History	PSHE	DT	Maths	
Geography	Science	Music	Literacy	
RE	Art	PE	Computing	

PSED    Setting to know you	rs that support their physical activity - healthy nts of 'screen time' - having rs that support their physical activity - healthy nts of 'screen time' - having al. ships. of others. challenge. nd emotionally. s. ene g is important.	Week 6: 7/10 Auto	Week 7: 14/10	Diwali  Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian				
PSED  Row and talk about the different factors the overall health and wellbeing: regular physical designs to know you  Row and talk about the different factors the overall health and wellbeing: regular physical development  Row and talk about the different factors the overall health and wellbeing: regular physical designs to the different factors the overall health and wellbeing: regular physical designs to the different factors the overall health and wellbeing: regular physical designs to the control of a good sleep routine  See themselves as a valuable individual. Build constructive and respect full relationships. Express their feelings and consider the feelings of of Show resilience and perseverance in the feel of child identify, and since the present of the feeling of the feeling of the feeling of the feeling of the resilience of the feeling of	rs that support their physical activity - healthy nts of 'screen time' - having rs that support their physical activity - healthy nts of 'screen time' - having al. ships. of others. challenge. nd emotionally. s. ene g is important.	Auto	tumn	Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian Know and talk about the different factors that support their overall health and wellbeing: being a safe				
PSED  See themselves as a valuable individual.  Row and talk about the different factors the overall health and wellbeing: regular physic eating-toothtrushings sensible amounts of a good sleep routine.  Row and talk about the different factors the overall health and wellbeing: regular physic eating-toothtrushings sensible amounts of a good sleep routine.  See themselves as a valuable individual.  Build constructive and respectful relationships. Express their feelings and consider the feelings of oil of Show resilience and perseverance in the face of chall identify and moderate their own feelings socially and error.  Think about the prespectives of others.  Manage their own needs - personal hygiene  Understand how to listen carefully and why listening is it can be compared to the compared their own redes personal hygiene  Larn new vocabulary.  Use new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what he Articulate their diesa and thoughts in well-formed sen  Connect one idea or action to another using a range of to Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, and to explain hor Develop social phrases.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, and to explain hor Develop social phrases.  Engage in story times.  Listen to and talk about stories to build familiarity and und Retell the story, once they have developed a deep familiarity with the text, some as exac.  Use new vocabulary in different contexts.  Listen carefully to rhymes and songs, paying attention to hook.  Listen carefully to rhymes and songs, paying attention to hook.  Listen carefully to rhymes and songs, paying attention to hook.  Listen carefully to rhymes and songs, paying attention to hook of the company of the	chysical activity - healthy ats of 'screen time' - having ars that support their chysical activity - healthy ats of 'screen time' - having al. ships. of others. challenge. ad emotionally. s. ene ag is important.			different factors that support their overall health and wellbeing: being a safe pedestrian Know and talk about the different factors that support their overall health and wellbeing: being a safe				
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Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - wa Progress towards a more fluent style of moving, with developing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education se Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pe Use their core muscle strength to achieve a good posture when sitting at a Combine different movements with ease and fluer Confidently and safely use a range of large and small apparatus indoors and Develop overall body-strength, balance, co-ordination and	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.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  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.  Engage in story times.  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.  Use new vocabulary in different contexts.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.							
Develop confidence, competence, precision and accuracy when engaging in Develop the foundations of a handwriting style which is fast, accu	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace.  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.  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.  Combine different movements with ease and fluency.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  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 foundations of a handwriting style which is fast, accurate and efficient.							
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping Spell words by identifying the sounds and then writing the sounds Write some letters accurately.	Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes  Twinkl Phonics – level 1  Twinkl Phonics – L 2 Wk 1 s a t p  Twinkl Phonics – L 2 Wk 2 i n m d  Twinkl Phonics L 2 wk 3 g o c k  Twinkl Phonics L 2 wk 3 ck e u r / to the  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.  Spell words by identifying the sounds and then writing the sound with the letter/s. Write some letters accurately.  Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name.							

