

Autumn Half-Term 1

Communication and Language	Personal and Emotional Development	Physical Development	Story focus
<p>To understand why how to listen carefully and why listening is important</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound</p> <p>To articulate ideas and thoughts in well-formed sentences using a connective</p> <p>To use new vocabulary throughout the day</p>	<p>To build constructive and respectful relationships</p> <p>To express their feelings and say how others may be feeling</p> <p>To manage their needs throughout the day</p>	<p>To develop fine motor skills to use a range of tools safely and confidently</p> <p>To combine movements with fluency and grace, developing their body strength</p>	<p>Marvellous Me</p> <p>Every Family is Different</p> <p>The Squirrels who Squabbled/ Sharing a Shell</p> <p>What do grown ups do all day?</p> <p>Zog and the Flying Doctors</p> <p>Maisie, Charley, and the Wobbly Tooth</p>
Literacy	Mathematics	Understanding of the world	Expressive art and Design
<p>To read a Phase 2 (age appropriate and phonetically decodable) book fluently</p> <p>To join in with books with repeated verses</p> <p>To order a familiar story using pictures</p> <p>To say and then write words and captions using their phonics knowledge and forming some letters correctly</p>	<p>To use numbers 0 to 5 to;</p> <ul style="list-style-type: none"> • Subitise/ Say 1 more & 1 less/ Add and subtract/ Recall number bonds / Recognise, write and order <p>To compose and decompose 2D shapes</p> <p>To copy and create repeating patterns (AB/ ABB/ ABBC)</p>	<p>To comment on images of events in the past</p> <p>To explore the natural world around them and recognise the effect of different season</p> <p>To talk about and describe their immediate family and community and people who are familiar to them</p>	<p>To create collaboratively using artistic effect, sharing ideas and resources</p> <p>To develop storylines in pretend play</p> <p>To listen and move to music, expressing their feelings and responses</p>

Autumn Half-Term 2

Communication and Language	Personal and Emotional Development	Physical Development	Story focus
<p>To understand why how to listen carefully and why listening is important</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound</p> <p>To articulate ideas and thoughts in well-formed sentences using a conjunction</p> <p>To use new vocabulary throughout the day</p>	<p>To build constructive and respectful relationships</p> <p>To express their feelings and say how others may be feeling</p> <p>To manage their needs throughout the day</p>	<p>To develop fine motor skills to use a range of tools safely and confidently</p> <p>To combine movements with fluency and grace, developing their body strength</p>	<p>We're going on a pumpkin hunt</p> <p>Bonfire Night Non-Fiction Book</p> <p>Stories from India - The Best Diwali Ever</p> <p>The Leaf Thief</p> <p>The Scarecrow's Wedding</p> <p>Hanukkah Bear</p> <p>The Snowflake</p>
Literacy	Mathematics	Understanding of the world	Expressive art and Design
<p>To read a Phase 2 (age appropriate and phonetically decodable) book fluently</p> <p>To join in with books with repeated verses</p> <p>To order a familiar story using pictures</p>	<p>To use numbers 0 to 5 to:</p> <ul style="list-style-type: none"> • Subitise/ Say 1 more & 1 less/ Add and subtract/ Recall number bonds / Recognise, write and order <p>To compose and decompose 2D shapes</p> <p>To copy and create repeating patterns</p>	<p>To comment on images of events in the past</p> <p>To explore the natural world around them and recognise the effect of different season</p>	<p>To create collaboratively using artistic effect, sharing ideas and resources</p> <p>To develop storylines in pretend play</p> <p>To listen and move to music, expressing their feelings and responses</p>

To say and then write words and captions using their phonics knowledge and forming some letters correctly	(AB/ ABB/ ABBC)	To talk about and describe their immediate family and community and people who are familiar to them	
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Spring Half-Term 1

