

Key Vocabulary

Routine—what we do and when.

Police Office, Fire fighter, Ambulance, Nurse, Doctor, Teacher,

Sort—put things together that are the same.

Length—how long something is.

Height—how tall something is.

Count—say one number word for each object. The last one said is how many.

Compare—what is more, less or the same.

Sentence—a group of words that makes sense and tell you something

Grapheme—the way a sound is written down.

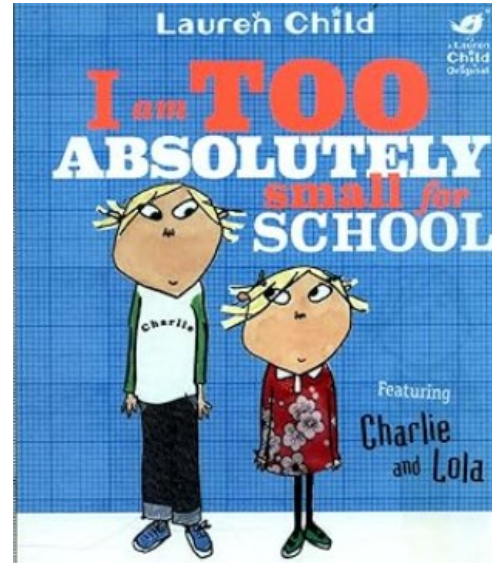
Phoneme—a sound a letter makes.

Blend—say the sounds and blend them together

Friend—someone you like being with.

Kind—doing something for someone.

Class Reader: I am too absolutely small for school



Topic—Understanding the World

- Learn about school routines and rules.
- Talk about ourselves and our families.
- To begin to understand that other children have different experiences of family.
- To name people who can help us.
- I can talk about people in the community. For example, I can say what a police officer does.

Maths

Focus

- Spot what is the same and what is different.
- Sort by colour, shape, size, texture, orientation and function
- Compare and order by size, length and time.
- Recognise, extend, create and fix simple AB patterns.
- Count reliably up to five forwards and backwards.
- Compare numbers, order and write numbers to five.

Literacy

Focus:

- Say a sentence including, who/what, doing, and what. For example: The dog is eating a bone.
- Listen to, enjoy and engage in stories.

Phonics - Phase 2 (Blending)

Focus:

- Identify rhyming words.
- Identify words that start with the same sound.
- Learn to recognise and say the sound for 20 single letter.
- To blend up to 3 sounds together to read a short word.

Expressive Arts and Design

Focus:

- Create my own designs using my own imagination or learning from someone else's ideas.
- Enjoy and join in with shared singing and music..
- Begin to have a story in my play.

Autumn 1 All about me

PE / Gross Motor : Introduction to PE – Unit 2

Focus:

To safely move around the hall or playground without bumping into each other.
To learn to follow instructions during PE.
Practice: rolling, crawling, walking, jumping, running, hopping, skipping., climbing,

Funky Fingers / Fine Motor Control

Focus:

Undo and do up common fastenings—not laces.
To hold and use pencils and scissors.
To hold and use cutlery.

PSED: Myself and My Relationships 2 (Family and Friends)

Managing my emotions

- I am aware of what I am feeling.
 - I am able to be calm and focussed when learning something new.
 - I am trying to manage my changing emotions.
- ### Identifying and using stress-management strategies
- I am able to practise the Pause when I feel frustrated or upset.
 - I am able to use my breath or sit quietly to relax myself when I feel frustrated.
 - I am able to go to an adult to help me co-regulate – initiate contact, hold hands, ask for help.

Communication

Fcou:

We are learning to listen to and talk to our friends and adults.

- Understand how to listen carefully and why listening is important.
- Learn rhymes, poems and songs.
 - Harvest song
 - Heads, Shoulders, Knees and Toes.
- Hold back and forth conversations.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Key Vocabulary

Count—say one number word for each object. The last one said is how many.

Compare—what is more, fewer or the same.

Fewer—the word we use to say 'less' when talking about defined objects. We use the word less when we are talking about continuous quantities, such as height, weight and volume.

Composition—how something is made / what it is made from.

Numberbond—the composition of a number. For example, 1+4, 2+3 are number bonds for 5.

2D shapes—shapes that are so 'flat' you can not pick them up by themselves. (square, circle, rectangle and triangle)

3D Shapes—shapes you can pick up. (cube, cuboid, sphere, pyramid)

Sentence—a group of words that makes sense and tells you something

Grapheme—the way a sound is written down.

Phoneme—a sound a letter makes.

Blend—say the sounds and blend them together

Segment—break a word into individual sounds or phonemes.