History	History PSHE Geography Science		Maths Literacy	
Geography				
RE	Art	PE	Computing	

Mathematics	BASELINE ASSESSMENTS  Compare quantities using language: 'more than, less than'.					Make comparisons between objects relating to size, length, weight and capacity Compare length, weight and capacity	Develop fast recognition of up to 3 objects without having to count them individually Show finger numbers up to 3 Link numerals to amounts Subitise Link the number symbol with its cardinal value				
Understanding the world	Begin to make sense of their own life story and family's history. Comment on images of familiar situations in the past. Begin to understand the need to respect and care for the natural environment and all living thin Draw information from a simple map. 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. Recognise that people have different beliefs and celebrate special times in different ways.  Explore the natural world around them. Describe what they see, hear and feel while they are outside. Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Begii Begii envii Explo Desc Undo arou Talk	n to understand the need to ronment and all living things. ore the natural world around tribe what they see, hear and erstand the effect of changin nd them.	them. I feel while they are outside. I seasons on the natural world rediate family and community.	Explore the natural world around	cesses and changes in the natural eseasons. If them. If feel while they are outside.	Know that there are different countries in the world and talk about the differences (experience/photos).  Explore the natural world around them.  Describe what they see, hear and feel while they are outside.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them.  Recognise that people have different beliefs and celebrate special times in different ways.				
Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to/build on their previous learning, refining ideas, developing their ability to represent them. Return to/build on their previous learning, refining ideas, developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Create collaboratively and refine a variety of artistic effects to express their ideas and feelings.  Create collaboratively, sharing ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.										
Text Drivers	Recap class nursery rhymes sent home		ead, shoulders knees and toes	Twinkle Twinkle	Mary, Mary	The Grand Old Duke of York	Dipal's Diwali (ebook)				

History	PSHE	DT	Maths
Geography	Science	Music	Literacy
RE	Art	PE	Computing

				Auti	umn II			
Year R 2024/2025	Week 1 4/11	Week 2 11/11	Week 3 18/11	Week 4 25/11	Week 5 2/12	Week 6 9/12	Week 7 16/12	Week 8
202 1/ 2023	Guy Fawkes	Remembrance	Sp	ace		Winter Festivals		
PSED		See themselves as a valuable individual. Build constructive and respectful relationships. 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. Manage their own needs - personal hygiene						
Communication and Language		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.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  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.  Engage in story times.  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.  Use new vocabulary in different contexts.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.						
Physical development	Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - nonning - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace.  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.  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.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  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 foundations of a handwriting style which is fast, accurate and efficient.							
	Twinkl Phonics L 2 wk 5	Twinkl Phonics L 2 wk 6	Twinkl Phonics L 2 wk 7	to manage the school day successf			/ recap so far	
Literacy	Twinkl Phonics L 2 wk 5 h b f l / no go l  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.  Spell words by identifying the sounds and then writing the sound with the letter/s.  Write some letters accurately.  Engage in extended conversations about stories, learning new vocabulary.  Write some or all of their name.  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of letter-sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.							
Mathematics	Compare quantities using langue: 'more than, less than' Say one number for each item in order 1, 2, 3 Show finger numbers up to 3 Count objects, actions and sounds Link the number symbol with its cardinal value Compare numbers	Talk about and explore 2D and 3D shapes using informal and mathematical language: sides, corners, straight, flat, round. Select, rotate and manipulate shapes to develop spatial reasoning Develop their use and understanding of positional language Explore 3D shapes through constructions and patterns	Compare quantities using langue: 'more than, less than' Say one number for each item in order 1, 2, 3, 4 Show finger numbers up to 4 Count objects, actions and sounds Link the number symbol with its cardinal value Compare numbers Subitise Automatically recall number bonds from 0-4	Talk about and explore 2D and 3D shapes using informal and mathematical language: sides, corners, straight, flat, round. Select, rotate and manipulate shapes to develop spatial reasoning Explore 3D shapes through constructions and patterns	Compare quantities using langue: 'more than, less than'	Compare quantities using langue: 'more than, less than' Compare numbers Understand the 'one more than 'one less than'	Develop an awareness of time passing in preparation for telling the time Begin to use the language of time (next, before) to sequence personal events	

