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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | This is Me! | Autumn Days | The Big Freeze | Spring into Action! | Helping Hands | We’re all going on a Summer Holiday… |
| **Key texts – can change according to children’s interests** | This is Me  The Colour Monster  The Lion Inside  The Worrysaurus  I like Bees, I don’t like Honey  Incredible You  The Family Book  A Handful of Buttons  Love Makes a Family  Goldilocks and the Three Bears  In Every House in Every Street  Lets Build a House  The 3 little pigs  The Rainbow Fish  The Squirrel who squabbled  The Same but Different Too  The Ugly Ducking | The Leaf Thief  The Little Red Hen  Sesame Street – Night Owl, Day Bird  Oliver’s Wood  The Very Hungry Hedgehog  Ridiculous!  The Gingerbread Man  Stickman  The Christmas Story  Diwali- 1st Nov and lasts 5 days [What is Diwali? - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/zjpp92p)  The story of Rama and Sita  The Nativity | Lost and Found  The Emperors Egg  Say Hello to the Snowy Animals  Arctic Animal fact books  The Great Explorer – Chris Judge  Ernest Shackleton  Meerkat Mail  29th January Chinese New Year  14th February Valentines Day | What the Ladybird Heard  Old Macdonald had a farm  Animal Babies on the Farm  Food on the Farm  Farm machines old and new  The Tiny Seed  The lifecycle of a plant | Non fiction stimulus  Visitors into school  Dentist  Fire  Police  Doctors  You Choose  A Superhero like you! | Journeys / vehicles / holidays  Water safety, lifeboats |
| **Special events and trips** | Harvest Festival 4th Oct  Parent Showcase  1st Nov Diwali | Christmas tree trip to choose the school tree  Singing Nativity Songs at Manor Care Home  25th December Christmas | Parent Showcase 14th February | 20th April Easter  School trip to Big Sheep Little Cow 26th February | Local walk to see places / people who help us.  Visitors into school – People who help us  Boroughbridge Library Visit | Parent showcase tbc |
| **Phonic sounds** | Phase 2 - S, a, t, p, I, n, m, d, g, o, c,k, ck, e, u, r, h, b,f, l. | Phase 2 - Ff, ll, ss, j, v, w, x, y, z, zz, qu, sh, th, ng, nk | Phase 3 - Ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er, dd,mm,tt,bb,rr,gg,pp.ff | Continue Phase 3 - review Spring 1 – No new sounds | Phase 4 – longer words using the sounds learnt to date | Phase 4 – longer words using the sounds learnt to date |
| **Phonic tricky words** | Is, I, the | As, and, has, his, her, go, no, to, into, she, he, of, we, me, be | Was, you, they, my, by, all, are, sure, pure | Review Spring 1 – No new tricky words | Said, so, have, like, some, come, love, do, were, here, little, says, there, when. what, one, out, today | No new tricky words |
| **Phonics other features** |  | Words with an added s at the end | Longer words. | Longer words, words with 2 or more digraphs, words ending in ing, compound words, words with /z/ s in the middle, words ending in s, words ending with /z/ es at the end. | Phase 4 – Longer words with short vowels:  CVCC, CCVC, CCVCC,CCCVC,CCCVCC  Root words ending in:  Ing, ed /t/, ed /id/, est. | Phase 4 – Longer words with long vowels:  CVCC, CCVC, CCVCC,CCCVC,CCCVCC  Root words ending in:  Ing, ed /t/, ed /id/, est, /z/ es.. |
| Literacy – Comprehension | Demonstrate understanding of print…  Print has meaning  Print can have different purposes  We read English text from left to right and from top to bottom  Pages are read in order  Engage in extended conversations about stories, learning new vocabulary. | | Can recall and retell a range of stories in their own words.  Discuss characters, setting, problem and ending of stories.  Extend their vocabulary, exploring the meaning and sounds of new words.  Know that we retrieve facts and information from non-fiction books. | | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | |
| Literacy – Word Reading | Read individual letters by saying sounds for them  Begin to blend sounds into words  Begin to read captions with increasing independence  Read some tricky words | | Read all individual sounds and some digraphs  Blend sounds known in words with increasing fluency  Recognise and read the majority of the tricky words learnt to date  Read sentences containing phase 2 sounds with accuracy | | 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. | |
| Literacy – writing | Children sit and hold their pencil correctly.  Form and write letters that they have learned correctly.  Spell words by identifying the sounds and then writing the sound with letters. | | To form most letters correctly with just some inaccuracies or reversals.  Be increasingly confident with spelling words by segmenting and writing the sounds that they hear.  Begin to write short sentences with words with known sound-letter correspondences.  Children begin to orally rehearse the sentence that they would like to write. | | 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. | |
| Maths – Number | Numbers up to 5 - count out from a quantity, match quantity/name to numeral, represent in varied forms, make groups of  Represent some amounts using fingers.  Develop fast recognition of up to 3 objects, without having to count them individually | | Numbers up to 10 - Count a variety of things including objects, sounds and movements.  Recite numbers from 0 to 10 (and beyond) and back from 10 to 0  Recognise numerals 0-10.  Matches numeral and quantity (to 10)  Subitise amounts up to 6, when these are set out in a familiar pattern (spots on a dice).  Know some bonds, double 1&2, double 3, 4 and 5 | | Have a deep understanding of number to 10, including the composition of each number,  Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubles. | |
