

PSED (Physical, Social and Emotional Development)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
Personal, Social and Emotional Development	<ul style="list-style-type: none"> To follow class rules and routines Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Understanding some feelings make them feel good and some not so good. To know everybody is an individual and has things that they can do well and things that they need to get better at. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> Dealing with emotions. Explain the reasons for rules, know right from wrong and try to behave accordingly. Rules keep us safe when using equipment. Safety rules include always listening carefully and following simple instructions. Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions. 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. 	<ul style="list-style-type: none"> Learning about qualities and differences and celebrate differences. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Talk about special people including anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge. Build constructive and respectful relationships and talk about the special people in their lives and why they are important. 	<ul style="list-style-type: none"> What makes a good friend? Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Identify and moderate their own feelings socially and emotionally. Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. 	<ul style="list-style-type: none"> Looking after others in friendships. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Everybody is an individual and has things that they can do well and things that they need to get better at. Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge. Understands their own and other people's feelings, offering empathy and comfort. 	<ul style="list-style-type: none"> Be aware of the sun and how to keep safe . Understand things that they do or say can upset and hurt others. Know it is unacceptable to hurt someone and, if they do, they need to find a way to make things better. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Can describe their competencies, what they can do well and are getting better at; describing themselves in positive. Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometime
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
	<ul style="list-style-type: none"> Follow the new class rules and routines. Visual Timetables to make the day predictable and help with impulse control. Play games like Musical Statues or "Red Light, Green Light" to physically practice inhibiting impulses and following rules. Read colour monster and use of the zones of regulation. A designated calm down corner with sensory items (squishy balls, liquid timers) to help children begin to regulate their own behavior. Emotion coaching from adults, consistently name and validate emotions (e.g., "I see 	<ul style="list-style-type: none"> Kindness Buckets: Every time a child makes a "right" choice (like sharing), they put a pom-pom in a jar. This visualizes the collective goal of being a "kind class." Practice a "Freeze" game daily. When you blow a whistle or ring a bell, everyone must stop instantly. Explain that this is the "Safety Signal" for when something dangerous is happening. During whole-class carpet time, give children 30 seconds to "tell your partner" a response before asking for hands up. This ensures everyone is actively processing and responding, 	<ul style="list-style-type: none"> Create a display where every child has a photo or drawing of their "special people." Place mirrors in the creative area with skin-tone crayons/paints. Ask: "What color are your eyes? What makes your smile special?" Reinforcing the calm down area and zones of regulation and encouraging them to use language to express why. Set up a tasks that are intentionally tricky (e.g., threading very small beads or using tweezers). Praise the effort, not the result. Model phrases such as "I can't do it... YET." When a child says "I can't," ensure 	<ul style="list-style-type: none"> Caught Being a Friend" Tree: Create a wall display. When a teacher or a peer sees someone being a "good friend" (e.g., helping a peer find their coat), write it on a leaf and stick it on the tree. Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual achievements- using Seesaw. Assign a "Librarian," a "Tidy-up Captain," and a "Plant Waterer." Giving them ownership of the space makes them more likely to respect it. 	<ul style="list-style-type: none"> Have a care box in the classroom containing a soft blanket, a teddy, some "pretend" plasters, and a book about feelings. When a child is sad, encourage a peer to "get the Care Box" for them. Have role plays based around doctors/vets to open discussion about empathy. Set a specific, slightly difficult tasks for the week to encourage resilience (e.g. the secret codes in Drawing club) Adults to model and verbalise resilience through role play and pointing out own 'mistakes'. Have a dedicated time in the week for a sharing of work. 	<ul style="list-style-type: none"> Talk about why it is important to stay safe in the sun, set up a sun station. Taking part in sports day - Winning and loosing. Instead of just saying "sorry," create a visual "Fix-it Menu."- Can I get you a tissue/ice pack? Can I help you rebuild your tower? Do you want a hug or space? "I Can" Sunflower: Create a large paper sunflower. On each petal, scribe something the child is proud of (e.g., "I can zip my coat," "I am a good sharer"). Transition activities for moving to Y1.

