



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Night and Day		Down the Garden		Pirates and Seaside	
Communication & Language (Prime)	<p>Listen to stories.</p> <p>Understand questions and instructions.</p> <p>Sing songs and Nursery rhymes</p> <p>Speak in longer sentences</p>	<p>Understand 'why questions'.</p> <p>Use talk effectively in their play.</p> <p>Start and continue a conversation with an adult or a friend.</p> <p>Share their ideas and opinions.</p>	<p>Speak in well-formed sentences.</p> <p>Use talk to organise their thoughts and feelings.</p> <p>Engage in story time.</p> <p>Describe events in detail.</p> <p>Develop good listening skills.</p>	<p>Develop social phrases - know how to respond appropriately to others.</p> <p>Use non-fiction books to develop vocabulary and knowledge.</p> <p>Be secure with their listening skills.</p>	<p>Listen to others and respond appropriately.</p> <p>Ask questions to clarify their understanding.</p> <p>Hold conversations with teachers and peers.</p> <p>Speak with confident in a range of situations.</p>	<p>Speak in full sentences using the correct tense.</p> <p>Explain why things might happen.</p> <p>Listen to others and respond appropriately.</p> <p>Hold conversations with teachers and peers.</p> <p>Speak with confident in a range of situations.</p>
PSED (Prime)	<p>Become more outgoing with unfamiliar people.</p> <p>Develop confidence in new social situations.</p> <p>Play co-operatively with other children and with confidence on their own.</p>	<p>Begin to understand how others might be feeling.</p> <p>Become independent in meeting their own care needs.</p> <p>Make healthy choices.</p> <p>Talk about their own feelings.</p>	<p>Build relationships with teachers and peers.</p> <p>Be resilient when faced with challenges.</p> <p>Begin to regulate their feelings.</p> <p>Manage their own personal needs.</p>	<p>Build relationships with teachers and peers.</p> <p>Think about the perspective of others.</p> <p>Know the importance of: healthy eating, exercise, hygiene, sleep, road safety</p>	<p>Play co-operatively with others by controlling their impulses and regulating their behaviour.</p> <p>Focus on a directed task.</p> <p>Take risks and show resilience and independence.</p>	<p>Play co-operatively with others by controlling their impulses and regulating their behaviour.</p> <p>Show sensitivity to others' needs.</p> <p>Take risks and show resilience and independence.</p>

	<p>Understand why rules are important and follow them</p> <p>Jigsaw - Being Me in my World</p> <p>Pantasaurus</p>	<p>Try to solve problems with peers.</p> <p>Jigsaw - Celebrating Differences</p>	<p>Jigsaws - Dreams and Goals</p>	<p>and limited screen time.</p> <p>Jigsaw - Healthy Me</p>	<p>Explain rules and follow them.</p> <p>Take turns with other children whilst learning and playing.</p> <p>Jigsaw - Relationships</p>	<p>Focus on a directed task.</p> <p>Jigsaw - Changing Me</p>
<p>Physical Development (Prime)</p>	<p>Be independent in getting dressed and undressed.</p> <p>Develop their movement, balancing and riding skills.</p> <p>Use one-handed tools with some control.</p>	<p>Be independent in getting dressed and undressed.</p> <p>Develop their movement, balancing and riding skills.</p> <p>Use one-handed tools with some control.</p> <p>Choose appropriate resources to aid their learning and play.</p> <p>Remember sequences of movement.</p> <p>Hold a pencil with comfortable grip and control.</p>	<p>Refine fundamental movement skills.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Become confident in managing the school day, e.g. lining up.</p> <p>Use one-handed tools with control.</p>	<p>Refine fundamental movement skills.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Become confident in managing the school day, e.g. lining up.</p> <p>Develop fine motor skills by using tools competently, e.g. scissors, pencils, paintbrushes, cutlery.</p>	<p>Hold a pencil using the tripod grip and use it with good control.</p> <p>Confidently use a range of tools with good control.</p> <p>Move effectively with good control, e.g. skipping, jumping, running.</p> <p>Negotiate spaces and obstacles.</p>	<p>Create accurate, detailed drawings.</p> <p>Hold a pencil using the tripod grip and use it with good control.</p> <p>Confidently use a range of tools with good control.</p> <p>Move effectively with good control, e.g. skipping, jumping, running.</p> <p>Negotiate spaces and obstacles.</p>
<p>Literacy (Specific)</p>	<p>Name writing</p> <p>Learn Set 1 RWI sounds</p>	<p>Make marks with meaning, beginning to write some letters correctly</p>	<p>Blend sounds into words to read simple cvc words</p>	<p>Spell words by identifying the sounds and writing the sounds they hear.</p>	<p>Read phrases and simple sentences.</p>	<p>Write simple sentences.</p>

