

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text</b>	Whatever Next Jill Murphy / Non-Fiction	Dear Santa Rod Campbell	Ten in the bed	The Grufflo Julia Donaldson / Non-Fiction	Train Ride June Crebbin	Wheels on the bus
<b>Communication and Language</b>	PECs / Communication boards / Communication folders Making request Sharing news Describing characters / events Writing a list Role play characters	PECs / Communication boards / Communication folders Making request Sharing news Describing characters/ events Writing a list Role play characters	PECs / Communication boards / Communication folders Making request Sharing news Describing characters/ events Writing a list Role play characters	PECs / Communication boards / Communication folders Making request Sharing news Describing characters/ events Writing a list Role play characters	PECs / Communication boards / Communication folders Making request Sharing news Describing characters/ events Writing a list Role play characters	PECs / Communication boards / Communication folders Making request Sharing news Describing characters/ events Writing a list Role play characters
<b>PSED</b>	Self-confidence and self-awareness Making relationships Managing relationships  Identify all children and adults in the classroom.  Identify who lives in my house and talk about extended family.	Self-confidence and self-awareness Managing feelings and behaviour  Identifying feelings – The Colour Monster	Self-confidence and self-awareness Managing behaviour  Keeping myself safe - inside (kitchen safety, pool safety, supermarket etc)	Self-confidence and self-awareness Managing behaviour  Keeping myself safe - outside (Road safety, park, bus stop, train station)	Self-confidence and self-awareness Managing behaviour  Keeping myself safe people who can help us – home, school, society	Self-confidence and self-awareness Managing feelings and behaviour Making relationships Managing relationships  Initiating/playing simple games with friends.
<b>Physical Development</b>	<b>Gross motor skills</b> – bikes, balls, climbing, sensory circuits, soft play, environment walks, swimming and PE.  <b>PE</b> – Invasion games  <b>Fine motor skills</b> – mark making (shaving foam, chalks, paint brush, roller paints) pincer activities (puzzles/threading), cutlery skills (spreading/scooping/mashing), dressing and undressing, dough disco, yoga.	<b>Gross motor skills</b> – bikes, balls, climbing, sensory circuits, soft play, environment walks, swimming and PE.  <b>PE</b> – Dance  <b>Fine motor skills</b> – mark making (shaving foam, chalks, paint brush, roller paints) pincer activities (puzzles/threading), cutlery skills (spreading/scooping/mashing), dressing and undressing, dough disco, yoga.	<b>Gross motor skills</b> – bikes, balls, climbing, sensory circuits, soft play, environment walks, swimming and PE.  <b>PE</b> – Gymnastics  <b>Fine motor skills</b> – mark making (shaving foam, chalks, paint brush, roller paints) pincer activities (puzzles/threading), cutlery skills (spreading/scooping/mashing), dressing and undressing, dough disco, yoga.	<b>Gross motor skills</b> – bikes, balls, climbing, sensory circuits, soft play, environment walks, swimming and PE.  <b>PE</b> – Net and wall games  <b>Fine motor skills</b> – mark making (shaving foam, chalks, paint brush, roller paints) pincer activities (puzzles/threading), cutlery skills (spreading/scooping/mashing), dressing and undressing, dough disco, yoga.	<b>Gross motor skills</b> – bikes, balls, climbing, sensory circuits, soft play, environment walks, swimming and PE.  <b>PE</b> – Striking and Fielding  <b>Fine motor skills</b> – mark making (shaving foam, chalks, paint brush, roller paints) pincer activities (puzzles/threading), cutlery skills (spreading/scooping/mashing), dressing and undressing, dough disco, yoga.	<b>Gross motor skills</b> – bikes, balls, climbing, sensory circuits, soft play, environment walks, swimming and PE.  <b>PE</b> – Athletics  <b>Fine motor skills</b> – mark making (shaving foam, chalks, paint brush, roller paints) pincer activities (puzzles/threading), cutlery skills (spreading/scooping/mashing), dressing and undressing, dough disco, yoga.
<b>EAD</b>	To be able to use tools, including paint, pencils and pens effectively to make marks / draw shapes / pictures.	To develop the use of scissors.	To use different materials to attach items to other materials such as glue (including different types of glue, pritt-stick, wallpaper paste and PVA), Sellotape and masking tape	To make models by manipulating materials and tools, using boxes, playdough and clay.	Develop motor control through Physical Development to develop the use of tools.	To develop life skills to clean themselves and equipment after doing art/sensory activities
<b>Food technology skills</b>	Concentrating on knife skills – spreading, scooping item to spread and move it, cutting soft items, cutting harder foods.	Concentrating on spoon skills – scooping up, spooning in and mixing	To use a masher, grater and a whisk.	Concentrating on knife skills – spreading, scooping item to spread and move it, cutting soft items, cutting harder foods.	Concentrating on spoon skills – scooping up, spooning in and mixing	To use a masher, grater and a whisk.