	<p>you're frustrated") to help children understand their own and others' feelings.</p> <ul style="list-style-type: none"> • Teach breathing and movement techniques. 	<p>not just the one child you call on.</p> <ul style="list-style-type: none"> • Call and response use a rhythmic clap or a phrase like "1, 2, 3, eyes on me" (Children respond: "1, 2, eyes on you"). 	<p>children know that if they try their best this is what is important.</p>	<ul style="list-style-type: none"> • Provide books, stories, songs, music and other cultural artefacts that are drawn from a wide range of traditions and sty 	<ul style="list-style-type: none"> • Circle times to include support focuses, such as telling people a compliment. 	<ul style="list-style-type: none"> • Teach the "Stop" hand gesture. If a child doesn't like something, they use the signal. If the other child stops, praise them immediately for being a "problem solver."
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Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent

Communication and Language	<ul style="list-style-type: none"> ● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ● Make comments about what they have heard and ask questions to clarify their understanding. ● Listen carefully in a range of situations and is aware of the importance of listening. ● Focusing attention – can still listen or do, but can change their own focus of attention ● Is able to follow directions (if not intently focused). ● Uses language to share feelings, experiences and thoughts. ● Holds a conversation, jumping from topic to topic. ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> ● 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. ● Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet ● Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. ● Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. ● Uses talk to explain what is happening and anticipate what might happen next . ● Learns new words very rapidly and is able to use them in communicating 	<ul style="list-style-type: none"> ● Make comments about what they have heard and ask questions to clarify their understanding. ● Beginning to use a range of tenses (e.g. play, playing, will play, played) ● Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture ● Talks more extensively about things that are of particular importance to them Builds up vocabulary that reflects the breadth of their experience. ● 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. 	<ul style="list-style-type: none"> ● Show an understanding of the meanings of new words by using them in discussion and role play situations. ● During small group or one to one discussions, ask questions to find out more and understand what has been said to them. ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ● Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words ● Beginning to understand why and how questions 	<ul style="list-style-type: none"> ● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ● Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. ● Able to follow a story without pictures or prop. ● May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span ● Beginning to understand humour, e.g. nonsense rhymes, jokes ● Beginning to understand humour, e.g. nonsense rhymes, jokes. 	<ul style="list-style-type: none"> ● 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. ● Make comments about what they have heard and ask questions to clarify their understanding. ● Hold conversation when engaged in back-and-forth exchanges with their teacher and play. ● Make comments about what they have heard and ask questions to clarify their understanding. ● Hold conversation when engaged in back-and-forth exchanges with their teacher ● Sustained shared thinking in play e.g. making obvious mistakes and talking through the process.
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
	<ul style="list-style-type: none"> ● Use a "shy" classroom puppet who only whispers to children. This encourages them to listen intently and respond clearly to "translate" for the teacher. ● During child-initiated play, join them at their level. Instead of asking "What are you making?", try "I wonder what would happen if..." to invite a multi-turn conversation. ● During read-alouds, stop at a confusing or exciting part. Ask, "Does that make sense?" or "What do we need to find out next?" to model how to ask questions for understanding. ● Use multi-step instructions (e.g., "Touch your knees, then find something blue") to build auditory memory and the ability to shift focus from an action to a new command. 	<ul style="list-style-type: none"> ● Assign specific actions to recurring words or characters. If you are reading <i>The Three Little Pigs</i>, children must "huff and puff" every time the wolf appears, ensuring they are listening for key cues. ● Use a "Now, Next, Then" board during transitions. Verbally give the instruction ("Put your coat on, then line up at the door") while pointing to icons. This helps bridge the gap between hearing a complex sentence and executing it. ● Instead of a finished "Home Corner," provide large cardboard boxes, fabric, and tape. Children have to use talk to negotiate what it will be. "Let's say this is the rocket, and we need a button for the engine." 	<ul style="list-style-type: none"> ● "Yesterday," "Today," and "Tomorrow." games to encourage ordinal language. ● When a child makes a developmental error (e.g., "I runned fast"), avoid saying "No, that's wrong." Instead, respond with a high-value recast: "Yes! You ran so fast, you were like a lightning bolt!" This allows them to absorb the correct form naturally. ● Use 'news time' and other talk opportunities to model past present and future language. 	<ul style="list-style-type: none"> ● Provide specific tier 2 and tier 3 vocabulary cards with images. ● Through drawing club introduce 4-5 words linked to the story that are ambitious. ● After giving an instruction or sharing a fact, have children turn to a partner. One explains it, and the other must ask one "clarifying question" (e.g., "Did you say we put our coats on <i>before</i> or <i>after</i> the snack?"). ● While retelling a familiar story (like <i>The Three Little Pigs</i>), use a story map to pause at key moments to ask 'why' questions. 	<ul style="list-style-type: none"> ● Set up two "old-school" corded phones or walkie-talkies in different areas of the room. This encourages sustained dialogue without the distraction of face-to-face visual cues. ● For children who find it hard to take turns, use a physical object (a shell, a "talking stone") to represent whose turn it is to speak, modeling the rhythm of a conversation. ● Place prompt cards near the dinosaurs or dolls house that present a problem: "The bridge is broken! How will the animals get across?" ● Dictation activities - Give the children a piece of paper and a pencil. Give instructions while they draw: "While you are coloring your circle red, listen for the next step... now 	<ul style="list-style-type: none"> ● Pause during a story and model curiosity. Say, "I wonder why the Bear looks so sad?" This prompts children to ask their own questions rather than just answering yours. ● Stop mid-sentence in a familiar rhyming book. The "action" of filling in the gap requires attentive listening to the rhythm and context. ● Use an "odd one out" image (e.g., a bird, a plane, and a fish). Encourage children to comment on why they chose one, responding directly to what their peer said.