| Maths – Numerical patterns | Recite numbers to and past 5  Counts up to five items, recognising that the last number said represents the total counted so far.  Say if a group is more fewer and equal to another up to 5  Recognise numerals in the environment | | Say if a group is more fewer and equal to another up to 10  Arrange objects up to 5 in different patterns  Uses number names and symbols when comparing numbers, showing interest in large numbers | | Verbally count beyond 20.  Compare quantities up to 10, recognising when one quantity is greater than, less than or the same as. Explore and represent patterns within numbers up to 10… | |
| PSED – Self regulation | Increasingly follow rules, understanding why they are important.  Remember some key rules without an adult needing to remind them.  Know where to seek support if they are feeling angry or sad and begin to use self-regulation techniques to self-soothe and calm.  Can talk about the strong emotions others are experiencing. | | Express their feelings clearly and know why they feel that way I.e “I feel worried because..”  Understand why their friend is feeling a certain way and what has caused it.  Begin to talk to their friends about how to resolve conflicts, without always needing adult support to do this.  Understand why we take turns, wait politely, tidy up after ourselves.  Tolerate situations where their needs are not immediately met.  Be completely aware of the rules and articulate them clearly. | | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | |
| PSED – Managing Self | Select and use resources around the classroom environment, with independence.  Carry out appropriate tasks to help their friends and their school community, sometimes without promoting  Show confidence with new social situations.  Beginning to have a go at new things that are challenging.  Know when to wash their own hands and do this independently.  Attend the toilet independently, staying clean and dry throughout the day.  Children are able to follow rules in classroom.  Children know some ways to keep themselves safe.  Discuss some ways to keep healthy, such as eating fruit and vegetables. | | Becoming increasingly more confident with fastenings such as zips and buttons. Putting on and removing gloves, scarves and hats.  Talk about exercise and sleep, knowing they are important to us staying healthy.  Having a go at new activities that they have not tried before, building their confidence.  Talk about how to keep themselves safe.  Not solely rely on the friendship of one other or a specific group of children. Be confident to play and learn with a range of children in the class.  Be willing to give new things a go, persevering when things are difficult.  Know when it is appropriate to wash their hands and remember to do so before eg, before snack, lunch etc. | | Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  Explain the reasons for rules, know right from wrong and try to behave accordingly; | |
| PSED Building relationships | Play co-operatively and start to take turns with another child.  Beginning to realise that they can seek support from others in the class (not just key adults).  Begin to understand how others may be feeling and why.  Show kindness to others, comforting their friends if they are upset.  Greet adults and peers politely, using key social phrases.  Listen to their friends ideas, thoughts and feelings.  Know how to share with other children, even if this is inconsistent when they are playing. | | Taking turn with another child and demonstrate this most of the time.  Beginning to acknowledge the needs of others and resolve conflict with their peers. | | 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. | |
| CL – Listening attention and understanding | Listen with increasing attention for longer periods of time as part of a whole class.  Be able to answer simple questions about a story that they have had read to them.  Start a conversation with a friend, suggesting an idea or showing them something that they have done.  Understand and answer simple ‘why’ questions.  Join in with rhymes and songs. | | Quickly shift their attention from their own task if their attention is fully obtained.  Children wait with patience for someone else’s attention by saying excuse me or waiting (friend or teacher)  Ask questions to find out more and to check their understanding.  Join in with many rhymes and songs, chanting and repeating words or phrases as well as enjoying the rhythm. | | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | |
| CL - Speaking | Joins in with repetitive language and rhyme using recently introduced vocabulary.  Link ideas in sentences using ‘and’ ‘because’’.  Use talk to organise some of their thinking  Use a wider range of vocabulary, including new words that have been introduced to them.  Use longer sentences of at least 4-6 words.  Use talk to organise their ideas in their play, using directional and instructional language eg I am the driver, you are on the bus and we are going to the park.  Begin to use the past/present/future tenses accurately.  Begin to ask questions to find out more. | | Deliberately practises recently introduced vocabulary in other areas of learning/provision.  Ask questions to find out more or check their understanding.  Use full sentences to articulate their ideas and thoughts.  Use present and future tense accurately nearly all the time. Use the regular past tense appropriately.  Develop social phrases such as “good morning, how are you?”  Describe events in detail and in order, beginning to use accurate time conjunctions such as ‘yesterday, last week’.  Ask questions to find out more and to check they understand. | | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | |
| PD – Gross Motor | Begin to move on and off obstacles with safety and control.  Progress towards a more fluent style of moving, with developing control and grace.  Combine different movements with ease and fluency.  Skip, hop and stand on one leg.  Develop their balancing skills using planks and beams.  Use fundamental basic movements such as rolling, crawling, walking, jumping, hopping, running, skipping with increasing control.  Develop confidence to balance. | | Send an object using a bat, taking into consideration direction.  Negotiate space when running.  Negotiate obstacle courses with confidence and independence. | | Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.  Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. | |
