

## Communication and Language:

- To be able to understand how to listen carefully and know why it is important.
- Engage in daily story times.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- To be able to talk in front of small groups and their teacher offering their own ideas.
- To articulate their ideas and thoughts in well-formed sentences.

## Personal, Social and Emotional Development:

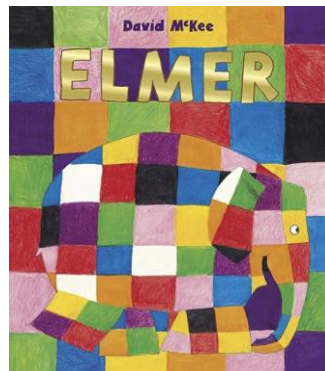
- To be able to follow one step instructions, recognise different emotions and focus during short whole class activities.
- To wash hands independently after toileting and before snack.
- To recognise and respond to their own toileting needs.
- To seek support from adults and gain confidence to speak to peers and adults.
- Begin to build constructive and respectful relationships with adults.

## Physical Development:

- To move safely in a space (running, riding a bike/scooter)
- Begin to control a ball in different ways.
- Begin to follow rules in games.
- Begin to use their core muscle strength to achieve good posture when sitting on the floor or at a table.
- Use pencils and other equipment comfortably for them.
- Make snips in paper either using one hand or two.

## Year A - Autumn Term 1 We Are Magic!

### How have people helped us to have better lives?



Planning is based around this text and topic. Provision and activities take into account children's interests and next steps and are in addition to those listed here.

## Expressive Arts and Design:

- Paint using brushes and fingers.
- Experiment with mixing colours.
- Talk about what they have painted with a peer or adult.
- Experiment with printing using a variety of materials.
- Sing and perform nursery rhymes.

## Literacy:

- Spot and suggest rhymes
- Count phonemes in words (segmenting fingers)
- Know that print has meaning
- Know that print can have different purposes
- Begin to break down the flow of speech into words
- Hears and says the initial sounds in words
- Links phase 2 phonemes to graphemes.
- Orally blends and segments CVC words.
- Writes own name.
- Write some letters accurately.

## Mathematics:

- Explore the composition of numbers within 5.
- Subitise different arrangements, both unstructured and structured to 5.
- Develop counting skills and knowledge, including cardinality and 1:1 correspondence.
- Verbally say which group has more or less.
- Continue, copy and create repeating patterns (AB, ABB, ABBC)

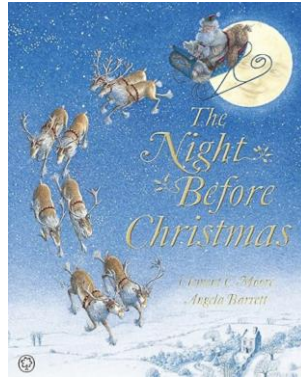
## Understanding the World:

- Know about their own life story and know they have changed.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Know about features of our immediate environment.
- Know that simple symbols are used to identify features on a map.
- Ask and suggest answers to questions about things we see or hear.
- Talk about how things are similar or different to one another.

## Year A - Autumn Term 2

### We Are Magic!

#### What makes my local area special?



Planning is based around this text and topic. Provision and activities take into account children's interests and next steps and are in addition to those listed here.

#### Literacy:

- Continues a rhyming string.
- Blend sounds into words, so that they can read short words made up of known phoneme-grapheme correspondences.
- Write labels and other forms of writing.
- Read some digraphs that each represent one sound and say sounds for them.

#### Mathematics:

- Begin to develop the language of 'whole' and 'parts'.
- Have a deep understanding of numbers 1 - 5.
- Explore number bonds to 5.
- Compare equal and unequal groups and use the language 'more than' and 'fewer than'.
- Share quantities equally.
- Compare length - Talk about measure and patterns
- Circles, triangles and shapes with 4 sides.

#### Understanding the World:

- Know about their own life story and know they have changed.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Know about features of our immediate environment.
- Know that simple symbols are used to identify features on a map.
- Draw pictures of animals.
- Talk about how things are similar or different to one another.

#### Communication and Language:

- To begin to understand how and why questions.
- Listen to and talk about stories to build familiarity and understanding.
- Continues a rhyming string.
- To be able to use new vocabulary throughout the day.
- To be able to speak during whole class circle time with their peers.

#### Personal, Social and Emotional Development:

- To talk about how they are feeling and begin to consider others feelings.
- To understand the need to have rules.
- To understand the importance of healthy food choices.
- Begin to develop friendships with peers.
- To be able to use taught strategies to support turn taking.

#### Physical Development:

- Explore different ways to travel using equipment.
- To be able to control a ball in different ways (throwing, catching, kicking, passing, batting and aiming)
- Begin to develop overall body; strength, balance, co-ordination and agility.
- To handle scissors, pencils and glue effectively.
- Begin to use tripod grip when using mark making tools.

