

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Topics/ focuses</b>	<p><b>Do you want to be friends?</b>  <b>Me and My Community (RE)</b>  <b>My family</b>  <b>Growing and changing (us)</b>  <b>My home</b>  <b>Joining our school</b></p>	<p><b>Will you read me a story?</b>  <b>Once Upon a Time</b>  <b>Traditional tales</b>  <b>Helicopter stories introduction</b>  <b>Christmas</b></p>	<p><b>What happens when I fall asleep?</b>  <b>Routines</b>  <b>Time</b>  <b>Space</b>  <b>Starry night</b>  <b>Chinese New Year</b>  <b>Queen's Jubilee</b></p>	<p><b>Why do ladybirds have spots?</b>  <b>Minibeasts</b>  <b>Why don't snakes have legs?</b>  <b>Why do zebras have stripes?</b>  <b>Animals</b>  <b>Patterns</b>  <b>Easter</b></p>	<p><b>Are we there yet?</b>  <b>Let's explore</b>  <b>Big wide world</b>  <b>Maps</b>  <b>Transport</b>  <b>Queen's Jubilee (Bank Holiday)</b></p>	<p><b>What can you see in Summer?</b>  <b>Sunshine and Sunflowers</b>  <b>Seaside</b>  <b>Under the sea</b>  <b>Holidays (linked to trips in T5)</b>  <b>Growing and changing (natural world)</b>  <b>Transition to Year 1</b></p>
<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• <b>Making Relationships</b></li> <li>• <b>Sense of Self</b></li> <li>• <b>Understanding Emotions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Meeting and making new friends.</li> <li>• Speaking to others about own needs, wants, interests and opinions.</li> <li>• Realising own feelings.</li> <li>• Begin to show empathy.</li> <li>• See themselves as an individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to show resilience and perseverance in the face of a challenge.</li> <li>• Managing own needs without relying on others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the perspectives of others.</li> <li>• Showing kindness to others, living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about and begin to understand that others are different and that's ok.</li> <li>• Road safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the transition into Year 1 and how they feel about going into a new year.</li> <li>• What might be different or the same in September and how can we manage feelings when in a new environment.</li> <li>• Sun safety</li> <li>• Also see PSED ELGs</li> </ul>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• <b>Listening and Attention</b></li> <li>• <b>Understanding</b></li> <li>• <b>Speaking</b></li> </ul>	<ul style="list-style-type: none"> <li>• Focusing attention.</li> <li>• Following directions.</li> <li>• Understand why listening is important.</li> <li>• Responding to instructions.</li> <li>• Retelling a simple past event.</li> <li>• Use talk to explain what is happening.</li> <li>• Begin to build up vocabulary that reflects experience.</li> <li>• Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of vocabulary through the day.</li> <li>• Continue to learn new vocabulary.</li> <li>• Retell a story, using some story language.</li> <li>• Asks questions to find out more.</li> <li>• Begin to speak in full sentences, with adult modelling ideas back to the children.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to check understanding and what has been said to them.</li> <li>• Use full sentences more often and independently.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to other using a range of connectives.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Use talk to help work out problems and organise thinking and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Explain how things work and why they might happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking in full sentences, keeping to one topic.</li> <li>• Showing good awareness of how to keep a conversation going.</li> <li>• Showing good awareness of the listener.</li> <li>• Explaining understanding using thinking skills.</li> <li>• Also see CLL ELGs</li> </ul>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• <b>Moving and Handling</b></li> <li>• <b>Health and Self-care</b></li> </ul>	<ul style="list-style-type: none"> <li>• Move in different ways.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Establish a consistent daily pattern in relation to eating and toileting (routine).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop balance and co-ordination when using large equipment.</li> <li>• Developing fluent movements with control.</li> <li>• Use core muscle strength.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing throwing and catching skills.</li> <li>• Developing fine motor skills to support writing.</li> <li>• Holding a pencil comfortably and using it with some confidence.