



	Autumn	Spring	Summer
Topic Name	Day and Night	Down the Garden	Pirates and the Seaside
Communication & Language (Prime)	<p>Phase 1 - Letters & Sounds</p> <p>Enjoy singing and music.</p> <p>Listen and respond to a simple instruction. Begin to understand simple instructions.</p> <p>Start to develop conversation.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand simple questions about 'who', 'what' and 'where'.</p> <p>Pay attention to more than one thing at a time.</p>	<p>Phase 1 - Letters & Sounds</p> <p>Sing songs and learn action songs.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions.</p> <p>Develop their communication and pronunciation.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Phase 1 - Letters & Sounds RWI - Initial sounds</p> <p>Sing a large repertoire of songs & action songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use a wider range of vocabulary.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view.</p> <p>Use talk to organise themselves and their play.</p>
PSED (Prime)	<p>Establish their sense of self.</p> <p>Express preferences and decisions.</p> <p>Play with increasing confidence on their own or with other children.</p> <p>Express a range of emotions.</p> <p>Begin to show 'effortful control' e.g. waiting for a turn.</p>	<p>Select and use activities and resource to help achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with other to solve conflicts.</p> <p>Talk about their feeling using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others may be feeling.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>

	<p>Develop friendships with other children.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations</p> <p>Learn classroom rules.</p> <p>Pantasaurus</p>	<p>Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hand thoroughly.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Pantasaurus</p>	<p>Remember rules without needing an adult to remind them.</p> <p>Pantasaurus</p>
Physical Development (Prime)	<p>Enjoy moving when outdoors and inside.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb.</p> <p>Spin, roll and independently use ropes and swings.</p> <p>Sit on a push along wheeled toy, use a scooter or ride a tricycle.</p> <p>Wave flags and streamers, paint and make marks.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, climb up apparatus, using alternate feet.</p> <p>Skip, hop and balance on one leg.</p> <p>Use one handed tools and equipment such as scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, putting coats on and doing zips.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Remember sequences of movement.</p> <p>Negotiate spaces and obstacles.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Collaborate with other to manage large items, such as carrying large hollow blocks.</p>
Literacy (Specific)	Tracing Letters from name.	Name writing	Name writing - Write some or all of their name.

	<p>Phase 1 Letters and Sounds</p> <p>Join in with songs and rhymes.</p> <p>Enjoy sharing books with an adult.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Develop play around favourite stories using props.</p> <p>Enjoy drawing freely.</p> <p>Begin to notice print, such as the first letter of their name, familiar logos.</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Make marks on their picture to stand for their name.</p>	<p>Copying letters</p> <p>Phase 1 Letters and Sounds</p> <p>Write some letters accurately.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different parts of a book • Page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound 	<p>Write some letters accurately.</p> <p>Phase 1 Letters and Sounds</p> <p>RWI - Learn Set 1 sounds</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p>
<p>Maths (Specific)</p>	<p>Take part in finger rhymes with numbers.</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising).</p> <p>Say some numbers in sequence.</p> <p>Begin to notice patterns and arrange things in patterns.</p>	<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language: sides/corners/straight/flat/round.</p>	<p>Recite numbers past 5.</p> <p>Show finger numbers up to 5.</p> <p>Link numerals and amounts: showing the right number of objects to match the numeral, up to 5.</p> <p>Compare quantities using language: more than/fewer than.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>

	<p>Extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Compare sizes and weights, using language such as bigger/little/smaller, high/low, tall/short, heavy.</p>	<p>Select shapes appropriately e.g. flat surfaces for building and a triangular prism for a roof.</p> <p>Combine shapes to make new ones e.g. an arch, a bigger triangle.</p> <p>Understand position through words e.g. the bag is under the table.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p>	<p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</p> <p>Talk about and identify patterns around them e.g. stripes on clothes. Use informal language such as pointy and spotty.</p>
<p>Understanding the World (Specific)</p>	<p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outdoors.</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>

<p>Expressive Arts & Design (Specific)</p>	<p>Move and dance to music.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore colour and colour-mixing.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Listen with increased attention to sounds.</p> <p>Harvest song</p>	<p>Begin to develop complex stories using small world equipment.</p> <p>Explore different materials.</p> <p>Develop their own ideas and decide which materials to use and what to make.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Sing melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
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