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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| **Main Topic Big Question** | I am special, I am ME! | Night & Day and celebrations | Modern Tales | Modern Tales | The Farm |  | In the garden |
| **Quality texts**  Fiction, non-fiction, poems, rhymes etc. | **All are welcome**  **Dogger**  **The three little pigs**  The big book of nursery rhymes  EACH, PEACH, PEAR, PLUM  Seasons | **Night monkey, day monkey**  **Whatever next!**  **Stickman**  You choose, space  Jesus’ Christmas party  The best Diwali ever  Little Glow  Owl babies  Night animals | **The Gruffalo**  **The Gruffalo’s child**  **We’re going on a bear hunt**  Zog  The snail and the whale  Monkey Puzzle  We’re going on an egg hunt  The big book of the blue | **Little red and the very hungry lion**  **Handa’s Surprise**  **Jack and the beanstalk**  Zog  The snail and the whale  Monkey Puzzle  The big book of beasts | **Farmer Duck**  **What the ladybird heard**  **The little red hen**  From egg to chicken  A day at Greenhill farm  A squash and a squeeze  The big book of bloom |  | **Super worm**  **The wooly bear caterpillar**  **Oliver’s vegetables**  Egg to bee  Caterpillar to butterfly  Mad about minibeasts  Ten seeds  The big book of bugs |
| **Enrichment**  Trips/visits/visitors | Parent event – breakfast with a book | Alvaston park  Christmas panto |  |  | Whitepost farm |  | Gardening lesson |
| **Communication and language**  **Listening attention and Understanding**  **Speaking** | Pay attention to more than one thing at a time.  Enjoy listening to longer stories and can remember what happens.  To understand an instruction e.g., get your coat and line up.  To speak in a sentence.  To use a wide range of vocabulary. | Pay attention to more than one thing at a time.  Enjoy listening to longer stories and can remember what happens.  To understand an instruction e.g., get your coat and line up.  To speak in a sentence.  To use a wide range of vocabulary. | Understand ‘how’ and ‘why’ questions.  Understand how to listen carefully and why listening is so important.  To learn new vocabulary and begin using it.  Engage in story time and offer ideas.  To be able to articulate their thoughts and ideas in well-formed sentences. | Understand ‘how’ and ‘why’ questions.  Understand how to listen carefully and why listening is so important.  To learn new vocabulary and begin using it.  Engage in story time and offer ideas.  To be able to articulate their thoughts and ideas in well-formed sentences. | **ELG**  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  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. | **ELG**  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  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. | |
| **Personal, social, and emotional development**  **Self-regulation**  **Managing self**  **Building relationships** | Begin to express their feelings and how others feel e.g. that has made me feel happy.  Valuing themselves and others e.g., learning about other children and their families.  Manage own personal hygiene e.g., washing hands before snack time  Beginning to take turns with others independently. | Begin to express their feelings and how others feel e.g. that has made me feel happy.  Valuing themselves and others e.g., learning about other children and their families.  Manage own personal hygiene e.g., washing hands before snack time  Beginning to take turns with others independently. | Strategies for managing emotions e.g. a calm corner and sensory basket.  Show resilience and perseverance e.g. achieving a goal ‘challenge task’ and ‘can do’ attitude.  Build respectful relationships e.g. caring about others, and listening to others. | . Strategies for managing emotions e.g. a calm corner and sensory basket.  Show resilience and perseverance e.g. achieving a goal ‘challenge task’ and ‘can do’ attitude.  Build respectful relationships e.g. caring about others, and listening to others. | **ELG**  Show an understanding of their feelings and others and be able to regulate their behavior accordingly.  Working towards end goals, being able to wait for what they want and controlling impulses.  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. | **ELG**  Show an understanding of their feelings and others and be able to regulate their behavior accordingly.  Working towards end goals, being able to wait for what they want and controlling impulses.  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. | |

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| **Physical development**  Real P.E  Gross motor  Fine motor | Attack V defence  Always using their dominant hand when using a pencil with good control.  Collaborate with others to move large items e.g. polydron and crates.  Independently getting dressed and undressed, including putting their coat on. | Ball skills  Always using their dominant hand when using a pencil with good control.  Collaborate with others to move large items e.g. polydron and crates.  Independently getting dressed and undressed, including putting their coat on. | Dance  Be able to use tools appropriately e.g., forks, scissors, pencils etc.  Teach correct letter formation for children to sometimes use it correctly.  Able to roll, crawl, climb, hop, skip and jump.  Developing control and grace when moving e.g., twirling slowly to calm music  Develop overall body strength and coordination e.g., riding a 2 wheeled bike without stabalisers.  Good posture when sitting at a table or on the floor. | Gymnastics  Be able to use tools appropriately e.g., forks, scissors, pencils etc.  Teach correct letter formation for children to sometimes use it correctly.  Able to roll, crawl, climb, hop, skip and jump.  Developing control and grace when moving e.g., twirling slowly to calm music  Develop overall body strength and coordination e.g., riding a 2 wheeled bike without stabalisers.  Good posture when sitting at a table or on the floor. | Locomotion  **ELG**  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, paint brushes and cutlery.  Begin to show accuracy and care when drawing. | Swimming  **ELG**  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, paint brushes and cutlery.  Begin to show accuracy and care when drawing. |

