

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<u>Topic</u>	Super me!	Changes	Long, long ago...	Journeys	Come outside!	Down by the Sea
<u>Key events</u>	Harvest week Dental talk	World Cup 2022 Remembrance day World Nursery Rhyme Week 14/11	Book week Pancake day Staying safe day	Train trip		
<u>Main content focus</u>	Getting to know the school, growing and changing, Family history, PSED and superheroes	Light and dark, Autumn Christmas past and present	Traditional Tales Stories set in the past	Journeys and transport, other countries, local area, road safety	Minibeasts, habitats, lifecycles, the environment, chick hatching	Pirates/seaside, historical comparisons floating and sinking, oceans and pollution
<u>Key texts</u>	Once there were giants The Family Book Juniper Jupiter Zippo the Super Hippo	Pumpkin Soup Owl Babies Dear Santa	Traditional tales/different cultural versions The Kiss that Missed	The Naughty Bus/ The Train Ride Coming to England Rosie's Walk	The growing story	Night pirates The lighthouse keeper's lunch Somebody Swallowed Stanley
<u>Communication and language</u>	Understand how to listen carefully and why listening is important Develop social phrases Engage in storytimes Learn rhymes, poems and songs Learn new vocabulary and use it throughout the day.	Engage in non-fiction books Listen to and talk about selected non-fiction Describe events in some detail Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Learn new vocabulary and use it throughout the day.	Listen to and talk about stories to build familiarity and understanding Articulates their ideas and thought in well-formed sentences Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn rhymes, poems and songs Learn new vocabulary and use it throughout the day.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Ask questions to find out more and check their understanding Learn rhymes, poems and songs Learn new vocabulary and use it throughout the day.	Follows 2 step instructions Able to follow a story without pictures or props Connect one idea to another using a range of connectives Learn rhymes, poems and songs Learn new vocabulary and use it throughout the day.	Uses talk to organise thoughts and ideas Uses correct grammatical tense when speaking Learn rhymes, poems and songs Learn new vocabulary and use it throughout the day.
<u>PSED</u>	Jigsaw unit: Being Me in My World See themselves as a valuable individual Build constructive and respectful relationships Golden rules and establishing routines and boundaries Zones of regulation	Jigsaw Unit: Celebrating Differences Think about the perspective of others Taking turns Developing independence Confident to speak about own needs	Jigsaw Unit: Dreams and Goals Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge	Jigsaw Unit: Healthy Me Manage their own needs Personal hygiene Know and talk about the different factors that support their overall health and wellbeing Dental hygiene	Jigsaw unit: Relationships Identify and moderate their own feelings socially and emotionally	Jigsaw Unit: Changing Me Show resilience and perseverance in the face of challenge Talk about changes and transition and know who to talk to if they are worried

<p>Physical Development</p>	<p>Penpals</p> <p>Complete PE – walking unit 1 (locomotion)</p> <p>Revise and refine the fundamental movement skills they have already acquired</p> <p>Hold a pencil effectively in preparation for fluent writing – tripod grip</p> <p>Further develop the skills they need to manage the school day successfully: Ling up and queuing; mealtimes.</p> <p>Demonstrate overall body strength, balance, co-ordination, and agility to engage successfully with future PE session and physical disciplines.</p>	<p>Penpals</p> <p>Complete PE -</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Use a range of small tools including scissors, paint brushes and cutlery</p> <p>Demonstrate overall body strength, balance, co-ordination, and agility to engage successfully with future PE session and physical disciplines.</p>	<p>Penpals - Long ladder letters</p> <p>Complete PE – Nursery rhymes (dance)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Demonstrate overall body strength, balance, co-ordination, and agility to engage successfully with future PE session and physical disciplines.</p>	<p>Penpals - One armed robot letters</p> <p>Complete PE – ourselves (dance)</p> <p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Demonstrate overall body strength, balance, co-ordination, and agility to engage successfully with future PE session and physical disciplines.</p>	<p>Penpals - Curly caterpillar letters</p> <p>Complete PE – feet (ball skills)</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Move energetically</p> <p>Begin to show accuracy and care when drawing</p> <p>Demonstrate overall body strength, balance, co-ordination, and agility to engage successfully with future PE session and physical disciplines.</p>	<p>Penpals - Zig-zag monster letters and review all letter families.</p> <p>Complete PE – games for understanding (Attack and defence)</p> <p>Negotiate space and obstacles safely</p> <p>Move energetically</p> <p>Demonstrate overall body strength, balance, co-ordination, and agility to engage successfully with future PE session and physical disciplines.</p>
<p>Literacy</p>	<p>Read individual letters by saying the sounds for them – phase 2.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Handwriting letter formation patterns – lower case and capital letters</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to the school's phonic programme</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>Read some letter groups that each represent one sound and say sounds for them – phase 3</p> <p>Spell words by identifying sounds in them and representing the sounds with a known letter or letters</p> <p>Form lower-case and capital letters correctly</p>	<p>Spell words by identifying sounds in them and representing the sounds with a known letter or letters</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check it makes sense</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense.</p>

