



Autumn 1 **Our class are a family**

**Key texts:**

Oi Frog  
Going on a Bear Hunt

**Personal, social and emotional development:**

Identify and moderate their own feelings socially and emotionally.  
Resolving conflict.  
Moving from co-regulation.  
Manage their own needs (Personal Hygiene).  
Build constructive and respectful relationships.  
See themselves as a valuable individual.

**Physical development:**

Further develop the skills they need to manage the school day successfully: - lining up and queuing, mealtimes  
Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons  
collaborate with others to manage large items.  
increasingly independent when putting on coats and doing up zips

**Communication and language:**

Listen to and talk about stories to build familiarity and understanding.  
Understand how to listen carefully and why listening is important.  
Learn new vocabulary.  
Use new vocabulary through the day.  
Ask questions to find out more and to check they understand what has been said to them.  
Learn rhymes, poems and songs.  
Engage in story times  
Develop social phrases



## **Understanding of the World:**

### **Past and Present:**

Use the language of time when talking about past/present events in their own lives and in the lives of others.

Ordering and sequencing familiar events.

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

### **The Natural World:**

Changes in the natural world with the seasons

Explore the natural world around them

Describe what they see, hear and feel whilst outside.

Animal habitats and hibernation.

### **People, Culture and Communities:**

Know that our friends come from different communities from around the world.

Can recognise similarities and differences between different cultures.

Can recognise some occupations within our community.

Know how people in our community help us.

Recognise that people have different beliefs and celebrate special times in different ways.

### **Expressive Arts and Design:**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Able to explore colours and mix them to create a new effect.

Can develop complex stories using small world equipment

Create closed shapes with continuous lines and begin to use these shapes to represent objects



Autumn 2 **Festivals and Celebrations**

**Key texts:**

Scarecrow's Wedding

**Personal, social and emotional development:**

Talking with others to solve conflict.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Form positive attachments to adults and friendships with peers;

**Physical development:**

Developing correct tripod grip

Using one handed tools

Show preference for a dominant hand

Able to learn and remember sequences and patterns of movement which are related to music.

**Communication and language:**

Engage in story times

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Articulate their ideas and thoughts in well-formed sentences

Connect one idea or action to another using a range of connectives.

Describe events in some detail.



**Understanding of the World:**

**Past and Present:**

Recognise that people have different beliefs and celebrate special times in different ways.

War and conflicts - Remembrance Day

**The Natural World:**

Understand the effect of changing seasons on the natural world around them

**People, Culture and Communities:**

Recognise that people have different beliefs and celebrate special times in different ways

Recognise some similarities and differences between life in this country and life in other countries

**Expressive Arts and Design:**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively - sharing ideas, resources and skills.



Spring 1 **Light and Dark**

**Key texts:**

Peace at Last Look Up  
The way back home  
Astro girl

**Personal, social and emotional development:**

Identify and moderate their own feelings socially and emotionally.  
Think about the perspectives of others.  
See themselves as a valuable individual.  
Build constructive and respectful relationships.  
Manage their own needs (Personal Hygiene).

**Physical development:**

Further develop skills they need to manage school day successfully – lining up, mealtimes and personal hygiene.  
Use a comfortable grip with good control when holding pencils

**Communication and language:**

Listen to and talk about stories to build familiarity and understanding  
Describe events using full sentences.  
Express their ideas and feelings about their experiences.  
Connect one idea or action to another using a range of connectives



## **Understanding of the World:**

### **Past and Present:**

Organise some events using basic chronology.

Introduce some historic events from before children were born.

Talk about the lives of people around them and their roles in society over time

### **The Natural World:**

Know that there are different countries in the world and talk about differences they have experienced or seen in photos.

Draw information from a simple map.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

### **People, Culture and Communities:**

Recognise that people have different beliefs and celebrate special times in different ways.

Talk about the lives of people around them and their roles in society

### **Expressive Arts and Design:**

Create collaboratively - sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Explore and engage in music making and dance, performing solo or in groups.

Develop storylines in their pretend play.



Spring 2 **Paws, Jaws and Claws**

**Key texts:**

Gruffalo

On the way Home

**Personal, social and emotional development:**

Begin to see themselves as a valuable individual who is able to manage their own needs independently.

Identify that others have a different opinion

Begin to talk to others to solve conflicts

Show resilience and perseverance in the face of challenge.

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

**Physical development:**

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

Develop overall body-strength, balance, co-ordination and agility.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency.

**Communication and language:**

Ask questions to find out more and to check they understand what has been said to them.

Describe events in some detail.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Articulate their ideas and thoughts in well-formed sentences



### **Understanding of the World:**

#### **Past and Present:**

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  
Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### **The Natural World:**

Explore the natural world around them, making observations and drawing pictures of animals and plants;  
Understand the effect of changing seasons on the natural world around them

#### **People, Culture and Communities:**

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;  
Recognise that people have different beliefs and celebrate special times in different ways.

#### **Expressive Arts and Design:**

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  
Try to move in time with music.  
Develop storylines in their pretend play.  
Explore and engage in music making and dance, performing solo or in groups.  
Watch and talk about dance and performance art, expressing their feelings and responses.





Summer 1 **Farms and food**

**Key texts:**

The Little Red Hen T4W

Oliver's Vegetables

Farmer Duck

**Personal, social and emotional development:**

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Manage own basic hygiene and personal needs, including dressing and going to toilet.

Understand importance of healthy choices.

Explain reasons for rules, know right from wrong and try to behave accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity.

**Physical development:**

Use a small range of tools including scissors and paint brushes.

Hold a pencil effectively – using tripod grip in most cases.

**Communication and language:**

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences

Use new vocabulary in different contexts.



## **Understanding of the World:**

### **Past and Present:**

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

### **The Natural World:**

Draw information from a simple map.

### **People, Culture and Communities:**

Recognise that people have different beliefs and celebrate special times in different ways.

Talk about members of their immediate family and community.

### **Expressive Arts and Design:**

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Join different materials and explore different textures.



Summer 2 **People who help us/ Superheroes**

**Key texts:**

Supertato

Elliot Midnight superhero

**Personal, social and emotional development:**

Show independence, resilience and perseverance in the face of challenge

Show the ability to follow instructions involving several ideas or actions.

resilience and perseverance in the face of challenge.

Be confident to try new activities and show independence

Work and play cooperatively and take turns with others.

Show sensitivity to their own and to others' needs.

**Physical development:**

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Negotiate space and obstacles safely, with consideration for themselves and others

**Communication and language:**

Make comments about what they have heard and ask questions to clarify their understanding

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

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.



## **Understanding of the World:**

### **Past and Present:**

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  
Understand the past through settings, characters and events encountered in books read in class and storytelling.  
able to recognise which stories and pictures are set a long time ago in history and which represent the current day.

### **The Natural World:**

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 their experiences and what has been read in class;

### **People, Culture and Communities:**

Talk about members of their immediate family and community.  
Understand that some places are special to members of their community  
Comment on images of familiar situations in the past

### **Expressive Arts and Design:**

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, 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 songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.