



Year R	Communication and Language	Personal, social and emotional development.	Physical development.	RE 'Come and See'	Literacy	Maths	Understanding of the world	Expressive arts and design
<b>Autumn 1</b>  <b>Topic:</b> <b>Fairy Tales</b> <b>Space</b>	Is able to follow directions (if not intently focused on own choice of activity). Responds to instructions involving a two-part sequence. Uses language to imagine and recreate roles and experiences in play situations.	To separate from their carer confidently. Confident to speak to others about own needs, wants, interests and opinions. To begin to form new friendships.  To make class rules.  To understand how to use KELSO in help them solve problems.	Introduction to PE - Finding space. Stopping quickly Using and sharing equipment. Running. Jumping. Throwing. Catching. Rolling. Following a path.  To have a dominant hand when writing. To form recognisable letters. To be able to hold and use scissors. To be able to change themselves for PE	Myself Judaism  Learn the School prayers.  To make up a class prayer.	To recognise rhyming words. To be able to make up a story using pictures. Phase 2 letters and sounds. To be able to give meaning to their marks. To write their own name.	Recognise some numerals of personal significance. Recognises numerals 1-5. Counts up to three or four objects by saying one number for each item. Counts actions or objects which cannot be moved. Selects the correct numeral to represent 1-5 objects. Counts an irregular arrangement of up to 5 objects.	To name the different parts of their faces To talk about their families. They know about similarities and differences between themselves and others. To use a simple computer programme. E-safety. To name different planets	To learn songs. To experiment with colour – colour mixing.  To use their ideas in role play.
<b>Autumn 2</b>  <b>Topic:</b> <b>Fireworks</b> <b>Autumn</b> <b>Christmas.</b>	Focusing attention – still listen or do, but can shift own attention. To begin to ask questions. Extends vocabulary. Introduces a narrative in their play.	Confident to talk to other children when playing, and will communicate freely about own home and community. Understands how their actions affect other children. To talk about what they enjoy learning about. To cope with changes in routines (Play rehearsals.)	Fundamentals – Running. Balancing. Jumping. Hopping Methods of travelling. Changing direction  Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. To use scissors more accurately. Healthy eating – life bus	Welcome Birthdays (Christmas story)	Phase 2 letters and sounds. Begin to blend vc and cvc words. To write their name and labels. Hears the initial sounds in words. Enjoys a range of books.	Explore characteristics of shapes and use mathematical language to describe them. Beginning to uses everyday language related to money. Uses the language of more and fewer to compare two sets. Find the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of five objects. In practical activities use the vocabulary involved in adding and subtracting.	To talk about past events in their lives (Baptism.) To learn about a person from the past – Guy Fawkes To learn about the season of autumn To know what a map is and where we live (Santa's journey map.) To compare different traditions. To use learn pads.	To learn play songs. To experiment with collage materials.
<b>Spring 1</b>  <b>Topic:</b> <b>Winter</b> <b>Food</b> <b>Chinese New Year</b>	Listen to a range of stories. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They develop their own narratives and explanations by	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.  Can describe self in positive terms and talk about abilities. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Gymnastics – Shapes. Balances. Jumps. Rocking & rolling. Barrel Roll. Straight Roll. Progressions of a forwards roll  Handles tools, objects, construction and malleable materials safely and with increasing control. To use a pencil effectively to	Celebrating Gathering	Phase 2/3 letters and sounds. Blend vc and cvc words. To begin to read words. Continues a rhyming string. To write some sounds in words.	Recognises numerals 1-10. Counts out up to 10 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1-10 objects. Counts objects to 10. Counts an irregular arrangement of up to 10	To talk about the season of winter To know where some of our food comes from To find out about different traditions and compare them to our own (Chinese new year.) To select and use different icons on the learn pad.	Represent their own ideas in role play, dance and music. To be able to select the correct paintbrush.

	connecting ideas or events.	Confident to try different activities.	form recognisable letters.			objects. Orders two or three items by length or height. Orders two items by weight or capacity.	E-safety. To know about the season of spring and growing plants	
<b>Spring 2</b>  <b>Topic:</b> <b>Spring</b> <b>People who help us</b>	They give their attention to what others say and respond appropriately. They answer 'how' and 'why' questions. Connect their ideas based on their experiences.	They will choose the resources they need for their chosen activities. They are confident to speak in a familiar group, will talk about their ideas. They are confident to speak to an audience (Mother's day assembly.) They adjust their behaviour to different situations, and take changes of routine in their stride	Dance – Travel. Action. Shape. Space. Perform. Level. Copy. Counts. Direction.  To understand what a healthy diet is and how we can keep ourselves well.	Growing	Phase 3 Letters and sounds. To read and write simple words/sentences. To read and write some common words.	Numbers – securing numbers 1-10 Place numbers 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. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns. Use everyday language to talk about time to compare quantities and to solve problems.	To know about the season of spring and nurturing plants To talk about and find out about different jobs people do. To know where we live (address.) To talk about the different roles in a community. How is technology used at home and school?	To explore a variety of tools, materials and techniques in DT and art.  Represents their own ideas in a variety of ways.
<b>Summer 1</b>  <b>Topic:</b> <b>Pirates</b> <b>Animals from different habitats</b>	Listens attentively and answers questions.  Able to express themselves effectively. To use the correct tense.  Able to express their own views and ideas about stories or characters.  Able to follow instructions involving several ideas or actions.	To take turns and take into account other children's feelings and ideas. Form positive relationships with adults and peers by showing understanding for their needs and feelings. To work as part of a pair, group and class. Confident to talk to an audience in the class assembly.	Ball Skills – Throwing. Catching. Rolling. Dribbling. Bouncing. Kicking. Stopping a rolling ball.  Shows good control in small movements when handling scissors, pencils, paintbrushes etc  To understand the importance of exercise and diet.	Good News Islam Friends	Phase 3 letters and sounds. To read some common words. To read words/sentences. To spell words correctly. Make phonetically plausible attempts at other words.	Numbers – using numbers 1-20 Children count reliably with numbers from 1-20 Place numbers 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. Solve problems, including doubling, halving and sharing	They talk about the features of their own immediate environment and how environments might vary from one another. To find out about animals that live in the Arctic and Antarctic. To look at mini-beasts on land and river To experience first-hand pond-dipping and bug-hunting.  E-safety.	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Develop their ideas by selecting their own materials.
<b>Summer 2</b>  <b>Topic:</b> <b>Animals from</b>	Listens attentively in a range of situations and responds appropriately.  Develop their own narratives and explanations connecting their own experiences	Play games with rules and take turns.  To organise their own activity and understand which resources they need to complete it.  They adjust their behaviour to	Games – Running. Jumping. Balancing. Changing direction. Scoring. Tagging. Taking turns.  Letters are recognisable and are able to write on lines and are the correct size.	Our world.	Phase 4 letters and sounds. To read sentences. They can read stories and describe the main events. To write words/sentences	Solve problems, including doubling, halving and sharing Can use everyday language to talk about position and distance to compare quantities and objects and to solve	To look at pirates To name different animals and their young. To look at the different kinds of animals that live in the sea, jungle, African plains and desert To know how to look	Use their own ideas to represent their own ideas and talk about their strengths of their own work.

<b>different habitats</b>	and learning. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.	different situations, and take changes of routine in their stride. (Assembly and transition to Year 1.) To manage their own feelings and maintain control.	To understand the importance of safety.		that can be read by themselves and others.	problems.	after our pets.	
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