








	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>All about me</p> <ul style="list-style-type: none"> Amazing me (How do I feel?) My family My home 	<p>Our lives</p> <ul style="list-style-type: none"> Pets Local environment Healthy Bodies (bedtime routine) Birthdays Christmas 	<p>Where we live</p> <ul style="list-style-type: none"> Amazing me (confidence) Different families  Lets go... Lets go on holiday Weather 	<p>Our world</p> <ul style="list-style-type: none"> Healthy bodies (fruit) Oceans Jungles Farms Animal babies Farms  	<p>Exploring living things </p> <ul style="list-style-type: none"> Growing Healthy bodies (vegetables) Mini beasts in the garden Mini beast life cycles Mini beasts in the pond 	<p>We all belong</p> <ul style="list-style-type: none"> Special occasions Brilliant buildings People who helps us Dinosaurs Imaginary worlds 
Writing Focus	<ul style="list-style-type: none"> Mark making and drawing with a range of tools and equipment. 	<ul style="list-style-type: none"> Says what their marks mean. 	<ul style="list-style-type: none"> Shows consideration when mark making. Starts to take their time changing their tool as the marks progress. 	<ul style="list-style-type: none"> Copies with increasing control. 	<ul style="list-style-type: none"> Starting to make shapes that are recognisable as pre-letter shapes. Starts to write name as a shape 	<ul style="list-style-type: none"> Writes their name and identify their name
Phonics	<p>Phase 1 Aspect 1 environmental sounds</p>	<p>Phase 1 Aspect 2 Instrumental sounds</p>	<p>Phase 1 Aspect 3 Body percussion Begin to introduce Phase 2 GPC</p>	<p>Phase 1 Aspect 6 Voice sounds Begin to introduce Phase 2 GPC</p>	<p>Phase 1 Aspect 4 Rhythm and rhyme Begin to introduce Phase 2 GPC</p>	<p>Phase 1 Aspect 5 Alliteration Begin to introduce Phase 2 GPC</p>
PSED	<ul style="list-style-type: none"> Amazing me Emotions 	<ul style="list-style-type: none"> Healthy bodies Bedtime routines 	<ul style="list-style-type: none"> Amazing me confidence 	<ul style="list-style-type: none"> Healthy bodies fruit 	<ul style="list-style-type: none"> Healthy bodies vegetables 	<ul style="list-style-type: none"> PANTS

Physical Development	Gross motor	Flexibility and spatial awareness <ul style="list-style-type: none"> Choose the physical skills to tasks and activities in the setting. (run across a plank, depending on its length and width.) Hand eye coordination <ul style="list-style-type: none"> Dominant hand eating Seated floor <ul style="list-style-type: none"> Balance and control secure tool (tricycle) 	Footwork <ul style="list-style-type: none"> Move around the environment Ball skills Kick large ball into open space 	Flexibility and spatial awareness <ul style="list-style-type: none"> Large movement eg waving flags Understand over, under and impact of movements Hand eye coordination <ul style="list-style-type: none"> Put on coat on On a line <ul style="list-style-type: none"> Walking up and downstairs 	Jumping and Landing <ul style="list-style-type: none"> Jump up and down and move different ways Hand eye coordination <ul style="list-style-type: none"> Using one handed tools On a line <ul style="list-style-type: none"> Increase balance on climbing apparatus Alternate feet Strength <ul style="list-style-type: none"> Work with others to move heavy objects eg planks 	Ball Chasing <ul style="list-style-type: none"> Adjust speed or direction when playing games. Hand eye coordination <ul style="list-style-type: none"> Sequences and patterns of movements which are related to music and rhythm Balance <ul style="list-style-type: none"> Increasing balance and control by, for example, climbing up apparatus, using alternate feet. 	Footwork <ul style="list-style-type: none"> Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Hand eye coordination <ul style="list-style-type: none"> Group activities which I make up for myself, or in teams
	Fine motor	Control <ul style="list-style-type: none"> Whole hand grasp Dexterity <ul style="list-style-type: none"> Knowing grasp needed 	Control <ul style="list-style-type: none"> Wrist movement when using crayons/brushes/c hawks Dexterity <ul style="list-style-type: none"> Manipulate Objects rolling, squeezing 	Control <ul style="list-style-type: none"> Marks on large paper Circular movements left to right and up to down Dexterity <ul style="list-style-type: none"> Cylindrical grasp 	Control <ul style="list-style-type: none"> Symbolic mark marking when drawing. Dexterity <ul style="list-style-type: none"> Knows how to manipulate objects rolling squeezing 	Control <ul style="list-style-type: none"> Tools safely. Dexterity <ul style="list-style-type: none"> Digital Grasp Pupils when making marks. This might involve using all five fingers. 	Control <ul style="list-style-type: none"> Wash and dry my hands. Dexterity <ul style="list-style-type: none"> Comfortable grip with control when using resources
Maths	Number	<ul style="list-style-type: none"> Points in sequence to a number of objects. 	<ul style="list-style-type: none"> Starts to use some number names and starts to ascribe names to objects in a rhythmical way. 	<ul style="list-style-type: none"> Can identify 1 and 2 objects when asked. 	<ul style="list-style-type: none"> Subitize and count to 3. 	<ul style="list-style-type: none"> Count up to 5 starting to understand cardinal principle. 	<ul style="list-style-type: none"> Uses number in play. Can identify numerals to 5.