	<ul style="list-style-type: none"> Use a "Feeling Stone" or a visual mood board during carpet time. Encourage children to use "Because" (e.g., "I feel happy because my grandma is visiting") to expand their thoughts. Introduce tier 2 vocabulary words through texts, ensuring displayed and actions. 	<ul style="list-style-type: none"> As children play with figures, sit nearby and "scribe" their story. Read it back to them: "So first the dragon flew to the mountain, and then..." This helps them see their spoken play as a structured narrative. 			<ul style="list-style-type: none"> draw three legs on your monster." Use musical instruments. They must keep a steady beat (doing) but change the volume the moment they hear you say a specific "code word" (listening). Create nonsense sentences using phonics (e.g., "The fat cat sat on a flying hat"). Ask them <i>why</i> it's funny or "silly." 	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
Communication and language (continued) Speaking	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Uses language to share feelings, experiences and thoughts Holds a conversation, jumping from topic to topic Uses a variety of questions (e.g. what, where, who) 	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next Questions why things happen and gives explanations. Asks e.g. who, what, when, how 	<ul style="list-style-type: none"> During small group or one to one discussions, ask questions to find out more and understand what has been said to them. Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. Beginning to use a range of tenses (e.g. play, playing, will play, played). Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture 	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. Uses intonation, rhythm and phrasing to make the meaning clear to others Talks more extensively about things that are of particular importance to them Builds up vocabulary that reflects the breadth of their experience 	<ul style="list-style-type: none"> 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. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses talk to organise, sequence and clarify thinking, ideas, feelings and events 	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 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
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
	<ul style="list-style-type: none"> Word of the week, ambitious language linked to the weeks learning. During snack time, sit with a child and gently model language: "I see your apple is quite crunchy today. Is it more crunchy than the pear?" Use of puppets to model talk and discussion back and forth. Circle times such as weekend news etc. Home corner with familiar items to model familiar language and conversation skills. 	<ul style="list-style-type: none"> Use "Problem Pictures" (e.g., a photo of a spilled milk carton or a wilted plant). Ask: "Why did this happen?" encourage children to explain. I wonder questions about outdoor, point out different aspects of nature. Use of now and next and daily timetable to model now, next, after. Use of story maps when reading stories to encourage children to sequence and use story language. During a class story, stop at a cliffhanger. Instead of just 	<ul style="list-style-type: none"> The echo and add technique. In 1:1 discussions, use the "Echo" technique. Child: "I'm making a cake."Teacher: "You're making a cake? What flavor is it going to be?" This confirms you have understood them and invites them to expand on their initial thought. Begin to expand the home corner with more interesting items and books to prompt more abstract discussion. 	<ul style="list-style-type: none"> Sentence starters on lolly ice sticks (e.g I can see, I can feel, its pattern is) to prompt full sentences. Use puppets to model intonation and different voices. Ensure verbs and adjectives are focus words moving away from simple nouns. Expand the home corner to having an additional theme for pupils to expand their vocabulary (e.g cafe, vets, doctors) Begin to use Seesaw for the pupils to record their own 	<ul style="list-style-type: none"> Introduce Connector Cards with symbols for and, because, but, and so. Have a talk section in the book area with items and books as well as talk prompt cards. Use a visual "Time Train" on the wall with three carriages: Yesterday, Now, and Tomorrow. Encourage children to say sentence in different ways. Encourage narrating play-give a child a "Headset" (or pretend one) and ask them 	<ul style="list-style-type: none"> Use snack time for "Big Questions." Instead of "Do you want milk?", ask "If we could have any animal as a class pet, which would it be and why?" This requires them to offer their own ideas in a small group setting. Encourage 'because' thinking. Use illustrations from familiar books (e.g., The Gruffalo). Ask, "What would happen if the mouse hadn't been so clever?" This forces them to use narrative logic to offer an explanation.

