



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING FOCUS	AUTUMN Jeans for Genes – 15 th -21 st September Harvest Festival World Space Week 4 th -10 th October Diwali 20 th October Black History Month - October	Bonfire Night 5 th November Anti-Bullying Week 10-14 th November Remembrance Day 11 th November World Nursery Rhyme Week St. Andrew's Day 30 th November The Nativity/ Christmas WINTER	Penguin Awareness Day 20 th January Safer Internet Day 10 th February Valentine's Day 14 th February Shrove Tuesday 17 th February Ramadan begins 17 th February Ash Wednesday 18 th February	SPRING World Wildlife Day 3 rd March Mother's Day 15 th March Sign Language Week 16 th -22 nd March World Recycling Day 18 th March Good Friday 3 rd April National Pet Month - April	SUMMER Local & Community History Month - May Deaf Awareness Week 4-10 th May Mental Health Awareness Week 11-17 th May International Nurses Day 12 th May World Bee Day and National Numeracy Day 20 th May World Day for Cultural Diversity 21 st May	World Environment Day 5 th June World Ocean Day 8 th June World Refugee Day 20 th June Father's Day 21 st June Insect Week 22 nd -28 th June Transition
COMMUNICATION & LANGUAGE Listening, Attention and Understanding Speaking	<ul style="list-style-type: none"> • I can sit in my new carpet space • I can listen one to one and in small groups • I can sit and listen to a story • I can follow a simple instruction • I can show that I can listen one to one and in small and larger groups • I can share my opinion one to one or in a small group • I can join in with the parts of the story I know • I can learn and join in with retelling a story • I can ask a question to help my understanding 	<ul style="list-style-type: none"> • I can sit in my new carpet space • I can listen one to one and in small groups • I can sit and listen to a story • I can follow a simple instruction • I can show that I can listen one to one and in small and larger groups • I can share my opinion one to one or in a small group • I can join in with the parts of the story I know • I can learn and join in with retelling a story • I can ask a question to help my understanding 	<ul style="list-style-type: none"> • I can show that I can listen one to one and in small and larger groups • I can follow a simple instruction with two parts • I can give attention to what others say • I can learn and join in with retelling a story • I can share my opinion, one to one, in a small group or with my class • I can respond appropriately, while doing another activity. • I can ask a question to help my understanding • I can use language to compare and contrast. 	<ul style="list-style-type: none"> • I can show that I can listen one to one and in small and larger groups • I can follow a simple instruction with two parts • I can give attention to what others say • I can learn and join in with retelling a story • I can share my opinion, one to one, in a small group or with my class • I can respond appropriately, while doing another activity. • I can ask a question to help my understanding • I can use language to compare and contrast. 	<ul style="list-style-type: none"> • I can listen attentively in larger groups and respond appropriately e.g during assemblies • I can ask questions to clarify my thinking and help my learning if I am unsure • I can offer ideas and explanations as the why things happen. • I can give logical and organised instructions for how to do something. • I can retell a story in the correct order • I can use the past, present and future tense with little support when I'm talking • I can answer how and why questions 	<ul style="list-style-type: none"> • I can listen attentively in larger groups and respond appropriately e.g during assemblies • I can ask questions to clarify my thinking and help my learning if I am unsure • I can offer ideas and explanations as the why things happen. • I can give logical and organised instructions for how to do something. • I can retell a story in the correct order • I can use the past, present and future tense with little support when I'm talking • I can answer how and why questions
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT Self-Regulation Managing Self Building Relationships	<ul style="list-style-type: none"> • I can talk about my feelings • I can say, see and recognise what is special about me. • I can tolerate delay when needs are not immediately met (waiting for a friend, resource, a snack) • I can follow rules and simple routines • I can select, use and put away resources in the provision independently (choose it, use it, put it away) • I am independent in meeting my own personal care needs. • I can separate from parents/carers happily • I can play cooperatively with other children • I can say 'please' and 'thank you' • I can ask an adult for help with confidence. • I can play with increasing confidence on their own and 	<ul style="list-style-type: none"> • I can talk about my feelings • I can say, see and recognise what is special about me. • I can tolerate delay when needs are not immediately met (waiting for a friend, resource, a snack) • I can follow rules and simple routines • I can elect, use and put away resources in the provision independently (choose it, use it, put it away) • I am independent in meeting my own personal care needs. • I can separate from parents/carers happily • I can play cooperatively with other children • I can say 'please' and 'thank you' • I can ask an adult for help with confidence. • I can play with increasing confidence on their own and with other children, developing some friendships. 	