

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	'Finding out'	'I wonder'	"Once upon a time, fairy tales and fables'	Growing and changing	'Infinity and beyond'	'Above and below'
Prime Areas						
Communication and Language						
Listening	Children will learn to listen in small groups, enjoy stories and rhymes, and begin following simple instructions.	Focus on listening in familiar situations, joining in with repeated rhymes and stories, and responding to signals.	Learn to listen attentively in varied situations and respond to instructions about what they are doing.	Listen and talk about stories to build understanding and respond to relevant questions. Explain feelings, respond to questions, and use simple sentences with joining words.	Listen attentively and understand what they hear, responding with comments or actions.	Listen and talk about stories and conversations with adults and peers.
Attention	Maintain attention for short periods in whole-class and group settings.	Continue building attention in whole-class and group contexts for longer periods.	Shift attention when prompted and follow adult directions.	Maintain attention during age-appropriate tasks without constant adult support.	Focus during challenges and adult-directed tasks.	Maintain attention when listening to peers and adults in familiar and new situations.
Understanding	Talk in small groups, answering simple questions, and sharing basic needs or feelings.	Talk in front of small groups, share ideas and experiences, and begin expressing feelings.	Share ideas with adults or peers and begin explaining reasons for feelings.	Explain feelings and respond to questions.	Take part in conversations, answer questions, and use more complex sentences.	Keep conversations going, solve problems through talk, and explain how things work.
Speaking	Speak in Groups Talk in front of a small group (e.g., answering	Express Feelings Say how they are feeling in simple	Share Ideas	Retell Experiences	Respond and Converse Respond to questions and ideas	Maintain Conversations Keep conversations going, solve

	register, sharing ideas).	terms and begin to explain why.	Share thoughts and ideas with adults or peers.	Retell past events or experiences with increasing detail.	during conversations using clear sentences.	problems, and explain how things work.
Personal, Social, Emotional, Development						
Self-Regulation	Children will learn to calm themselves with support and begin coping when separated from parents/carers.	Start expressing themselves and understanding others' feelings through facial expressions and body language.	Begin talking about emotions and managing them using strategies like the Zones of Regulation. Follow rules with fewer reminders.	Explain feelings in more detail and give reasons (e.g., "I am sad because..."). Understand why we have rules and consider others' feelings.	Confidently talk about emotions using words like "happy," "sad," or "worried." Work towards goals and persevere when challenged.	Moderate feelings and calm down independently. Explain why they feel a certain way and control behaviour without reminders.
Managing Self	Learn to access the environment with minimal support, follow routines, and manage basic needs like toileting and handwashing. They will begin expressing simple needs (e.g., "I am hungry").		Start making independent choices, persevere with fastenings on clothing, and follow instructions for dressing and undressing for PE.	Continue making independent choices, persevere with clothing fastenings, and follow instructions for PE with less support.	Tackle new challenges with confidence and encouragement, follow school rules, and learn ways to stay healthy and safe at school and home.	Continue building confidence with new challenges, follow rules in different areas of school, and understand their importance. Learn more ways to keep healthy and safe.
Building Relationships	Begin to feel more confident around new peers and adults, play alongside others, and start forming attachments and friendships.		They will become more outgoing with unfamiliar people, ask questions about others (e.g., likes and dislikes), and	Build confidence when talking to new people, begin finding solutions to conflicts, and develop positive	Form multiple friendly relationships, think about others' perspectives with support, and work	Show sensitivity to others' needs, seek out peers for play, and maintain positive adult and peer relationships.

			start playing with one or more children to extend play.	relationships with peers and adults.	and play cooperatively, including turn-taking.	
PSHE circle time theme	Me and my New Community	Celebrating Differences	Feelings	Health and Hygiene	Staying Safe	Changes
Physical						
Fine Motor	Begin manipulating small items with increasing control, develop hand-eye coordination, and use symmetrical movements (e.g., clapping). They will start using their “helper hand” for scissor skills and cut straight or curved lines.	Use fingers independently for more complex tasks, improve control and accuracy, and begin alternating movements (e.g., transferring objects). Scissor skills progress to cutting circle and square shapes.	Demonstrate improved grip strength and endurance, show hand dominance, and develop complex coordination. Scissor skills include cutting more complex shapes.	Confidently perform dexterous tasks with control and independence, maintain dominant hand use, and refine coordination. Scissor skills include cutting patterns and more detailed shapes.	Continue building strength and independence in fine motor tasks, showing confidence in all areas of manipulation and coordination.	
Gross Motor	Develop skills to manage the school day successfully (e.g., lining up, queuing, mealtimes, personal hygiene) and continue practicing movement skills like rolling, crawling, walking, jumping, and climbing. Throwing: Explore throwing light items (scarves, bubbles, beach balls) to develop control.	Begin developing control and accuracy when using tools (e.g., pencils) and start using a tripod grip. Safely use large and small apparatus indoors and outdoors.	Use a tripod grip with good control and learn about factors that support health and wellbeing (e.g., physical activity, healthy eating, sleep routines, safety).	Develop increasing control over objects with improved accuracy and coordination. Throwing: Throw small balls to a partner with short distance and	Move at different speeds, change direction when needed, and create observational drawings with detail and accuracy. Throwing: Increase distance for	

	<p>Catching: Begin catching large soft balls with two hands and cradle to chest.</p> <p>Jumping: Jump on the spot with two feet and land safely.</p> <p>Running/Skipping: Jog on the spot with knees up.</p>		<p>Throwing: Throw large balls and beanbags overarm.</p> <p>Catching: Catch larger balls and start catching with a partner from short distances.</p> <p>Jumping: Jump forwards on two feet, increasing control over distance and height.</p> <p>Running/Skipping: Jog in a straight line and change direction.</p>	<p>Throwing: Throw smaller balls and beanbags overarm.</p> <p>Catching: Pair/group work catching smaller balls and equipment in two hands.</p> <p>Jumping: Jump from two feet to one foot, keeping balance.</p> <p>Running/Skipping: Run/sprint in a given direction for different purposes (e.g., chasing).</p>	<p>smaller targets (bucket/net).</p> <p>Catching: Drop catch smaller balls after bouncing on the floor.</p> <p>Jumping: Hopscotch – hop one foot to the opposite and back, landing safely.</p> <p>Running/Skipping: Run in a straight line and skip with alternate feet.</p>	<p>throwing to a person or target.</p> <p>Catching: catch various size balls.</p> <p>Jumping: Combine a sequence of 2–3 jumps.</p> <p>Running/Skipping: Travel at differing speeds and change direction when needed.</p>
Primary PE	First PE INVASION GAMES	Gymnastics GYM	Enjoy a ball INVASION GAMES	Jungle dance DANCE	Tennis NETWALL	Multi skills FMS FITNESS
Specific Areas						
Literacy						
CLPE Key Text	<i>A Great Big Cuddle Michael Rosen</i>	<i>Bedtime for Monsters Ed Vere</i>	<i>No Dinner Jessica Sokhumi</i>	<i>Bloom</i>	<i>Astro Girl</i>	<i>Surprising Shark</i>
Word reading	Learn to hear general sound discrimination and begin orally blending and segmenting sounds.	Continue reading individual letters by saying their sounds and blend sounds into short words using known letter-sound correspondences.	Continue reading individual letters and blending sounds to read short words. Begin reading a few common exception words (Red words)	Read simple phrases, captions, and sentences made up of words with known letter-sound correspondences	Read simple phrases and sentences with increasing fluency, using known letter-sound correspondences and common exception words.	Read simple phrases and sentences confidently, including words with known letter-sound correspondences

	Start reading individual letters by saying their sounds.			and some common exception words.		and common exception words.
Composition	Use talk to organise and describe events and experiences.	Use talk to link ideas and clarify thinking and feelings.	Begin orally composing a phrase, caption, or sentence and hold it in memory.	Orally compose a phrase, caption, or sentence and hold it in memory before attempting to write some of it.	Write a simple sentence, phrase, or caption and begin using finger spaces when prompted.	Write a simple narrative in short sentences using known letter-sound correspondences and begin writing different text types (e.g., lists, stories, instructions).
Writing	Hear and say initial sound in words. Begin to orally segment sounds in simple words. Attempts to write their name copying it from a name card or tries to write it from memory.	Orally spell some VC and CVC words by identifying the sounds. Writes own name with increasing independence.	Write a simple caption e.g. a big dog. Spell to write VC and CVC words independently Continues to write own name, forming letters correctly.	Spells words by drawing on knowledge of known grapheme correspondences Makes phonetically plausible attempts when writing more complex unknown words. Write short captions and phrases with words with known sound-letter correspondences.	Spells words by drawing on knowledge of known grapheme correspondences Make phonetically plausible attempts when writing more complex unknown words. Re-read what they have written to check that it makes sense. Write short sentences with words with known	Spells words by drawing on knowledge of known grapheme correspondences Make phonetically plausible attempts when writing more complex unknown words Re-read what they have written to check that it makes sense. Write short sentences with

