

(Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>THEMES</b> We will adapt these themes to follow children's interests	What Makes Me Super?	Festivals  Autumn	Happily Ever After  Winter	In the Garden  Spring	Amazing Animals  Summer	Under the Sea  Summer
<b>Trips/Visitors Enhancements</b>	People from community who help us	Owl Adventures + Phunky Foods	Drama Workshop Phunky foods	Visit by horticulturist	Askham Bryan vet visit	The Deep/ Scarborough Sea Life
<b>Communication and Language</b>	Enjoys listening to longer stories and can remember much of what happens  Understands 'why' questions  Uses talk to organise themselves and their play	Uses longer sentences of four to six words  Starts a conversation with an adult or friend and can continue it for many turns  Asking questions to find out more and to check understanding about what has been said	Listening to and talking about stories to build familiarity and understanding  Retelling a story, once they have developed a deep familiarity with the text; some as exact repetition and some in own words  Connecting one idea or action to another using a range of connectives	Describing events in some detail  Using talk to help work out problems and organise thinking and activities  Explaining how things work and why they might happen	Engaging in non-fiction books  Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Articulating ideas and thoughts and ideas in well-formed sentences  Engaging in non-fiction books  Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
	<b>CIRCLE TIME/SMALL GROUP TALKING TIME      STORY TIMES      DEVELOPING SOCIAL PHRASES SHOW AND TELL</b> <b>ENGAGING IN STORY TIMES      LEARNING AND USING NEW VOCABULARY      LEARNING RHYMES, POEMS AND SONGS</b>					
<b>Personal, Social and Emotional Development</b>	Separating from carer		Showing resilience and perseverance in the face of challenge		Thinking about the perspectives of others	
	Sharing and taking turns		Identifying and moderating their own feelings socially and emotionally		Managing their own needs	
	Building constructive and respectful relationships		Considering the feelings of others			
	Expressing their feelings					
<b>THESE STATEMENTS HAVE BEEN SPLIT FOR EXTRA FOCUS BUT WILL APPLY ON AN ONGOING BASIS THROUGHOUT THE YEAR</b>						

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Physical Development	<b>Throwing and Catching</b> Ball, hoops, beanbags, quoits	<b>Dance</b> Move in time to a beat, sequence movements	<b>Gymnastics</b> Balancing and moving on equipment	<b>Dance</b> Move in time to a beat, sequence movements	<b>Striking</b> Bats and ball, kicking	<b>Games</b> Team games/Sports Day
	Develop skills needed to manage the school day, lining up and queueing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	Combine different movements with ease and fluency	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	Further develop and refine a range of ball skills including throwing catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support health and wellbeing  Confidently and safely use a range large + small apparatus indoors and outside, alone + in a group
	<p><b>DEVELOP THE OVERALL BODY STRENGTH, CO-ORDINATION, BALANCE AND AGILITY NEEDED TO ENGAGE SUCCESSFULLY WITH FUTURE PE SESSIONS</b></p> <p><b>DEVELOP SMALL MOTOR SKILLS SO THAT THEY CAN USE A RANGE OF TOOLS COMPETENTLY, SAFELY AND CONFIDENTLY.</b></p> <p><b>DEVELOP OVERALL BODY STRENGTH, BALANCE, CO-ORDINATION AND AGILITY</b></p> <p><b>DEVELOP THE FOUNDATION OF A HANDWRITING STYLE THAT IS FAST, ACCURATE AND EFFICIENT.</b></p>					
Literacy	<b>Reading/Writing</b> Writing names Reading individual letters Hearing initial sounds	<b>Reading/Writing</b> Blending sounds into words so that they can read words and captions Writing names, labels and captions	<b>Reading/Writing</b> Read and write simple words and captions Read some exception words	<b>Reading/Writing</b> Read simple phrases and sentences Write simple sentences	<b>Reading/Writing</b> Read and write exception words Read and write simple sentences using a capital letter and full stop	<b>Reading/Writing</b> Read and write exception words Read and write simple sentences using a capital letter + full stop Re-read own writing to check it makes sense
	<p><b>FORM LOWER-CASE LETTERS AND CAPITAL LETTERS CORRECTLY</b></p> <p><b>SPELL WORDS BY IDENTIFYING THE SOUNDS AND THEN WRITING THE SOUNDS WITH LETTERS</b></p> <p><b>RE-READ BOOKS TO BUILD UP CONFIDENCE IN WORD READING, THEIR FLUENCY AND THEIR UNDERSTANDING AND ENJOYMENT</b></p>					
Phonics	Introducing Phase 2 phonemes	Introducing new and revising previously learnt phonemes. Segmenting and blending Phase 2 words	Introducing Phase 3 phonemes Segmenting and blending Phase 3 words	Introducing new and revising previously learnt phonemes. Segmenting and blending Phase 3 words	Revising all previously learnt phonemes. Segmenting and blending Phase 3/4 words	Revising all previously learnt phonemes. Segmenting and blending Phase 3/4 words in sentences