<ul style="list-style-type: none"> • I can name some of my feelings • I can respond appropriately to other children's emotions. • I can talk about ways to keep myself healthy • I can increasingly follow rules, understanding why they are important. • I can take turns and share resources • I can be a good friend- what does it look like • I can initiate play and invite friends to join in, e.g. with a smile, gesture or words 	<ul style="list-style-type: none"> • I can name some of my feelings • I can respond appropriately to other children's emotions. • I can talk about ways to keep myself healthy • I can increasingly follow rules, understanding why they are important. • I can take turns and share resources • I can be a good friend- what does it look like • I can initiate play and invite friends to join in, e.g. with a smile, gesture or words 	<ul style="list-style-type: none"> • I can respond appropriately in different contexts. • I can be aware of my own feelings • I can select resources for a specific purpose and to support my learning. • I can be more resilient and persevere in the face of challenge. • I can find ways to resolve conflicts. • I can say, see and recognise what is special about me. • I can initiate conversation and confidently talk to friends • I can play with one or more other children, extending and elaborating play ideas. 	<ul style="list-style-type: none"> • I can respond appropriately in different contexts. • I can be aware of my own feelings • I can select resources for a specific purpose and to support my learning. • I can be more resilient and persevere in the face of challenge. • I can find ways to resolve conflicts. • I can say, see and recognise what is special about me. • I can initiate conversation and confidently talk to friends • I can play with one or more other children, extending and elaborating play ideas.



	with other children, developing some friendships.					
PHYSICAL DEVELOPMENT Gross Motor Skills Fine Motor Skills	<ul style="list-style-type: none"> I can move in different ways I can negotiate space safely I can roll, crawl, walk jump, hop, skip and climb with increasing control I can throw, catch and kick with accuracy with different sized balls. I can manipulate objects with good fine motor skills I can draw lines and circles using gross motor movements I can hold a pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes or welly boots off and putting them on Develop muscle tone to put pencil pressure on paper. I can use tools to effect changes to materials. I can show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy I can use buttons and zips with confidence. 	<ul style="list-style-type: none"> I can move in different ways I can negotiate space safely I can roll, crawl, walk jump, hop, skip and climb with increasing control I can throw, catch and kick with accuracy with different sized balls. I can manipulate objects with good fine motor skills I can draw lines and circles using gross motor movements I can hold a pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes or welly boots off and putting them on Develop muscle tone to put pencil pressure on paper. I can use tools to effect changes to materials. I can show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy I can use buttons and zips with confidence. 	<ul style="list-style-type: none"> I can jump and land with control I can balance on one leg I can move in different ways in different spaces I can move my body in response to different rhythms. I can combine different movements with fluency and ease. I can confidently and safely use a range of apparatus confidently and safely I can use core muscles to achieve a good posture. I can move with speed and control I can begin to form letters correctly. I can handle tools, objects, construction and malleable materials with increasing control. I can hold pencil effectively with comfortable grip I can form recognisable letters I can draw pictures with recognisable features. 	<ul style="list-style-type: none"> I can jump and land with control I can balance on one leg I can move in different ways in different spaces I can move my body in response to different rhythms. I can combine different movements with fluency and ease. I can confidently and safely use a range of apparatus confidently and safely I can use core muscles to achieve a good posture. I can move with speed and control I can begin to form letters correctly. I can handle tools, objects, construction and malleable materials with increasing control. I can hold pencil effectively with comfortable grip I can form recognisable letters I can draw pictures with recognisable features. 	<ul style="list-style-type: none"> I can throw, catch, kick and pass, strike and aim with a range of balls with increasing accuracy. I can practise for sports day activities Participation in Sports Day I can use scissors confidently for a variety of purposes. I can show increasing control when using a variety of mark making resources. Develop the foundations of a handwriting style. I can use tools competently 	<ul style="list-style-type: none"> I can throw, catch, kick and pass, strike and aim with a range of balls with increasing accuracy. I can practise for sports day activities Participation in Sports Day I can use scissors confidently for a variety of purposes. I can show increasing control when using a variety of mark making resources. Develop the foundations of a handwriting style. I can use tools competently