	<ul style="list-style-type: none"> Bring in a wrapped box. To find out what's inside, the children <i>must</i> ask a question starting with a specific word. 	<p>asking "What happens?", ask "Why do you think he will go into the dark cave?" This forces them to use their past knowledge of the character to explain a future action.</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> In the block area, ask a child to "Talk me through your build." Have 4-5 new vocab words linked to the drawing club text. 	<p>work. Encourage them to record a voice note on their work, explaining why they are proud.</p>	<p>to be the "Commentator" for another child's activity.</p>	<ul style="list-style-type: none"> Encourage extending sentences. Start with a "baby" sentence: "I went home." * The Challenge: Ask the child to "stretch" it
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Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
Physical Development	<ul style="list-style-type: none"> Can sometimes (2/3 times) catch a small ball from 5ft away Is confident climbing a range of playground equipment (sometimes with support). Runs with different locomotor patterns e.g. skips, hop, slide, gallop. An increasing awareness of space e.g. pedals to avoid obstacles. Can ride a 3 tricycle. 	<ul style="list-style-type: none"> Can throw a small ball forward 10 feet using arm and leg opposition e.g. step forward with left foot, throw with right arm. Is confident climbing a range of playground equipment (independently) Jumps/hops confidently from one leg or two. More detailed representations of people including clear 	<ul style="list-style-type: none"> Can throw a small ball overarm towards an adult. Start to take more risks when climbing. Can keep their balance. Shows an awareness of space between self and others. Hops 2-3 times on one foot More detailed pictures of other objects using shapes Increase complexity over time by changing from a typical 	<ul style="list-style-type: none"> Can catch a ball that has been bounced and/or bounce and catch a ball. Can throw a beanbag 60-70 cm in the air and catch it Can make a reasonable attempt at skipping (without rope). Can link jumping into a simple sequence. Dynamic Tripod - Hold the pencil between the thumb and index finger with the 	<ul style="list-style-type: none"> Can catch a small bag using hands only. Can travel around, under, over and through climbing equipment. Starting to switch between slow and fast movements while travelling. More detailed representations of multiple objects. Cuts curves and circles. Able to dress and undress independently. 	<ul style="list-style-type: none"> Can throw a ball with accuracy and precision towards a target. Shows co-ordination and control climbing on a frame and PE equipment. Can maintain their balance while moving quickly during chasing and tagging games. Can ride a 2 wheeled scooter. Hold a pencil effectively in preparation or fluent writing –

	<ul style="list-style-type: none"> • Static Tripod - Uses their index and middle finger along with their thumb to grip the pencil 	<p>head, body, arms, legs and facial features.</p> <ul style="list-style-type: none"> • Can adjust length and height of jump in response to instructions. • Can complete a 4-6 piece interlocking puzzle with straight edges and corner. • Cuts fairly straight lines across paper. 	<p>square/rectangle shape to a curved line.</p> <ul style="list-style-type: none"> • Designs are more intricate and creativity emerges. 	<p>pencil supported on the middle finger.</p> <ul style="list-style-type: none"> • Uses a knife and fork. Can cut tougher consistency foods. 	<ul style="list-style-type: none"> • Can use knife to spread. 	<p>using the tripod in almost all cases.</p> <ul style="list-style-type: none"> • Uses a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Implentation	Implentation	Implentation	Implentation	Implentation	Implentation
Physical Development	<ul style="list-style-type: none"> • Threading pasta, wooden shapes, and smaller beads onto a shoelace. • Building progression. Builds rows and stacks • Can use scissors with the correct grip. • Can pull up garments independently. • Can fasten and unfasten Velcro shoes. • Uses fork competently and beginning to use knife for cutting soft foods. • Squiggle while you wiggle 2.0 - Recap one move per week (weeks 1-5) • Dough disco 	<ul style="list-style-type: none"> • Builds rows and stacks adding bridges, forming pathways, closing up spaces and building enclosures. • Can pull t-shirt or jumper on/off independently but may be back to front. • Attempts to unfasten buttons. • Can fasten coat independently by inserting shank and pulling zip up. • Squiggle while you wiggle 2.0 - Recap one move per week (weeks 6-9) Squiggle me into a writer • Dough disco 	<ul style="list-style-type: none"> • Can place shoes on the correct feet. • Can dress and undress on own except for