

|                          | Communication and Language                                                                                                                            | Personal, Social and Emotional Development                                                                                                                                                                                   | Physical Development                                                              | Literacy                                                                       | Maths                                                                                                                                                                                                                  | Understanding of the World                                                                                                                                                                                                                                                                                                                                                                    | Expressive Arts and Design                                                                                                                                                                                                                                                                                                                                                                              |
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| Journeys<br>Autumn 1     | <p>Settling in activities<br/>Follow simple instructions<br/>Speak in simple sentences<br/>Share scrapbooks and facts<br/>Making friends</p>          | <p>Express feelings<br/>Seek help finding an adult<br/>Use the toilet independently<br/>Follow a simple instruction.<br/>Take coat on and off.<br/>Play alongside peers<br/>Join in activities.</p>                          | <p>Gymnastics<br/>Carlisle Dance Academy<br/>Action Ants –<br/>Floor climbing</p> | <p>The Train Ride<br/>Me on the Map</p>                                        | <p>Subitising<br/>Counting<br/>Cardinal Principle<br/>5 Frames<br/>Number Bonds to 5<br/>Comparing<br/>Ordering<br/>Number recognition<br/>Time – first/next<br/>Mathematical vocabulary</p>                           | <p>Discuss who is in their family and show some sense of their own history.<br/>Share their journey to school<br/>Map making<br/>Describe their immediate environment<br/>Discuss how they get to school and mode of transport used. Compare and contrast transport in the past and present.<br/>Discuss changes in the seasons.</p>                                                          | <p>Singing songs/rhymes<br/>Pretend play<br/>Mark-making<br/>Create closed shapes with continuous lines and use these shapes to represent objects.<br/>Use blocks and construction toys to build 'small worlds'<br/>Respond to music with movement.]<br/>Develop storylines through role play.</p>                                                                                                      |
| Celebrations<br>Autumn 2 | <p>Use new vocabulary<br/>Begin to answer how questions<br/>Use simple connectives 'and', 'but'<br/>Follow simple instructions<br/>Retell a story</p> | <p>Explain what happens if upset.<br/>Identify and name feelings.<br/>Follow simple instructions.<br/>Undress and dress independently for PE.<br/>Abide by classroom rules.<br/>Form closer friendships.<br/>Take turns.</p> | <p>Action Ants-<br/>Multi-sports</p>                                              | <p>Gustavo the Shy<br/>Ghost<br/>Room on the Broom<br/>The Christmas Story</p> | <p>Subitising<br/>Counting<br/>Cardinal Principle<br/>5 Frames<br/>Number Bonds to 5<br/>Comparing<br/>Ordering<br/>Number recognition<br/>Time – first/next<br/>Mathematical vocabulary<br/>Addition<br/>Capacity</p> | <p>Discuss the roles of people in our community.<br/>Talk about different occupations and how they can help them.<br/>Stranger danger.<br/>Visit from the local constabulary<br/>Discuss changes in the seasons.<br/>Understand how the past is the time before now.<br/>Discuss past and upcoming events. Talk about how they have celebrated Christmas with their families in the past.</p> | <p>The Nativity<br/>Use a variety of media independently (chalk, paint, crayons, construction toys).<br/>Talk about what they like or what they could improve about their creations.<br/>Adapt constructions to achieve a desired outcome.<br/>Use colours for purpose.<br/>Re-tell familiar stories through use of puppets, toys or masks.<br/>Keep a beat using an instrument or body percussion.</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inventions<br/>Spring 1</p> | <p>Show attentive listening skills<br/>Link listening to learning and understanding<br/>Begin to ask 'why' questions<br/>Use newly learnt vocabulary<br/>Conduct simple back and forth conversation<br/>Offer explanations that demonstrate an understanding on a topic or story.</p> | <p>Begin to solve small conflicts<br/>Follow simple two-step instructions<br/>Dress and undress for PE independently.<br/>Sort healthy food choices.<br/>Discuss sensible choices.<br/>Understand consequences of behaviour.<br/>Show empathy.<br/>Take turns.<br/>Work on short activities independently.<br/>Perseverance.</p>             | <p>Action Ants-Adventure Golf</p>                         | <p>Izzy Gizmo<br/>Robots (Film Unit)<br/>The Lighthouse<br/>Keeper's Lunch</p>              | <p>Subitising<br/>Counting<br/>Cardinal Principle<br/>5 Frames<br/>Number Bonds to 5<br/>Comparing<br/>Ordering<br/>Number recognition<br/>Time – first/next<br/>Mathematical vocabulary<br/>Addition<br/>Subtraction<br/>Counting backwards<br/>Weight</p>            | <p>Long ago - How time has changed. Compare toys of the past with the toys they play with now. Explore replica toys from the past (Tullie House). Compare and contrast materials.<br/>Offer simple, logical explanations for what they have observed, eg. "Maybe it melted because the weather is warmer."<br/>Talk about forces, e.g. water pushing a boat to float, elastic bands stretching and magnets. Use senses to explore natural materials and describe what they observe.<br/>Changes in seasons.</p> | <p>Return to and extend their creative learning, e.g. rebuild a tower, but make it more stable.<br/>Choose materials to achieve a goal based on their properties, e.g. selecting a plastic pot for a boat because it is waterproof. Explain how they created something to their peers.<br/>Discuss patterns they hear when listening to music.<br/>Create their own beats with instruments/body percussion.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">The World<br/>Spring 2</p>  | <p>Show attentive listening skills<br/>Link listening to learning and understanding<br/>Begin to ask 'why' questions<br/>Use newly learnt vocabulary<br/>Conduct simple back and forth conversation<br/>Offer explanations that demonstrate an understanding on a topic or story</p>  | <p>Begin to solve small conflicts<br/>Follow simple two-step instructions<br/>Dress and undress for PE independently.