	Numerical patterns	<ul style="list-style-type: none"> Counts rhythmically and can count in songs and rhymes. 	<ul style="list-style-type: none"> Starts to use number comparison language. 	<ul style="list-style-type: none"> Enjoys counting as far as they can and uses numbers in their play. 	<ul style="list-style-type: none"> Can say what number comes next when counting an singing number songs. 	<ul style="list-style-type: none"> Can use more than to identify different groups. 	<ul style="list-style-type: none"> Can identify when two groups have the same number.
	SSM	<ul style="list-style-type: none"> Can build using different equipment of different sizes and shapes. 	<ul style="list-style-type: none"> Can talk about their models and what they used to build their models identifying different bricks and colours, for example. 	<ul style="list-style-type: none"> Can sort using simple criteria. 	<ul style="list-style-type: none"> Starts to identify simple patterns. 	<ul style="list-style-type: none"> Can make simple comparisons. 	<ul style="list-style-type: none"> Starts to use simple shape names.
UTW	<ul style="list-style-type: none"> Talk about my immediate family. Show an interest in the lives of people who are familiar to me. Name and describe people who are familiar to me. Knows where they live. <p>Link to homes and appliances- see working scientifically.</p>	<ul style="list-style-type: none"> Knows what pets are and how to care for them. Physical features of immediate environment Family customs and routines Significant events in their lives Christmas nativity intro <p>Linked to celebrations - see working scientifically.</p>	<ul style="list-style-type: none"> People who are important to them Different families and lifestyles comparisons Human features in immediate environment Taking an interest in other countries human and physical features Comparison between other countries Transport air, water and land Observing weather and seasonal changes 	<ul style="list-style-type: none"> Observations of the sea Observations sea creatures and begin to make comparisons Understanding different animals live in different countries and habitats Comparison of jungle to area they live Animal babies and change Knowing what a farm is, how food is produced Easter as a celebration <p>Explore making bread- see working scientifically</p>	<ul style="list-style-type: none"> Beginning to know what plants need to live Observing plants change over time Knows we grow our food Observations of mini beasts and how to care for them Observing change overtime in mini beasts Comparison of features of mini beasts Comparison of land and water mini beasts 	<ul style="list-style-type: none"> Significant occasions in their lives Significant buildings Taking an interest in different occupations Introduce the concept of community Observations of dinosaurs Introduce concept of time- before their family Observations of space and night sky 	

EAAD	Art	<p>Drawing</p> <ul style="list-style-type: none"> • Gain control over the marks • Move in different ways to make different marks. • Whole arm , wrist and hands when mark making <p>Painting</p> <ul style="list-style-type: none"> • Experiment with blocks of colours and marks. • Paint the entire page to cover the background <p>Colour</p> <ul style="list-style-type: none"> • Notice objects their favourite colour. <p>Multimedia</p> <ul style="list-style-type: none"> • Experiencing different textures and sensory activities. • Show an interest in and describe (simple vocabulary) the texture of objects. • Various construction materials. 	<p>Drawing</p> <ul style="list-style-type: none"> • Begin to give drawings meaning. e.g., Drawing a line and saying, "That's me" • Knows what they are going to draw • Drawings stay on the page. <p>Painting</p> <ul style="list-style-type: none"> • Experiment with applying paint with a brush using different movements, e.g., dabs, splodges, sweeps. <p>Colour</p> <ul style="list-style-type: none"> • Name the colour of objects. • Sort objects according to their colour. <p>Multimedia</p> <ul style="list-style-type: none"> • Experience different textures and sensory activities. • Show an interest in and describe (simple vocabulary) the texture of objects. • Various construction materials. 	<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
	DT	<p>Make</p> <ul style="list-style-type: none"> • Building blocks Stage 2: Stacking, Rows and Towers or Repetition, line up blocks. • Stack blocks one on top of the other for a vertical tower. • Lay blocks on the floor in rows. • Repetitions in "building" determines the next step in block play. • Make snips in paper while moving the scissors forward across the paper (about 6 inches long). <p>Technical knowledge</p> <ul style="list-style-type: none"> • Imitate how an adult uses tools. • Engage and explore using a range of tools in the environment with the support of an adult 	<p>Make</p> <ul style="list-style-type: none"> • Building blocks Stage 3: Bridges and Passageways Experiment with creating bridges, with two blocks supporting. • Experiment how to balance blocks. • Imagination in construction, for example, props such as cars and trucks turn blocks in roads. • Cut in a straight line with a helping hand. <p>Technical knowledge</p> <ul style="list-style-type: none"> • Relate tools to a specific purpose. 	<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.