <ul style="list-style-type: none"> <li>• develop their sense of responsibility and membership of a community</li> </ul>	<p><b>Managing self</b> The activities and resources needed to achieve a goal</p> <ul style="list-style-type: none"> <li>• decide what they will do</li> <li>• decide how they will do it</li> </ul> <p>decide what resources they will need</p> <p>Healthy choices:</p> <ul style="list-style-type: none"> <li>• food</li> <li>• drink</li> <li>• activity</li> <li>• tooth brushing</li> </ul> <p><b>Building relationships</b> The solutions to conflicts and ways to be assertive</p> <ul style="list-style-type: none"> <li>• talk with others to solve conflicts</li> </ul>
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**Physical development**

<p><b>ELG: Fine Motor</b></p>	<p>Comfortable grip with good control</p> <ul style="list-style-type: none"> <li>• pens and pencils</li> </ul> <p>Dominant hand preference</p> <p>Small motor techniques to handle and use one-handed tools</p> <ul style="list-style-type: none"> <li>• scissors to make snips in paper</li> <li>• hand over hand</li> <li>• easy grip/loop scissors</li> <li>• safety - hold closed blade</li> <li>• use, thumb on top, fingers below, open (open hand) paper in, close (squeeze) to cut</li> <li>• paper hold - remove scissor to turn paper then restart</li> <li>• knife, fork, spoon become more independent</li> </ul>	<p>Embed fine motor skills</p>	<p>Embed fine motor skills</p>
<p><b>ELG: Gross Motor</b></p>	<p>Putting coat on</p> <p>Matching developing physical skills to tasks and activities in the setting (decide whether to crawl, walk or run across a plank, depending on its length and width)</p> <p>Large-muscle movements to</p> <ul style="list-style-type: none"> <li>• wave flags and streamers</li> <li>• paint and make marks</li> </ul> <p>Start taking part</p> <ul style="list-style-type: none"> <li>• group activities which they make up for themselves</li> <li>• in teams</li> <li>• skipping games</li> </ul>	<p>Right resources chosen to carry out their own plan (choosing a spade to enlarge a small hole they dug with a trowel)</p> <p>Movements can be developed:</p> <ul style="list-style-type: none"> <li>• balancing</li> <li>• riding (scooters, trikes and bikes)</li> <li>• ball skills</li> </ul> <p>Alternate feet to move</p> <ul style="list-style-type: none"> <li>• up steps and stairs</li> <li>• climb up apparatus</li> </ul> <p>Balancing movements for use in games like musical statues</p> <ul style="list-style-type: none"> <li>• skip</li> <li>• hop</li> <li>• stand on one leg</li> <li>• hold a pose</li> </ul>	<p>Dressing and undressing</p> <p>Doing up zip</p> <p>Collaboration with others to manage large items (moving a long plank safely, carrying large hollow blocks)</p> <p>Sequences and patterns of movements which are related to music and rhythm</p> <ul style="list-style-type: none"> <li>• increasingly able to use and remember</li> </ul>

