

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our Local Area	Traditional Tales	Africa/North Pole (plus Chinese New Year)	Space	Farm	Minibeasts
<p>PSED</p> <ul style="list-style-type: none"> -Making relationships -Self-confidence and self-awareness -Managing feelings and behaviour 	<p>Sharing, turn taking, conflict resolution and using peace pathway.</p> <p>Initiates conversation and takes account of what others say.</p> <p>Labelling and expressing emotions.</p> <p>Willing to try new things (Effort Eagle)</p>	<p>Takes steps to resolve conflict</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others</p>	<p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p>	<p>Take into account others ideas about how to organise their activity.</p>	<p>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.</p>
<p>Physical development</p> <ul style="list-style-type: none"> -Moving and handling -Health and self-care 	<p>Moves freely and with pleasure and confidence in a range of ways, such as crawling, walking, running (AND STOPPING)</p> <p>Begins to form recognisable letters.</p>	<ul style="list-style-type: none"> • Runs skilfully and Rolling, dancing and spinning <p>Attempts to dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. Jumping and space walking</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or</p>	<p>Shows a preference for a dominant hand. Forms recognisable letters.</p> <p>Moving like animals</p> <p>Range of movements</p>	<p>They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. Slithering and wriggling</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep</p>



		trousers, and pulls up zipper once it is fastened at the bottom.	Walks downstairs, two feet to each step while carrying a small object. Shuffling and sliding	shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.		healthy and safe.
Communication and Language -Listening and attention -Speaking -Understanding	Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Responds to simple instructions, e.g. 1,2,3 transition, to get or put away an object.	Listens to others in small groups, when conversation interests them. Beginning to understand 'why' and 'how' questions. Becoming confident to talk in front of a small group.	Listens to others in small groups about a range of topics. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> . Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).	Listens to others in larger groups about a range of topics. Uses intonation, rhythm and phrasing to make the meaning clear to others. Builds up vocabulary that reflects the breadth of their experiences.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

<p>Understanding the world</p> <ul style="list-style-type: none"> - <u>Peoples and communities</u> - <i>The world</i> - Technology 	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Remembers and talks about significant events in their own Experience</p> <p>Looks closely at similarities, differences, patterns and change..</p> <p>Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Developing an understanding of growth, decay and changes over time.</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Talks about why things happen and how things work.</p>	<p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>Talks about similarities, differences, patterns and change. Makes connections with prior learning.</p>
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - Exploring and using media and materials - Being imaginative 	<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p>	<p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p>	<p>Manipulates materials to achieve a planned effect.</p> <p>Chooses particular colours to use for a purpose.</p>	<p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p>Selects appropriate resources and adapts work where necessary.</p> <p>Plays cooperatively as part of a group to develop and act out</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

	Create simple representations of events, people and objects.	Introduces a storyline or narrative into their play.			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.
Reading	Our School book The Shopping Basket	The Three Billy Goats Gruff The Ginger Bread man Hansel & Grettel	Penguin small Lost and found- Oliver Jeffers Handa's Surprise	Whatever next The Rocket Ship	The Little Red Hen Jack and the Bean stalk Fluffy chick	The Very Hungry Caterpillar Snail brings the mail Superworm
Writing	Shopping lists/ labelling Name writing Initial sounds/ CVC words	Recount Labelling Lists Name writing Initial sounds/ CVC words	Character descriptions Caption writing CVC/ Simple phrases	Story writing Setting descriptions Simple phrases Sentence writing	Story writing Nonfiction information writing Recipes Writing own innovations Sentence writing	Story writing Recounts Diary writing Writing own innovations Sentence writing
Maths	<u>Maths Mastery:</u> <u>Early math skills</u> Unit 1: Patterns Unit 2: same and different	<u>Maths Mastery:</u> Unit 3: numbers within 5 Unit 4: Measures	<u>Maths Mastery</u> Unit 7: Calendar and Time Unit 8: Numbers within 10	<u>Maths Mastery</u> Unit 11: grouping and sharing Unit 12: Numbers within 20	<u>Maths Mastery</u> Unit 14: Shape and pattern	<u>Maths Mastery</u> Unit 17: Measures Unit 18: Depth of numbers within 20

		Unit 5: Numbers within 10 Unit 6: Shape and Calendar	Unit 9: Addition and subtraction within 10 Unit 10: Numbers within 15	Unit 13: Doubling and halving	Unit 15: addition and subtraction within 20 Unit 16: Money	Unit 19: Numbers beyond 20
Trips/ Experiences	Morrisons Victoria Park Curly Wurly Park Buckland Adventure	TeenyTown Hilsea Lines (Bridges walk) Teddy Bear's Picnic	Gilbert White House Workshop (Explorers)	Winchester Planetarium	Long Down Dairy Farm Strawberry Picking	Staunton Butterfly Museum (Cumberland house)
	Rosh Hashanah (18 September) Judaism Harvest (Sept-Oct) Christian	Hannukah (10-18 Dec) Diwali (14 Nov) Sikhism Christmas (25 Dec) Christian	Chinese New Year (12 Feb) Shrove Tuesday (16 Feb) Christian Purim (25 Feb) Jewish	Passover and Holi (28 March) (Judaism and Hinduism) Easter (4 April) Christian Visaki (14 April) Sikh	Eid al fitr (Wed 12 May) Islam Buddha Day (12 May)	Eid al adha (19 Jul) Islam