History	PSHE	DT	Maths
Geography	Science	Music	Literacy
RE	Art	PE	Computing

Understanding the world	Compare and contrast figures from the past. Understand the past through events. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Understand the effect of changing seasons on the natural world around them. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.	Compare and contrast figures from the past. Understand the past through events. Talk about the lives of people and their roles in society. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.	the differences (experience/pho	untries in the world and talk about tos). that are different to the one in them. d feel while they are outside. nat are different to the one in	seasons. Talk about members of their imm Name and describe people who a Understand that some places are Recognise that people have diffe Explore the natural world around Describe what they see, hear and Recognise some environments th Understand the effect of changin Talk about members of their imm Name and describe people who a	nediate family and community. It is special to members of their community. It is rent beliefs and celebrate special times in different ways. If them. If feel while they are outside. In the one in which they live. It is seasons on the natural world around them. In the one in which they live. It is seasons on the natural world around them. In the one in which they live. It is seasons on the natural world around them. In the one in which they live. It is seasons on the natural world around them. In the one in which they live. It is seasons on the natural world around them. In the one in the one in which they live. It is seasons on the natural world around them. In the one in the one in which they live. It is seasons on the natural world around them. In the one in the one in which they live. It is seasons on the natural world around them. In the one	
Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to/build on their previous learning, refining ideas, developing their ability to represent them. Return to/build on their previous learning, refining ideas, developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  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.  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 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.  Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.						
Text Drivers	Dipal's Diwali (ebook) Gunpowder plot story		Whatever Next – Jill Murphy	Aliens Love Underpants- Claire Freedman	The Hannukah Story	The Nativity	

				Sprii	ng I			
Year R 2024/25	Week 1 6/01	Week 2 13/01	Week 3 20/01	Week 4 27/01	Week 5 03/02	Week 6 10/02	Week 7	Week 8
202.1, 20	Dinos	saurs	The UK	Chinese New Year	То	ys		

History	PSHE	DT	Maths	
Geography	Science	Music	Literacy	
RE	Art	PE	Computing	

PSED			Build constructive and Express their feelings and co	a valuable individual. respectful relationships. onsider the feelings of others. rrance in the face of challenge.				
			Think about the pe	wn feelings socially and emotionally erspectives of others. eeds - personal hygiene	<i>i</i> .			
Communication and Language	Manage their own needs - personal hygiene  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.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  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.  Engage in story times.  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.  Use new vocabulary in different contexts.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books.							
Physical development	Develop the overall body streng	Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace.  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.  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.  Combine different movements with ease and fluency.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  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 foundations of a handwriting style which is fast, accurate and efficient.						
Literacy	Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes  Twinkl Phonics – L3 Wk 1							
Mathematics	Count objects, actions and sounds Link the number symbol with its cardinal value Count beyond 10 Explore the composition of numbers to 10 Automatically recall number bonds from 0-5	Compare length, weight and capacity Subitise Count beyond 10	Count objects, actions and sounds Link the number symbol with its cardinal value Compare numbers Subitise Count beyond 10	Count objects, actions and sounds Link the number symbol with its cardinal value Compare numbers Count beyond 10 Explore the composition of numbers to 10	Link the number symbol with its cardinal value Count beyond 10 Compare numbers Find the total number of items in two groups by counting all of them	Count beyond 10 Develop an awareness of time passing in preparation for telling the time Begin to use the language of time (next, before) to sequence personal events		
Understanding the world	Understand the past through set Explore the natural world around Describe what they see, hear and Recognise some environments the which they live. Understand the effect of changing around them.	d them. d feel while they are outside. nat are different to the one in	Explain some similarities and differences between life in this country and life in other countries.  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.	Comment on images in the past. Explore the natural world around Describe what they see, hear and Recognise some environments the which they live. Understand the effect of changin around them.	d feel while they are outside. nat are different to the one in	Compare and contrast figures from stories from the past. Understand the past through events. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Understand the effect of changing seasons on the natural world around them.		

History	History PSHE Geography Science		Maths Literacy	
Geography				
RE	Art	PE	Computing	

and deferent beliefs and celebrate special times and special times and describe people when the property of the natural world around them.  Describe what they see, hear and feel what they see		Recognise that people have	Talk about members of their	
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Expressive Arts and Design  Return to/bull on their previous learning, refining lides, resources and skills. Create collaboratively, sharing ideas, responses sharing the metody. Explore and engage in mustim skills direct to coppers their ideas and feelings. Develop storylines in their pretend play.				
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that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Name and discribe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different two. Recognise that people have different beliefs and celebrate special times in different two.  Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Expressive Arts and Design  Expressive Arts and Design  Explore, use and refine a variety of artistic effects to express their ideas, resources and skills.  Explore, use and refine a variety of artistic effects to express their ideas, resources and skills.  Explore, use and refine a variety of artistic effects to express their ideas, and feelings.  Return to huld on their previous learning, refining ideas, and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  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.  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.  Develop storylines in their pretend play.			special times in different ways.	
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Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Develop storylines in their pretend play.		Sing in a group or on their own, increasingly matching the pitch and following the melody.		
Develop storylines in their pretend play.		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.		
Text Drivers		Develop storylines in their pretend play.		
Text Drivers				
	Text Drivers			