## Literacy

<p><b>ELG: Comprehension</b></p>	<p>Phonological awareness (Phonics Bug)</p> <ul style="list-style-type: none"> <li>differentiate between different environmental sounds</li> <li>initial sounds and alliteration</li> <li>syllables</li> <li>rhyming</li> </ul> <p>Ongoing: Word reading</p> <p>Concepts of print:</p> <ul style="list-style-type: none"> <li>print has meaning (words of different lengths, full stops, capital letters and spaces)</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> <p>Comprehension</p> <p>Vocabulary from known stories</p> <p>use it during extended conversations about stories</p>		
<p><b>ELG: Word reading</b></p>	<p><b>Word reading</b></p> <p>Sentences start with capital letters and end with full stops</p> <p>Comprehension</p> <p>Recite poetry - nursery rhymes</p> <ul style="list-style-type: none"> <li>Incy Wincy Spider</li> </ul>	<p><b>Apply</b> all reading skills</p> <p>Comprehension</p> <p>Recite poetry - nursery rhymes</p> <ul style="list-style-type: none"> <li>Five Little Speckled Frogs</li> </ul>	<p><b>Apply</b> all reading and comprehension skills</p> <p>Comprehension</p> <p>Recite poetry - 3 nursery rhymes</p> <ul style="list-style-type: none"> <li>Old MacDonald</li> </ul> <p>Word reading</p> <p>Phonic knowledge up to phase 1</p> <p>Phonological awareness e.g. spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound</p>
	<p><b>Global theme: being democratic</b></p> <p>The Class Vote</p> <p>The Election</p> <p><b>Poems</b></p> <p>Nursery rhymes</p> <p>Michael Rosen</p> <p><b>Class texts</b></p> <p>Starting school</p> <p>Rainbow fish</p> <p>Green eggs and Ham</p> <p>Owl Babies</p> <p>Snowman</p> <p>Book of feelings</p> <p><b>Traditional tales:</b></p> <p>The Three Little Pigs</p> <p>The Gingerbread Man</p>	<p><b>Global theme: being peaceful</b></p> <p>5 Minutes' Peace</p> <p>A Handful of Quiet</p> <p><b>Poems</b></p> <p>Nursery rhymes</p> <p>Julia Donaldson</p> <p><b>Class texts</b></p> <p>Ruby's Worry</p> <p>Brown Bear</p> <p>The Day the Crayons Came Home</p> <p>What Do You Like?</p> <p>The Very Hungry Caterpillar</p> <p><b>Traditional tales:</b></p> <p>Little Red Riding Hood</p> <p>Jack and the Beanstalk</p>	<p><b>Global theme: being aware of human rights</b></p> <p>My Little Book of Big Freedoms</p> <p>I have the Right to be a Child</p> <p><b>Poems</b></p> <p>Nursery rhymes</p> <p>Dr. Seuss</p> <p><b>Class texts</b></p> <p>Going on a bear hunt</p> <p>I want my hat back</p> <p>Alfie</p> <p>Author study - Eric Carle</p> <p><b>Traditional tales:</b></p> <p>The Three Billy Goats Gruff</p> <p>Goldilocks and the Three Bears</p>

	<b>Topic texts</b> <ul style="list-style-type: none"> <li>• fiction</li> <li>• non-fiction</li> </ul>	<b>Topic texts</b> <ul style="list-style-type: none"> <li>• fiction</li> <li>• non-fiction</li> </ul>	<b>Topic texts</b> <ul style="list-style-type: none"> <li>• fiction</li> <li>• non-fiction</li> </ul>
ELG: Writing	<p>Comfortable grip with good control using dominant hand preference</p> <p>(see fine motor)</p>	<p>Know the letters of some/all of their name</p> <p>Some letters written accurately</p>	<p>Ways to use some of their print and letter knowledge in their early writing</p> <ul style="list-style-type: none"> <li>• e.g. writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</li> </ul>

Mathematics			
<p>ELG: Number</p> <p>ELG: Numerical patterns</p> <p>Shape, space and measure</p>	<p><b>Number</b></p> <p>The last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>The order of numbers to 0-3</p> <ul style="list-style-type: none"> <li>• Count aloud (stable order)</li> <li>• Forwards and back</li> <li>• On fingers</li> </ul> <p>With objects up to 3 (one to one principle)</p> <p>Visual representations of numbers up to 3</p> <ul style="list-style-type: none"> <li>• Subitise (recognise objects without counting) up to 3</li> </ul> <p>The order of numbers 0 - 5 and onwards</p> <ul style="list-style-type: none"> <li>• count aloud</li> <li>• forwards and back</li> <li>• on fingers</li> </ul> <p>with objects up to five</p>	<p><b>Number</b></p> <p>Numbers 0 - 5</p> <ul style="list-style-type: none"> <li>• representing numbers using 'number fingers' and objects</li> </ul> <p>Saying one number for each item in order</p> <p>Numbers 0 - 5</p> <ul style="list-style-type: none"> <li>• recognise and match numerals</li> </ul> <p>Experiment with own symbols and marks as well as numerals</p> <p>The language of 'more than' and 'fewer than' compare quantities up to 3</p> <p>Talk about and explore 2D and 3D</p> <ul style="list-style-type: none"> <li>• shapes: circles, rectangle/oblong, triangle and cuboid (3D)</li> </ul> <p>informal and mathematical language to describe, 'sides', 'corners'; 'straight', 'flat', 'round'</p>	<p><b>Shape, space and measure</b></p> <p>Patterns</p> <ul style="list-style-type: none"> <li>• talk about and identify the patterns around them (stripes on clothes, designs on rugs and wallpaper)</li> <li>• use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>• extend and create ABAB patterns - stick, leaf, stick, leaf.</li> <li>• notice and correct an error in a repeating pattern.</li> </ul> <p>begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</p> <p>Appropriate shape selection</p> <ul style="list-style-type: none"> <li>• flat surfaces for building a triangular prism for a roof, etc</li> </ul> <p>Shapes can be combined to make new ones an arch, a bigger triangle, etc</p> <p>Positional language</p> <ul style="list-style-type: none"> <li>• understand position through words alone (no pointing)</li> </ul> <p>e.g.: "the bag is under the table,"</p> <ul style="list-style-type: none"> <li>• describe a familiar route</li> </ul>