difficult fastenings. • Knows front and back of clothing. • Squiggle me into a writer • Funky Fingers 	<ul style="list-style-type: none"> • Lines up different shaped blocks in a pattern. • Uses more blocks, as block building becomes more imaginative. • Starts to add accessories to structures e.g. vehicles, dolls, furniture, animals, or "loose parts" like scarves, rocks or gems. • Can turn clothes the right way ready for dressing. • Squiggle me into a writer • Funky Fingers 	<ul style="list-style-type: none"> • Can complete interlocking puzzle jigsaw (12+pieces). • Begins to create familiar structures. • Buildings are more detailed and intentional, requiring planning. • Adds a variety of blocks and more props. May work together cooperatively or individually. • The Paper Plate Salon: Draw circular faces on paper plates. Ask children to cut "curvy hair" or follow the circular rim to make a "snake." • Playdough Trimming: Rolling playdough into "snakes" and then curving them into circles gives children a 3D guide to practice cutting curves with safety scissors. • Squiggle me into a writer • Funky Fingers 	<ul style="list-style-type: none"> • Climbing - coordination and control game such as the floor is lava, vertical weaving, scavenger clamber. • Ball skills- accuracy and precision games • Balance- chasing and tagging games. • Guided observational drawing, light box tracing and other specific mark making ot promote the tripod grip and precision. • Squiggle me into a writer • Funky Fingers

Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
Literacy Reading	Phonic sounds s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r ,h,b,f,ff,l,ll,ss Blending CVC words using taught GPCs. a,at,as,in,it,is,l,an,and,am,da d,to,into, go,no,the,get,dog,can,got, on,not,cat, Up,mum,put,had,oh,him,his, big,has	Phonics sounds ,j,v,w,x,y,z,zz,qu,ch,sh,th,ng, long oo,ar Blending words using taught GPC's. he,she,me,we,be,of,if,off,yo u,my,they, for,will,all,went,was,from,hel p,too,her, with,are,yes,then,them,that,t his,said	Phonics sounds oo, ow, ee, ur, ai HF words look, now, down, see, going, just, have, it's, do, so	Phonics sounds or, oa, er,igh, air,oi HF words it's, do, so, come, some, were, one, like, by, when, little, what, day, away, play, children	Phonics sounds ear, ure HF words day, away, play, children Learning to read CVCC, CCVC, CCVCC words. Learning to read - your, here, saw, time, out, house, about	Consolidation of all taught sounds. Blending to read CCVCC, CVC+ polysyllabic words, CVC+ compound words, Learning to read – time, out, house, about, made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs, don't, people, could.
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
	Daily phonics lessons. Focus on oral blending and segmenting. Interventions groups to fill gaps.	Daily phonics lessons Weekly guided reading sessions. Home readers linked to the weeks learning.	Daily phonics lessons Weekly guided reading sessions. Home readers linked to the weeks learning.	Daily phonics lessons Weekly guided reading sessions. Home readers linked to the weeks learning.	Daily phonics lessons Weekly guided reading sessions. Home readers linked to the weeks learning.	Daily phonics lessons Weekly guided reading sessions. Home readers linked to the weeks learning.

	Opportunities in environment to practice known phonemes.	Interventions groups to fill gaps. Opportunities in environment to practice known phonemes.	Interventions groups to fill gaps. Opportunities in environment to practice known phonemes.	Interventions groups to fill gaps. Opportunities in environment to practice known phonemes.	Interventions groups to fill gaps. Opportunities in environment to practice known phonemes.	Interventions groups to fill gaps. Opportunities in environment to practice known phonemes.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
Literacy	<ul style="list-style-type: none"> Name writing. Mark making with a purpose. Making shapes- circles, lines, squiggles, zig-zags. Oracy of simple sentences. 	<ul style="list-style-type: none"> Orally creating sentences for a purpose. Making shapes- circles, lines, squiggles, zig-zags. Giving meaning to their marks as they write and draw. 	<ul style="list-style-type: none"> Writing short story sentences Beginning to use phonics knowledge to represent sounds in words by using phoneme mats and word banks for support. 	<ul style="list-style-type: none"> Writing a traditional tale. Use developing phonics knowledge to segment words into sounds and write recognisable letters in sequence. 	<ul style="list-style-type: none"> Writing a friendship story. Using phonic knowledge to begin to write simple sentences. 	<ul style="list-style-type: none"> Writing instructions Write recognisable letters. Spell words by identifying sounds in them and representing the sounds with letters. Write simple phrases and sentences that can be read by others.