</li> <li>• Understanding what we need to do to be healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Combining different movements with accuracy.</li> <li>• Moving large equipment safely.</li> <li>• Using tools safely and with confidence (<b>Forest School</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop the foundations of a handwriting style which is fast, accurate and effective.</li> <li>• Continue to develop core muscles needed for gross motor movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports day practice.</li> <li>• The importance of keeping fit and healthy through exercise and a balanced diet.</li> <li>• Also see PD ELGs</li> </ul>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• <b>Writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describing main story characters and events.</li> <li>• Re-enacts and reinvents stories during role play.</li> <li>• Uses writing to create texts to communicate meaning.</li> <li>• Give 4s meanings to the marks they make.</li> <li>• Phase 1 phonics.</li> <li>• Introduction of Phase 2 phonics.</li> <li>• Copying names</li> <li>• Link some sounds to letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of Phase 2 phonics.</li> <li>• Name writing.</li> <li>• Begin blending sounds to read simple words.</li> <li>• Read/ recognise their own name.</li> <li>• Begin to write initial sounds in words.</li> <li>• Read some tricky words.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Introduction of Phase 3 phonics.</li> <li>• Continue blending sounds to read words.</li> <li>• Begin to segment sounds to write words.</li> <li>• Blending sounds to read words.</li> <li>• Begin to read simple captions and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Continuation of Phase 3 phonics.</li> <li>• Introduction of Phase 4 phonics.</li> <li>• Begin to write simple sentences using tricky words and segmented sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Continue to write sentences, remembering finger spaces and full stops.</li> <li>• Forming letters correctly to reader can understand what has been written.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Reread what they have written/ understand what they have written.</li> <li>• Forming sentences with confidence.</li> <li>• Possibly writing more than 2 sentences or using connectives to join two sentences together.</li> <li>• Also see L ELGs</li> </ul>

<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Comparison</li> <li>• Counting</li> <li>• Cardinality</li> <li>• Composition</li> <li>• Spatial Awareness</li> <li>• Shape</li> <li>• Pattern</li> <li>• Measures</li> </ul>	<ul style="list-style-type: none"> <li>• Uses number names, sometimes accurately.</li> <li>• Recites numbers to 10.</li> <li>• Uses informal shape language.</li> <li>• Noticing shape in the environment.</li> <li>• To begin to understand what we need to do to be able to count accurately.</li> <li>• Takes part in number songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Counts objects, actions and sounds.</li> <li>• Use 1 to 1 correspondence when counting objects (one number name for each object).</li> <li>• Begin to subitise.</li> <li>• Link the numeral (number symbol) to the number value/ cardinal (amount).</li> <li>• Using positional language.</li> </ul>	<ul style="list-style-type: none"> <li>• To compare numbers (more/ less/ fewer)</li> <li>• Daily routines.</li> <li>• Introduce time.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Manipulate shapes.</li> <li>• Talk about shapes and their properties with correct vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• To count beyond 10.</li> <li>• Patterns introduction in the environment</li> <li>• Creating and completing a repeating pattern.</li> <li>• Estimates how many of something there are.</li> <li>• Introduce the concept of adding (more) and subtraction (less).</li> <li>• Patterns in nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce number bonds to 10.</li> <li>• Comparing length, weight, height and capacity.</li> <li>• Making simple maps.</li> <li>• Making models using shapes, increasing complexity.</li> <li>• Writing calculations using +, - and =.</li> <li>• Explaining the calculations and showing others using objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Automatically recall number bonds to 10.</li> <li>• Also see M ELGs</li> </ul>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• People and Communities</li> <li>• The World</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about past and present events in own life. (History)</li> <li>• Talks about the features of their own immediate environment. (Geography/ Forest School)</li> <li>• Uses ICT hardware to interact with age-appropriate computer software. (ICT)</li> <li>• Looking at similarities and differences in baby photos and photos of children/ adults now. (History)</li> <li>• Looking at similarities and differences between themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Family customs and routines (Christmas). (RE)</li> <li>• Story settings.