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| **Literacy**  Word reading  Comprehension  Writing | Hears and says the initial sound in words.  Shows awareness of rhyme and alliteration.  Blend sounds into words so they can read short words.  Shows interest in illustrations and words in print and digital books and words in the environment.  Recognise familiar words and signs such as their own name.  Understand the past through objects, characters, encounters and settings in books and stories in class.  Know their immediate environment using knowledge from observation, discussion, stories, and texts including maps.  Write their name independently.  Write some simple words using their phonics knowledge. | Hears and says the initial sound in words.  Shows awareness of rhyme and alliteration.  Blend sounds into words so they can read short words.  Shows interest in illustrations and words in print and digital books and words in the environment.  Recognise familiar words and signs such as their own name.  Understand the past through objects, characters, encounters and settings in books and stories in class.  Know their immediate environment using knowledge from observation, discussion, stories, and texts including maps.  Write their name independently.  Write some simple words using their phonics knowledge. | Know some similarities and differences between things now in the past through stories that have been read to them.  Read simple words and phrases, with known letter – sound correspondence and a few exception words.  Read words consistent with their phonic knowledge by sound blending.  Read a few common exception words.  Spell words by identifying sounds and representing them with letters.  Write simple phrases and begin to write simple sentences with support. | Know some similarities and differences between things now in the past through stories that have been read to them.  Read simple words and phrases, with known letter – sound correspondence and a few exception words.  Read words consistent with their phonic knowledge by sound blending.  Read a few common exception words.  Spell words by identifying sounds and representing them with letters.  Write simple phrases and begin to write simple sentences with support. | **ELG**  Demonstrate an understanding of what has been read to them by retelling stories, narratives and 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, rhymes, and poems and during role play.  Say a sound for each letter of the alphabet and at least 10 digraphs.  Read aloud words and simple sentences and books that are consistent with their phonic knowledge, using sound blending, including some common exception words.  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing sounds and letters.  Write simple phrases and sentences that can be read by others. | **ELG**  Demonstrate an understanding of what has been read to them by retelling stories, narratives and 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, rhymes, and poems and during role play.  Say a sound for each letter of the alphabet and at least 10 digraphs.  Read aloud words and simple sentences and books that are consistent with their phonic knowledge, using sound blending, including some common exception words.  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing sounds and letters.  Write simple phrases and sentences that can be read by others. |
| **Maths**  Number  Numerical pattern | Compare sets of objects by matching.  To talk about length, weight, height, and capacity (SSM)  Use positional language including 'turns’  Subitising small amounts to 3.  Verbally counting numbers to 10.  Link the numeral with the objects – 5.  Compare numbers to 3. | Compare sets of objects by matching.  To talk about length, weight, height, and capacity (SSM)  Use positional language including 'turns’  Subitising small amounts to 3.  Verbally counting numbers to 10.  Link the numeral with the objects – 5.  Compare numbers to 3. | Begin to develop the language of ‘whole’ when talking about objects which have parts.  Continue copy and create repeating patterns.  Discuss properties of 2D and 3D shapes (SSM)  Beginning to Subitise numbers to 5.  Composition of numbers to 7.  Automatically recall number bonds to 5.  Count objects, actions and sounds.  Verbally beginning to count to 20.  Link the numeral to the objects – 10.  Compare numbers to 5. | Begin to develop the language of ‘whole’ when talking about objects which have parts.  Continue copy and create repeating patterns.  Discuss properties of 2D and 3D shapes (SSM)  Beginning to Subitise numbers to 5.  Composition of numbers to 7.  Automatically recall number bonds to 5.  Count objects, actions and sounds.  Verbally beginning to count to 20.  Link the numeral to the objects – 10.  Compare numbers to 5. | **ELG**  Have a deep understanding of numbers to 10, including the composition of number.  Subitise up to 5.  Automatically recall number bonds to 5 and some number bonds to 10, including double facts.  Verbally count beyond 20.  Compare quantities up to 10 in different contexts, recognising when 1 is greater than, less than or the same.  Explore and represent patterns with numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally. | **ELG**  Have a deep understanding of numbers to 10, including the composition of number.  Subitise up to 5.  Automatically recall number bonds to 5 and some number bonds to 10, including double facts.  Verbally count beyond 20.  Compare quantities up to 10 in different contexts, recognising when 1 is greater than, less than or the same.  Explore and represent patterns with numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally. |