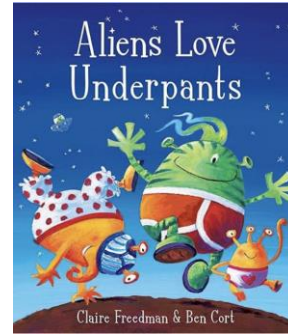
#### Expressive Arts and Design:

- Join items in a variety of ways using sellotape, hole punches, string, glue, masking tape and ribbon.
- Use scissors safely.
- Experiment with a variety of textures.
- Experiment with different instrument and their sounds.

# Year A - Spring Term 1

## Moon Zoom!

### What do we know about space travel?



Planning is based around this text and topic. Provision and activities take into account children's interests and next steps and are in addition to those listed here.

#### Communication and Language:

- To be able to ask questions to find out more.
- Listen to and talk about selected non-fiction.
- To talk in sentences using conjunctions e.g. and, because
- Describe events in some detail.

#### Personal, Social and Emotional Development:

- To be able to focus during longer whole class lessons.
- To begin to show resilience and perseverance in the face of a challenge.
- To think about the perspectives of others through stories.
- To be able to use taught strategies to support turn taking independently.

#### Physical Development:

- Continue to develop overall body strength, balance and co-ordination.
- To be able to balance on a variety of equipment and climb.
- To jump and land safely from a height.
- Negotiate space successfully and adjust speed and direction.
- Developing an effective pencil grip.
- Developing skill when using tools, including scissors.
- To accurately draw lines, circles and shapes to draw pictures

#### Literacy:

- Attempts to write short captions in meaningful contexts.
- Read a few 'tricky' words matched to the Little Wandle phonics programme.
- Read simple phrases and sentences made up of words with known phoneme-grapheme correspondences and, where necessary, a few 'tricky' words.

#### Mathematics:

- Continue to subitising skills for numbers within and beyond 5.
- Increasingly connect quantities to numerals.
- Begin to identify missing parts for numbers within 5.
- Have a deep understanding of numbers 1 - 5
- Focus on equal and unequal groups when comparing numbers.
- Compare height - length, height and time.
- Mass and capacity

#### Understanding the World:

- Know some similarities and differences between things in the past and now.
- Know some key events that have happened in the past.
- Know that there are many countries around the world and know some similarities and differences.
- To know that people in other countries may speak different languages.
- Explore the world around us and talk about what we see, hear and feel.

#### Expressive Arts and Design:

- Manipulate clay by pinching, rolling, squashing, twisting and cutting.
- Select additional materials to enhance model.
- Make something with clear intentions from start to finish.
- Find the pulse in a piece of music by moving in time.

## Year A - Spring Term 2

### Moon Zoom!

#### Communication and Language:

- To retell a story once they have developed a deep familiarity with the text.
- To engage in non-fiction books and to use new vocabulary in different contexts.

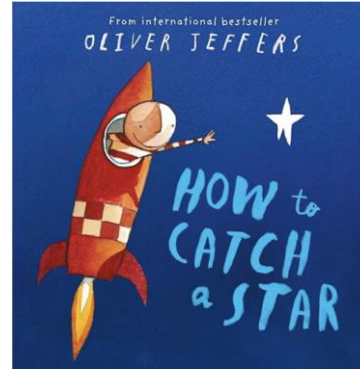
#### Personal, Social and Emotional Development:

- To identify and moderate their own feelings socially and emotionally (taking turns, waiting politely, tidying up).
- To develop independence when dressing and undressing.
- To understand the importance of regular physical activity.
- To listen to the ideas of other children and agree on a solution and compromise.

#### Physical Development:

- Combine different movements with control, ease and fluency.
- To move safely with confidence and imagination, communicating ideas through movement
- Develop in ability when dancing to music.
- Showing increasing control with a ball.
- Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.
- Children forming recognisable letters with an effective pencil grip.
- Able to use cutlery appropriately.

#### Why are some places hot and other places cold?



Planning is based around this text and topic. Provision and activities take into account children's interests and next steps and are in addition to those listed here.

#### Expressive Arts and Design:

- Use these techniques to join materials: flanges, slots, braces, tabs and ties.
- Use different textures for effect.
- Review own work and make considered improvements.
- Share creations with a small group.
- Sing a range of songs.

#### Literacy:

- Form lower-case letters correctly and some capitals (e.g. in own name).
- Spell words using segmenting fingers and know GPCs.
- Begin to write a short sentence.
- Recognise phase 3 digraphs and trigraphs and use these to read words.
- Begin to read longer words with known GPCs.

