

English	<p>Phonics – Little Wandle</p> <ul style="list-style-type: none"> Phase 2 <p>English</p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sounds with letters. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Talk about stories and make connections with events in their own lives or other familiar stories. Talk about stories that have been read to them and retell them through role-play and small world play. Suggest what might happen at different points in the story. Talk about characters, events and settings in stories that have listened to, using props and materials for role play. Recognise and say sounds represented by graphemes. Begin to link the letters of the alphabet with the corresponding phoneme. 	<p>Phonics - Little Wandle</p> <ul style="list-style-type: none"> Phase 2 Phase 3 <p>English</p> <ul style="list-style-type: none"> Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Use phonic knowledge to blend sounds into words. Use talk to support the writing process. Use phonic knowledge to spell words. Use writing to communicate thoughts, ideas, experiences and events. Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. Identify and suggest rhymes and join in with rhyming games. Talk about their writing with the teacher. Use writing to support their play. 	<p>Phonics - Little Wandle</p> <ul style="list-style-type: none"> Phase 3 Phase 4 <p>English</p> <ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Share their writing with others, reading it aloud where appropriate. Spell words by identifying the sounds and then writing the sounds with letters. Put words in order to make a simple phrase or sentence. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Talk about pictures in story books and use them to discuss how characters might be feelings.
<p>ELG</p> <p>ELG – Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>ELG – Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG – Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple sentences that can be read by others. 			
Maths	<p>White Rose Maths</p> <ul style="list-style-type: none"> Match, sort and compare amounts Compare size, mass & capacity Exploring and creating patterns Representing numbers to 5 Comparing numbers to 5 Composition of numbers to 5 Circles and triangles Positional language One more and less Shapes with 4 sides Day and night 	<p>White Rose Maths</p> <ul style="list-style-type: none"> Introducing zero Explore and compare mass and capacity Representing numbers 6-10 Composition of numbers 6-10 Making pairs – odd and even Find and make doubles Combining two groups Explore and compare length and height Time (order and sequence) Making arrangements of 10 Bonds to 10 Subitising to 10 2D and 3D shapes 	<p>White Rose Maths</p> <ul style="list-style-type: none"> Building numbers beyond 10 Counting patterns beyond 10 Match, rotate, manipulate shapes Compose and decompose shapes Shape patterns Adding more Taking away Doubling Sharing and grouping Create and explore patterns and their rules Visualise, replicate and build Describe positions Explore, represent and create maps Patterns and relationships Creating maps

ELG			
<p>ELG – Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts <p>ELG – Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 			
Personal, Social and Emotional Development	PSHE	PSHE	PSHE
	<ul style="list-style-type: none"> • Build constructive and respectful relationships and talk about the special people in their lives and why they are important • Select vocabulary and pictures to express their feelings and consider the feelings of others • 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 • Look after basic hygiene and personal needs and talks about the importance of good oral health • Talk about what constitutes a healthy lifestyle 	<ul style="list-style-type: none"> • Identify and moderate their feelings socially and emotionally and ask for help when they need it • Play cooperatively with others and take turns • See themselves as a valuable individual and describe themselves in positive terms , talking about their abilities and interests • Understand that some household products, including medicines, are not to be played with, as they can be harmful when not used properly 	<ul style="list-style-type: none"> • See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests • Name and describe the trusted adults in their lives • Select vocabulary and pictures to express their feelings and consider the feelings of others • Talk about why it is important to stay safe in the sun
ELG			
<p>ELG – Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others’ needs <p>ELG – Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>ELG – Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • 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 			
Communication and Language	Computing	Computing	Computing
	<ul style="list-style-type: none"> • Input simple instructions to technological toys, including floor robots and onscreen sprites • Asks an adult when they want to use the internet • Tells an adult when something worrying or unexpected happens whilst they are using the Internet. • Is kind to their friends. 	<ul style="list-style-type: none"> • Use age-appropriate software to create images and record sounds and videos 	<ul style="list-style-type: none"> • Navigate to find digital content, in digital folders and online, with supervision

