

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals.
Literacy Skills	<p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts, ask questions and share own ideas.</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify taught single sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall some facts, ask questions and share own ideas.</p>	<p>To begin to think of a short, simple sentence.</p> <p>To write a short, simple dictated sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying taught single sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including single phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including single phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including single phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Can understand meaning of new vocabulary.</p>	<p>Comprehension</p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate – where appropriate – key events in stories.</p> <p>*Use and understand</p>

					<p>Beginning to understand meaning of new vocabulary.</p> <p>Understands the different parts of a book.</p>	<p>Understands the different parts of a book, page sequencing and that we read and write from left to right and top to bottom.</p>	<p>recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
Literacy Knowledge	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught tricky words in text.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught tricky words in text.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught tricky words in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught tricky words in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught tricky words in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p><u>Word Reading.</u></p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with</p>

				<p>Knows how to spell some familiar words.</p>	<p>extended by using a connective.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing that sentences can be extended by using a connective.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p>	<p>their phonic knowledge, including some common exception words.</p> <p><u>Writing.</u> Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
<p>Maths Skills</p>	<p>To count up to 3 objects with 1:1 correspondence</p>	<p>To find the total of 2 groups of objects.</p>	<p>To use non-standard units to measure length,</p>	<p>To use objects to solve addition</p>	<p>To know that addition and subtraction</p>	<p>To know addition and subtraction</p>	<p><u>Number</u></p>

	<p>To match quantities to numeral.</p> <p>To begin to recognise numbers automatically on a dice/card to 3.</p>	<p>To order numbers to 5.</p> <p>To identify 2D shapes and talk about their properties.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To be able to count to 5 independently.</p>	<p>weight and capacity.</p> <p>To use money during role play activities to buy items.</p> <p>To begin to explore number bonds to 4.</p> <p>To be able to count to 10 independently.</p>	<p>and subtraction problems.</p> <p>To share objects between a group of people equally.</p> <p>To explore number bonds to 5.</p> <p>To understand odd and even numbers and begin to see the pattern to 10.</p>	<p>problems can be solved by counting forwards or backwards on a number line.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To read the time to o'clock on a digital and analogue clock.</p>	<p>problems can be solved by counting forwards or backwards on a number line.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To make observations of and compare length, weight and capacity.</p>	<p>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*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> <p><u>Numerical Patterns.</u></p>
<p>Maths Knowledge</p>	<p>To say the number names to 5 in order.</p> <p>To recognise number to 3.</p> <p>To write numbers to 3, forming them correctly.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To begin to read addition number sentences.</p> <p>To say number names to 5 in order.</p>	<p>To know the names of basic 2D shapes.</p> <p>To know the names of basic 3D shapes.</p> <p>To know that 2D shapes can have corners and side.</p> <p>To know that length, capacity and weight can all be measured.</p> <p>To know that money can be used to buy items.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To read addition number sentences.</p> <p>To know that subtraction involves removing an object from a group.</p>	<p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a group is getting smaller.</p> <p>To be able to count, order and recognise numbers to 20.</p>	<p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes can have faces, vertices and edges.</p> <p>To know that addition involves combining groups of objects.</p>	

		<p>To know the names of 2D shapes. To know that 2D shapes can have sides and corners.</p> <p>To know that patterns are repeated designs.</p>	<p>To understand and use a range of prepositions in everyday contexts.</p>	<p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes have faces, vertices and edges.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To use a number line to help solve simple addition and subtraction number problems.</p> <p>To know the difference between odd and even.</p>	<p>To count forwards and backwards to 10.</p> <p>To know that length, weight and capacity can be measured using standard units.</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p> <p>To know that the long hand represents the minutes and the short hand represents hours.</p>	<p>To count forwards and backwards to 20.</p> <p>To read number addition sentences.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To say the days of the week in order.</p> <p>To begin to say the months of the year in order.</p>	<p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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Physical Development Skills	<p>To use a dominant hand.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively.</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p>	<p>To show good control and co-ordination in large and small movements.</p>	<p><u>Gross Motor Skills.</u></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p>
Physical Development Knowledge	<p>To know what hand to write with.</p> <p>To know how to use outdoor equipment safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>To know how to use the outdoor equipment safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.</p> <p>To know how to use scissors effectively.</p>	<p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively.</p> <p>To know how to hold a pencil correctly.</p>	<p>To know how to form letters correctly.</p> <p>To know how to use scissors effectively.</p> <p>To know how to hold a pencil correctly.</p>	<p>To know how to handle a range of equipment and tools effectively.</p> <p>To know how to use scissors effectively.</p> <p>To know how to hold a pencil correctly.</p>	<p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills.</u></p> <p>*Hold a pencil effectively in</p>

							<p>preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>
Communication and Language Skills	<p>To talk about themselves and others.</p> <p>To sing songs.</p> <p>To speak about a range of texts.</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p>	<p>To describe features of traditional stories.</p> <p>To talk about the role of healthy food and exercise in staying healthy.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.</p>	<p>To label and sort things.</p> <p>To begin to research using a search engine.</p> <p>To describe a range of things.</p>	<p>To be able to link events in stories to own experiences.</p> <p>To be able to give facts about a specified subject.</p>	<p><u>Listening and Understanding.</u></p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class</p>
Communication and Language Knowledge	To know about others.	To know about different festivals.	To know different traditional stories.	To know different	To name and sort a range of things.	To see links in stories to own experiences.	