| PD – Fine Motor | To start to use a range of lines to add detail to pictures and images.  To colour inside the lines of a shape with more control.  Beginning to gain more control of tools such as scissors, hammers and spades.  Use one handed tools and equipment, eg making snips in paper with scissors.  Eat independently using a knife and fork. Use a knife to cut soft food items. | | Holding the pencil with a tripod grasp (3pt grasp).  Beginning to colour within the lines.  Developing accuracy with small tools such as scissors and hammers. | | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;  Use a range of small tools, including scissors, paint brushes and cutlery;  Begin to show accuracy and care when drawing. | |
| EAD – Creating with materials | Stack blocks horizontally and vertically to create spaces and make enclosures; both on a large scale outside whilst den building or a smaller scale inside, for small world toys.  Uses tools for a purpose.  Join different materials  Selects and uses appropriate open-ended resources to represent their ideas within imaginative play.  Use small world figures to create scenarios and develop more complex stories within their play.  Develops an understanding of using lines to enclose a space, and begins to use drawing to represent objects based on imagination, observation and experience  Explore different colours and experiment when mixing these together. | | Develops their own ideas through experimentation with a range of materials.  Make complex and imaginative small worlds using different resources.  Use open-ended resources confidently as props within own storytelling.  Draw and paint with increasing complexity  Use drawing to represent ideas like movements or sounds | | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  Share their creations, explaining the process they have used  Make use of props and materials when role playing characters in narratives and stories. | |
| EAD – Being imaginative and Expressive | Engages in imaginative play based on own ideas or first-hand or peer experiences.  Uses available resources to create props or creates imaginary ones to support play  Listen attentively and respond to what they have heard, expressing their thoughts and feelings.  Taps out simple repeated rhythms  Remember and sing some favourite songs and rhymes.  Enjoys joining in with moving, dancing and ring games | | Develop their own storylines and narrative in their pretend play.  Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative  Explore and engage in music making and dance, performing solo or in groups.  Creates representations of both imaginary and real-life ideas, events, people and objects  Play instruments with increasing control to express their feelings and ideas.  Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to  Experiments and creates movement in response to music, stories and ideas | | 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. | |
| UW – Past and Present | To talk about and describe objects (new and old).  Comment on images of familiar situations in the past i.e. homes, nursery.  Recognise that things happened before they were born  Compare past and present photographs, noticing some of the differences | | Compare and contrast characters from stories, including figures from the past.  Organise events using basic chronology skills  Explore key vocabulary in past and present events  Compare and describe the changes from past to present in buildings, transport, school life, fashions, technology | | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; | |
| UW – People, culture and communities | To name and describe experiences of what they do in places that are familiar to them and what you do in them..  Talk about the lives of the people around them and their roles in society  Discuss and identify what makes them unique and why  Know the village/town/city that their school and home is located in  Recognise that some people have different beliefs and celebrate different times in different ways  Share information about own family and friends | | Recognise that people have different beliefs and celebrate special times in different ways.  Confidently identify their unique qualities and what makes them/others different  Understand which places are special to their community and why  Understand which places are special to other communities and why  Draw information on maps of their local community | | Describe their immediate environment using knowledge from observation,  discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  Explain some similarities and differences between life in this country and life in  other countries, drawing on knowledge from stories, non-fiction texts and – when  appropriate – maps. | |
| UW – The Natural World | Recognise some environments that are different to the one in which they live.  Talk about and investigate the immediate natural environment  Compare, describe and investigate materials i.e leaves, plants, rocks, bark  •Explore new vocabulary  Show care and concern for livings things and the environment  Describe what they can see, hear and feel outside | | Develop an understanding and investigate growth, decay, changes over time  Name and describe the different seasons and their weather  Asks questions about the natural world and where they live  Understand the importance of caring for the environment and natural world  Talk about how their environment and another might differ  Explore the natural world around them | | Explore the natural world around them, making observations and drawing  pictures of animals and plants.  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.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | |