

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Giraffe's can't dance Giles Andraea	Five minutes peace Jill Murphy	Tales from Acorn Wood – Postman Bear Julia Donaldson	Where's Spot? Eric Hill	Old MacDonald had a farm	Spots Birthday Eric Hill
Communication and Language	PECs Making request Sharing news Describing characters Writing a list Role play characters	PECs Making request Sharing news Describing characters Writing a list Role play characters	PECs Making request Sharing news Describing characters Writing a list Role play characters	PECs Making request Sharing news Describing characters Writing a list Role play characters	PECs Making request Sharing news Describing characters Writing a list Role play characters	PECs Making request Sharing news Describing characters Writing a list Role play characters
PSED	Self-confidence and self-awareness Managing feelings and behaviour Managing relationships Managing relationships Role Play Keeping safe Identify areas of my body Identify all children and adults in the classroom.	Self-confidence and self-awareness Managing feelings and behaviour Managing relationships Managing relationships Role Play Keeping Safe Identify areas of my body Identify who lives in my house and talk about extended family.	Self-confidence and self-awareness Managing feelings and behaviour Managing relationships Managing relationships Role Play Keeping my body Safe Identify how to keep myself safe; indoors, outdoors and online. Know how to get help.	Self-confidence and self-awareness Managing feelings and behaviour Managing relationships Managing relationships Role Play Keeping my body Safe Identify how to keep myself safe; indoors, outdoors and online. Know how to get help.	Self-confidence and self-awareness Managing feelings and behaviour Managing relationships Managing relationships Role Play Keeping Safe Recognise signs of affection and understanding how to respond Explore feelings.	Self-confidence and self-awareness Managing feelings and behaviour Managing relationships Managing relationships Role Play Keeping Safe Recognise signs of affection and understanding how to respond Initiating/playing simple games with friends.
Physical Development	Gross motor skills – bikes, balls, climbing, sensory circuits, soft play, environment walks, swimming and PE. PE – Invasion games Fine motor skills – mark making (shaving foam, chalks, paint brush, roller paints) pincer activities (puzzles/threading), cutlery skills (spreading/scooping/mashing), dressing and undressing, dough disco, yoga.	Gross motor skills – bikes, balls, climbing, sensory circuits, soft play, environment walks, swimming and PE. PE – Dance Fine motor skills – mark making (shaving foam, chalks, paint brush, roller paints) pincer activities (puzzles/threading), cutlery skills (spreading/scooping/mashing), dressing and undressing, dough disco, yoga.	Gross motor skills – bikes, balls, climbing, sensory circuits, soft play, environment walks, swimming and PE. PE – Gymnastics Fine motor skills – mark making (shaving foam, chalks, paint brush, roller paints) pincer activities (puzzles/threading), cutlery skills (spreading/scooping/mashing), dressing and undressing, dough disco, yoga.	Gross motor skills – bikes, balls, climbing, sensory circuits, soft play, environment walks, swimming and PE. PE – Net and wall games Fine motor skills – mark making (shaving foam, chalks, paint brush, roller paints) pincer activities (puzzles/threading), cutlery skills (spreading/scooping/mashing), dressing and undressing, dough disco, yoga.	Gross motor skills – bikes, balls, climbing, sensory circuits, soft play, environment walks, swimming and PE. PE – Striking and Fielding Fine motor skills – mark making (shaving foam, chalks, paint brush, roller paints) pincer activities (puzzles/threading), cutlery skills (spreading/scooping/mashing), dressing and undressing, dough disco, yoga.	Gross motor skills – bikes, balls, climbing, sensory circuits, soft play, environment walks, swimming and PE. PE – Athletics Fine motor skills – mark making (shaving foam, chalks, paint brush, roller paints) pincer activities (puzzles/threading), cutlery skills (spreading/scooping/mashing), dressing and undressing, dough disco, yoga.