#### Mathematics:

- Have a deep understanding of numbers 1 - 10.
- Explore the structure of the numbers 6 and 7 as '5 and a bit'.
- Order numbers and play track games.
- Begin to form numerals 1-10.
- Understand and explore odd and even numbers sorting according to their 'shape'.
- Understand that two equal groups can be called a 'double'.
- Recognise that a shape can have other shapes within it, just as numbers can - Explore 3D shapes.

#### Understanding the World:

- Know some similarities and differences between things in the past and now.
- Know some key events that have happened in the past.
- Know that there are many countries around the world and know some similarities and differences.
- To know that people in other countries may speak different languages.
- Make observations about similarities, differences and changes.

# Year A Summer Term 1

## Castles

### What was it like to live in a castle?



Planning is based around this text and topic. Provision and activities take into account children's interests and next steps and are in addition to those listed here.

#### Communication and Language:

- To be able to understand a question such as who, what, where, when, why and how.
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events.

#### Personal, Social and Emotional Development:

- To be able to control their emotions using a range of techniques.
- To manage own basic needs independently.
- To dress independently.
- To work as a group

#### Physical Development:

- Develop core strength to achieve a good posture.
- Confidently and safely use a range of large and small apparatus.
- To develop precision and accuracy when using a ball.
- Move energetically in a range of different ways.
- Confidently use scissors and small tools.
- Beginning to use a tripod grip to draw and write accurately.
- Hold scissors correctly and cut out small shapes.

#### Expressive Arts and Design:

- Experiment with drawing techniques, paying attention to the size and shape of features.
- Draws things from memory.
- Repeat a musical rhythm.

#### Literacy

- Write short sentences with words with known GPCs.
- Begin to re-read what they have written to check that it makes sense.
- Read longer words and compound words with known GPCs.
- Begin to blend words with adjacent consonants.
- Begin to read phase 4 'tricky words'.

#### Mathematics:

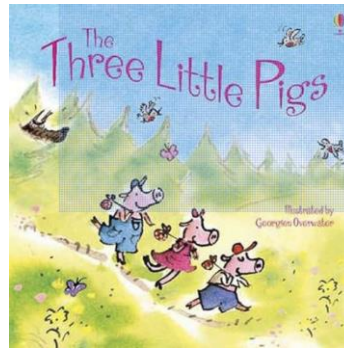
- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.
- Explore a range of representations of numbers, including the 10s frame.
- Compare quantities and numbers.
- Develop a sense of magnitude (knowing 8 is quite a lot more than 2)
- Automatically recall number bonds up to 5 and some number bonds to 10.
- Select, rotate and manipulative shapes to develop spatial reasoning skills - Manipulate, compose and decompose.

#### Understanding the World:

- Know some similarities and differences between things in the past and now.
- Comment on images of familiar situations in the past.
- Know about people who help us within the local community.
- Know that people around the world have different religions.
- Draw pictures of plants and explore the world around us with our eyes, hands and ears.

## Year A Summer Term 2 Castles

### Where are there castles in the United Kingdom?



Planning is based around this text and topic. Provision and activities take into account children's interests and next steps and are in addition to those listed here.

#### Communication and Language:

- To be able to have conversations with adults and peers with back-and-forth exchanges.
- To be able to talk in sentences using a range of tenses.

#### Personal, Social and Emotional Development:

- To follow instructions of three steps or more.
- To be able to show a 'can do' attitude.
- To be able to have confidence to communicate with adults around the school.

#### Physical Development:

- To play by the rules and develop coordination.
- Develop overall body strength, balance, co-ordination and agility.
- Negotiate space and obstacles safely.
- Show strength, balance and co-ordination.
- To form lowercase letters correctly using a tripod grip in almost all cases.
- Use a hammer and saw correctly (Forest School).
- Showing accuracy when drawing.

#### Literacy

- Write short sentences with words with known GPCs.
- Begin to use a capital letter and full stop.
- Re-read what they have written to check that it makes sense.
- Read phase 4 'tricky' words.
- Begin to read phonically decodable books with some fluency.

#### Mathematics:

Begin to generalise about 'one more than' and 'one less than' numbers within 10.  
Continue to identify when sets can be subitised and when counting is necessary.  
Develop conceptual subitising skills including when using a rekenrek.  
Begin to explore teen numbers.  
Write numerals 1-10  
To verbally count to 20 and beyond.  
Visualise, build and map (repeating patterns consolidation)

#### Understanding the World:

- Know some similarities and differences between things in the past and now.
- Comment on images of familiar situations in the past.
- Know about people who help us within the local community.
- Know that people around the world have different religions.
- Suggest answers to questions based on their experience of the world around them.

#### Expressive Arts and Design

- Observes objects and people closely before drawing and adds in observed details.
- Play question and answer rhythms on percussion instruments.