	<p>To know familiar songs.</p> <p>To describe different story and non-fiction texts.</p>	<p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p>	<p>To know a range of healthy food and exercise.</p> <p>Express their ideas and feelings about their experiences.</p>	<p>features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p>	<p>To be able to talk about different facts/knowledge.</p> <p>To engage in meaningful conversations with others.</p>	<p>To know a range of facts and be able to articulate these.</p> <p>To engage in meaningful conversations with others.</p>	<p>discussions and small group interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking.</u></p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</p>
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							<p>introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,</p>
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							with modelling and support from their teacher.
PSED Reception Skills	<p>To describe a friend.</p> <p>To know and demonstrate friendly behaviour.</p> <p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p> <p>To choose an activity independently.</p>	<p>To learn about a range of different festivals.</p> <p>To learn about important dates in their lives.</p>	<p>To learn right from wrong.</p> <p>To understand how to make the right choices and the consequences of not making the right ones.</p>	<p>To understand that people need help.</p> <p>To identify ways of being helpful to others and how this will make them feel.</p>	<p>To describe a range of different habitats around the world.</p>	<p>To learn about the different family structures.</p>	<p>Self-Regulation.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*Give focused attention to what the</p>
PSED Knowledge	<p>To describe and show friendly behaviour.</p> <p>To begin taking turns with their friends.</p>	<p>To be able to talk about different festivals.</p> <p>To understand why different people celebrate different things.</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are.</p> <p>To be able to talk about how the character could have made a better choice.</p>	<p>To talk about the effect my behaviour has on others.</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p>	<p>To be able to talk about the relationships they have at home with their family and friends.</p>	

							<p>teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self.</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try</p>
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							<p>to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><u>Building Relationships.</u> Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p>
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							*Show sensitivity to their own and to others' needs.
Understanding the World Reception Skills	<p>To talk about how they have changed since they were a baby.</p> <p>To talk about the changes they observe in their environment – Seasons link.</p>	<p>To talk about how Hindus celebrate Diwali.</p> <p>To be able to talk about the different jobs that adults do and how they can help us.</p>	<p>To identify and sort healthy/unhealthy foods.</p> <p>To identify and group a range of fruits and vegetables.</p> <p>To talk about a special event in their life.</p>	<p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world.</p> <p>Talking about the life cycle of plants and animals and what they need to survive.</p> <p>Exploring a range of habitats, looking at why the animal lives like that.</p>	<p><u>Past and Present.</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and</p>		
Understanding the world Knowledge	<p>To know the names of different body parts.</p> <p>To know that there are many countries around the world.</p> <p>To know that people in other countries may speak different languages.</p>	<p>To know that people around the world have different religions.</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali.</p> <p>To know that some facts about animals.</p> <p>To know that adults do a variety of jobs.</p>	<p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods.</p> <p>To know the names of common fruits and vegetables.</p> <p>To know that humans and other animals can grow.</p> <p>To understand and use positional language.</p> <p>To know that Christians celebrate Easter.</p>	<p>To select appropriate materials according to their properties.</p> <p>To name and identify a range of different materials and to know how they are used in familiar environments.</p>			

		<p>To know that the emergency services exist and what they do.</p>	<p>To know about different festivals and celebrations in different cultures.</p>		<p>events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities.</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*Know some similarities and differences between different religious and cultural communities in</p>
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					<p>this country, drawing on their experiences and what has been read in class.</p> <p>*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> <p><u>The Natural World.</u></p> <p>Explore the natural world around them,</p>
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					<p>making observations and drawing pictures of animals and plants.</p> <p>*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.</p> <p>*Understand some important processes and changes in the natural world around them, including the</p>
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						seasons and changing states of matter.	
Religious Education. Lincs Agreed Syllabus	Myself People who belong to religious groups. Christianity, Islam Special People to me. Introduce people who are important to members of a religious group. Christianity, Islam	Special times for me and others. Introduce the idea of special times that bring people together as a community, e.g. religious festivals Christmas, Holi, Diwali, Hanukkah. My senses Unit.	My Friends Introduce the idea of community and the Golden Rule: treat others as you would want to be treated, which can be found in many religions. Christianity, Islam and Judaism Our Beautiful World Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment; make links with Judaism Christianity, Judaism, Hinduism Our Special Places Introduce places of worship Range of religions.		Special Books Introduce stories from religions and important books for members of a religious group Christianity, Islam Our Special things Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc	PCC *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	
	Expressive Arts and Design Skills	To remember the words to a range of songs. To give meaning to the marks that are made.	To design a Rangoli pattern. To use role play to show how 'People who Help Us'. Uses simple tools and techniques	To explore and recreate Aboriginal Art. To draw a range of plants and fruits. To use resources to create own props. Constructs with a purpose in mind,	To use a range of resources to create own props to aid role play. To plan, carry out and evaluate and	To use what they have learnt about media and materials in an original way and be able to explain their choices. Selects appropriate resources and	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

		competently and appropriately.	using a variety of resources.	change where necessary. Manipulates materials to achieve a planned effect.	adapts work where necessary.		with colour, design, texture, form and function.
Expressive Arts and Design Knowledge	<p>To learn a range of songs from around the world.</p> <p>To know that people from different countries may have different traditions.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p>	<p>To understand that pictures can be created by making observations or by using imagination.</p> <p>To use paints, pastels and other resources to create observational drawings.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To use a range of props to support and enhance role play.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p>	<p>To know the different uses and purposes of a range of media and materials.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p>

							<p>*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.</p>
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