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| <p><u>The Natural World</u></p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p><u>Computing</u></p> <p>PEOPLE WHO HELP US</p> <p>Three activities based on our everyday superheroes, which have been designed to help pupils develop their computational thinking skills.</p> | <p><u>The Natural World</u></p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p><u>Computing</u></p> <p>WINTER WARMERS</p> <p>Snowmen scarves and patterns, creating igloos and bird feeders.</p> | <p><u>The Natural World</u></p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p><u>Computing</u></p> <p>SPRINGTIME</p> <p>Three spring themed activities allow the children to engage in computational thinking concepts and approaches creating junk scarecrows, make and explore a rabbit run and plant seeds.</p> | <p><u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><u>Computing</u></p> <p>BOATS AHOY</p> <p>Takes children on a journey of discovery as they investigate boats.</p> | <p><u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><u>Computing</u></p> <p>BUSY BODIES</p> <p>Explore and learn about parts of the body, growth and movement. By creating simple algorithms to form a routine of movements.</p> |
| <p><u>Communication and Language</u></p> <p><u>Listening, attention and understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions.</p> | <p><u>Communication and Language</u></p> <p><u>Listening, attention and understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> | <p><u>Communication and Language</u></p> <p><u>Listening, attention and understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> | <p><u>Communication and Language</u></p> <p><u>Listening, attention and understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> | <p><u>Communication and Language</u></p> <p><u>Listening, attention and understanding</u></p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> |



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| <p><u>Speaking</u></p> <p>Participate in small group, class and one to one discussions.</p> | <p><u>Speaking</u></p> <p>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> | <p>Hold conversation when engaged in back and forth exchanges with their teacher.</p> <p><u>Speaking</u></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> | <p>Hold conversation when engaged in back and forth exchanges with their teacher.</p> <p><u>Speaking</u></p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p><u>Speaking</u></p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |
| <p><u>Expressive Arts and Design</u></p> <p><u>Creating with materials</u></p> <p>Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being imaginative and Expressive</u></p> | <p><u>Expressive Arts and Design</u></p> <p><u>Creating with materials</u></p> <p>Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being imaginative and Expressive</u></p> | <p><u>Expressive Arts and Design</u></p> <p><u>Creating with materials</u></p> <p>Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being imaginative and Expressive</u></p> | <p><u>Expressive Arts and Design</u></p> <p><u>Creating with materials</u></p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Share their creations, explaining the process they have used.</p> <p><u>Being imaginative and Expressive</u></p> | <p><u>Expressive Arts and Design</u></p> <p><u>Creating with materials</u></p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Share their creations, explaining the process they have used.</p> <p><u>Being imaginative and Expressive</u></p> |



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| Sing a range of well-known nursery rhymes and songs. | Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | Sing a range of well-known nursery rhymes and songs. Invent, adapt and recount narratives and stories with peers and their teacher. | Invent, adapt and recount narratives and stories with peers and their teacher. |
| <u>Physical Development</u> <u>Gross motor skills</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine motor skills</u> 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, paintbrushes and cutlery. | <u>Physical Development</u> <u>Gross motor skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. <u>Fine motor skills</u> 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, paintbrushes and cutlery. | <u>Physical Development</u> <u>Gross motor skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. <u>Fine motor skills</u> 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, paintbrushes and cutlery. | <u>Physical Development</u> <u>Gross motor skills</u> Demonstrate strength, balance and co-ordination when playing. <u>Fine motor skills</u> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. | <u>Physical Development</u> <u>Gross motor skills</u> Demonstrate strength, balance and co-ordination when playing. <u>Fine motor skills</u> Begin to show accuracy and care when drawing. |



