



	Autumn	Spring	Summer
Communication and Language	Throughout the year, the children will learn: - To maintain concentration and listen in a range of situations and respond appropriately. - To share their ideas confidently with others and speak in front of the class. - To listen and respond appropriately to multi-step instructions. - To participate effectively in conversations with their peers. - To engage in back and forth conversation with adults and peers. - To explore and use vocabulary related to topics they learn about. - To express themselves effectively using different tenses accurately. - To use language imaginatively and accurately in their play. - To retell stories, using a range of vocabulary and contexts. - To be able to answer a variety of questions, developing resilience and confidence.		
Physical Development	<u>GETSET4PE – Introduction to PE / Ball Skills</u> Outdoor Learning/Exploration Fine motor skills (mark making/ writing/ creative area work) Finger gym	<u>GETSET4PE- Fundamentals of PE / Gymnastics</u> Outdoor Learning /Exploration. Fine motor skills (mark making/ writing/ creative area work) Gaining more steady control	<u>GETSET4PE – Games / Dance</u> Outdoor Learning/Exploration Fine motor skills (writing/ creative area work) Proficiency, control and confidence in all fine motor and gross motor skills
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 – Being Me & Celebrating Difference</u> Building relationships and respecting each other. Having a strong sense of belonging to the school community and developing trust with the adults. Routines and Behaviour. Sharing ideas with each other, including talking about their own family’s traditions, customs and special occasions. Managing personal needs i.e. toileting, tissues, changing clothes.	<u>Jigsaw PSHE – Dreams and Goals & Healthy Me</u> Sustaining concentration. Beginning to resolve conflicts with others. Understanding that we are all unique in our own ways and respecting that we all have different ideas, opinions, likes and dislikes Identifying and taking pride in our achievements. Developing a sound understanding of their own, and others feelings. Identifying and managing our feelings. Healthy eating. Looking after our teeth \ good oral hygiene.	<u>Jigsaw PSHE – Relationships & Changing Me</u> Solving problems. Understanding consequences Independence. Knowing about similarities and differences between themselves and others, and among families, communities and traditions. Through supported interaction with their peers, children will learn how to resolve conflict and make sound friends.
Literacy	Developing language comprehension through stories and reading. Listening and responding to stories. Developing phonic knowledge: Using Twinkl Phonics, phase 2. Writing own name following the school cursive handwriting script	Developing phonic knowledge: Using Twinkl Phonics Phase 3 Using phonics to read and write simple words /labels /captions which are phonetically plausible. Learning and re-telling stories.	Developing phonic knowledge: Twinkl Phonics consolidate Phase 3 and learn Phase 4. Using phonics to read simple sentences/ beginning to write simple sentences. Learning letter names. Upper/lower case letters. Creating own versions of text types (stories/lists etc) To be aware of handwriting expectations of the school.

Mathematics	Identifying numbers to 10. Counting forwards & backwards (to 10). Counting using 1:1 correspondence to 10. Identifying and naming 2D shapes. Measures.	Identifying numbers to 20. Finding 1 more/less Identifying and naming 3D shapes. Measures. Patterns. Subitising. Composition of number.	Problem solving & simple calculations (adding and subtracting). Double facts & number bonds. Halving and Sharing amounts. Counting/number patterns. Measures. Subitising. Composition of number
Understanding the World	RE: (Creation) Why is the word 'God' so important to Christians? How do we care for our wonderful world? Hinduism/Sikhism How do people celebrate Diwali? (Incarnation) Why do Christians perform nativity plays at Christmas? ICT: Exploring ICT equipment / Exploring interactive learning programmes (Minimash) <u>Possible Topics:</u> Ourselves Celebrations Autumn/Winter Christmas	RE: (Incarnation) What makes every single person unique and special? (Baptism church visit) (Salvation) Why do Christians put a cross in an Easter garden? Chinese New Year ICT: Completing a learning programme. Basic introduction to control devices/programming. <u>Possible Topics:</u> Traditional Tales & Nursery Rhymes Growing & Farm Animals Plants/Food Being Healthy Habitats / Homes/Minibeasts Spring	RE: What can we learn from stories in the Bible? How can we help others when they need it? World Beliefs Where do people worship and what are some special places? Islam / Hinduism / Judaism / Christianity ICT: Exploring control devices (toys, cameras, metal detectors etc) Learning how to log on and off a PC (ICT Suite) <u>Possible Topics:</u> Knights, Dragons Castles and Royalty Clothes Summer Holidays
	<i>Various topics will be planned for, but these may change depending on children's interests.</i>		
Expressive Arts and Design	Exploring various media and tools/ Collage. Music topics – Space/Whatever the weather Christmas songs/acting and performance Daily Role- play experiences	Exploring media and tools. Print-making. Music topics – Circus/Minibeasts Easter songs and storytelling Daily Role- play experiences	Exploring media and tools. Textiles. Music topics – Deep Blue Sea/Journeys End of EY2 class performance Daily Role- play experiences
	<i>Much of EAD will be linked to Topic and Literacy work.</i>		