			<p>discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p>
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### Understanding the World

<p><b>ELG: The Natural World (Science)</b></p>	<p><b>Seasons</b> <b>Autumn/Winter</b></p> <ul style="list-style-type: none"> <li>weather changes (day board)</li> <li>season changes</li> </ul> <p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>differences between materials when: <ul style="list-style-type: none"> <li>cooked</li> <li>frozen</li> </ul> </li> <li>sink/float</li> </ul> <p><b>Forces</b> Different forces and how they feel</p> <ul style="list-style-type: none"> <li>water, elastic, twigs, metal, magnets</li> </ul>	<p><b>Seasons</b> <b>Spring</b></p> <ul style="list-style-type: none"> <li>weather changes (day board)</li> <li>season changes</li> </ul> <p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>differences between materials when: <ul style="list-style-type: none"> <li>melted</li> </ul> </li> <li>light/shadow</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Planting seeds</li> <li>Care for plants</li> </ul> <p>Life cycle of:</p> <ul style="list-style-type: none"> <li>a plant (cress/flower)</li> <li>vocabulary</li> </ul>	<p><b>Seasons</b> <b>Summer</b></p> <ul style="list-style-type: none"> <li>weather changes (day board)</li> <li>season changes</li> </ul> <p><b>Animals</b> Life cycle of:</p> <ul style="list-style-type: none"> <li>an animal (caterpillar/chicks)</li> <li>vocabulary</li> <li>ways to show respect for the natural environment/all living things</li> </ul>
<p><b>ELG: Past and Present (History)</b></p>	<p>Own life-story and family's history</p> <ul style="list-style-type: none"> <li>Photos and memories</li> <li>Retell parent memories</li> </ul>	<p>Chronology of events</p> <ul style="list-style-type: none"> <li>when I was born</li> <li>starting school now</li> </ul>	<p>Language of past and present</p>
<p><b>ELG: People Cultures and Communities (Geography)</b></p>	<p><b>Local area</b> Senses to explore natural materials</p> <ul style="list-style-type: none"> <li>hands on exploration</li> <li>patterns/natural collages/pictures</li> </ul> <p>The vocabulary to discuss materials and what they see</p> <ul style="list-style-type: none"> <li>bark, pebbles, shells, leaves, sand, sticks, seeds, grass, soil, pine cones, feathers</li> <li>long, short, big, small, tiny, rough, smooth, wrinkly, hard, soft, spiky</li> </ul>	<p><b>Different places</b> The vocabulary to describe similar and different properties of collections of materials</p> <p>Ways to show respect and care for</p> <ul style="list-style-type: none"> <li>natural environment</li> </ul>	<p><b>Other countries</b> There are different countries in the world</p> <p>Differences between countries in the world</p> <ul style="list-style-type: none"> <li>experienced</li> <li>seen in photos</li> <li>books/displays children's families around world/holidays similarities/differences using props, puppets, dolls and books</li> </ul>
<p><b>ELG: People Cultures and Communities (RE)</b></p>	<ul style="list-style-type: none"> <li>Religions/cultural communities and events</li> <li>own experiences, stories, non-fiction</li> <li>similarities and differences</li> </ul>		
	<p><b>Believing</b></p>	<p><b>Expressing</b> Celebrate and value:</p>	<p><b>Living in the wider world</b> Celebrate and value:</p>