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<b>Mathematics</b>	Sorting Comparing amounts, size, mass and capacity Pattern Representing, comparing & composition of 1,2&3 <b>+ Mastery of Number Measures</b>	2D shapes Spatial awareness One more and one less Composition of 1, 2 & 3 Recognition of 4 & 5 <b>+ Mastery of Number Repeating patterns</b>	Night and Day Introducing zero Comparing and composition of 4 and 5 Recognition of 6, 7 & 8 Making pairs <b>+ Mastery of Number Shape and space</b>	Combining two groups Recognition of 9 & 10 Comparing amounts to 10 Bonds to 10 3D shape Length & Height <b>+ Mastery of Number Measures</b>	Building numbers 10+ Counting patterns 10+ Adding More Spatial Reasoning Complex patterns Time <b>+ Mastery of Number</b>	Taking away Bonds to 5 and 10 Doubling Sharing + Grouping Even + Odds <b>+ Mastery of Number</b>
<b>Understanding the World</b>	Ourselves and our families <i>Begin to make sense of their own life story and family's history</i> <i>Talk about members of their immediate family and community</i>	Bonfire Night/Guy Fawkes <i>Understand the past through settings, characters and events encountered in books and storytelling</i> Diwali and Advent Similarities/ Differences	Chinese New Year Materials - Similarities and Differences	Our local area <i>Comment on images in familiar situations in the past ( schools in the past)</i> <i>Know some similarities and differences between things in the past and now.</i> Growing plants Looking after the environment Easter	Animals and habitats Dinosaurs (Mary Anning and Elizabeth Philpot) <i>Compare and contrast characters from stories, including figures from the past.</i> <i>Understand the past through settings, characters and events encountered in books and storytelling</i> Life cycles Drawing information from a simple map  F5 Where do we belong?	Exercise and healthy foods      F6 What is special about our world
	F2 Which people are special and why?	F1 Which stories are special and why	F3 Which places are special	F4 Which times are special		
	<p><b>Ongoing: Show interest in different occupations</b> <b>Talk about the lives of the people around them and their roles in society</b></p> <p><b>UNDERSTAND THE EFFECT OF THE CHANGING SEASONS ON THE NATURAL WORLD AROUND THEM</b> <b>DESCRIBE WHAT THEY SEE, HEAR AND FEEL OUTSIDE</b></p>					
<b>Expressive Arts and Design</b>	Colour mixing Singing songs	Singing in a group, matching pitch and following the melody	Returning to and building on previous learning, refining ideas	Creating collaboratively, sharing ideas, resources and skills	Experimenting with texture, colour and form	Talk confidently about work and how it can be improved
<p><b>DEVELOPING STORYLINES IN THEIR PRETEND PLAY</b> <b>EXPLORE, USE AND REFINE A VARIETY OF ARTISTIC EFFECTS TO EXPRESS THEIR IDEAS AND FEELINGS</b> <b>EXPLORE AND ENGAGE IN MUSIC MAKING AND DANCE PERFORMING SOLO OR IN GROUPS</b></p>						