

Autumn 1 – My Community and Me!					
Key Skills					
CL		PSED		PD	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
- Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary. - Sing a large repertoire of songs.	- Understand how to listen carefully and why listening is important. - Learn new vocabulary. - Use new vocabulary through the day - Listen carefully to rhymes and songs, paying attention to how they sound - Learn rhymes, poems and songs. - Engage in non-fiction books - Engage in storytimes - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	- Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing. - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	- Manage their own needs. -Personal hygiene - Know and talk about the different factors that support their overall health and wellbeing - toothbrushing - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - See themselves as a valuable individual.	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
L: Comprehension		L: Word Reading		L: Writing	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
- Engage in extended conversations about stories, learning new vocabulary. - Understand the five key	Re-read these books to build up their confidence in word reading, their fluency and their understanding and	- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a	RWI - Read individual letters by saying the sounds for them. - Blend sounds into words, so	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping	- Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the

concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	enjoyment.	word • recognise words with the same initial sound, such as money and mother	that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. (overwriting) • Write some letters accurately. (overwriting)	sound with letter/s. Consolidate 3&4yr old • Write letters accurately. • Write all of their name.
M: Number			M: Numerical Patterns		
In Nursery	In Reception		In Nursery		In Reception
• Count objects, actions and sounds • Compare sizes bigger, little, smaller, high/low/heavy/tall	• Count objects, actions and sounds • Subitise • Link the number symbol (numeral) with its cardinal number value. • Explore the composition of numbers to 10.		• Understand position through words • Talk about and identify the patterns around them • Talk about and explore 2D shape • Discuss routes and locations, using words like 'in front of' and 'behind'.		• Compare length, weight and capacity
UW: Past and Present			UW: People, Cultures and Communities		
In Nursery	In Reception		In Nursery		In Reception
• Make connections between the features of their family and other families. • Begin to make sense of their own life-story and family's history.	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past		• Continue developing positive attitudes about the differences between people. • Show interest in different occupations.		• Talk about members of their immediate family and community. • Name and describe people who are familiar to them • Understand that some places are special to members of their community.
UW: The Natural World			EAD		
In Nursery	In Reception		In Nursery		In Reception
• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties.	• Explore the natural world around them		• Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Sing in a group or on their own, increasingly matching the pitch and following the melody

		child holds a wooden block to her ear and pretends it's a phone. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match').	
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Autumn 2 – Autumn and The Environment					
Key Skills					
CL		PSED		PD	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
• Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Understand simple instructions like “give to nanny” or “stop”. • Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ • Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.	• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day • Listen carefully to rhymes and songs, • Learn rhymes, poems and songs. • Engage in non-fiction books • Ask questions to find out more and to check they understand what has been said to them. • Engage in storytimes • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	• Develop their sense of responsibility and membership of a community. • Select and use activities and resources, with help when needed. • This helps them to achieve a goal they have chosen, or one which is suggested to them. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	• Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Know and talk about the different factors that support their overall health and wellbeing: - being a safe pedestrian	• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop the skills they need to manage the school day successfully: - lining up and queuing • - mealtimes • Progress towards a more fluent style of moving, with developing control and grace. • Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping (no rope) • climbing • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
L: Comprehension		L: Word Reading		L: Writing	

In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
- Engage in extended conversations about stories, learning new vocabulary. - Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. (overwriting) - Write some letters accurately. (overwriting)	- Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. Consolidate 3&4yr old - Write letters accurately. - Write all of their name.
M: Number				M: Numerical Patterns	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
- Count objects, actions and sounds - Compare sizes bigger, little, smaller, high/low/heavy/tall	- Comparing numbers - Automatically recall number bonds for numbers 0–5 and some to 10.	- Understand position through words - Talk about and identify the patterns around them - Talk about and explore 2D shape - Discuss routes and locations, using words like 'in front of' and 'behind'.	- Continue, copy and create repeating patterns. - Compare length, weight and capacity.		
UW: Past and Present				UW: People, Cultures and Communities	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
Use all their senses in hands-on exploration of natural materials.	Comment on images of familiar situations in the past. (place)	Continue developing positive attitudes about the differences between people	Understand that some places are special to members of their community. (Christmas/Diwali)		
UW: The Natural World				EAD	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
- Begin to understand the need to respect and care for the natural environment and all living things. - Use all their senses in hands-on exploration of natural materials.	- Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different from the one in which they live. (town/country) - Understand the effect of changing seasons on the natural world around them. - Draw information from a simple map.	- Listen with increased attention to sounds. - Remember and sing entire songs. - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures.	- Create collaboratively, sharing ideas, resources and skills. - Explore and engage in music making and dance, performing solo or in groups. - Sing in a group or on their own, increasingly matching the pitch and following the melody.		