Literacy – READING Comprehension Word reading	<ul style="list-style-type: none"> I can talk about my favourite book and why I like it I can handle books correctly and follow print from left to right, top to bottom. I can locate the title of a book I can recognise initial sounds of words I can blend sounds orally to hear words I can recognise words that rhyme 	<ul style="list-style-type: none"> I can talk about my favourite book and why I like it I can handle books correctly and follow print from left to right, top to bottom. I can Locate the title of a book I can recognise initial sounds of words I can blend sounds orally to hear words I can recognise words that rhyme 	<ul style="list-style-type: none"> I can show an interest in a text and answer simple questions about it. I can predict what a story might be about I can locate and recall the title of a book I can check that what I have read makes sense I can demonstrate understanding when talking about books I have read/had read to me I can notice errors when reading and re-read to check for sense I can identify the beginning, middle and end of a story I can talk about our likes and dislikes when reading a story I can link sounds to letters I can read simple words and phrases by blending sounds together I can use phonics to decode regular words. 	<ul style="list-style-type: none"> I can show an interest in a text and answer simple questions about it. I can predict what a story might be about I can locate and recall the title of a book I can check that what I have read makes sense I can demonstrate understanding when talking about books I have read/had read to me I can notice errors when reading and re-read to check for sense I can identify the beginning, middle and end of a story I can talk about our likes and dislikes when reading a story I can link sounds to letters I can read simple words and phrases by blending sounds together I can use phonics to decode regular words. 	<ul style="list-style-type: none"> I can use what I know, have heard and experienced to help me understand what I have read. I can recognise the difference between a fiction and non-fiction text. I can reread phonetically decodable books matched to my phonic knowledge showing increased accuracy and fluency. I can demonstrate understanding of what I have read and what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use recently introduced vocabulary during discussions about stories, non-fiction texts, rhymes and poems, and during role play (ELG) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge using sound blending. (ELG) 	<ul style="list-style-type: none"> I can use what I know, have heard and experienced to help me understand what I have read. I can recognise the difference between a fiction and non-fiction text. I can reread phonetically decodable books matched to my phonic knowledge showing increased accuracy and fluency. I can demonstrate understanding of what I have read and what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use recently introduced vocabulary during discussions about stories, non-fiction texts, rhymes and poems, and during role play (ELG) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge using sound blending. (ELG)



			<ul style="list-style-type: none"> I can clap and count syllables in words I can read a few tricky words 	<ul style="list-style-type: none"> I can clap and count syllables in words I can read a few tricky words 	<ul style="list-style-type: none"> I can read words consistent with my phonic knowledge using sound blending. (ELG) 	
Literacy - PHONICS	s a t p i n m d g o c k c k e u r i h b f Tricky words is I the	f l l s s j v w x y z z z q u ch sh th ng nk words ending s /z/ (his) and s /s/ added at the end (hats sits) Tricky words as put* pull* full* and has his her go no to into she push* he of	ai ee igh oa oo & oo ar or ur ow oi oi ear er air er words with double letters: dd mm tt bb rr gg pp ff longer words Tricky words was you they my by all are sure pure	Review ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters longer words words with two or more digraphs words ending in -ing longer words Tricky words Review all taught so far	CVCC words e.g. lamp CCVC words e.g plum Longer short vowel words e.g. crash splash compound words e.g. farmyard, carpark words ending in: ing, ed, est Tricky words said so have like were here little says there when what one some come love do out today	Continue learning to read CVCC words e.g. lamp CCVC words e.g plum Longer short vowel words e.g. crash splash compound words e.g. farmyard, carpark words ending in: ing, ed, est No new tricky words
Literacy - WRITING	<ul style="list-style-type: none"> I can write my own name I can make marks to communicate my ideas I can give meaning to the marks that I make I can write initial sounds in some words I can write for a range of purposes 	<ul style="list-style-type: none"> I can write own name I can make marks to communicate my ideas I can give meaning to the marks that I make I can write initial sounds in some words I can write for a range of purposes 	<ul style="list-style-type: none"> I can write simple words confidently I can begin to show an understanding of finger spaces I can spell some tricky words (I, the, my, to, me, is) I can write simple captions and labels with support I can use a sentence stem to write a sentence I can independently write captions and sentences 	<ul style="list-style-type: none"> I can write simple words confidently I can begin to show an understanding of finger spaces I can spell some tricky words (I, the, my, to, me, is) I can write simple captions and labels with support I can use a sentence stem to write a sentence I can independently write captions and sentences 	<ul style="list-style-type: none"> I can write simple sentences independently I can begin to use finger spaces I can write words that are phonetically plausible I can begin to show an awareness of capital letters and full stops. I can use a capital letter for the word I I can begin to use a capital letter at the beginning of a sentence. 	<ul style="list-style-type: none"> I can write simple sentences independently I can begin to use finger spaces I can write words that are phonetically plausible I can begin to show an awareness of capital letters and full stops. I can use a capital letter for the word I can begin to use a capital letter at the beginning of a sentence.