	Handle books and talk and engage in stories	Learn Set 1 RWI sounds Recognise and write some initial sounds Verbally blend sounds into words	Write initial and final sounds for words	Read some common exception words. Read words and simple phrases.	Write letters that are correctly formed. Write simple phrases and sentences. Read some digraphs. Re-read books to build up fluency and confidence.	Write letters that are correctly formed. Read some digraphs. Retell stories in their own words. Discuss key stories using new vocabulary.
Maths (Specific)	Matching Sorting Comparing and ordering AB Patterns Counting	Time Compositions of numbers up to 5 2D shapes Positional language	Counting Counting and ordering Addition Comparing and ordering	Counting Patterns Length and height Capacity 2D shapes 3D shapes	Counting on to add Counting forwards and backwards Counting to 20 Doubling Halving and sharing Odds and evens	Mass Volume and capacity Money Data Word Problems
Understanding the World (Specific)	Talk about their family and life story. Learn and respect differences between people. Explore their natural environment.	Understand lifecycles. Explore how things work. Know there are different countries in the world.	Draw information from maps. Explore the natural world. Changing seasons.	Learn about places that are special to others. Learn that others have different beliefs. Similarities and differences between countries.	Similarities and differences between environments. Talk about different people in society. Similarities and differences between past and present.	Similarities and differences between religious and cultural communities. Similarities and differences between past and present. Drawing pictures of plants and animals.
Expressive Arts & Design (Specific)	Create and engage in imaginative play. Explore and join materials.	Explore colour and colour mixing. Remember and sing entire songs.	Learn and use different art skills. Express themselves through music.	Develop their storylines in their pretend play. Explore music making and dance.	Explore colour and texture through materials, tools and techniques.	Explore design, form and function through materials, tools and techniques.

	<p>Create meaningful drawings and talk about these.</p> <p>*Harvest Song*</p>	<p>Create their own songs.</p> <p>Play instruments.</p>	<p>Watch and discuss performances.</p>		<p>Discuss their creations.</p> <p>Use props in their role play.</p>	<p>Discuss their creations.</p> <p>Use props in their role play.</p> <p>Perform songs, rhymes and stories with others.</p>
Project Friday	EAD: Clay Owls	Music: Instruments	C&L /EAD: Puppets Sewing	Cooking: Colin the caterpillar cakes	UTW : Making a boat - sinking and floating	EAD/C&L: design sunglasses to wear at the beach using different materials
Important Dates:	<p>Equality Day - 15th Oct</p> <p>Diwali - 1st Nov</p> <p>Yom Kippur - Oct</p> <p>Harvest</p>	<p>Christmas Bonfire Night - 5th Nov</p> <p>Respect day Anti-bullying Week WC 11th Nov</p> <p>Children in Need</p>	<p>Caring day - Mental health week</p> <p>Shrove Tuesday/Ash Wednesday 4th March</p> <p>Safer Internet Day - 11th Feb</p> <p>St. Patrick's Day - 17th March</p> <p>World book day 6th March</p> <p>Science week 10th March</p>	<p>Ramadan</p> <p>Eid</p> <p>Easter</p> <p>Mother's Day - 30th March</p> <p>St. George's Day 23rd April</p> <p>Red Nose Day - 15th March</p>	<p>May Day</p> <p>Resilience Day.</p>	