Communication and Language	Personal and Emotional Development	Physical Development	Story focus
<p>To ask questions to check they understand what has been said to them and to find out more</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>To use talk to work out problems, organize their thinking and explain how things happen and why they might occur</p> <p>To use new vocabulary in different contexts</p>	<p>To consider other people's perspectives and opinions</p> <p>To see themselves as a valuable individual</p> <p>To have a positive attitude to completing a challenge</p>	<p>Self-care - To understand and explain what they need to be safe and well</p> <p>To confidently and safely use a range of large and small apparatus showing strength, control, agility, precision and accuracy</p>	<p>A Dot in the Snow</p> <p>Handa's Surprise</p> <p>We're going on a lion hunt</p> <p>The Magic Paintbrush</p> <p>Tuesday</p>
Literacy	Mathematics	Understanding of the world	Expressive art and Design
To say and then write short phrases/ sentences using their phonics	<p>To use numbers 0 to 10 to;</p> <ul style="list-style-type: none"> • Subitise/ Say 1 more & 1 less/ Add and subtract/ Recall number 	To compare and contrast characters from stories, including figures from the past	To return to previous learning to refine and develop ideas

<p>knowledge and forming most letters correctly (4 words)</p> <p>To read a Phase 3 (age appropriate and phonetically decodable) book fluently</p> <p>To answer retrieval questions about stories they are familiar with</p> <p>To use story vocabulary in their play</p>	<p>bonds / Recognise, write and order</p> <p>To compose and decompose 3D shapes</p> <p>To compare length, weight and capacity</p>	<p>To understand that people have different beliefs and celebrate special times in different ways</p> <p>To recognise some environments are different to where they live, drawing on information on simple maps</p> <p>To recognize some similarities and differences between life in this country and life in other countries</p>	<p>To engage in singing, music making and dancing on their own or in groups</p>
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Spring Half-Term 2

Communication and Language	Personal and Emotional Development	Physical Development	Story focus
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<p>To ask questions to check they understand what has been said to them and to find out more</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>To use talk to work out problems, organize their thinking and explain how things happen and why they might occur</p> <p>To use new vocabulary in different contexts</p>	<p>To consider other people's perspectives and opinions</p> <p>To see themselves as a valuable individual</p> <p>To have a positive attitude to completing a challenge</p>	<p>Self-care - To understand and explain what they need to be safe and well</p> <p>To confidently and safely use a range of large and small apparatus showing strength, control, agility, precision and accuracy</p>	<p>Norman the Slug with the Silly Shell</p> <p>Superworm</p> <p>Mad About Minibeasts</p> <p>First Facts Bugs</p> <p>We're Going on an Egg Hunt</p> <p>Easter Story</p>
<p>Literacy</p>	<p>Mathematics</p>	<p>Understanding of the world</p>	<p>Expressive art and Design</p>

<p>To read a Phase 3 (age appropriate and phonetically decodable) book fluently</p> <p>To answer retrieval questions about stories they are familiar with</p> <p>To use story vocabulary in their play</p> <p>To say and then write short phrases/ sentences using their phonics knowledge and forming most letters correctly (4 words)</p>	<p>To use numbers 0 to 10 to;</p> <ul style="list-style-type: none"> • Subitise/ Say 1 more & 1 less/ Add and subtract/ Recall number bonds / Recognise, write and order <p>To compose and decompose 3D shapes</p> <p>To compare length, weight and capacity</p>	<p>To compare and contrast characters from stories, including figures from the past</p> <p>To understand that people have different beliefs and celebrate special times in different ways</p> <p>To recognise some environments are different to where they live, drawing on information on simple maps</p> <p>To recognize some similarities and differences between life in this country and life in other countries</p>	<p>To return to previous learning to refine and develop ideas</p> <p>To engage in singing, music making and dancing on their own or in groups</p>
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Summer Half-Term 1

Communication and Language	Personal and Emotional Development	Physical Development	Story focus
<p>To listen attentively and respond appropriately with questions and comments that clarify their understanding</p> <p>To participate in discussions offering ideas and explanations and expressing their feelings using new vocabulary</p>	<p>To have positive relationships with their peers, playing cooperatively and taking turns</p> <p>To understand their own feelings and those of others and show sensitivity when needed</p>	<p>To use a range of tools accurately and with control</p> <p>To demonstrate strength, balance, coordination and special awareness and play safely</p> <p>To join in with high impact activities energetically</p>	<p>Barry the Fish With Fingers</p> <p>The Snail and the Whale</p> <p>Clean Up!</p> <p>Sally and the Limpet</p>