		Spring II							
Year R 2024/25	Week 1 24/02	Week 2 03/03	Week 3 10/03	Week 4 17/03	Week 5 24/03	Week 6 31/03	Week 7	Week 8	
2024/23	Jack and the	e Beanstalk	(	Farm Growing and Changin	g	Easter			

History	PSHE	DT	Maths
Geography	Science	Music	Literacy
RE	Art	PE	Computing

PSED		See themselves as a valuable individual. Build constructive and respectful relationships. 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. Manage their own needs - personal hygiene	<i>r</i> .					
Communication and Language								
Physical development	Pro Develop the overall body strength, co-ordination, balance and a  Develop their small motor skills so that they can use a range of  Use their cor  Confidently an  Further develop an  Develop confi	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace.  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.  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.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  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 foundations of a handwriting style which is fast, accurate and efficient.						
Literacy	Twinkl Phonics – L3 Wk 7 air ure er/they  Spe  Demonstrate understanding of what h  Blend sounds Re	Recap Trigraphs and consonant						
Mathematics	Count objects, actions and sounds Link the number symbol with its cardinal value Count beyond 10 Compare numbers Count beyond 10 Explore the composition of numbers to 10	Count objects, actions and sounds Link the number symbol with its cardinal value Compare numbers Count beyond 10 Understand the 'one more than/one less than' relationship between consecutive numbers	Select, rotate and manipulate shapes to develop spatial reasoning Count beyond 10 Explore 3D shapes through constructions and patterns					
Understanding the world	Comment on images of familiar situations in the past. Understand some important processes and changes in the natural world around them including the seasons. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Understand some important processes and changes in the natural world around them including the seasons.  Explore the natural world around them.  Describe what they see, hear and feel while they are outside.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them.  Describe what they see, hear and feel while they are outside. Understand the effect of changing seasons on the natural world around them.  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.	Compare and contrast figures from stories from the past.  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.				

History	History PSHE		Maths
Geography	Science	Music	Literacy
RE	Art	PE	Computing

					Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them.  Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live.  Understand the effect of	
					changing seasons on the natural world around them.  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Recognise that people have different beliefs and celebrate special times in different ways.	
Expressive Arts and Design		od refine a variety of artistic effect bus learning, refining ideas, develor Create collaboratively Exploi Return to and bui Listen at Sing in a Ex Exploi	eas and feelings.			
Text Drivers	Jack and the Beanstalk	The Enormous Turnip	What the Ladybird Heard — Julia Donaldson		Easter Story	

		Summer I							
Year R	Week 1 21/04	Week 2 28/04	Week 3 5/05	Week 4 21/05	Week 5 19/05	Week 6	Week 7	Week 8	
2024/25		Food	·	People W	ho Help Us				