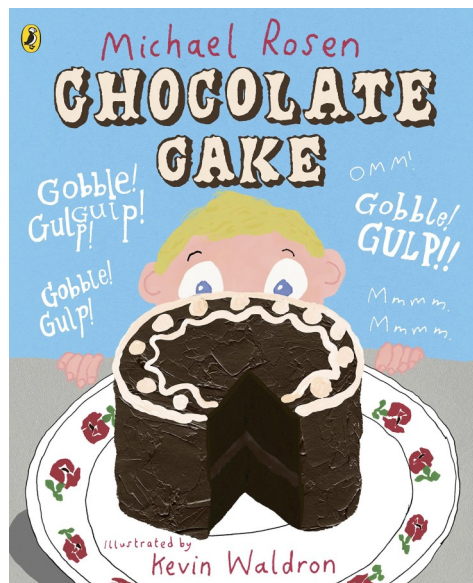
Past—something that has already happened.

Present—now.

Seasons—Spring, Summer, Autumn, Winter

Changing states—Water freezes to become ice. Ice melts to become water.

Class Reader: Chocolate Cake,



Topic—Understanding the World

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Guy Fawkes's)

Understand the past through settings, characters and events in books read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter—ice, water, steam. .

Maths

- Compare numbers, order and write numbers to five.
- How to order events by time—day/night
- Composition of numbers to 5—how big numbers are made out of smaller ones.
- Quick recall of number bonds to 5.
- Names of 2D and 3D shapes and how to identify

Literacy

Focus:

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Write recognisable letters, most of

Phonics - Phase 2 (Blending)

Focus:

Read words consistent with their phonetic knowledge by sound-blending.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Expressive Arts and Design

Focus:

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the

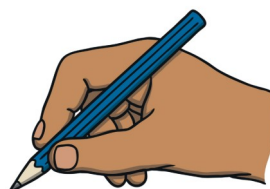
Autumn 2 Seasons

PE / Gross Motor : Introduction to PE – Unit 2

In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat

Funky Fingers / Fine Motor Control

Focus:



PSED: Myself and My Relationships 2 (Family and Friends)

Focus:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

Communication

Focus:

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Learn rhymes, poems and songs.

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Key Vocabulary

Traditional Tale—A story that has been told and written many times, for example Little Red Riding Hood.

Balances—Taking weight on a part / parts of your body and holding a shape.

Apparatus—Equipment used in sports / PE / activity.

Zero—the number before 1.

5 frame / 10 frame

●	●	●	●	●

More and less—words to use when comparing quantity or amount.

Composition—how something is made / what it is made from.

Numberbond—the composition of a number. For example, 1+4, 2+3 are number bonds for 5.

Sentence—a group of words that makes sense and tells you something

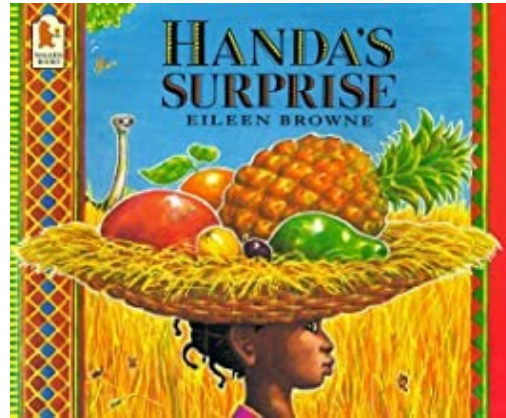
Grapheme—the way a sound is written down.

Phoneme—a sound a letter makes.

Blend—say the sounds and blend them together

Segment—break a word into individual sounds or phonemes.

Class Reader: Handa's Surprise



Maths

- To understand zero as an empty set.
- To be able to count to 10 forwards and backwards.
- To represent numbers on a five and ten frame.
- To write numbers to 10.
- Combine groups by counting how many altogether.
- To compare numbers and find one more and one less.
- To find and learn number bonds for small numbers.
- To copy, continue and create repeating patterns.

Literacy

- To learn new and exciting vocabulary related to our class reader.
- To use our new vocabulary in sentences
- To begin to write our own sentences.

Phonics - Phase 3—long vowel sounds.

- To recognise the phase 3 long vowel sounds.
- To read and spell words with long vowel sounds.
- To begin to write captions and sentences.

Spring 1 Around the World

Funky Fingers / Fine Motor Control

Focus:

To hold a pencil using a tripod grip.
To use tools such as scissors and paint brushes.