<p><b>Literacy</b></p>	<p>-IVC - Sequencing a story - Describing, labels, captions &amp; lists - What is the person/character doing? - Cooking – lists and utensils - Mark making -Name writing EXT forename &amp; Surname -Phonics phase 1 / 2 / 3 / 4 - Verbal story telling &amp; Narrative - helicopter stories</p> <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>-IVC - Sequencing a story - Describing, labels, captions &amp; lists - What is the person/character doing? - Cooking – lists and utensils - Mark making -Name writing EXT forename &amp; Surname -Phonics phase 1 / 2 / 3 / 4 - Verbal story telling &amp; Narrative - helicopter stories</p> <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>-IVC - Sequencing a story - Describing, labels, captions &amp; lists - What is the person/character doing? - Cooking – lists and utensils - Mark making -Name writing EXT forename &amp; Surname -Phonics phase 1 / 2 / 3 / 4 - Verbal story telling &amp; Narrative - helicopter stories</p> <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>-IVC - Sequencing a story - Describing, labels, captions &amp; lists - What is the person/character doing? - Cooking – lists and utensils - Mark making -Name writing EXT forename &amp; Surname -Phonics phase 1 / 2 / 3 / 4 - Verbal story telling &amp; Narrative - helicopter stories</p> <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>-IVC - Sequencing a story - Describing, labels, captions &amp; lists - What is the person/character doing? - Cooking – lists and utensils - Mark making -Name writing EXT forename &amp; Surname -Phonics phase 1 / 2 / 3 / 4 - Verbal story telling &amp; Narrative - helicopter stories</p> <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>-IVC - Sequencing a story - Describing, labels, captions &amp; lists - What is the person/character doing? - Cooking – lists and utensils - Mark making -Name writing EXT forename &amp; Surname -Phonics phase 1 / 2 / 3 / 4 - Verbal story telling &amp; Narrative - helicopter stories</p> <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><b>Mathematics</b></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>Baseline first 2 weeks Unit 1 – position &amp; direction Unit 2 – Shape Unit 3 – Pattern Unit 4 – Measures</p> <p>Unit 1 – Position &amp; Direction</p>	<p>Personalised learning according to targets</p> <p>Unit 2 – Shape</p>	<p>Personalised learning according to targets</p> <p>Unit 3 – Pattern</p>	<p>Personalised learning according to targets</p> <p>Unit 4 – Measures</p>	<p>Personalised learning according to targets</p> <p>Revisit/focussed learning Unit 1 – position &amp; direction Unit 2 – Shape Unit 3 – Pattern Unit 4 – Measures</p> <p>EXT – Unit 5 - Fractions</p>	<p>Personalised learning according to targets</p> <p>Revisit/focussed learning Unit 1 – position &amp; direction Unit 2 – Shape Unit 3 – Pattern Unit 4 – Measures</p> <p>EXT – Unit 5 – Statistics</p>
<p><b>Religious Education</b></p>	<p><b>Sources of wisdom</b> – natural world <b>Symbols and actions</b> – related to school rules <b>Identity and belonging</b> – ourselves and families <b>Justice and fairness</b> – school and class rules <b>Prayer worship and reflection</b> – yoga, mindfulness, TACPAC. Daily prayer <b>Ultimate questions</b> – PSED links <b>Human responsibility and values</b> – taking responsibility and playing fairly <b>Believes and practices</b> – Christianity - Christmas Hinduism – exploring important items, creating symbols/flags Christianity – exploring important items, creating symbols/flags</p>		<p><b>Sources of wisdom</b> – natural world <b>Symbols and actions</b> – familiar symbols around the community <b>Identity and belonging</b> – groups and class <b>Justice and fairness</b> – school and class rules <b>Prayer worship and reflection</b> – yoga, mindfulness, TACPAC. Daily prayer <b>Ultimate questions</b> – PSED links <b>Human responsibility and values</b> – taking responsibility and playing fairly <b>Believes and practices</b> – Christianity - Easter Hinduism – explore Gurdwara and what happens inside Christianity – explore Church and what happens inside</p>		<p><b>Sources of wisdom</b> – places of worship – natural world <b>Symbols and actions</b> – related to school rules <b>Identity and belonging</b> – groups and class <b>Justice and fairness</b> – school and class rules <b>Prayer worship and reflection</b> – yoga, mindfulness, TACPAC. Daily prayer <b>Ultimate questions</b> – PSED links <b>Human responsibility and values</b> – taking responsibility and playing fairly <b>Believes and practices</b> – Christianity – Noah’s Ark Hinduism – Special Events/services/people</p>	