<p>Maths</p>	<p>Herts essentials:</p> <p>RLS1. Subitising numbers up to 5; recognising the amount without counting. Recognising numbers to 5 and linking names to their values</p> <p>RLS2. Counting Skills (stable order and one to one correspondence) Counting reliably, using number names in order and one to one correspondence</p> <p>RLS3. Comparison – measures. Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them</p>	<p>Herts essentials:</p> <p>RLS4. Pattern Recognition Noticing, describing and extending patterns, including thinking about what part is the repeating unit</p> <p>RLS5. Classification. Classifying (grouping) objects using given criteria and their own ideas and comparing the groups after classification</p> <p>RLS6. Counting the sort, including cardinality. Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets</p>	<p>Herts essentials:</p> <p>RLS7. Using Counting to Compare. Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts</p> <p>RLS8. Spatial Thinking. Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols</p> <p>RLS9. Magnitude. Ordering and estimating. Knowing the position of numbers 0-10 and the relationship to other numbers, such as 0, 5 or 10.</p>	<p>Herts essentials:</p> <p>RLS10. Regrouping the whole. Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds</p> <p>RLS11. Regrouping part to find the total (the whole). Combining parts to make a whole and using the part, whole model to develop an understanding of addition</p>	<p>Herts essentials:</p> <p>RLS12. Finding the whole and missing parts. Explores what to do when something is missing; initially the whole but moving on to working out a missing part. Different types of problems will be used to teach different strategies</p> <p>RLS13. Ten and some more. Understanding values to 20 (focusing on the numbers 10 –20) by creating the unit of 10, for comparison and finding one more and one less than a number</p>	<p>Herts essentials:</p> <p>RLS14. Doubling and halving. Exploring doubling and halving, including solving problems involving doubling and halving</p> <p>RLS15. Odd and even. Understanding that numbers are either odd or even, looking at their 'composition' and whether they share fairly into two groups</p> <p>RLS16. Counting beyond 20. Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers</p>
<p>Understanding the World</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about the lives of people around them and their roles in society</p>	<p>Recognise that people have different beliefs and celebrate in different ways</p> <p>Understand that some places are special to members of their community</p> <p>Festivals of light – Bonfire night, Diwali, Hanukkah, Christmas</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Talk about members of their immediate family and community.</p> <p>Know some similarities and differences between things in the past and now</p> <p>Understand the past through settings, characters and events encountered in books and storytelling</p>	<p>Describe what they see, hear and feel while outside</p> <p>Explore the natural world around them</p> <p>Draw information from a simple map</p> <p>Describe their immediate environment</p> <p>Explain some differences between life in this country and life in other countries</p>	<p>Describe their immediate environment</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them including the seasons and changing states of matter</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explain some similarities and differences between life in this country and life in other countries</p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p> <p>Understand the past through settings, characters and events encountered in books and storytelling</p>
<p>Expressive Arts and Design</p>	<p>Sing in a group or on their own, increasingly matching pitch and melody - Sing up – sing unit 1</p> <p>Use a range of small tools</p> <p>Sing a range of well-known nursery rhymes and songs</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Perform songs and stories with others, try to move in time with music – Nativity performance.</p> <p>Listen attentively – Sing Up Listen unit 1</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Sing a range of well-known</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Explore different ways of printing</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to</p>

		<p>Watch and talk about dance and performance art, expressing their feelings and responses. Pantomime</p> <p>Sing a range of well-known nursery rhymes and songs</p>	<p>nursery rhymes and songs</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p>	<p>Sing a range of well-known nursery rhymes and songs</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>		<p>move in time with music.</p>