| <u>Personal, Social and Emotional Development</u> | <u>Personal, Social and Emotional Development</u> | <u>Personal, Social and Emotional Development</u> | <u>Personal, Social and Emotional Development</u> | <u>Personal, Social and Emotional Development</u> |
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| <p data-bbox="170 320 434 347"><u>Building relationships</u></p> <p data-bbox="127 392 481 491">Form positive attachments to adults and friendships with peers.</p> <p data-bbox="212 643 394 670"><u>Self-regulation</u></p> <p data-bbox="118 679 490 778">Shows an understanding of their own feelings and those of others.</p> <p data-bbox="217 1003 389 1031"><u>Managing self</u></p> <p data-bbox="120 1040 488 1139">Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p data-bbox="112 1184 497 1283">Manage their own basic hygiene and personal needs, including going to the toilet.</p> | <p data-bbox="584 320 848 347"><u>Building relationships</u></p> <p data-bbox="542 392 896 491">Form positive attachments to adults and friendships with peers.</p> <p data-bbox="546 536 891 596">Work and play cooperatively and take turns with others.</p> <p data-bbox="627 643 808 670"><u>Self-regulation</u></p> <p data-bbox="533 679 904 813">Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p data-bbox="631 1003 804 1031"><u>Managing self</u></p> <p data-bbox="535 1040 902 1139">Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p data-bbox="526 1184 911 1283">Manage their own basic hygiene and personal needs, including dressing and going to the toilet.</p> | <p data-bbox="999 320 1263 347"><u>Building relationships</u></p> <p data-bbox="963 392 1303 453">Work and play cooperatively and take turns with others.</p> <p data-bbox="960 497 1305 558">Show sensitivity to their own and to others' needs.</p> <p data-bbox="1041 643 1223 670"><u>Self-regulation</u></p> <p data-bbox="943 715 1321 887">Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p data-bbox="1046 1003 1218 1031"><u>Managing self</u></p> <p data-bbox="940 1075 1326 1248">Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> | <p data-bbox="1413 320 1680 347"><u>Building relationships</u></p> <p data-bbox="1375 392 1715 453">Work and play cooperatively and take turns with others.</p> <p data-bbox="1373 497 1718 558">Show sensitivity to their own and to others' needs.</p> <p data-bbox="1456 663 1637 691"><u>Self-regulation</u></p> <p data-bbox="1361 735 1733 978">Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p data-bbox="1460 1024 1632 1051"><u>Managing self</u></p> <p data-bbox="1370 1096 1722 1268">Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> | <p data-bbox="1827 320 2094 347"><u>Building relationships</u></p> <p data-bbox="1789 392 2130 453">Work and play cooperatively and take turns with others.</p> <p data-bbox="1787 497 2132 558">Show sensitivity to their own and to others' needs.</p> <p data-bbox="1870 679 2051 707"><u>Self-regulation</u></p> <p data-bbox="1771 751 2152 924">Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p data-bbox="1874 1003 2047 1031"><u>Managing self</u></p> <p data-bbox="1785 1075 2136 1248">Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> |



| <u>Literacy</u> | <u>Literacy</u> | <u>Literacy</u> | <u>Literacy</u> | <u>Literacy</u> |
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| <p align="center"><u>Comprehension</u></p> <p>Anticipate – where appropriate – key events in stories</p> | <p align="center"><u>Comprehension</u></p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> | <p align="center"><u>Comprehension</u></p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> | <p align="center"><u>Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> | <p align="center"><u>Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> |
| <p align="center"><u>Word reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> | <p align="center"><u>Word reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> | <p align="center"><u>Word reading</u></p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <p align="center"><u>Word reading</u></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <p align="center"><u>Word reading</u></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> |
| <p align="center"><u>Writing</u></p> <p>Write recognisable letters, most of which are correctly formed</p> | <p align="center"><u>Writing</u></p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> | <p align="center"><u>Writing</u></p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> | <p align="center"><u>Writing</u></p> <p>Write simple phrases and sentences that can be read by others.</p> | <p align="center"><u>Writing</u></p> <p>Write simple phrases and sentences that can be read by others.</p> |



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| <p><u>Mathematics</u></p> <p><u>Number</u></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p><u>Numerical Patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> | <p><u>Mathematics</u></p> <p><u>Number</u></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p><u>Numerical Patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> | <p><u>Mathematics</u></p> <p><u>Number</u></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> | <p><u>Mathematics</u></p> <p><u>Number</u></p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns</u></p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p><u>Mathematics</u></p> <p><u>Number</u></p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns</u></p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> |
| <p><u>RE & SMSC</u></p> <p><u>Jigsaw</u></p> <p>Being Me in My World</p> | <p><u>RE & SMSC</u></p> <p><u>Jigsaw</u></p> <p>Celebrating Difference</p> | <p><u>RE & SMSC</u></p> <p><u>Jigsaw</u></p> <p>Dreams and Goals</p> | <p><u>RE & SMSC</u></p> <p><u>Jigsaw</u></p> <p>Changing Me</p> | <p><u>RE & SMSC</u></p> <p><u>Jigsaw</u></p> <p>Changing Me</p> |



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| Understand how it feels to belong and that we are similar and different. | | Healthy Me | Relationships (elements of appropriate changing me unit also) | |
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