History	PSHE	DT	Maths
Geography	Science	Music	Literacy
RE	Art	PE	Computing

				Know and talk about the diffe	erent factors that support their			
					regular physical activity - healthy			A .
					othbrushing			A .
				a valuable individual. respectful relationships.				A
PSED								
1325				A .				
				A. Carrier and Car				
				A				
				A				
				eds - personal hygiene Illy and why listening is important.				
				r vocabulary.				A. Carrier and Car
				ary through the day.				A. Carrier and Car
		Ver anest		they understand what has been sa	id to them			A
		Ask quest		ughts in well-formed sentences.	id to them.			A
				other using a range of connectives.				A
				ts in some detail.				A .
		Use talk to help work out probl		ivities, and to explain how things w	ork and why they might happen.			A
Communication and Language				ocial phrases.	7 - 7 - 8 - 1 - 1			A
communication and canguage			· · · · · · · · · · · · · · · · · · ·	story times.				A
			0.0	build familiarity and understanding	<b>5.</b>			
		Retell the story, once they have	ve developed a deep familiarity wit	th the text, some as exact repetition	n and some in their own words.			
			Use new vocabulary	in different contexts.				
		Li		s, paying attention to how they sou	nd.			
			Learn rhymes, p	poems and songs.				A
			5 5	n-fiction books.				A .
	-			a deep familiarity with new knowl				
	Revise a			ed:- rolling- crawling - walking - jum		- climbing		
	David as the averall had veture	9	•	moving, with developing control and	•			
	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.							A .
	Dovolon their small motor skills	s so that they can use a range of too		ntly. Suggested tools: pencils for d	rawing and writing painthrushes s	cissors knives forks and speeps		A .
	Develop their small motor skins			posture when sitting at a table or sit		cissors, kilivės, forks aliu spoolis.		A .
Physical development		ose their core in		nents with ease and fluency.	iting on the noor.			
Physical development		Confidently and s		I apparatus indoors and outside, ale	one and in a group			
		connactitity and s		balance, co-ordination and agility.	one and in a group.			A .
		Further develop and r	· · · · · · · · · · · · · · · · · · ·	g: throwing, catching, kicking, passir	ng, batting, and aiming.			
		•	-	curacy when engaging in activities t	o. o.			A .
				g style which is fast, accurate and e				A .
		Further develop the	skills they need to manage the sch	nool day successfully:- lining up and	l queuing - mealtimes			
	Twinkl Phonics – L3 Wk 11	T ::	Twinkl Phonics –	Twinkl Phonics –	Twinkl Phonics –			
	Letter sounds & recap vowel	Twinkl Phonics – L3 Wk 12	L3 recap/	L3 recap/	L3 recap/	Free writing week		A .
	digraphs/ we they	Revision	interventions/assessment	interventions/assessment	interventions/assessment			A .
	<u> </u>	Spelly	words by identifying the sounds an	d then writing the sound with the l	etter/s.			A .
		· ·		und correspondences using a capita				
Literacy				capital letters correctly.				
Litteracy				itten to check it makes sense.				
	Demoi	nstrate understanding of what has		ries and narratives using their own	words and recently introduced voca	abulary.		
				saying the sounds for them.				
				ort words made up of letter-sound				
				esent one sound and say sounds for				
		Re-read books to buil	d up their confidence in word read	ing, their fluency and their underst	anding and enjoyment.	A towards III III III III		
		Count havened 10		Count beyond 10	Count beyond 10	Automatically recall (without		
		Count beyond 10		Compare numbers	Compare numbers Understand	reference to rhymes, counting		
	Automatically recall (without reference to rhymes, counting or other aids) number bonds with an relationship between than relationship between the relati							
	bonds from 0-5 and some from up to 5 (including subtraction reasoning consecutive numbers Automatically recall (without to 10)  The action and some number bonds and some number bonds for the action and some number bonds.  The action and some number bonds are subtraction consecutive numbers and decompose ar							
Mathematics	Link the number symbol with	to 10, including double facts.	shapes so that children	reference to rhymes, counting	reference to rhymes, counting	number to 10, including the		
Mathematics	its cardinal value	Have a deep understanding of	recognise a shape can have	or other aids) number bonds	or other aids) number bonds	composition of each number		
	Count beyond 10	number to 10, including the	shapes within in just as	up to 5 (including subtraction	up to 5 (including subtraction	Explore and represent patterns		
	Compare numbers	composition of each number.	numbers can	facts) and some number bonds	facts) and some number bonds	within numbers up to 10,		
		Verbally count beyond 20,	Count beyond 10	to 10, including double facts.	to 10, including double facts.	including evens and odds,		
		recognising the pattern of the		Have a deep understanding of	Have a deep understanding of number to 10, including the	double facts and how		
		counting system.		number to 10, including the	composition of each number.	quantities can be distributed		
		1	ì	composition of each number.	composition of cacli number.	equally.		