Food technology skills	Concentrating on knife skills –spreading, scooping item to spread and move it, cutting soft items, cutting harder foods. To open sandwich bags, containers and packets. To wash and dry crockery and clean surfaces		Concentrating on spoon skills – scooping up, spooning in and mixing To open sandwich bags, containers and packets. To wash and dry crockery and clean surfaces		To use a masher, grater and a whisk. To open sandwich bags, containers and packets. To wash and dry crockery and clean surfaces	

<p>Literacy</p>	<ul style="list-style-type: none"> -Retelling stories -Story maps -Mark making -Name writing EXT forename & Surname -Phonics phase 1 / 2 / 3 / 4 -IVC – colour coding words & reading back -Begin to orally compose a sentence. -Describing, Labels, Captions & lists - sensory story - helicopter stories <p>-Reading – match objects to pictures, words from text, pink words, points to words as adult reads, orientates book correct way, turn pages</p>	<ul style="list-style-type: none"> -Retelling stories -Story maps -Mark making -Name writing EXT forename & Surname -Phonics phase 1 / 2 / 3 / 4 -IVC – colour coding words & reading back -Begin to orally compose a sentence. -Describing, Labels, Captions & lists - sensory story - helicopter stories <p>-Reading – match objects to pictures, words from text, pink words, points to words as adult reads, orientates book correct way, turn pages</p>	<ul style="list-style-type: none"> -Retelling stories -Story maps -Mark making -Name writing EXT forename & Surname -Phonics phase 1 / 2 / 3 / 4 -IVC – colour coding words & reading back -Begin to orally compose a sentence. -Describing, Labels, Captions & lists - sensory story - helicopter stories <p>-Reading – match objects to pictures, words from text, pink words, points to words as adult reads, orientates book correct way, turn pages</p>	<ul style="list-style-type: none"> -Retelling stories -Story maps -Mark making -Name writing EXT forename & Surname -Phonics phase 1 / 2 / 3 / 4 -IVC – colour coding words & reading back -Begin to orally compose a sentence. -Describing, Labels, Captions & lists - sensory story - helicopter stories <p>-Reading – match objects to pictures, words from text, pink words, points to words as adult reads, orientates book correct way, turn pages</p>	<ul style="list-style-type: none"> -Retelling stories -Story maps -Mark making -Name writing EXT forename & Surname -Phonics phase 1 / 2 / 3 / 4 -IVC – colour coding words & reading back -Begin to orally compose a sentence. -Describing, Labels, Captions & lists - sensory story - helicopter stories <p>-Reading – match objects to pictures, words from text, pink words, points to words as adult reads, orientates book correct way, turn pages</p>	<ul style="list-style-type: none"> -Retelling stories -Story maps -Mark making -Name writing EXT forename & Surname -Phonics phase 1 / 2 / 3 / 4 -IVC – colour coding words & reading back -Begin to orally compose a sentence. -Describing, Labels, Captions & lists - sensory story - helicopter stories <p>-Reading – match objects to pictures, words from text, pink words, points to words as adult reads, orientates book correct way, turn pages</p>
<p>Mathematics</p>	<p>Personalised learning according to targets</p> <p>Number rhymes to 5/10/20 Rote counting/1:1 correspondence/ More less same</p> <p>HA Say a number that is one more/less MA Recognise numerals LA To build a tower</p>	<p>Personalised learning according to targets</p> <p>Number rhymes to 5/10/20 Rote counting/1:1 correspondence/ More less same</p> <p>HA Say a number that is one more/less MA Recognise numerals LA To build a tower</p>	<p>Personalised learning according to targets</p> <p>Number rhymes to 5/10/20 Rote counting/1:1 correspondence/ More less same</p> <p>HA Using objects, adds two single-digit numbers and counts on to find the answer MA Counting/recognising numbers LA I can demonstrate that I know objects are 'gone'</p>	<p>Personalised learning according to targets</p> <p>Number rhymes to 5/10/20 Rote counting/1:1 correspondence/ More less same</p> <p>HA Using objects, adds two single-digit numbers and counts on to find the answer MA Counting/recognising numbers LA I can demonstrate that I know objects are 'gone'</p>	<p>Personalised learning according to targets</p> <p>Number rhymes to 5/10/20 Rote counting/1:1 correspondence/ More less same</p> <p>HA Read and write numbers to 10 /ordinal numbers MA add one more/take away one LA I can match amounts</p>	<p>Personalised learning according to targets</p> <p>Number rhymes to 5/10/20 Rote counting/1:1 correspondence/ More less same</p> <p>HA Read and write numbers to 10 / ordinal numbers MA add one more/take away one LA I can match amounts</p>
	<p>Personalised learning according to targets</p> <p>Size Matching and sorting Routines Position Shape</p>	<p>Personalised learning according to targets</p> <p>Size Matching and sorting Routines Position Shape</p>	<p>Personalised learning according to targets</p> <p>Size Matching and sorting Routines Position Shape</p>	<p>Personalised learning according to targets</p> <p>Size Matching and sorting Routines Position Shape</p>	<p>Personalised learning according to targets</p> <p>Size Matching and sorting Routines Position Shape</p>	<p>Personalised learning according to targets</p> <p>Size Matching and sorting Routines Position Shape</p>
<p>Religious Education</p>	<p>Sources of wisdom – natural world Symbols and actions – related to school rules Identity and belonging – ourselves and families Justice and fairness – school and class rules Prayer worship and reflection – yoga, mindfulness, TACPAC. Daily prayer Ultimate questions – PSED links Human responsibility and values – taking responsibility and playing fairly Believes and practices – Christianity - Christmas</p>		<p>Sources of wisdom – natural world Symbols and actions – familiar symbols around the community Identity and belonging – groups and class Justice and fairness – school and class rules Prayer worship and reflection – yoga, mindfulness, TACPAC. Daily prayer Ultimate questions – PSED links Human responsibility and values – taking responsibility and playing fairly Believes and practices – Christianity - Easter</p>		<p>Sources of wisdom – places of worship – natural world Symbols and actions – related to school rules Identity and belonging – groups and class Justice and fairness – school and class rules Prayer worship and reflection – yoga, mindfulness, TACPAC. Daily prayer Ultimate questions – PSED links Human responsibility and values – taking responsibility and playing fairly Believes and practices – Christianity – Noah’s Ark</p>	