<br/>Sort healthy food choices.<br/>Discuss sensible choices.<br/>Understand and discuss consequences of behaviour.<br/>Show empathy.<br/>Take turns.<br/>Work on short activities independently.<br/>Perseverance.</p> | <p>Action Ants-Junior Warrior<br/>Action Ants-Cricket</p> | <p>Anansi and the Spider<br/>Bringing the Rain to Kapiti Plain<br/>Lubna and the Pebble</p> | <p>Subitising<br/>Counting<br/>Cardinal Principle<br/>5 Frames<br/>Number Bonds to 5<br/>Comparing<br/>Ordering<br/>Number recognition<br/>Time – first/next<br/>Mathematical vocabulary<br/>Addition<br/>Subtraction<br/>Shape<br/>Doubling/Halving<br/>10 Frames</p> | <p>Discuss how we care for the natural world around us.<br/>Show that we need to care for living things, e.g. watering plants and handling ducklings and insects carefully.<br/>Changes in living things, weather and seasons.<br/>Use 'Bringing the Rain to Kapiti Plain' to explore a different country.<br/>Encourage interactions with the outdoors to touch, smell and hear the natural world with hands-on experiences.</p>                                                                               | <p>Create more complex narratives in their pretend play, building on the contributions of their peers.<br/>Begin to explore how we change a song/rhyme (e.g. words, tempo or volume to create a desired effect).<br/><br/>Produce more detailed representations (drawings, paintings and models) and discuss the features they have included.</p>                                                               |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Hot and Cold<br/>Summer 1</p> | <p>ELG - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br/>                     ELG - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>                     ELG - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.<br/>                     ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/>                     ELG - Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>                     ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy</p> | <p>ELG - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br/>                     ELG - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>                     ELG - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.<br/>                     ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/>                     ELG - Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>                     ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.<br/>                     ELG - Work and play cooperatively and take turns with others.<br/>                     ELG - Form positive attachments to adults and friendships with peers.</p> | <p>Action Ants-<br/>Football<br/>Action Ants-<br/>Athletics</p> | <p>Lost and Found<br/>Handa's Surprise<br/>Once upon a<br/>Raindrop<br/>The Storm Whale<br/>Ice Age (Film<br/>Unit)<br/>The Lion King<br/>(Film Unit)</p> | <p>Subitising<br/>Counting<br/>Cardinal Principle<br/>5 Frames<br/>Number Bonds to 5<br/>Comparing<br/>Ordering<br/>Number recognition<br/>Mathematical<br/>vocabulary<br/>Addition<br/>Subtraction<br/>Doubling/Halving<br/>10 Frames<br/>Odds and Evens<br/>Days of the week</p> | <p>Compare and contrast a hot and cold country and compare with our local environment.<br/>                     Changes in Seasons (Summer)<br/>                     Look at features of our local environment, maps and places on Google Earth.<br/>                     Share texts which offer an insight into contrasting environments.</p> | <p>ELG-Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>                     ELG-Share their creations explaining the processes they have used.</p> |
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|  | <p><i>food choices.</i><br/><i>ELG - Work and play cooperatively and take turns with others.</i><br/><i>ELG - Form positive attachments to adults and friendships with peers.</i><br/><i>ELG - Show sensitivity to their own and to others' needs.</i></p> | <p><i>ELG - Show sensitivity to their own and to others' needs.</i></p> |  |  |  |  |  |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Travelling Through Time<br/>Summer 2</p> | <p>ELG - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br/>                     ELG - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>                     ELG - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.<br/>                     ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/>                     ELG - Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>                     ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy</p> | <p>ELG - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br/>                     ELG - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>                     ELG - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.<br/>                     ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/>                     ELG - Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>                     ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.<br/>                     ELG - Work and play cooperatively and take turns with others.<br/>                     ELG - Form positive attachments to adults and friendships with peers.</p> | <p>Action Ants-Tots Tennis</p> | <p>The Tiny Seed Up (Film Unit)</p> | <p>ELG - Have a deep understanding of number to 10, including the composition of each number.<br/>                     ELG - Subitise (recognise quantities without counting) up to 5.<br/>                     ELG - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including double facts)<br/>                     ELG - Verbally count beyond 20, recognising the pattern of the counting system.<br/>                     ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.<br/>                     ELG - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>ELG- Talk about the lives of people around them and their roles in society.<br/>                     ELG-Know similarities and differences between then and now. Look back at their year in Reception. How have they changed and how has their local environment changed.<br/>                     ELG-Understand the past through settings, characters and events in books.<br/>                     ELG-Explore the natural world around them, making observations and drawing pictures.<br/>                     ELG- Know similarities and differences between contrasting environments.<br/>                     ELG-Understand the important processes in the natural world (changes in the seasons and states of matter)</p> | <p>ELG- Make use of props and materials when role playing characters in narratives and stories.<br/>                     ELG- Invent, adapt and recount narratives with their peers and teacher.<br/>                     ELG- Sing a range of well-known nursery rhymes and songs.<br/>                     ELG- Perform songs, rhymes and poems with others and (where appropriate) move in time with the music.</p> |
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