

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language	Initial development of communication with key worker and familiar adult. Modelling active listening, encouraging one to one and small group discussion. Modelling asking and answering of questions. Development of answers beyond single word into more rehearsed examples. Conversations developing between peers and wider members of the school.		Beginning to comment on observations and answers more freely. Holding conversations with close peers Using recently introduced vocabulary. Sharing own ideas more freely. Joining in with range of songs and nursery rhymes. Some use of tense in correct format. Beginning to use conjunctions such as and within their responses.		Holding conversations (2 way) with a growing range of familiar and less familiar peers and adults. Understanding the purpose of a question and how to ask one. Understanding how to respond in well-structured sentences and to hold two way discussions. Using past present and future tense. Using more complex conjunctions within sentences to convey more information.	
Fine motor	Holding a pencil correctly. Exploring a range of fine motor opportunities including threading larger reels. Use of a fork or spoon with emerging use of a knife. Large paintbrushes used with growing accuracy. Negotiating space safely when running and walking.		Refining motor control with use of smaller shapes within cutting. Threading smaller items. Cutlery with more ease. Paintbrushes at more refined size. Showing more refinement in balancing and coordination on indoor and outdoor equipment.		Running, hopping, skipping and jumping. Showing accuracy and care when drawing, adding finer details. Cutting with refinement and skill. Use of cutlery independently.	
PSED	Modelling of clear behavioural expectations, including responses to changing activities. Celebrating strong examples of behaviour/ rewarding. Some ability to understand feelings, focussing on key emotions. Rewarding achievement. Understanding the rules of school and our classroom.		Beginning to understand feelings beyond happy, sad, including angry, confused etc Working towards goals of more duration and complexity. Waiting turns with growing ability to regulate and not intercept. Ability to focus in smaller groups without distraction and for shorter periods in whole class. Clear understanding of good choices and those not preferred.		Ability to wait turn without difficulty, sharing, Clear focussing on activity both in group and full class. Clear understanding of choices and supporting others to make those choices. Understanding healthy food choices. Perseverance in the face of challenges and a resolve to keep trying.	

	Understanding routines, clearly embedded and reinforced throughout the day. Able to put on own coat, jumper or cardigan. Using the toilet unaided. Attempting activities with encouragement.	Using the toilet and washing hands without reminder. Dressing independently for PE. Facing challenges and not admitting defeat, showing an increased resilience.				
Text	Billy and the Beast by Nadia Shireen. Wolves by Emily Gravett. Look up! by Nathan Byron. Astro Girl by Ken Wilson-Max	The Magic Paintbrush by Julia Donaldson. Little Red by Lynn Roberts. The Night Pirates by Peter Harris. Lost and Found by Oliver Jeffers.			Izzy Gizmo by Pip Jones. Iggy Peck by Andrea Beaty and David Roberts. Rosie Revere by Andrea Beaty Bringing the Rain to Kapiti Plain by Verna Aardema. Anansi the Spider by Gerelad McDermott.	
Phonics Shed, following scheme of work.	Chapter 1 – environmental sounds.	Chapter 2			Chapter 3	
Writing and sentence level skills	Give meaning to the marks as they draw, write and paint. Emergent – hear, say and write the initial sound in many words.	Begin to link sounds to letters, writing recognisable letters. Emergent – in a sequence write cvc words by segmenting.	Write 2 word phrases using single letter sounds, eg. A pot, a cat, big dog. Emergent use of tricky words. Common exception words.	Write 2-3 word phrases using single letter sounds, eg. A sad man, a big dog. Emergent use of digraphs. Emergent use of full stops. Common exception words.	Write 3 word + sentences using single and digraphs / tricky words with some finger spaces. Eg. A fish on a dish. Emergent use of capital letters. Common exception words.	Write 3 word + short sentences with finger spaces containing sounds and adjacent consonants. Eg. It is fun to camp. Begin to use capital letters and full stops to punctuate sentences. Common exception words.

Foundational knowledge	How to hold a pencil correctly and to sit well to write. Book talk, holding a book correctly and turning pages. Recognising a front cover. Language development for all – oracy, modelling of word pronunciation, shared texts to explore language, pre vocabulary support.	To begin to form letters and numbers correctly. Reading – use of sounding out and some emergent blending – decoding. Clear modelled letter formation.	How to spell, sounding out. Beginning to link letters to sounds when reading, Blending when hearing sounds read by an adult. Ongoing letter formation practise and identification and support for children with formation skills in letter groups.	Growing knowledge of book talk, title, front cover and characters. Sounding words out and some recognition of common exception words.	Sounding out and blending becoming more established. Children reliably understanding to point at text and to read slowly, using images to support understanding.	
Foundational knowledge	Language development for all – oracy, modelling of word pronunciation, shared texts to explore language, pre vocabulary support. - Conversations with adults throughout the day, sentence remodelling and expansion to develop listening and two way conversations. - Show and tell – opportunities for children to talk in front of peers, ask questions, answer questions about their own experiences. - Talk to a peer in writing groups – enables children to model language and listen to ideas / sentences. Enables children to recall what they are writing or learning about, practise sentences and secure own knowledge. Revisiting knowledge enables children to applying current knowledge to a task before learning and remembering more. Practice builds fluency – opportunities throughout the continuous model and adult lead enables children to gain key skills at a foundational level and build fluency. Adult interactions are prioritised throughout the day, from initial welcome to close relationships in class, either with key worker or familiar adults.					

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Maths	Subitising objects. Counting focusing on counting objects. Focussing on the fiveness of five. Using one hand and the die pattern for 5. Focus on the composition of 2, 3, 4. Comparison of sets 'just by looking'. Use of the language of comparison, more than and fewer.	Cpmarison – using the language of comparison, more than, fewer than, beginning to use equal. Composition – focus on 5 and 6 and counting from a larger group. Counting and ordinality. Practise object counting skills. Match numerals to quantities within 10. Verbal rote counting to 20. Shapes within shapes and repeating patterns.	Subitising – to 6 focusing on due patterns. Match the numeral with quantities within 5. Counting, see that each number of one more than the previous one. Focus on 7. Compare sets and use the language of comparison, more than, fewer than, equal number. Making equal and unequal sets.	Counting, ordinality. Ordering numbers. Composition focus on 8,9,10. Focus on ordering number to 10. Use language of less than. Length and height, weight, capacity.	Counting, ordinality. Counting – larger sets and things that cannot be seen. Composition. Sorting numbers according to attributes – odd and even numbers. Number bonds to 5. Doubles – explore how some numbers can be made with equal parts. Sharing.	Comparison. Linked to ordinality. Counting to 20 and beyond. Making connections. Number bonds to 5, extending to 10 where able.
UtW – Science	Animals including humans – how have I changed since I was a baby? My senses. Beginning to understand animals. Seasonal change. What clothes do we need to wear in autumn? What is the weather like in autumn and in different seasons? Exercise and hygiene and nutrition.		Materials – what would make a good bridge? Habitats and food chains.		Animals including humans – what do animals eat? Can I begin to group them? Can I care for a plant? What does it need? Can I talk about a tree and name parts of the tree?	

UTW – Geography		Ocean and continents . countries in the UK. Know that a globe or world map shows the land and seas / oceans. Know that land is made up of different places – countries and continents (emergent). Know simple features of my school and community environment, school, shops etc. Know the name of the country where I live. Know the name of my school. Draw my house and immediate surroundings.	To be able to make a simple map, extending to drawing a simple map of my environment. To know some environments are different to the one in which I live – eg, seaside.
UtW - History	Our families and how families lived in the past. What do I like to do with my family? Lives of significant people – Tim Peake / space.	Exploring the Great Fire of London and homes. How is my home the same or different? How were people’s lives different?	How do we travel? Changes within transport. Why has travel changed? How?
Assessment	Ongoing assessment to identify common misunderstandings or misconceptions early. Additional opportunities for explicit teaching, modelling and practise.		