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| **Understanding the world**  Past and present  People culture and communities  The natural world | Know some similarities and differences of some things in the past and now that have been encountered in books.  To recognise objects from the past through role play, stories, and environments.  To know what animals, we could have as pets and what animals live in the wild. | To know what Bonfire night is a celebrate it.  To celebrate Diwali.  To celebrate Christmas.  To know what life is like in different countries through stories.  To know we live in Derby which is in England.  Take part in different tests making observations and simple predictions e.g. ice melting.  To know what animals, we could have as pets and what animals live in the wild. | Identify different ways how to sort objects into different categories.  To know some animals are extinct e.g., dinosaurs.  To know objects our families would have used that are different to now e.g., camera/typewriter.  To know different ways, we can travel.  To explore hot and cold countries and what we may see there (cold)  Talk about how they can make an impact on the natural world.  To know what animals, live in hot/cold places and underwater. | To know how windmills were used.  To know what Easter is and celebrate it.  To know and name some countries around the world.  To know some simple facts about places around the world.  To explore hot and cold countries and what we may see there (hot).  Talk about how they can make an impact on the natural world.  To know what animals, live in hot/cold places and underwater | **ELG**  Talk about the lives of 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 reads to them in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read to them in class.  Between some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps.  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 experiences of what has been read to them in class.  Understand some important processes and changes in the natural world around them, including seasons and changes of matter. | **ELG**  Talk about the lives of 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 reads to them in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps.  Know some similarities and differences between different  religious and cultural communities in this country, drawing on experiences and what has been read to them in class.  Between some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps.  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 experiences of what has been read to them in class.  Understand some important processes and changes in the natural world around them, including seasons and changes of matter. |

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| **Expressive arts and design**  Creating  with materials  Being imaginative and expressive | Know how to roll, cut, and shape malleable materials e.g., dough  To know we can construct and build from simple objects.  To know, recognise and name different colours.  To know how to use our voices to make different sounds.  To know how to play an instrument e.g., tapping a drum. | Know how to roll, cut, and shape malleable materials e.g., dough  To know we can construct and build from simple objects.  To know, recognise and name different colours.  To know how to use our voices to make different sounds.  To know how to play an instrument e.g., tapping a drum. | To know we can shape and model using a variety of different tools.  To know when paint is mixed it changes colour.  To know different tools with make different marks.  To assemble, join and combine materials.  To play musical instruments to create sound effects for stories and rhymes.  To invent and change nursery rhymes and stories.  To know how to move and act to music. | To know we can shape and model using a variety of different tools.  To know when paint is mixed it changes colour.  To know different tools with make different marks.  To assemble, join and combine materials.  To play musical instruments to create sound effects for stories and rhymes.  To invent and change nursery rhymes and stories.  To know how to move and act to music. | **ELG**  Safely use and explore a variety of materials, tools, and techniques, experimenting with colours, 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.  Invent, adapt, and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and song.  Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | **ELG**  Safely use and explore a variety of materials, tools, and techniques, experimenting with colours, 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.  Invent, adapt, and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and song.  Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |
| PE (Real PE) | Personal skill focus:  Week 1-3 Coordination - footwork  Week 4-6 Static balance – one leg | Social skill focus:  Week 7-9 dynamic balance to agility – jumping and landing  Week 10-12 Static balance - seated | Cognitive skill focus:  Week 13-15 dynamic balance – on a line  Week 16-18 static balance - stance | Creative skill focus:  Week 19-21 Coordination – ball skills Week 22-24 Counter balance – with a partner | Physical skill focus:  Week 25-27 Coordination – sending and receiveing  Week 28-30 Agility – reaction / response | Health and fitness skill focus:  Week 31-33 Agility – ball chasing Week 34-36 static balance – floor work |