PE / Gross Motor : Gymnastics Unit 1

- Children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'.
- Children explore basic movements, creating shapes and balances, jumps and rolls.
- They begin to develop an awareness of space and how to use it safely.
- They perform basic skills on both floor and apparatus.
- They copy, create, remember and repeat short sequences.
- They begin to understand using levels and directions when travelling and balancing.

PSED: Citizenship 2 (Me and My World)

- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Explain the reasons for rules, know right from wrong and try to behave accordingly. Show sensitivity to their own and to others' needs.

Topic—Understanding the World

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between different religious and cultural communities in this country.
- Explain some similarities and differences between life in this country and life in other countries,

Expressive Arts and Design

- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Communication

Focus:

- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold back and forth conversations.
- Express their ideas and feelings about their experiences using full sentences, including use tenses.

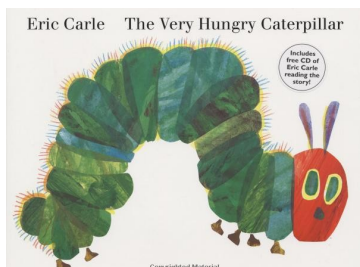
Key Vocabulary

Minibeast: a small creature. Technically they should be invertebrate.

Life Cycle: how something grows and makes more of itself. We will see some caterpillars turn into butterflies.

Cocoon / chrysalis—what a caterpillar goes into while it turns into a butterfly.

Metamorphosis— a change.



Apparatus—Equipment used in sports / PE / activity.

More and less—words to use when comparing quantity or amount.

Composition— how something is made / what it is made from.

Numberbond— the composition of a number. For example, 1+4, 2+3 are number bonds for 5.

Sentence—a group of words that makes sense and tells you something

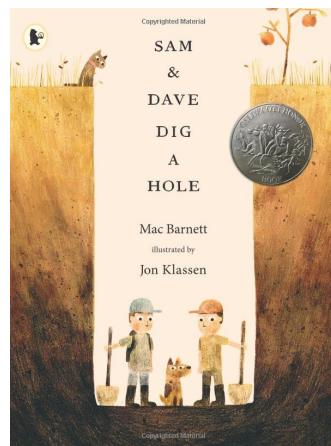
Grapheme—the way a sound is written down.

Phoneme—a sound a letter makes.

Blend— say the sounds and blend them together

Segment— break a word into individual sounds or phonemes.

Class Reader: Sam and Dave Dig a Hole.



Maths

- Develop a deep understanding of numbers up to 10.
- Remember number bonds to 5 and some to 10. (two numbers that make another number)
- Remember doubles up to 10. ($5 + 5 = 10$)
- Explore and represent patterns within numbers up to 10 including odd and even numbers.
- Measure and describe lengths and heights.
- Describe and compare capacity.
- Describe and explore 2D Shapes and 3D Shapes.

Literacy

- Retell stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Read aloud simple sentences and books.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Phonics - Phase 3

- To recognise the phase 3 long vowel sounds.
- To read and spell words with long vowel sounds.
- To read and spell longer words by 'chunking' or chopping up words into smaller parts.

Spring 2 Minibeasts

Fine Motor Control

Focus:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip
- Begin to show accuracy and care when drawing.



PSED: Citizenship 1 (Identities and Diversity)

- Set and work towards simple goals.
- Be able to wait for what they want and control their immediate impulses.
- Focus on what the teacher says and respond appropriately even when engaged in activity.
- Follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

PE / Gross Motor : Fundamentals Unit 2

- In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'.
- Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction.
- Children will develop fine and gross motor skills, through handling equipment.
- They will learn how to stay safe using space.
- They work independently and with a partner to complete tasks.

Topic—Understanding the World

- Draw information from a simple map.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Make observations and draw pictures of animals and plants.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

- Listen to, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Share their creations, explaining the process they have used.
- Sing a range of well-known nursery rhymes and songs.

Communication

Focus:

- Make comments about what they have heard.
- Ask questions to clarify their understanding.
- Hold back and forth conversations.
- Express their ideas and feelings using full sentences, including tenses.
- Join in discussions, offering their own ideas.
- Offer explanations for why things might happen.
- Use recently introduced vocabulary

Key Vocabulary

Seed—made by plants and can be planted to make new plants.

Bulb—some plants make bulbs. They are bigger than seeds and can be planted so they grow or can be left in the ground so they grow every year.

Life cycle— Seeds grow into plants that produce seeds. This is a cycle that repeats over and over again.

Blossom— the flowers that grow on trees and bushes.

Stem— The part of a flower above the ground, that everything else grows from.

Roots— The part of a plant that is under the ground. It gets water from the ground.

Apparatus—Equipment used in sports / PE / activity.

More and less—words to use when comparing quantity or amount.