</li> <li>• Create digital content (video and pictures) of role play. (ICT)</li> <li>• Origins of traditional stories (Geography and History)</li> </ul>	<ul style="list-style-type: none"> <li>• Space. (Science)</li> <li>• Planets. (Science)</li> <li>• Earth (Geography).</li> <li>• United Kingdom (Geography).</li> <li>• Using the internet with an adult to find and retrieve information. (ICT)</li> <li>• Safer Internet Day- 8<sup>th</sup> Feb</li> </ul>	<ul style="list-style-type: none"> <li>• Family customs and routines (Easter) (RE)</li> <li>• Making observations of animals and the natural world.</li> <li>• Habitats. (Science)</li> <li>• Life cycles. (Science)</li> <li>• Using the internet with an adult to find and retrieve information. (ICT)</li> <li>• Patterns in nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about past and present events in own lives- journey to school, trips with family. (Geography)</li> <li>• Maps (Geography)</li> <li>• Using the internet with an adult to find and retrieve information. (ICT)</li> <li>• Road safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about past and present events in own lives- summer/ holiday photos. (History)</li> <li>• Using the internet with an adult to find and retrieve information. (ICT)</li> <li>• Football World Cup- countries and their traditions, flags (Geography).</li> <li>• Sun safety.</li> <li>• Also see UTW ELGs</li> </ul>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Creating with Materials</li> <li>• Being Imaginative and Expressive</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to build a collection of songs and dances.</li> <li>• Develops their own ideas through experimentation with materials. (Art)</li> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects. (Art) (DT)</li> </ul>	<ul style="list-style-type: none"> <li>• Using tools with increasing control, building up knowledge of how they can be used. (DT)</li> <li>• Express and communicate understanding of a range of art forms: dance, drama, music, and visual arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops own ideas through experimenting with materials and tools. (DT)</li> <li>• Express and communicate understanding of a range of art forms: dance, drama, music, and visual arts.</li> <li>• Dragon and Lion dances for Chinese New Year.</li> <li>• Jubilee procession (History)</li> <li>• Crown jewels (History)</li> </ul>	<ul style="list-style-type: none"> <li>• Express and communicate understanding of a range of art forms: dance, drama, music, and visual arts.</li> <li>• Creating representations of minibeasts and environments.</li> <li>• Observational drawing. (Art)</li> <li>• Creating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Express and communicate understanding of a range of art forms: dance, drama, music, and visual arts.</li> <li>• Creating maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Express and communicate understanding of a range of art forms: dance, drama, music, and visual arts.</li> <li>• Football World Cup- creating flags and shirts.</li> <li>• Beach scene</li> <li>• Under the sea DT (moving parts/ pictures)</li> <li>• Also see EAD ELGs</li> </ul>
<p><b>BSL</b></p>	<ul style="list-style-type: none"> <li>• Deaf awareness.</li> <li>• Greetings.</li> <li>• Numbers 0-5.</li> <li>• Colours.</li> <li>• Topic words: friend, family, help, house.</li> <li>• Visual phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 6-10.</li> <li>• Simple songs.</li> <li>• Topic words: Christmas, baby, donkey, story, character, book, positional language.</li> <li>• Visual phonics.</li> <li>• Tricky words.</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes.</li> <li>• Visual phonics.</li> <li>• Tricky words.</li> <li>• Topic words: space, planet, sun, moon, routine, sleep, school, play, eat.</li> </ul>	<ul style="list-style-type: none"> <li>• Insects</li> <li>• Animals</li> <li>• Pattern</li> <li>• Easter</li> <li>• Egg</li> <li>• Change</li> <li>• Grow</li> <li>• Same</li> <li>• Different</li> </ul>	<ul style="list-style-type: none"> <li>• Transport: car, bus, bike, train, plane.</li> <li>• Move</li> <li>• Travel</li> <li>• Map</li> <li>• Follow</li> <li>• World</li> <li>• Journey</li> </ul>	<ul style="list-style-type: none"> <li>• Summer</li> <li>• Sun</li> <li>• Beach</li> <li>• Hot</li> <li>• Sea</li> <li>• Fish</li> <li>• Grow</li> <li>• Change</li> <li>• Same</li> <li>• Different</li> </ul>