Spring 1 – Frozen Lands!					
Key Skills					
CL		PSED		PD	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
- Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Sing a large repertoire of songs. - Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' - Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	- Articulate their ideas and thoughts in well-formed sentences. - Understand how to listen carefully and why listening is important. - Learn new vocabulary. - Use new vocabulary through the day - Ask questions to find out more and to check they understand what has been said to them. - Describe events in some detail. - Connect one idea or action to another using a range of connectives. - Engage in storytimes - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	- Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	GLD - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PE) - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. (Ongoing – Drivers) - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing (daily) - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. - Use a comfortable grip with good control when holding pens and pencils. - Skip, hop, stand on one leg and hold a pose for a game like musical statues.	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping (no rope) - climbing
L: Comprehension		L: Word Reading		L: Writing	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
- Engage in extended conversations about stories, learning new vocabulary. - Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme.	- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. (overwriting) - Write some letters accurately. (overwriting)	- Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Consolidate 3&4yr old - Write letters accurately.

- the names of the different parts of a book - page sequencing			- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.		Write all of their name.
M: Number			M: Numerical Patterns		
In Nursery	In Reception		In Nursery	In Reception	
- Count objects, actions and sounds - Experiment with their own symbols and marks as well as numerals. - Compare quantities using language: ‘more than’, ‘fewer than’. - Subitise	- Count objects, actions and sounds - Understand the ‘one more than/one less than’ relationship between consecutive numbers. - Subitise - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0–5 and some to 10.		- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. - Extend and create ABAB patterns - Make comparisons between objects relating to size, length, weight and capacity	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	
UW: Past and Present			UW: People, Cultures and Communities		
In Nursery	In Reception		In Nursery	In Reception	
Begin to make sense of their own life-story and family’s history. (Christmas)	Comment on images of familiar situations in the past. (Christmas)		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	- Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries.	
UW: The Natural World			EAD		
In Nursery	In Reception		In Nursery	In Reception	
Use all their senses in hands-on exploration of natural materials.	- Draw information from a simple map. - Recognise some environments that are different from the one in which they live.		- Remember and sing entire songs. - Sing the pitch of a tone sung by another person (‘pitch match’). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody.	

Spring 2 – Hot Places!					
Key Skills					
CL		PSED		PD	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
- Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. - Sing a large repertoire of songs. - Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ - Develop their pronunciation but may have problems saying: -some sounds: r, j, th, ch, and sh -multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. - Use longer sentences of four to six words. - Start a conversation with an adult or a friend and continue it for many turns. - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	- Articulate their ideas and thoughts in well-formed sentences. - Learn new vocabulary. - Use new vocabulary through the day - Ask questions to find out more and to check they understand what has been said to them. - Describe events in some detail. - Connect one idea or action to another using a range of connectives. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Develop social phrases. - Listen to and talk about stories to build familiarity and understanding.	- Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. - Understand gradually how others might be feeling.	GLD - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PE) - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. (Ongoing – Drivers) - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing (daily) - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian	- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Start taking part in some group activities which they make up for themselves, or in teams. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - Revise and refine the fundamental movement skills they have already acquired: - rolling PE - crawling PE - walking - jumping - running - hopping - skipping - climbing - Develop overall body-strength, balance, co-ordination and agility.
L: Comprehension		L: Word Reading		L: Writing	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
- Engage in extended conversations about stories, learning new vocabulary. - Understand the five key concepts about print: - print has meaning - print can have different	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Read some letter groups that each represent one sound and	- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. - Write some or all of their	- Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s - Write short sentences with words with known sound-letter correspondences

purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing			say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	name. (overwriting) • Write some letters accurately. (overwriting)	using a capital letter and full stop. • Re-read what they have written to check that it makes sense. Consolidate 3&4yr old • Write letters accurately. • Write all of their name.
M: Number			M: Numerical Patterns		
In Nursery		In Reception		In Nursery	In Reception
• Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		• Comparing numbers • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10.		• Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. • Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	• Continue, copy and create repeating patterns.
UW: Past and Present			UW: People, Cultures and Communities		
In Nursery		In Reception		In Nursery	In Reception
• Talk about what they see, using a wide vocabulary.		• Compare and contrast characters from stories, including figures from the past.		• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Continue developing positive attitudes about the differences between people.	• Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.
UW: The Natural World			EAD		
In Nursery		In Reception		In Nursery	In Reception
• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		• Recognise some environments that are different from the one in which they live. • Draw information from a simple map.		• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Printing) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody.

		• Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.	
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Summer 1 – New Life					
Key Skills					
CL		PSED		PD	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
- Use a wider range of vocabulary. - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' - Develop their pronunciation but may have problems saying: -some sounds: r, j, th, ch, and sh -multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. - Use longer sentences of four to six words. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	- Articulate their ideas and thoughts in well-formed sentences. - Learn new vocabulary. - Use new vocabulary through the day - Ask questions to find out more and to check they understand what has been said to them. - Describe events in some detail. - Connect one idea or action to another using a range of connectives. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Develop social phrases. - Listen to and talk about stories to build familiarity and understanding.	- Remember rules without needing an adult to remind them. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling.	GLD - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PE) - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. (Ongoing – Drivers) - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing (daily) - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Start taking part in some group activities which they make up for themselves, or in teams. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	- Consolidate: small motor skills use tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Develop the overall body strength, co-ordination, balance and agility. - Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - Revise and refine the fundamental movement skills they have already acquired: - rolling PE - crawling PE - walking - jumping - running - hopping - skipping - climbing - Develop overall body-strength, balance, co-ordination and agility. - Combine different movements with ease and fluency. - Develop the foundations of a handwriting style which is fast, accurate and efficient.
L: Comprehension		L: Word Reading		L: Writing	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
- Engage in extended conversations about stories, learning new vocabulary. - Understand the five key concepts about print: - print has meaning	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Read some letter groups that	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	- Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s - Write short sentences with words with known sound-

• print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing		money and mother	• each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	• Write some or all of their name. (overwriting) • Write some letters accurately. (overwriting)	• letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. Consolidate 3&4yr old • Write letters accurately. • Write all of their name.
M: Number			M: Numerical Patterns		
In Nursery	In Reception		In Nursery	In Reception	
• Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. •	• Comparing numbers • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. •		• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Make comparisons between objects relating to size, length, weight and capacity. • Extend and create ABAB patterns	• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns.	
UW: Past and Present			UW: People, Cultures and Communities		
In Nursery	In Reception		In Nursery	In Reception	
• Talk about what they see, using a wide vocabulary.	• Comment on images of familiar situations in the past.		• Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	• Talk about members of their immediate family and community. • Recognise that people have different beliefs and celebrate special times in different ways. (Easter)	
UW: The Natural World			EAD		
In Nursery	In Reception		In Nursery	In Reception	
• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal.	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them		• Play instruments with increasing control to express their feelings and ideas. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them.	• Explore and engage in music making and dance, performing solo or in groups. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them.	

• Begin to understand the need to respect and care for the natural environment and all living things.		• Join different materials and explore different textures.	• Create collaboratively, sharing ideas, resources and skills.
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Summer 2 – By the Seaside					
Key Skills					
CL		PSED		PD	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
- Use a wider range of vocabulary. - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' - Develop their pronunciation but may have problems saying: -some sounds: r, j, th, ch, and sh -multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. - Use longer sentences of four to six words. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	- Articulate their ideas and thoughts in well-formed sentences. - Learn new vocabulary. - Use new vocabulary through the day - Ask questions to find out more and to check they understand what has been said to them. - Describe events in some detail. - Connect one idea or action to another using a range of connectives. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Develop social phrases. - Listen to and talk about stories to build familiarity and understanding.	- Remember rules without needing an adult to remind them. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing.	GLD - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PE) - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. (Ongoing – Drivers) - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing (daily) - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Start taking part in some group activities which they make up for themselves, or in teams. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	- Consolidate: small motor skills use tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Develop the overall body strength, co-ordination, balance and agility. - Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - Revise and refine the fundamental movement skills they have already acquired: - rolling PE - crawling PE - walking - jumping - running - hopping - skipping - climbing - Develop overall body-strength, balance, co-ordination and agility. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Combine different movements with ease and fluency. - Develop the foundations of a handwriting style which is fast, accurate and efficient.
L: Comprehension		L: Word Reading		L: Writing	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
Engage in extended conversations about stories, learning new	Re-read these books to build up their confidence in word reading, their	- Develop their phonological awareness, so that they can: - spot and suggest rhymes	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that	Use some of their print and letter knowledge in their early writing. For example:	- Form lower-case and capital letters correctly. - Spell words by identifying

vocabulary. - Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	fluency and their understanding and enjoyment.	- count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	they can read short words made up of known letter– sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. (overwriting) - Write some letters accurately. (overwriting)	the sounds and then writing the sound with letter/s - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. Consolidate 3&4yr old - Write letters accurately. - Write all of their name.
M: Number			M: Numerical Patterns		
In Nursery	In Reception		In Nursery	In Reception	
- Count objects, actions and sounds - Link the number symbol (numeral) with its cardinal number value. - Explore the composition of numbers to 10.	- Comparing numbers - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0–5 and some to 10.		Compare length, weight and capacity		
UW: Past and Present			UW: People, Cultures and Communities		
In Nursery	In Reception		In Nursery	In Reception	
Talk about what they see, using a wide vocabulary.	- Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.		Show interest in different occupations	- Talk about members of their immediate family and community. - Name and describe people who are familiar to them.	
UW: The Natural World			EAD		
In Nursery	In Reception		In Nursery	In Reception	
- Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice.	- Describe what they see, hear and feel whilst outside. - Recognise some environments that are different from the one in which they live. - Draw information from a simple map.		- Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. (3D) - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody.	

		• Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc.	
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