Composition— how something is made / what it is made from.

Numberbond— the composition of a number. For example, 1+4, 2+3 are number bonds for 5.

Sentence—a group of words that makes sense and tells you one thing.

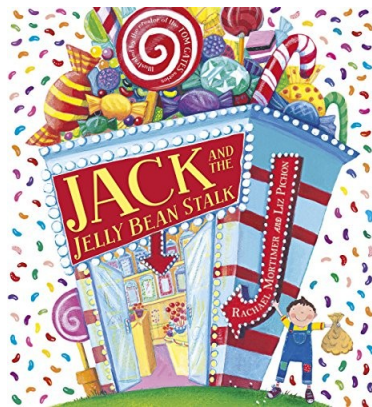
Grapheme—the way a sound is written down.

Phoneme—a sound.

Blend— say the sounds and blend them together

Segment— break a word into individual sounds or phonemes.

Class Reader: Jack and the Jelly Bean Stalk



Maths

- Explore and represent patterns within numbers up to 10
- Compare quantities up to 10 in different contexts.
- Have a deep understanding of numbers to 10 - How numbers up to 10 can be made from smaller numbers.
- Have a deep understanding of number to 10.
- Counting to 20 forwards and backwards.
- Doubling and halving
- Odd and even numbers

Literacy and Phonics (Phase 4)

- Read and spell words with consonant blends and clusters.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Summer 1 Plants

Fine Motor Control

- Hold a pencil using a tripod grip.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.



PSED: Citizenship 1 (Identities and Diversity)

- Be independent when dressing, going to the toilet and cutting food.
- Understand the importance of healthy food choices.
- Focus on the teacher and respond appropriately even when engaged in activity,
- Show an ability to follow instructions involving several ideas or actions.
- Show sensitivity to their own and to others' needs.
- Be confident to try new activities.
- Show independence, resilience and perseverance in the face of challenge.

PE / Gross Motor : Ball Skills

In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.

Topic—Understanding the World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Tell others about their creations.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Communication

- Make comments about what they have heard
- Ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of 'and', 'but' and 'because'.

Key Vocabulary

Animals—all sorts of living creatures including us humans!

Mammal—An animal that gives birth to live young.

Birds—Have wings and a beak and often fly.

Fish—Swim and 'breath' in water.

Carnivore—Eats other animals.

Herbivore—eats only plants.

Omnivore—eats animals and plants.

Predator—An animal that hunts and eats other animals.

Prey—An animal that is hunted and eaten by other animals.

Apparatus—Equipment used in sports / PE / activity.

Weight—how heavy or light something is.

Volume—how much space something takes.

Composition—how something is made / what it is made from.

Numberbond—the composition of a number. For example, 1+4, 2+3 are number bonds for 5.

Sentence—a group of words that makes sense and tells you one thing.

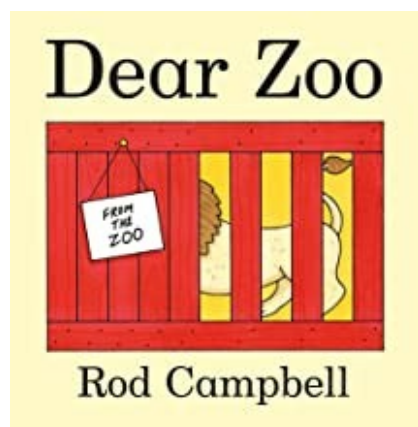
Grapheme—the way a sound is written down.

Phoneme—a sound.

Blend—say the sounds and blend them together

Segment—break a word into individual sounds or phonemes.

Class Reader: Dear Zoo



Maths

- Explore and represent patterns within numbers up to 10
- Compare quantities up to 10 in different contexts.
- Have a deep understanding of numbers to 10 - How numbers up to 10 can be made from smaller numbers.
- Counting to 20 forwards and backwards.
- Doubling and halving
- Odd and even numbers
- Explore weight and volume.
- Explore money and time.

Literacy and Phonics (Phase 4)

- Read and spell words with consonant blends and clusters.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Summer 2 Animals

Fine Motor Control

- Hold a pencil using a tripod grip.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.



PSED: Citizenship 1 (Identities and Diversity)

- Know the importance for good health of physical exercise, and a healthy diet,.
- Talk about ways to keep healthy and safe, including in the sun.
- 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.

PE / Gross Motor : Ball Skills

In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.

Topic—Understanding the World

- Explore the natural world around them, making observations and drawing pictures of animals.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Understand the seasons and changing states of matter.

Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Tell others about their creations.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Communication

- Make comments about what they have heard
- Ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of 'and', 'but' and 'because'.