					sound-letter correspondences.	words with known sound-letter correspondences sometimes using finger spaces and full stop.
Maths						
Mastering Number	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.	
HFL- Essential Maths	<p>RLS1-Subitising (including equivalence, more and less)</p> <p>RLS2-Counting skills (stable order and one to one correspondence)</p> <p>RLS3-Comparison – measures</p>	<p>RLS4-Pattern recognition</p> <p>RLS5-Classification</p> <p>RLS6- Counting the sort (including cardinality)</p>	<p>RLS7 -Using counting to compare</p> <p>RLS8 -Spatial thinking</p> <p>RLS9 -Magnitude – ordering and estimating</p>	<p>RLS10 -Regrouping the whole</p> <p>RLS11-Regrouping parts to find the total (the whole)</p> <p>RSL12-Finding the whole and missing parts</p>	<p>RLS13 Ten and some more</p> <p>RLS14 Doubling and halving</p> <p>RLS15 Odd and even</p>	<p>RLS16 Counting beyond 20</p>

Understanding the World						
Past and present	Talk about photographs of themselves and family. Name and describe familiar people. Listen to stories about famous people.	Discuss events from the past and how they affect today. Take part in celebrations through food, song, dance and art. Compare and retell historical stories.	Use different ways to measure and record time. Sequence routines using pictures.	Look at life cycles and compare to other living things. Retell stories related to growing (e.g., Jack and the Beanstalk). Record changes over time- Linked to NW	Explore what lies beyond their immediate environment. E.g. space – Linked to NW	Talk about how transport has changed over time. Discuss how these changes affect our lives today (e.g., holidays, deliveries, travel).
People and Communities	Exploring my immediate environment.	Mapping my world	People and places	Weather and seasons	Local journeys and field work	Wider world
Natural World	Discovering Nature Around Us.	Exploring Living Things and Materials.	Homes and Habitats	Investigating Minibeasts and Plants	Explore what lies beyond their immediate environment. E.g. space	Caring for Our World
Across the year	Weather and Seasonal Changes					
Religious Education	Being special: Where do we belong?	Why is Christmas special for Christians	Why is Easter special for Christians?	Why is the word 'God' so important to Christians?	Which places are specially valued and why?	Which stories are specially valued and why?
Expressive Arts and Design						
Access Art	Finding circles (1) Printing with string (2&6) Autumn floor	Collage with wax crayons and rubbings (2)	Still life compositions (1) Imaginary landscapes (4&7)	Cardboard creations (3,5&7) Marbled sketchbooks/card	Galaxy Paintings (4&7) Collage streets (4)	Exploring shells (1) World in a matchbox (3) Drawing pebbles

	textiles (5&7) Self portraits Colour books – collecting and exploring colour (2)	Repeat pattern printing roller (5&6)		(5) Hands, feet flowers (6) Insect Hotels (3&5)		(4) How to clay play (5)
Artists	Kandinsky Jon Batiste Basquiat	Georgia O’Keefe - Poppies Yayoi Kusama - Dots	Cezanne	Faberge	Paul Klee - Fish	Monet – Bridges
Media and Materials	Exploration and Sensory Play	Combining Media	Developing Techniques	Purposeful Creation	Refining and combining	Independent and Expressive
Being Imaginative	Explore different sounds using instruments and voice. Imitate familiar actions in role play. Joins in with songs and rhymes.	Act out familiar stories using props, costumes, and voices to take on character roles. Begin simple story invention in role play.	Uses tools to create imaginative models, drawings and creations. Make choices in colour, shape, and sound to express ideas.	Use tools to create imaginative models, drawings, and creations. Make choices in colour, shape, and sound to express ideas.	Use movement, voice, and music to express emotions. Explore how colours, sounds, or actions can represent feelings.	Make up own songs, dances, or performances. Adapt stories and combine ideas in play. Use props and spaces creatively.