To speak in full sentences, in the correct tense, making use of a range of connectives	To show confidence, independence, resilience and perseverance in different situations		The Storm Whale
Literacy	Mathematics	Understanding of the world	Expressive art and Design
<p>To read a Phase 4 (age appropriate and phonetically decodable) book fluently</p> <p>To take part in discussions about familiar stories including making predictions and retelling key events using the appropriate vocabulary</p> <p>To independently write sentences with a capital letters, finger spaces and full stops using their phonics knowledge and the correct letter formation</p>	<p>To have a deep understanding of numbers to 10 and the composition of each number</p> <p>To confidently recall facts including number bonds, doubles and odd & even numbers</p> <p>To recognise, write and order numbers 0 to 20</p> <p>To use mathematical vocabulary to describe shape, pattern and measures</p>	<p>To understand and talk about events and people from the past and compare to now, drawing on their own experience and information learnt from books</p> <p>To understand and talk about similarities and difference between their immediate environment, England and other countries and their cultural communities, drawing on knowledge from a variety of sources</p> <p>To make observations and talk about the natural world around them including similarities and differences and changes that occur, drawing on their experiences and information learnt from books</p>	<p>To create pictures and models using a variety of material, tools and techniques and experimenting with colour, design, texture, form and function</p> <p>To explain the process they have used</p> <p>To invent, adapt and recount narratives and stories</p> <p>To perform songs rhymes, poems, stories and dances</p>

Summer half term 2

Communication and Language	Personal and Emotional Development	Physical Development	Story focus
To listen attentively and respond appropriately with questions and comments that clarify their understanding	To have positive relationships with their peers, playing cooperatively and taking turns	To use a range of tools accurately and with control	<p>The Very Hungry Caterpillar</p> <p>A Walk in the Woods</p> <p>Tadpole's Promise</p>

<p>To participate in discussions offering ideas and explanations and expressing their feelings using new vocabulary</p> <p>To speak in full sentences, in the correct tense, making use of a range of connectives</p>	<p>To understand their own feelings and those of others and show sensitivity when needed</p> <p>To show confidence, independence, resilience and perseverance in different situations</p>	<p>To demonstrate strength, balance, coordination and special awareness and play safely</p> <p>To join in with high impact activities energetically</p>	<p>Little Sunflower</p> <p>The Enormous Turnip</p>
<p>Literacy</p>	<p>Mathematics</p>	<p>Understanding of the world</p>	<p>Expressive art and Design</p>
<p>To read a Phase 4 (age appropriate and phonetically decodable) book fluently</p> <p>To take part in discussions about familiar stories including making predictions and retelling key events using the appropriate vocabulary</p> <p>To independently write sentences with a capital letters, finger spaces and full stops using their phonics knowledge and the correct letter formation</p>	<p>To have a deep understanding of numbers to 10 and the composition of each number</p> <p>To confidently recall facts including number bonds, doubles and odd & even numbers</p> <p>To recognise, write and order numbers 0 to 20</p> <p>To use mathematical vocabulary to describe shape, pattern and measures</p>	<p>To understand and talk about events and people from the past and compare to now, drawing on their own experience and information learnt from books</p> <p>To understand and talk about similarities and difference between their immediate environment, England and other countries and their cultural communities, drawing on knowledge from a variety of sources</p> <p>To make observations and talk about the natural world around them including similarities and differences and changes that occur, drawing on their experiences and information learnt from books</p>	<p>To create pictures and models using a variety of material, tools and techniques and experimenting with colour, design, texture, form and function</p> <p>To explain the process they have used</p> <p>To invent, adapt and recount narratives and stories</p> <p>To perform songs rhymes, poems, stories and dances</p>