MATHEMATICS	<ul style="list-style-type: none"> I can identify when a set can be subitised and when counting is needed I can subitise different arrangements, both unstructured and structured, including using the Hungarian number frame I can make different arrangements of numbers within 5 and talk about what I can see, to develop my conceptual subitising skills I can spot smaller numbers 'hiding' inside larger numbers I can use informal language as well as Mathematical language to describe shapes. 	<ul style="list-style-type: none"> I can connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers I can hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number I can develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds I can compare sets of objects by matching I can begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> I can subitise numbers within and beyond 5 I can connect quantities to numerals I can begin to identify missing parts for numbers within 5 I can explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame I can focus on equal and unequal groups when comparing numbers I can name some simple 2D shapes I can explore differences in lengths, weights, sizes and capacities 	<ul style="list-style-type: none"> I understand that two equal groups can be called a 'double' and connect this to finger patterns I can sort odd and even numbers according to their 'shape' I can continue to develop my understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern I can order numbers and play track games I can join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> I can count larger sets I can explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame I can compare quantities and numbers, including sets of objects which have different attributes I can continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 I can measure using a range of non standard units I can use language of position and direction 	<ul style="list-style-type: none"> I can begin to generalise about 'one more than' and 'one less than' numbers within 10 • I can continue to identify when sets can be subitised and when counting is necessary I can develop conceptual subitising skills including when using a rekenrek



<p>UNDERSTANDING THE WORLD The Natural World (Science) Past and Present (History) People Culture and Communities (Geography/RE)</p>	<ul style="list-style-type: none"> I can recognise that everyday objects are made from different materials. I can describe the properties of materials (hard, soft, smooth, etc) I know that we were babies and have grown up (and will continue to grow up) I know that things have happened in the past in our own families (birth of siblings, moving house, getting a pet etc). I can explore significant events e.g. Remembrance Day 11th November. I know that a map or globe can show different places. I can name where I live (city). 	<ul style="list-style-type: none"> I can recognise that everyday objects are made from different materials. I can describe the properties of materials (hard, soft, smooth, etc) I know that we were babies and have grown up (and will continue to grow up) I know that things have happened in the past in our own families (birth of siblings, moving house, getting a pet etc). I can explore significant events e.g. Remembrance Day 11th November. I know that a map or globe can show different places. I can name where I live (city). 	<ul style="list-style-type: none"> I can describe some changes in state (e.g ice melts when heated and water freezes when cooled). I can recognise and name a variety of different animals including insects I know the names of different body parts of humans (and animals that they have had experience of). I can understand what some body parts do and how they help us learn (i.e. listening ears) I know that there are different significant people around us in society e.g King Charles, police officers, etc. I can notice and describe similarities and differences between where they live with other places (linked to stories). I can recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> I can describe some changes in state (e.g ice melts when heated and water freezes when cooled). I can recognise and name a variety of different animals including insects I know the names of different body parts of humans (and animals that they have had experience of). I can understand what some body parts do and how they help us learn (i.e. listening ears) I know that there are different significant people around us in society e.g King Charles, police officers, etc. I can notice and describe similarities and differences between where they live with other places (linked to stories). I can recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> I will have the opportunity to explore what a plant / flower is: I know it grows from a seed/bulb I know a flower has a stem and leaves, flowers have petals I know where to see plants. I can describe different plants using key vocabulary I can sort and group animals according to key features (e.g. these animals live in the sea, these fly). I can recognise and describe different animals in their local habitat and from around the world (talk about animals that live in different climates) I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read or shown in class I can recognise that stories can tell us about what different people believe I can describe similarities and differences between places I can notice and describe similarities and differences between where they live with other places. 	<ul style="list-style-type: none"> I will have the opportunity to explore what a plant / flower is: I know it grows from a seed/bulb I know a flower has a stem and leaves, flowers have petals I know where to see plants. I can describe different plants using key vocabulary I can sort and group animals according to key features (e.g. these animals live in the sea, these fly). I can recognise and describe different animals in their local habitat and from around the world (talk about animals that live in different climates) I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read or shown in class I can recognise that stories can tell us about what different people believe I can describe similarities and differences between places I can notice and describe similarities and differences between where they live with other places.