	<ul style="list-style-type: none"> Talks about the amount of time they spend using a computer / tablet / game device. Is careful with technology devices 		
ELG			
	<p>ELG - Listening and Attention</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read and during whole class discussions and small group interactions Make comments about what they have heard and asks questions to clarify their understanding Hold conversations when engaged in back-and-forth exchanges with their teachers and peers <p>ELG – Speaking</p> <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 		
Physical Development	<p>Introduction to PE – Introduction to PE/Games – Unit 1/2</p> <p>Gross Motor</p> <ul style="list-style-type: none"> Move confidently in a range of ways and safely negotiate space, obstacles and terrain Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping <p>Fine Motor</p> <ul style="list-style-type: none"> Cut, tear, fold and stick a range of papers and fabrics Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools 	<p>PE – Gymnastics/Dance – Unit 1/2</p> <p>Gross Motor</p> <ul style="list-style-type: none"> Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength Adjust speed when running, and jumping off objects and land successfully Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>Fine Motor</p> <ul style="list-style-type: none"> Select appropriate tools and media to draw with Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly 	<p>PE – Ball Skills/Fundamentals of PE – Unit 1/2</p> <p>Gross Motor</p> <ul style="list-style-type: none"> Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control <p>Fine Motor</p> <ul style="list-style-type: none"> Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly
	ELG		
	<p>ELG – Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>ELG – Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing 		
Understanding The World	<p>Science</p> <ul style="list-style-type: none"> Name and sort everyday items into groups of the same materials With support, observe, record and talk about materials and living things Notice and begin to describe patterns of weather in summer and winter 	<p>Science</p> <ul style="list-style-type: none"> With support, use simple equipment such as timers, rulers and containers, to measure length, height, capacity and time Identify common features for different groups of animals, including wild and domestic animals Name and talk about man-made features in the local environment, including shops, houses, streets and parks 	<p>Science</p> <ul style="list-style-type: none"> Begin to name and group plants and trees according to their observable features Notice and begin to describe patterns of weather in summer and winter Make a shadow bigger or smaller using toys, play equipment and a light source

		<ul style="list-style-type: none"> Describe how they can look after their environment Observe and describe living things and their habitats within the local environment Name and describe basic features of plants and trees Describe some ways that plants or animals should be cared for in order for them to survive 			
History	<ul style="list-style-type: none"> Recognise and discuss how they have changed from when they were babies Share stories and talk about significant people who lived in the past Show an awareness of the similarities and differences between people in different communities and groups from around the world 	History	<ul style="list-style-type: none"> Describe how the local environment has changed over time using photographs and first-hand experiences Talk about different occupations that familiar adults and members of their community have 	History	<ul style="list-style-type: none"> Talk about past and present events in their own lives and those who are important to them Put familiar events in chronological order, using pictures and discussion Recognise and begin to talk about how their lives have changed as they have grown
Geography	<ul style="list-style-type: none"> Make and use simple maps in their play to represent places and journeys, real and imagined 	Geography	<ul style="list-style-type: none"> Describe how the weather, plants and animals of one place is different to another using simple geographical terms Begin to notice and talk about the different places around the world, including oceans and seas Explore the natural world around them and give simple descriptions following observation of changes Take photographs, draw simple picture maps and collect simple data during fieldwork activities 	Geography	<ul style="list-style-type: none"> Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources Make and use simple maps in their play to represent places and journeys, real and imagined
RE – (Theology) Why do Christians perform Nativity plays at Christmas?	<ul style="list-style-type: none"> Reflect willingly on their experiences Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain Sense enjoyment and fascination when learning about themselves, others and the world around them Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues 	RE – (Theology) Why do Christians put a cross in an Easter garden?	<ul style="list-style-type: none"> Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain Sense enjoyment and fascination when learning about themselves, others and the world around them Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values 	RE – (Philosophy) Should Noah trust in God? (Human/Social Sciences) How do people celebrate?	<ul style="list-style-type: none"> Reflect willingly on their experiences Sense enjoyment and fascination when learning about themselves, others and the world around them Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others Use a range of social skills in different contexts
ELG					
<p>ELG – People, Culture and Communities</p> <ul style="list-style-type: none"> Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and difference between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p>ELG - The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <p>ELG – Past and Present</p>					

	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and story-telling 		
Expressive Arts and Design	Music - Charanga <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place 	Music - Charanga <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place • Learn to sing nursery rhymes and action songs. 	Music - Charanga <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place
	Art/DT <ul style="list-style-type: none"> • Use primary and other coloured paint and a range of methods of application • Name and explore a range of everyday products and begin to talk about how they are used • Explore, build and play with a range of resources and construction kits with wheels and axles • Construct simple structures and models using a range of materials • Make simple prints using a variety of tools, including print blocks and rollers • Represent different parts of the human body from observation, imagination or memory with attention to some detail 	Art/DT <ul style="list-style-type: none"> • Share their creations with others, explaining their intentions and the techniques and tools they used • Observe how activities are going and adapt their ideas if necessary • Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type • Create art in different ways on a theme, to express their ideas and feelings 	Art/DT <ul style="list-style-type: none"> • Explore significant products • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • Use natural materials and loose parts to make 2-D and 3-D art • Draw or paint a place from observation or imagination
ELG			
ELG – Creating with Materials <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories ELG – Being Imaginative and Expressive <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music 			