Writing	<p>Fine and gross motor activities. Handwriting stage 1 monster phonics</p> <p>Weekly writing: Ourselves My friends My family My favourite food (using and) What I do with my family (using taught tricky words). My favourite toy</p>	<p>Star in the Jar. Handwriting Stage 2.</p> <p>Weekly writing and oracy tasks linked to star in the jar (see scheme and planning)</p>	<p>Drawing club Handwriting stage 3</p> <p>Weekly writing and oracy tasks linked to books of the week</p>	<p>Drawing club Handwriting stage 4</p> <p>Weekly writing and oracy tasks linked to books of the week</p>	<p>Drawing club Handwriting stage 5</p> <p>Weekly writing and oracy tasks linked to books of the week</p>	<p>Drawing club Handwriting stage 6</p> <p>Weekly writing and oracy tasks linked to books of the week</p>

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent and Implementation	Intent and Implementation	Intent and Implementation	Intent and Implementation	Intent and Implementation	Intent and Implementation
Maths	<p>Match objects Match pictures and objects Identify a set. Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns.</p>	<p>Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1 – 5 Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p>Introduce zero Finding 0 - 5 Subitise 0 – 5 Represent 0 – 5 1 more/1 less Composition of numbers to 5 Conceptual subitising to 5 Compare mass Find a balance Explore capacity Compare capacity Find 6, 7, 8 Represent 6, 7, 8 Composition of 6, 7, 8 Make pairs – odd and even Double to 8 – find and make a double</p>	<p>Explore length Compare length Explore height Compare height Talk about time Order and sequencing time Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more / 1 less Composition to 10 Bonds to 10 (2 parts) Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p>Build numbers (10-13) Continue patterns 10-13 Continue patterns 14-20 Verbal counting beyond 20 Verbal counting patterns Add more How many did I add? Take away How many did I take away? Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shapes picture Find 2D shapes within 3D shapes</p>	<p>Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p>

Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
<p>Understanding the world.</p> <p>Family and community</p> <p>Past and Present</p> <p>The Natural World</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family • Describe changes of state. (autumn and materials in class). • Describe and represent the home in 2D, naming rooms and parts of the building. • Know that children were babies in the past. • Know that adults were children in the past. • Know that adults can remember things from the past. • Recycling household waste Explore range of texts. • A habitat is a place where living things live. • Local habitats include woodlands, gardens and ponds. • Other habitats include hot places, such as deserts, and cold places, such as the Arctic. 	<ul style="list-style-type: none"> • Describe changes to trees and woodland plants in autumn/winter. • Know and demonstrate how to plant bulbs. Predict how it will grow. • Describe family Christmas traditions. • Name some special buildings in our community and explain their function through role play and small world re-enactment. • To understand cultural traditions, Christmas and Diwa • Explain that digital technology is used in the home and at school for communication • Some light sources need electricity or batteries to work, such as a torch, and some do not, such as candles. • Explore and describe electrical and non-electrical light sources. • Offer explanations for why things happen, making use of vocabulary, such as, because, then and next 	<ul style="list-style-type: none"> • The way that people lived in the past is not the same as the way that we live now. • Objects from the past can look different to objects from the present. • Use words that help us to describe the passage of time include yesterday, last week, before and then. • Talk about past and present events in their own lives and those who are important to them. • Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. • Objects are made from different materials. 	<ul style="list-style-type: none"> • Technological toys need instructions to operate in a particular way. Errors in instructions can be checked and fixed. • Food comes from different sources, including from animals, such as meat, fish, eggs and dairy, or from plants, such as fruit and vegetables. • Parts of plants and trees. Understanding plants and animals are living things. 	<ul style="list-style-type: none"> • Technological toys need instructions to achieve an outcome. • Talk about the different occupations that familiar adults and members of their community have. • There are different types of animal. • identify animal and their babies • Understand animals eat different kinds of food. 	<ul style="list-style-type: none"> • The needs of a plant and growing plants. • Words that help us to describe the passage of time include yesterday, last week, before and then. • Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. • Talk about the different occupations that familiar adults and members of their community have. • Different animal groups have some common body parts, such as birds have wings and fish have fins.