<p>EXPRESSIVE ARTS AND DESIGN Being Imaginative and Expressive Creating with Materials</p>	<ul style="list-style-type: none"> I can experiment with different instruments and their sounds I can begin to clap to a beat (pulse) I can use graphic tools, fingers, hands, chalk, pens and pencils to make marks. I can recognise and name the primary colours I can start to produce different patterns and textures using a variety of tools I can explore textures and how these can be changed I can begin to mix colours I can say how colours change when mixed together I can create patterns and meaningful pictures in a variety of contexts I can use a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. 	<ul style="list-style-type: none"> I can experiment with different instruments and their sounds I can begin to clap to a beat (pulse) I can use graphic tools, fingers, hands, chalk, pens and pencils to make marks. I can recognise and name the primary colours I can start to produce different patterns and textures using a variety of tools I can explore textures and how these can be changed I can begin to mix colours I can say how colours change when mixed together I can create patterns and meaningful pictures in a variety of contexts I can use a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. I can begin to use emergent joining skills to combine materials. I can cut shapes using scissors and other modelling tools. 	<ul style="list-style-type: none"> I can move appropriately to the music. I can listen attentively to a range of music I can talk about music, expressing feelings, preferences and responses I can produce lines of different thickness and tone using a pencil I can talk about different textures and pattern I can create and recreates pattern using a variety of resources I can begin to join materials with a variety of key resources, hole punching, using split pins and treasury tags, taping I can design and build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials— Deconstructive role-play making materials to support role-play. I can use tools, materials and techniques in different ways to join a variety of materials together I can look and talk about what I produce 	<ul style="list-style-type: none"> I can move appropriately to the music. I can listen attentively to a range of music I can talk about music, expressing feelings, preferences and responses I can produce lines of different thickness and tone using a pencil I can talk about different textures and pattern I can create and recreates pattern using a variety of resources I can begin to join materials with a variety of key resources, hole punching, using split pins and treasury tags, taping I can design and build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials— Deconstructive role-play making materials to support role-play. I can use tools, materials and techniques in different ways to join a variety of materials together I can look and talk about what I produce 	<ul style="list-style-type: none"> I can play percussion instruments correctly I can create my own music I can create music in a group I can perform a story, dance, song or poem to an audience I can explore and use a variety of artistic effects to express their ideas and feelings. I can select additional tools or materials to improve or change my work. I can create with intention and share their processes I can share creations, talk about process and evaluate their work. I can confidently talk about my art work, explaining the processes they have used. 	<ul style="list-style-type: none"> I can play percussion instruments correctly I can create my own music I can create music in a group I can perform a story, dance, song or poem to an audience I can explore and use a variety of artistic effects to express their ideas and feelings. I can select additional tools or materials to improve or change my work. I can create with intention and share their processes I can share creations, talk about process and evaluate their work. I can confidently talk about my art work, explaining the processes they have used.



	<ul style="list-style-type: none">I can begin to use emergent joining skills to combine materials.I can cut shapes using scissors and other modelling tools.I can build a construction/ sculpture using a variety of resources	<ul style="list-style-type: none">I can build a construction/ sculpture using a variety of resources				
RELIGIOUS EDUCATION	Creation and Covenant <ul style="list-style-type: none">I know that God made me.I know God loves me and I am part of a family.I know we should look after ourselves and others.I know that God made our worldI know we should look after God's worldI know we are all invited to be part of God's family.	Prophecy and Promise <ul style="list-style-type: none">I know that Mary was chosen by God to be Jesus' mother.I know that Mary and Joseph travelled to Bethlehem.I know Jesus was born in a stable and laid in a manger.I know shepherds visited Jesus in the stable.I know advent is a time to get ready for Christmas.I know that Jesus came for the whole world.	Galilee to Jerusalem <ul style="list-style-type: none">I know that the wise men visited Jesus.I know that the wise men gave gifts to baby Jesus.I know that Jesus welcomes everyone.I know that Jesus takes care of everyone.I know that Jesus wants us to take care of everyone.Jesus teaches us that we should share what we have with others.	Desert to Garden <ul style="list-style-type: none">I know that we care for others in Lent.I know Lent is a time when we grow closer to Jesus.I know that Lent is a time when we grow in love.I know that Jesus entered Jerusalem on a donkey.I know that Jesus died on a cross.I know that Jesus rose, and everybody celebrates.	Ends of the Earth <ul style="list-style-type: none">I know that Jesus went back to his Father.I know that Jesus sent a special friends – the Holy Spirit.I know the Holy Spirit is our friend.I know that Jesus' friends spread the good news about him.I know that the parish church is a special place.I know that our parish is a family and community.	Dialogue and Encounter <ul style="list-style-type: none">I know Saint Peter is a friend of Jesus.I know Saint Paul was a friend of Jesus.I know that we are all invited to be friends with Jesus.I know that people all over the world are friends with Jesus.