

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Early Learning Goal |
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| Communication and Language | | | | | | | |
| Listening, Attention and Understanding | To be able to understand how to listen carefully and know why it is important. | To begin to understand how and why questions. | To be able to ask questions to find out more. | To retell a story and follow a story without pictures or props. | To be able to understand a question such as who, what, where, when, why and how. | To be able to have conversations with adults and peers with back-and-forth exchanges. | <ul style="list-style-type: none"> - 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. |
| Speaking | To be able to talk in front of small groups and their teacher offering their own ideas. | To be able to use new vocabulary throughout the day. | To talk in sentences using conjunctions e.g. and, because | To engage in non-fiction books and to use new vocabulary in different contexts. | To use talk to organise, sequence and clarify thinking, ideas, feelings and events. | To be able to talk in sentences using a range of tenses. | <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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. |
| Physical Development | | | | | | | |
| Gross Motor Skills | To move safely in a space. | To explore different ways to travel using equipment. | To be able to control a ball in different ways, balance on a variety of equipment and climb. | To jump and land safely from a higher height. | To move safely with confidence and imagination, communicating ideas through movement. | To play by the rules and develop coordination. | <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| Fine Motor Skills | To begin to use the tripod grip when using mark making tools. | To accurately draw lines, circles and shapes to draw pictures. | To handle scissors, pencil and glue effectively. | To use a hammer and saw correctly. To be able to use cutlery appropriately. | To hold scissors correctly and cut out small shapes. | To form letters correctly using a tripod grip. | <ul style="list-style-type: none"> - 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. |
| Personal, Social, Emotional Development | | | | | | | |
| Self-Regulation | To be able to follow one step instructions, recognise different emotions and focus during short, whole class sessions. | To talk about how they are feeling and to consider others' feelings. | To be able to focus during longer whole class sessions. | To identify and moderate their own feelings socially and emotionally. | To be able to control their emotions using a range of techniques. | To follow instructions of three steps or more. | <ul style="list-style-type: none"> - 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. |
| Managing Self | To wash their hands independently. | To understand the need to have rules. | To begin to show resilience and perseverance in the face of a challenge. | To develop independence when dressing and undressing. | To manage their own basic needs independently. To dress independently. | To be able to show a 'can do' attitude. To understand the importance of | <ul style="list-style-type: none"> - 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; |

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| | | | | | | healthy food choices. | - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| Building Relationships | To seek support from adults and gain confidence to speak to peers and adults. | To begin to develop friendships. | To be able to use taught strategies to support turn taking. | To listen to the ideas of other children and agree on a solution and compromise. | To work as a group. | To be able to have confidence to communicate with adults around the school. | - 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. |
| Literacy | | | | | | | |
| Comprehension | To independently look at a book, holding it the correct way and turning pages. | To engage in and enjoy an increasing range of books. | To act out stories using recently introduced vocabulary. | To be able to talk about the characters in the books they are reading. | To retell a story using vocabulary influenced by their book. | To be able to answer questions about what they have read. | - 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. |
| Word Reading | To segment and blend sounds together to read words. | To begin to read captions and sentences. | To recognise taught digraphs in words and blend the sounds together. | To read words containing high frequency words and digraphs. | To read longer sentences containing Unit 7-10 words and high frequency words. | To read books matching their phonic ability. | - 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. |
| Writing | To give meanings to the marks they make. | To form letters correctly. | To write words representing the sounds with a letter/letters. | To write labels/phrases representing the sounds with a letter/letters. | To write words which are spelt phonetically. | To write simple phrases and sentences using recognisable phonological representations. | - 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. |
| Mathematics | | | | | | | |
| Number | To have a deep understanding of numbers 1 – 3. | To have a deep understanding of numbers 1 - 5. | To have a deep understanding of numbers 1 – 8. | To have a deep understanding of numbers 1 - 10 | To revise number bonds to 5. | To know number bonds to 10 including doubling facts. | - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. |
| Numerical Patterns | To verbally say which group has more or less. | To compare equal and unequal groups. | To understand and explore the difference between odd and even numbers. | To add and subtract using number sentences. | To share quantities equally. | To be able to count beyond 30 and higher (100) | - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| Understanding the World | | | | | | | |
| Past and Present | To know about their own life story and know they have changed. | To know some similarities and differences between things in the past and now. | Talk about the lives of people around them. | Talk about past and present events in their lives and what has been read to them. | To know about the past through settings and characters. | To know about the past through settings, characters and events. | - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. |

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| People, Culture and Communities | To know about features of the immediate environment. | To know that there are many countries around the world. | To know that people around the world have different religions. | To know about people who help us within the local community. | To know that people in other countries may speak different languages. | To know that simple symbols are used to identify features on a map. | <ul style="list-style-type: none"> - 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. |
| The Natural World | To explore and ask questions about the natural environment around them. | To understand the terms 'same' and 'different'. | To talk about features of the environment they are in and learn about the different environments. | To make observations about animals discussing similarities and differences. | To make observations about plants discussing similarities and differences. | To know some important processes and changes in the natural world including states of matter. | <ul style="list-style-type: none"> - 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. |
| Expressive Arts and Design | | | | | | | |
| Creating with Materials | To experiment mixing with colours. | To experiment with different textures. | To safely explore different techniques for joining materials. | To make props and costumes for different role play scenarios. | To explore and use a variety of artistic effects to express their ideas and feelings. | To share creations, talk about processes and evaluate their work. | <ul style="list-style-type: none"> - 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. |
| Being Imaginative and Expressive | To sing and perform nursery rhymes. | To experiment with different instruments and their sounds. | To create narratives based around stories. | To move in time to the music. | To play an instrument following a musical pattern. | To invent their own narratives, stories and poems. | <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |