









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Ourselves and Our School</p> <ul style="list-style-type: none"> Our school My family Healthy Bodies Autumn 	<p>Our Community</p>  <ul style="list-style-type: none"> Amazing me (heroes) People who help us Diwali Eid Christmas 	<p>Where in the world?</p> <ul style="list-style-type: none"> Amazing me (emotions) Maps  Countries (England, Jamaica and China) Healthy Bodies 	<p>Be an explorer</p> <ul style="list-style-type: none"> Habitats (oceans, grasslands and polars) Space Dinosaurs  Easter 	<p>What can you see?</p> <ul style="list-style-type: none"> Growing and planting  Healthy bodies (healthy eating) Mini beasts Lifecycles Healthy bodies (sun safety) 	<p>We can make a difference!</p> <ul style="list-style-type: none"> The boy who cried wolf The Ugly Duckling Cinderella  Endangered animals Looking after the planet
Writing Focus	<ul style="list-style-type: none"> Giving meaning to marks when drawing. initial sounds Copy writing Name writing 	<ul style="list-style-type: none"> Writing simple cvc words Copy writing from the environment Copy stem sentences 	<ul style="list-style-type: none"> Simple sentence stems Apply Phase 3 graphemes 	<ul style="list-style-type: none"> Writing simple rehearsed sentences using phonics and HRS words 	<ul style="list-style-type: none"> Gaining confidence in writing simple sentences and introducing time words. 	<ul style="list-style-type: none"> Writing several linked sentences. Narrative
Phonics	Phase 2	Phase 3	Phase 3-4	Review	Phase 4	Phase 5 intro
Rainbow words HRS words	WK1 WK2 I the no WK3 put of is WK4 to go into WK5 pull WK6 as his	WK1 he she buses WK2 we me be WK3 push WK4 was her WK5 -es no change to root word WK6 my you	WK1 WK2 they all are WK3 WK4 ball tall WK5 when what WK6	WK1 said so have WK2 were out like WK3 some come there WK4 little one do WK5 children love WK6	WK1 -ed /ed/ WK2 -ed/t/ WK3 -ed/d/ WK4 WK5 WK6	WK1 oh their WK2 people Mr Mrs WK3 your ask should WK4 would could asked WK5 house mouse water WK6 want very
PSED	<ul style="list-style-type: none"> Self - identity Following rules Healthy bodies (growing) 	<ul style="list-style-type: none"> Amazing Me (Heroes) Things we are good at. 	<ul style="list-style-type: none"> Amazing Me (emotions) Healthy Bodies healthy and unhealthy bodies 		<ul style="list-style-type: none"> Healthy bodies (sun safety) 	<ul style="list-style-type: none"> School values introduction for Year 1 PANTS

Physical Development

Gross motor

- Footwork**
- Running and jumping
 - Moving in a variety of ways
 - Copy simple dance moves and gestures
- Ball skills**
- Throw and kick a large ball
- On line**
- Balance

- Flexibility and spatial awareness**
- Spatial awareness
 - Move in response to music
 - Negotiate obstacles
- Sending and receiving**
- Catching a large ball
- Ball skills**
- Throwing soft balls into containers
- Seated floor**
- Balance on one leg, hop etc
 - Balancing on planks

- Ball chasing**
- Adjust speed and direction chasing
- Flexibility and spatial awareness**
- Travel skilfully
 - Express feelings using music
- Sending and receiving**
- Throw large ball to friend
- Ball skills**
- Hold small ball on spoon
- On line**
- Balance on climbing equipment
- Footwork**
- Walk, jump and hop to sound

- Footwork**
- Move in wide range of ways with spatial awareness
- Flexibility and spatial awareness**
- Replicate and create simple dances
- Sending and receiving**
- Throw and catch small ball
 - Skilfully throw and kick large ball
- Hand eye coordination**
- Pop bubbles
 - Trace shapes with one finger
- On line**
- Balance on benches
- Balance**
- Pulling up onto higher equipment

Working on completing the Early Learning Goal

ELG Gross Motor Skills
 Children at the expected level of development will:

- 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

- Control**
- Draw large scale lines and circles
- Dexterity**
- Use large paintbrush
 - Large scale construction

- Control**
- Drawings including shapes and letters
 - Control holding and playing instruments
- Dexterity**
- Use medium brush
 - Use tripod grasp

- Control**
- Drawings with detail
 - Form majority of letters correctly
- Dexterity**
- Small scall threading
 - Small construction
 - Use a knife and fork
 - Use variety of tools

- Control**
- Complex pictures using tools
 - Control limbs to keep steady beat
 - Fills in templates with pencil or paint
 - Cut around circles and other shapes
- Dexterity**
- Tripod grip
 - Use split pins and hole punches
 - Hold small paintbrush correctly

Working on completing the Early Learning Goal

ELG Fine Motor Skills
 Children at the expected level of development will:

- 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.

Maths	Number	<ul style="list-style-type: none"> Count objects and select the numeral card (1-5). 	<ul style="list-style-type: none"> Five frames and talk about the significance of the formation. Count the total number of objects in 2 groups. 	<ul style="list-style-type: none"> Subitise to five. Count on without starting at 1. 	<ul style="list-style-type: none"> Use ten frames and talk about the arrangements. Start to estimate. 	<ul style="list-style-type: none"> Order, identify, subitise, combine and manipulate numbers to ten. 	Early learning goal
	Numerical patterns	<ul style="list-style-type: none"> Uses the language of counting confidently and as part of play. 	<ul style="list-style-type: none"> Starts to understand one more and one less. 	<ul style="list-style-type: none"> Identifies pattern in the number system Exploring odds and evens and doubles. 	<ul style="list-style-type: none"> More, fewer, less when talking about numbers and quantities. 	<ul style="list-style-type: none"> 1 more/ less than. 	Early learning goal
	SSM	<ul style="list-style-type: none"> Identify simple 2D shapes in the environment. 	<ul style="list-style-type: none"> Know that the world is made of 2D and 3D shapes. 2D shapes and their properties. 	<ul style="list-style-type: none"> Units of measure. 	<ul style="list-style-type: none"> Language of time when talking about the day and events in their life. Recognises some 3D shapes. 	<ul style="list-style-type: none"> Recognise mathematical features of some shapes. Explore problems including shape. 	<ul style="list-style-type: none"> Problem solves using what they know about measure.
UTW		<ul style="list-style-type: none"> Ourselves and comparison to others Our families' and comparison to the families of others Adults in school who help us and comparison of their roles/tools/uniforms Growing and how we changes Autumn and seasonal changes 	<ul style="list-style-type: none"> People who help us in the community and comparison of their roles, unfirms, tools and vehicles How occupations have changed over time Celebrations that we and others celebrate and a comparison of features Recalling special moments in our lives 	<ul style="list-style-type: none"> What maps are for and how to use them Knowing about a variety of countries Comparison of lifestyles of people living in different countries. 	<ul style="list-style-type: none"> Knowing about the features of habitats Comparison of physical features of habitats Comparison of animals' features from the habitats Comparison of planets Comparison of dinosaurs and their features Comparison of Easter to other celebrations Introduction to lifecycles- birds 	<ul style="list-style-type: none"> Features of plants and their needs to grow and live Plant lifecycles Comparisons of mini beasts and their features Lifecycles of butterfly and frog 	<ul style="list-style-type: none"> Lifecycles of ducks/swans Change in lifestyles from past to present through fairy tales Comparison of rich and poor through fairy tales Change in environment from past to present to future

EAAD	Art	<p>Drawing</p> <ul style="list-style-type: none"> • Marks have meaning <p>Painting</p> <ul style="list-style-type: none"> • Large paintbrushes <p>Colour</p> <ul style="list-style-type: none"> • Explore mixing colours <p>Multimedia</p> <ul style="list-style-type: none"> • Manipulate materials to create shapes • Select resources due to preference 	<p>Drawing</p> <ul style="list-style-type: none"> • Pictures tell a story • Details • Observational drawing <p>Painting</p> <p>Use small brushes</p> <ul style="list-style-type: none"> • Wash brushes • Range of painting techniques • Store paintings • Paints in the lines of template • Colour • Use variety of colours • Select colour for purpose • Changing colours adding black/white <p>Multimedia</p> <ul style="list-style-type: none"> • Select resources for purpose • Talk about choices • Explore textures • Imitate textures 	<p>Drawing</p> <ul style="list-style-type: none"> • Variety of objects with detail and based on observation <p>Painting</p> <ul style="list-style-type: none"> • Select own techniques <p>Colour</p> <ul style="list-style-type: none"> • Name colours used to make secondary colours <p>Multimedia</p> <ul style="list-style-type: none"> • Explain process • Balance for 3D sculpture • Create collaboratively • Select own resources • Evaluate and edit work when making
	DT	<p>Design</p> <ul style="list-style-type: none"> • Create items of personal interest. Environment/images to support the decision of what to create. <p>Make</p> <ul style="list-style-type: none"> • Create enclosures and spaces • Large expanded construction • Imaginative play with construction and added resources • Cut curves lines <p>Technical knowledge</p> <ul style="list-style-type: none"> • Joins construction pieces together to build and balance <p>Evaluation</p> <ul style="list-style-type: none"> • Chooses to play with my creations. 	<p>Design</p> <ul style="list-style-type: none"> • Say what they are going to make and what it will look like • Creates objects for a purpose • Explain what they have created and what it is for <p>Make</p> <ul style="list-style-type: none"> • Pieces selected due to size , shape symmetry • Add accessories to structures • Cut around images • Small construction <p>Technical knowledge</p> <ul style="list-style-type: none"> • Know when to use specific adhesives • Join paper in different ways • Joins components in simple 3D structures <p>Evaluation</p> <p>Pride in creations Label for safe keeping Reflect on what worked well</p>	<p>Design</p> <ul style="list-style-type: none"> • Draws design first • Plan how to make verbally • Plan what to use <p>Working in Early Learning Goal</p>