



	Autumn	Spring	Summer
Communication and Language	Throughout the year, the children will learn: - To enjoy listening to longer stories and remember much of what happens - To develop their attention to more than one thing at a time - To develop and use a wider range of vocabulary - To engage in a large repertoire of songs and rhymes - To be able to talk about familiar books and retell them - To engage in back and forth conversation with adults and peers. - To develop their pronunciation of words - To consider the future and past tense such as, "I am <u>going</u> to the park" and "I <u>went</u> to the shop" - To start a conversation with an adult or peer and continue this for some time - To develop their language to make longer sentences - To use their talk to organise their play such as "Let's go on a bus. You sit there, I'll be the driver" - To begin to understand and follow a question or instruction that has 2 parts - To begin to understand 'why' questions such as "Why do you think the mouse ran away?" - To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.		
Physical Development	<u>GETSET4PE</u> -Introduction to PE / Ball skills -Outdoor Learning/Exploration -Fine motor skills/Busy Fingers (mark making/ writing/ creative area work) -Writing Aerobics/Dough disco once a week	<u>GETSET4PE</u>- Fundamentals of PE / Gymnastics -Outdoor Learning/Exploration Fine motor skills/Busy Fingers (mark making/ writing/ creative area work) -Beginning to explore different one handed tools - scissors - Writing Aerobics/Dough disco once a week	<u>GETSET4PE</u>- Dance/ Games -Outdoor Learning/Exploration -Fine motor skills/Busy Fingers (writing/ creative area work) -Developed pencil and scissor control -Increased independence getting dressed and undressed - Writing Aerobics/Dough disco once a week
Personal, Social & Emotional Development *These aspects link to "Understanding the World". They are not always discretely taught in specific terms, as they are ongoing throughout the year and a key part of the children's development.*	<u>Jigsaw PSHE</u> – Being Me & Celebrating Difference Building relationships with new friends and adults. Tolerating each other's needs/wants Being introduced to a new environment, routines and behaviour. Identifying and managing our feelings as friendships develop and experiences are shared Sharing ideas with each other, including talking about their own family's traditions, customs and special occasions. Engaging concentration skills	<u>Jigsaw PSHE</u> – Dreams and Goals & Healthy Me Developing concentration skills Accepting the needs of others and turn taking Tolerating delay and understanding that needs may not always be met Enjoying taking on small tasks Being confident to ask adults for help and talking freely to others about own home and community. Welcomes and values praise Managing personal needs i.e. toileting, tissues, changing clothes. Healthy eating.	<u>Jigsaw PSHE</u> – Relationships & Changing Me Extending concentration skills Playing in a group extending play and elaborating on play ideas Keeping play going by responding to what others are saying Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Aware of own feelings, and knows that some actions and words can hurt others' feelings. Is more outgoing towards unfamiliar people and more confident in new social situations. Looking after our teeth / good oral hygiene.
Literacy	Talk about familiar stories/events To develop early literacy skills through listening to and joining in with familiar stories/rhymes. Developing phonic knowledge: Twinkl Phonics - engaging and building on listening skills. Focus on environmental and instrumental sounds as well as body percussion sounds	Beginning to recognise own name Developing phonic knowledge: Twinkl phonics - rhythm and rhyme, alliteration and introduction to phonic sounds Spot and suggest rhymes. Recognise some words with the same initial sound.	Writing some or all of their name. Write some letters correctly. Developing phonic knowledge: Twinkl phonics - voice sounds and oral blending and segmenting. Introducing a 'Sound of the week' and a 'sound shelf' Beginning to write simple cvc words and add a simple label.



Mathematics	Identifying and naming colours. Daily number songs and rhymes Counting in order using numbers 0-5 Counting backwards using numbers 0-5 Show 'finger numbers' to 5 Matching number to quantity 'Number of the week' Identifying and naming simple 2D shapes. Sorting into sets of colour, size, shape	Begin counting in sequence 0-10 Counting small groups of objects out in different ways using 1:1 careful counting Understand that quantities can be represented by numbers Demonstrating simple prepositions (in/out/on top/under/behind/in front/ next to) Simple repeating patterns – colours/designs/ABAB patterns with everyday objects	Being confident to count 0-10 and beyond Consider quantities of 'more than' and 'fewer than' Explore representing numbers in different ways and being confident at 1:1 counting (fingers/objects/numbers) Measuring by heavy/light/tall/short Develop fast recognition of objects without counting them (subitising) Begin to record numbers using symbols, marks and correct formation
Understanding the World (Topics in bold are the current chosen topics for this year, but these may change.)	RE: (God) Why is the word 'God' so important to Christians? What is Harvest? Judaism - How do Jewish people mark Sukkot? (Incarnation) Why do Christians perform nativity play at Christmas? ICT: Intro to ICT/ exploring cameras and ipads <u>Possible Topics:</u> Autumn/Winter Me & My Family / Ourselves School and Emotions People who Help us Christmas	RE: (World beliefs) How do people celebrate Lunar New Year? (Incarnation) Why do Christians put a cross in the Easter garden? ICT: Recording of voices and sounds/ developing mouse skills <u>Possible Topics:</u> Spring Easter Traditional Tales / Nursery Rhymes Lunar New Year Animals / Minibeasts	RE: What does it mean to 'belong'? What can we learn from the Bible? ICT: Completing a simple paint program on the computer. <u>Possible Topics:</u> Planting/growing Fantasy / Space Summer, Trips and Holidays
	<i>Various topics will be planned for, but these may change depending on children's interests.</i>		



Expressive Arts and Design	First self portrait Exploring media and tools Paints and playdough Explore colour and colour mixing Music topics – All About Me/Nursery Rhymes Christmas songs and performance Daily Role- play experiences	Second self portrait Exploring media, tools and textures Begin to join materials together Music topics - Traditional Tales/Walking in the Jungle Easter songs and storytelling Daily Role- play experiences	Final self portrait Exploring media and tools with increased control Music topics – Everyday Life/Around the World End of EY1 class performance Daily Role- play experiences
	Much of EAD will be linked to Topic and Literacy work.		