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
	<ul style="list-style-type: none"> • Studying our families and ourselves Family tree • Autumn changes • Leaf study • Mud kitchen • Washing hands – hand germ 	<ul style="list-style-type: none"> • Cooking – making Christmas cake Making dough • Studying different leaves and twigs • Winter changes 	<ul style="list-style-type: none"> • Explore and talk about important events in the school or locality's history. 	<ul style="list-style-type: none"> • Begin to identify the origins of some foods- make different recipes. • Put familiar events in chronological order, using pictures and discussion. 	<ul style="list-style-type: none"> • Make a boat that floats • Drawing plants and flowers • Dinosaur dig for fossils. • Where do we live? • Identify common features for different groups of animals, 	<ul style="list-style-type: none"> • The needs of a plant experiment • Growing plants / sunflower competition, growing a bean in a jar.

	<ul style="list-style-type: none"> • Fire / sparkler safety. • Diwali • Bonfire night • St Finbars day • With support, observe, record and talk about materials and living things. • Observe and describe living things and their habitats within the local environment. 	<ul style="list-style-type: none"> • Local area walk and/or pics of local area to create models. • Remembrance day • Hanukah • Christmas - songs, show, christmas crafts. • Represent scientific observations by mark making, drawing or creating simple charts and tables. 	<ul style="list-style-type: none"> • Put familiar events in chronological order, using pictures and discussion. • Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. • Describe simply how weather changes as the seasons change. • Name and sort everyday items into groups of the same material. • Chinese New Year • Ramadan • Valentines Day 	<ul style="list-style-type: none"> • Describe some similarities and differences between things in the past and the present. • Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. • Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. • Easter / spring – changes (new life) • People of the past – Jesus • Planting – e.g regrowing potatoes • Animals and their young. 	<p>including wild and domestic animals</p> <ul style="list-style-type: none"> • Describe some ways that plants or animals should be cared for in order for them to survive. • With support, observe, record and talk about materials and living things. 	<ul style="list-style-type: none"> • Order and sequence a familiar event using key vocab. • Identify common features for different groups of animals, including wild and domestic animals • With support, observe, record and talk about materials and living things. • Match animals to the foods that they eat. • Identify common features for different groups of animals, including wild and domestic animals.
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Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
Expressive Arts and Design	<ul style="list-style-type: none"> Representing models using creative and construction items. Create models by balancing reclaimed items and wood. Draw familiar people from memory, with attention to detail. Attempt basic attachment techniques. Enact domestic routines and brief family narratives using props. Mark the pulse of pieces of music using body percussion. Copy, memorise and perform a repertoire of simple hand-action songs. Dance with large arm movements using props – ribbon and fabric 	<ul style="list-style-type: none"> Create new colours by mixing paints; predict and narrate the effects. Explore textures, colour and patterns in the environment and classroom. Generate short narratives about the environment using small world props. Mark the beat and imitate rhythms with tapping and striking instruments. Perform a small repertoire of short repetitive songs. Know further action songs and story ring games by heart. Exercise with large arm movements using props Create designs using a range of reclaimed items (outdoors) 	<ul style="list-style-type: none"> Create new colours by layering and overlapping translucent materials Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. Retell events from a known story in role or small world play. Pitch match during sections then whole melodies of four line songs. Imitate more complex rhythm patterns with tapping instruments. Copying dance routines and exercise videos. Use a range of attachment techniques. 	<ul style="list-style-type: none"> Make considered choices to create mixed media or design in clay, using different techniques and tools. Speak and act in role, demonstrating recall of the jobs of key members of the community. Draw single or a sequence of images from the imagination to illustrate a story. Developing narratives using small world and role play props Memorise short choreographed dance sequences to accompany songs in pairs or groups. Build with large scale resources outdoors. 	<ul style="list-style-type: none"> Make increasingly detailed observational drawings and paintings of natural found objects and living things. Outdoors know how to join wood and reclaimed materials to make objects with a purpose. Large construction. Select reclaimed materials to collage representationally or with a design idea and explain choices. (junk modelling and design) Move rhythmically on the spot and travelling, using hands or feet to mark the beat. Echo simple short rhythmic phrases with untuned percussion. Discuss the pitch contrasts in tuned percussion. Make up and sing own songs and rhymes. Call and response songs. 	