

| | Prime Areas | Key Learning | | | | |
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| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 and 2 |
| P S E D | Making relationships | Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. | Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others. | Takes steps to resolve conflicts with other children, e.g. finding a compromise. | Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. |
| | Self-confidence and self-awareness | Can select and use activities and resources with help. | Is more outgoing towards unfamiliar people and more confident in new social situations. | Confident to speak to others about own needs, wants, interests and opinions. | Can describe self in positive terms and talk about abilities. | Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help |
| | Managing feelings and behaviour | Aware of own feelings, and knows that some actions and words can hurt others' feelings. | Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. | Aware of the boundaries set, and of behavioural expectations in the setting. | Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Understands that own actions affect other people. | Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. |
| C L | Listening and Attention | Listens to others one to one or in small groups, when conversation interests them. | Is able to follow directions (if not intently focused on own choice of activity). | Maintains attention, concentrates and sits quietly during appropriate activity. | Two-channelled attention – can listen and do for a short span. | Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity |

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| | Understanding | Understands use of objects (e.g. "What do we use to cut things?") | Responds to simple instructions, e.g. to get or put away an object. | Responds to instructions involving a two-part sequence. Able to follow a story without pictures or props. | Listens and responds to ideas expressed by others in conversation or discussion. | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. |
| | Speaking | Can retell a simple past event in correct order (e.g. went down slide, hurt finger). | Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Links statements and sticks to a main theme. | Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to recreate roles. | Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. | Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events |
| P D | Moving and Handling | Experiments with different ways of moving. Jumps off and lands appropriately. Can catch a large ball. Shows preference for a dominant hand. | Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Shows increasing control over an objects, pushing, patting, throwing and catching. | Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Begins to form recognisable letters. | Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. |
| | Health and Self-care | Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. | Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of how to transport and store equipment safely. | Eats a healthy range of foodstuffs and understands need for variety in food. Practices some appropriate safety measures without direct supervision. | Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. |

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| Specific Areas | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 and 2 |
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| Literacy | Reading | <p>Describes main story settings, events and principal characters.</p> <p>Knows information can be retrieved from books.</p> | <p>Hears and says initial sounds.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>Enjoys a range of books.</p> | <p>Can segment the sounds in simple words and blend them together orally.</p> <p>Knows which letters represent some sounds.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> | <p>Continues a rhyming string.</p> <p>Beings to read words and simple sentences.</p> | <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p> |
| | Writing | <p>Gives meaning to marks as they draw and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Writes own name</p> | <p>Ascribes meanings to marks that they see in different places.</p> | <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Can segment and blend words for writing.</p> | <p>Writes labels and captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> | <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p> |
| Mathematics | Number | <p>Recites numbers in order to 10.</p> <p>Counts up to three or four objects saying one number name for each item.</p> | <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Recognises numerals 1 to 5.</p> | <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses language 'more' and 'fewer'.</p> | <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>Says one more or one less than a given number up to 20.</p> | <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> |

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| | | | Counts an irregular arrangement of up to ten objects. | | Find the total number of items in two groups by counting all of them. Begins to identify own mathematical problems based on own interests. | |
| | Shape, Space and Measures | Beginning to use mathematical names and 'flat' 2D shapes. Selects a particular named shape. | Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Measures short periods of time in simple ways. Uses familiar shapes to create [patterns and build models. | Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes. Can describe their relative position such as behind or next to. | Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to money and time. | Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |
| Understanding the World | People and Communities | Each Key Worker group will cover these statements in a different order through Child Led Projects. <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Shows interest in different occupations and ways of life. Enjoys joining in with family customs and routines. | | | | Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. |
| | The World | Each Key Worker group will cover these statements in a different order through Child Led Projects. <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. | | | | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and |

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| | | <ul style="list-style-type: none"> • Talks about why things happen and how things work. Looks closely at similarities, differences, patterns and change. | explain why some things occur, and talk about changes |
| | Technology | <p>Each Key Worker group will cover these statements in a different order through Child Led Projects.</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Knows that information can be retrieved from computers. • Uses ICT hardware to interact with age-appropriate computer software. | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. |
| Expressive Arts and Design | Exploring and using Media | <p>Each Key Worker group will cover these statements in a different order through Child Led Projects.</p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Uses various construction materials. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Understands that different media can be combined to create new effects. • Selects tools and techniques needed to shape, assemble and join materials they are using. | Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |
| | Being Imaginative | <p>Each Key Worker group will cover these statements in a different order through Child Led Projects.</p> <ul style="list-style-type: none"> • Creates movement in response to music. • Sings to self and makes up simple songs. • Engages in imaginative role-play based on own first-hand experiences. • Chooses particular colours to use for a purpose. • Create simple representations of events, people and objects. • Plays cooperatively as part of a group to develop and act out a narrative. | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |

St Pauls Personalised Curriculum

The above statements are covered through a book based approach, meaning all adult led activities and provision are based around the class book. These activities reflect the gaps in the children's knowledge as well as their interests and can be found on the medium term planning.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Key Texts | We're Going on a Bear Hunt- 4 weeks The Little Red Hen- 3 weeks Diwali – 1 week | Whatever Next- 1 week Naughty Bus -3 weeks Christmas/ Nativity- 3 weeks | Arrgghh Spider- 3 weeks Bedtime for monsters- 3 weeks | Gruffalo/ Gruffalo's child- 4 weeks Easter- 2 weeks | Squash and a Squeeze- 3 weeks Mad about Minibeasts- 2 weeks | What the Ladybird Heard- 3 Weeks The Enormous Turnip- 4 weeks. |
| Experiences | Changes in Autumn Autumn Walk Stay and Play with parents Little Languages – hello and goodbye. Cooking gingerbread man Tasting Indian food | Changes in Autumn Light and dark Theatre trip Nativity play Little Languages – thank you. Making Christmas cards and calendars | Changes in Winter Morning walk – finding cobwebs Reading pyjama evening Little Languages – celebrating other languages in our class. | Changes in Spring Little Languages – saying sorry (linked to forgiveness) Easter nests | Changes in Spring Trip to Forest School Stay and play Little Languages – learning names of animals | Changes in Summer Growing turnips Transition |
| R.E and Christian Values | My senses Classroom routines Stay Safe walk around school Support children in making friends | Special books What to do if we feel scared (dark, people, animals at night) or unsafe? Who do we tell or ask for help? Bonfire night safety | Being special – where do we belong? Friends Bedtime routine | New Beginnings Easter Story and Easter egg hunt | Which places are special and why? Plants and Animals Getting on and falling out. How to deal with anger e.g. when someone has taken a toy | Which stories are special and why? Being responsible Transition to Year 1 |
| British Values | Respect for our new friends, adults and classroom. Diwali – respecting and enjoying others beliefs and celebrations. | Anti-bullying Week – respect of others feelings and how we can help others. | Democracy – treating everyone equally and knowing what it is to make sure everyone has equal opportunities. | Individual liberty – discussing it is ok to not agree with our friends on everything. We can like different things, wear different | How to be a part of our school and class community by learning to look after our special places and treat it like we like to be treated. | Recap on all values and a celebration in relation to what we have learnt throughout the year. |

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| | Rule of Law – deciding out classroom rules. | | Chinese New Year - respecting and tolerance others celebrations. | clothes and speak in different languages. | | |
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