	<p>Differences between people are positive</p> <ul style="list-style-type: none"> <li>families and communities</li> <li>different appearances <ul style="list-style-type: none"> <li>disability</li> <li>skin colours</li> <li>hair types</li> </ul> </li> </ul> <p>Celebrate and value:</p> <ul style="list-style-type: none"> <li>cultural, religious and community events</li> <li>Birthdays</li> <li>Bonfire night</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>cultural, religious and community events</li> <li>Birthdays</li> <li>Easter/pancake day</li> </ul>	<ul style="list-style-type: none"> <li>cultural, religious and community events</li> <li>belonging</li> <li>our world</li> <li>Ramadan</li> </ul>
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Computing	<p><b>Mechanical equipment</b></p> <p>How things work:</p> <ul style="list-style-type: none"> <li>peg boards</li> <li>K'nex</li> <li>Beebots</li> </ul>	Embedding 'how things work'	Embedding 'how things work'
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### Expressive Arts and Design

ELG: Creating with Materials (Art and DT)	<p>Safe use of materials and tools`</p> <ul style="list-style-type: none"> <li>scissors (hold, grip, cut)</li> <li>PVA (dip, small amount of glue, spread)</li> <li>glue stick (pull lid off, twist, spread, twist down, push lid on)</li> <li>tape (find end, peel up, stick roll to table, pull roll for small amount, hold, cut)</li> <li>pencils (pencil grip, sharp end awareness, pencil control, pressure)</li> <li>sharpeners (blade/no fingers, correct hold, pencil in, twist)</li> <li>pens, whiteboard pens (pull lid off, use with grip/control, put lid on)</li> <li>paintbrushes (grip, strokes)</li> <li>paint and pots (lids up/off, bottle hold, pour, small amount, lids on)</li> <li>stapler (safety, materials to use, material in flat, flat hand press)</li> </ul>		
	<p><b>Modelling and collage</b></p> <p>Know how to join different materials</p> <p>Explore different textures</p> <p>Different materials can be explored freely to develop ideas about how to use them and what to make</p> <p>Develop their own ideas and decide which materials to use to express them</p> <p><b>Printing</b></p> <p>Body parts can be used to print</p>	<p><b>Painting</b></p> <p>Know colours and know that can be mixed</p> <ul style="list-style-type: none"> <li>Primary colours</li> </ul> <p>Emotions can be shown in paintings</p> <p><b>Drawing</b></p> <p>Know how closed shapes with continuous lines can represent objects</p> <p>Draw with increasing complexity and detail</p> <p>Know how to use drawing to represent ideas like movement or loud noises</p> <p>Know how to show different emotions in their drawing and</p>	Embed all creative skills

		<p>paintings like happiness, sadness and fear</p> <p><b>Sculpture</b> Malleable materials (playdoh) can be manipulated using hands and rolling tools</p>	
<b>ELG: Being Imaginative and Expressive</b>	<p><b>Imaginative play</b></p> <ul style="list-style-type: none"> <li>pretend play</li> <li>props, materials</li> <li>stories, poems, rhymes to perform</li> </ul> <p><b>Stories</b> Complex stories can be told using small world equipment Imaginative and complex 'small worlds' can be made with blocks and construction kits</p> <p><b>Story resources</b></p> <ul style="list-style-type: none"> <li>An object can be used to represent something else, even if it is not similar</li> </ul>		
	<p>Nursery rhymes:</p> <ul style="list-style-type: none"> <li>to sing and perform</li> <li>Incy Wincy Spider</li> <li>Five Little Speckle Frogs</li> <li>Old MacDonald</li> </ul>		
	<p><b>Music</b> <b>Song: Me!</b></p>	<p><b>Music</b> <b>Song: Everyone</b></p>	<p><b>Music</b> <b>Song: Big Bear Funk</b></p>
	<ul style="list-style-type: none"> <li>Know how to listen with increased attention to sound</li> <li>Know how to respond to what they have heard</li> <li>Know how to sing entire songs <ul style="list-style-type: none"> <li>to perform</li> </ul> </li> <li>Know how to create their own songs or improvise a song around one they know</li> <li>Pitch can be matched <ul style="list-style-type: none"> <li>sing the pitch of a tone sung by another person</li> </ul> </li> <li>Know how to sing the melodic shape of familiar songs (moving melody, such as up and down, down and up)</li> <li>Play instruments with increasing control to express their feelings and ideas</li> <li>Know how to create their own songs or improvise a song around one they know</li> </ul>		
<b>French</b>			
<p>Bonjour (la classe) Bonjour (as a response) Merci</p>			