<ul style="list-style-type: none"> Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment. Make detailed and accurate observational drawings of natural found objects and living things, including matching colours Shape and mould wet sand and clay with hand tools to create particular effects. Use dance gestures and movements to tell a story. Body percussion and instrumental sound effects to tell a story. Draw familiar landmarks from memory. Use attachment techniques to create a function
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
	<ul style="list-style-type: none"> Resources include: Masking tape, PVA glue, Card, Paper, tissue paper, crepe paper, boxes, tubes, lollipop sticks, match sticks, pom poms, feathers, paint brushes, poster paint, water, palettes. Exploring paint through finger painting, children describe colours and textures and discuss their creations. Collecting materials and objects from nature to make painting tools which are then used to create abstract and figurative art. Keep a "Song Box" with props representing repetitive songs (a toy spider for <i>Incy Wincy</i>, a bus for <i>Wheels on</i> 	<ul style="list-style-type: none"> Resources include: Masking tape, PVA glue, Card, Paper, tissue paper, crepe paper, boxes, tubes, lollipop sticks, match sticks, pom poms, feathers, paint brushes, poster paint, water, palettes. Use "Tuff Trays" to set up mini-biomes (a forest with moss and twigs, or a construction site with gravel). Use a "Call and Response" format during carpet time. You tap a rhythm on a drum (e.g., <i>tap-tap-pause-tap</i>), and they imitate it on their knees or with woodblocks. Use icons (like large and small circles) to represent loud/soft or fast/slow beats. Reintroduce classics like 	<ul style="list-style-type: none"> Resources include: Scissors, cello tape, masking tape, large and small boxes, thick and thin card, paper, tissue paper, crepe paper, bottles, tubes, PVA glue, glue sticks, lollipop sticks, match sticks, pom poms, different sized paint Brushes, powder paint, poster paint, mixing cards, water, palettes, range of paper developing small motor skills. Exploring the properties of playdough using hand tools to manipulate it in different ways. Use a "Prediction Jar." Ask: "If we add a splash of yellow to this blue puddle, what will the 	<ul style="list-style-type: none"> Resources include: Scissors, cello tape, masking tape, large and small boxes, thick and thin card, paper, tissue paper, crepe paper, bottles, tubes, PVA glue, glue sticks, lollipop sticks, match sticks, pom poms, different sized paint Brushes, powder paint, poster paint, mixing cards, water, palettes, range of paper Using painting to record emotional responses to different pieces of music, creating exciting and expressive paintings. Creating unique collages and transient art through 	<ul style="list-style-type: none"> Resources include: Scissors, hole punch, cello tape, masking tape, stapler, paper clips, treasury tags, glue/ PVA glue, range of paper/card, lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons, mixing cards, paint sample cards, different sized paint brushes, range of paper, choice of working horizontally or vertically (easel or table top), artwork examples from artists, Exploring and understanding clay 	<ul style="list-style-type: none"> Resources include: Scissors, hole punch, cello tape, masking tape, stapler, paper clips, treasury tags, glue/ PVA glue, range of paper/card, lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons, mixing cards, paint sample cards, different sized paint brushes, range of paper, choice of working horizontally or vertically (easel or table top), artwork examples from artists, Exploring the differences when cutting a range of materials

	<p>the Bus).</p>	<p><i>Farmer's in his Den or Duck, Duck, Goose</i> to build the "by heart" memory and social turn-taking.</p>	<p>'monster' turn into?" Encourage them to narrate the change: "It's changing! It's turning swampy green!"</p>	<p>independent exploration of mixed media resources. <ul style="list-style-type: none"> • Developing an understanding of collage, children create landscape collages </p>	<p>through manipulation and experimentation. <ul style="list-style-type: none"> • Creating 3D landscape pictures using natural found objects. <p>Looking at the shapes and patterns in clay sculptures. Developing their clay models: choosing colours to decorate them and talking about the processes used to make their sculptures. <ul style="list-style-type: none"> • Learning to fold, cut and curl paper to make colourful paper snakes. </p> </p>	<ul style="list-style-type: none"> • Building small motor skills when threading a range of materials in different ways. • Exploring techniques for joining paper and card • making choices about which technique to use. • Refining drawing and colouring skills to create a design for a tissue paper flower. • Using designs to create with.
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