History	PSHE	DT	Maths	
Geography	Science	Music	Literacy	
RE	Art	PE	Computing	

Understanding the world	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and maps.  Explore the natural world around them.  Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them.  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Recognise that people have different beliefs and celebrate special times in different ways.	Talk about the lives of the people a society. Know some similarities and differe and now e.g. the first nurse etc Describe their immediate environn observations, discussion, stories, n locate police station on map Talk about members of their imme Name and describe people who are Understand that some places are s community. Recognise that people have different imes in different ways. Explore the natural world around to Describe what they see, hear and for Understand the effect of changing around them. Name and describe people who are	nees between things in the past ment using knowledge from on-fiction text and maps e.g. diate family and community. e familiar to them. pecial to members of their nt beliefs and celebrate special hem. eel while they are outside. seasons on the natural world	Describe their immediate environ fiction text and maps e.g map of Explore the natural world around Describe what they see, hear and Recognise some environments the	d them.  d feel while they are outside.  hat are different to the one in which  ng seasons on the natural world arou  nediate family and community.	vations, discussion, stories, non-they live.	
Expressive Arts and Design		Explore, Return to and build of Listen atter Sing in a gro Explo	ng their ability to represent them.  haring ideas, resources and skills.  use and refine a variety of artistic on their previous learning, refinin  Create collaboratively, sharin  ntively, move to and talk about m oup or on their own, increasingly are and engage in music making a	Return to/build on their previous Create collaboratively, sharing idea effects to express their ideas and g ideas and developing their abilitying ideas, resources and skills. usic, expressing their feelings and matching the pitch and following the dance, performing solo or in ground effects to express their ideas and the collaboration of the c	learning, refining ideas, developing teas, resources and skills. feelings. v to represent them. responses. he melody. oups.		
Text Drivers				Supertato – Sue Hendra	Diasy Eat Your Peas- Kes Gray	Chocolate Cake – Michael Rosen	

		Summer II							
Year R	Week 1 2/06	Week 2 09/06	Week 3 16/06	Week 4 23/06	Week 5 30/06	Week 6 07/07	Week 7 14/07	Week 8 21/07	
2024/25	The UK	03/00	Under the Sea	23/00		ng On	Eco W	•	

History	PSHE	DT	Maths	
Geography	Geography Science		Literacy	
RE	Art	PE	Computing	

PSED	See themselves as a valuable individual.  Build constructive and respectful relationships.  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.  Manage their own needs - personal hygiene							
Communication and Language	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.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  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.  Engage in story times.  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.  Use new vocabulary in different contexts.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.							
Physical development	Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - climbing Progress towards a more fluent style of moving, with developing control and grace.  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.  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.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  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 foundations of a handwriting style which is fast, accurate and efficient.  Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes							
Literacy	Twinkl Phonics – L4 Wk 1 CVCC words/ said so  Twinkl Phonics – L4 Wk 2 CVC words/ have like come some  Twinkl Phonics – L4 Wk 3 Adjacent consonants/ were there little one  Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Form lower case and capital letters correctly. Re-read what they have written to check it makes sense.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read individual letters by saying the sounds or them.  Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and asy sounds for them.  Read simple phrases and sentences made up of words with known letter-sound correspondences. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.							
Mathematics	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.  Have a deep understanding of number to 10, including the composition of each number.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  Automatically recall (without reference to rhymes, counting or other aids) number to 10, including the composition of each number.  Select, rotate and manipulate shapes to develop spatial reasoning skills  Composition of each number.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  Automatically recall (without reference to rhymes, counting or 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 the composition of each number.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  Select, rotate and manipulate shapes to develop spatial reasoning skills  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 evens and odds, double facts.  Automatically recall (without reference to rhymes, counting or other aids) number to 10 in different contexts, recognising when one quantities can be distributed equally.  Say the number to 20 in order  Subtract a quality within 20, say how many are left by counting or counting back  Accurately count up to 20 objects  Place numbers to 20 in order							

History	PSHE	DT	Maths
Geography	Science	Music	Literacy
RF	Art	PF	Computing

Understanding the world	Explore the natural world around to Describe what they see, hear and founderstand the effect of changing around them.  Name and describe people who are	feel while they are outside. seasons on the natural world	Know some similarities and differ around them and contrasting env Explore the natural world around Describe what they see, hear and Recognise some environments th which they live. Understand the effect of changing around them.	vironments. I them. I feel while they are outside. I at are different to the one in	Talk about the lives of the people around them and their roles in society. Understand some important processes and changes in their natural world around them e.e. recycling. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction text and maps e.g. draw map to their new classroom.  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.  Recognise that people have different beliefs and celebrate special times in different ways.  Explore the natural world around them.  Describe what they see, hear and feel while they are outside.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them.  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.		
Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to/build on their previous learning, refining ideas, developing their ability to represent them. Return to/build on their previous learning ideas, developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. Create collaboratively, sharing ideas, resources and skills.  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.  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 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.  Develop storylines in their pretend play.							
Text Drivers	Diary of a Circus Performer	The Singing Mermaid – Julia Donaldson	The Snail and the Whale – Julia Donaldson	The Rainbow Fish – Marcus Pfister	Somebody Swallowed Stanley – Sarah Roberts			