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Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language	To understand how to listen carefully and why listening is important. To pay attention to how nursery rhymes and songs sound. To understand 'why' and 'how' questions. Listen to and talk about familiar stories. To use new vocabulary, including 'and' , 'or' and 'because'. To start a conversation with an adult or friend, practicing turn-taking		To listen to and talk about stories. Learn rhymes, poems and songs and begin to listen to and talk about selected non-fiction. To listen to and respond to ideas expressed by others. To understand who/why/when/where and how questions. To use new vocabulary in different contexts. To describe events in some detail and articulate ideas in well-formed sentences. To introduce a narrative or storyline into play		To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To begin to understand humour, as well as a range of sentence structures including negatives, plurals and tenses. To show understanding of fiction and non-fiction. To use talk to help problem solve and organise thinking and activities. To re-tell a story in own words or some as exact repetition.	
Personal, Social and Emotional Development	To begin to build relationships and develop particular friendships. Managing own personal and hygiene needs To begin to express and talk about own feelings and consider the feelings of others We will be learning about the school rules and why they are important, beginning to explore the "zones of regulation" and building positive relationships.		To become increasingly co-operative and flexible in order to understand other peoples' needs, wants and behaviours. To begin to show resilience and describe themselves in positive terms. To be aware of behavioural expectations and consequences of theirs and others' behaviour. We will be talking more about our own feelings and those of others, and how we impact on one another. We will be starting to use strategies we have learnt to regulate our feelings.		To think about the perspective of others and take steps to resolve conflicts/find a compromise. To be more aware of relationships to particular social groups To identify and moderate own feelings socially and emotionally, seeking to manage conflict. We will increasingly be solving small challenges for ourselves and beginning to negotiate. We will explore feelings relating to change and transition,	
Physical development	To explore and practice fundamental movement skills. Develop gross and fine motor skills. To be increasingly independent in meeting own care needs, e.g. washing and drying hands, eating independently, etc. We will be introducing weekly "MAST" movement and storytelling sessions and weekly PE lessons. We will be learning how to use indoor and outdoor equipment safely.		To revise and refine fundamental movement skills. Develop handwriting (drawing freely, copying and continuing letter formation, etc.). Develop a range of ball skills. To begin to know about the different factors that support overall health and wellbeing. To use and transport equipment safely.		To hold a pencil effectively and use with fluid style. Develop confidence and competence when engaging in ball activities. To know and talk about the different factors that support their overall health and wellbeing. To describe physical changes that occur when feeling unwell, anxious, tired, angry or sad.	
Literacy	Nursery rhymes Jack and the Beanstalk Goldilocks & the 3 Bears Little Red Riding Hood	Cinderella The Three Little Pigs The Elves and the Shoemaker	Star in the Jar (Losing story/Information poster)	Little Red (Narrative/Instructions)	Juniper Jupiter (Superhero Narrative/Letters)	The Extraordinary Gardener (Transformation story /Instructions)
	Children have daily phonic lessons as well as English lessons. We become immersed in the stories we focus on through class adventures, role-play and creative activities which are connected to the stories.					
Maths	To link numerals and amounts up to 5 then 10, securing one to one correspondence. To count objects, actions and sounds and to subitise with small numbers. To talk about and explore 2D and 3D shapes and position. To continue, copy and create repeating patterns. To compare length using mathematical language.		To count beyond 10. To compare numbers using mathematical language and to understand one more than/one less than. To explore composition of number to 5. To select, rotate, manipulate and compose and decompose shapes to develop spatial reasoning skills and describe direction. To compare weight and capacity using mathematical language.		Number – to explore composition of numbers to 10 and automatically recall number bonds to 10. To count to 100 forwards, beginning with 0 or 1. To form numerals 0-20 correctly and to read, write and interpret mathematical statements involving +, - and = signs. Shape, Space and Measure – to recognize 2D/3D shapes in different orientation and sizes. To measure	

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					and begin to record length, height, capacity and volume.	
Understanding the world	Talk about themselves and members of their immediate family and community. Explore the natural world around them, commenting and asking question. Use equipment such as equipment with switches, robot toys and iPads and to support learning with support. Play with a range of materials to develop understanding of cause and effect. We will be learning about autumn and the transition to winter through engaging seasonal activities, and connecting to cultural celebrations in creative ways.		Understand that some places are special to members of their community. Describe what they see, hear and feel whilst outside. Complete a simple program on an electronic device with support. Use ICT hardware to interact with age-appropriate computer software. Further develop understanding of cause and effect when using a range of materials. We will be exploring the weather and seasonal change as we move from winter to spring. We will begin to develop our class garden and learn about growth of plants and ducklings!		To recognise some similarities and differences between environments and life in this country and others. To be able to create content such as video recordings and/or draw a picture on a screen. Develop digital literacy and use technology safely and respectfully, talking to adults about any concerns they see using devices. We will be learning about the change we see as spring moves into summer, focusing on growth and change in our garden., noticing change over time.	
Expressive Arts and Design	Play instruments with increasing control to express feelings and ideas. Begin to build a collection of songs and dances. Make imaginative "small worlds" using blocks and construction kits. Seasonal art will be linked to autumn and Christmas		Listen attentively and move to music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching pitch and melody. Develop storylines in pretend play, sharing ideas, resources and skills to do this collaboratively. Explore colour and how it can be changed. Seasonal art will be linked to winter and spring, Easter and Chinese New Year		Watch and talk about dance and performance art. Explore and engage in music making and dance, performing solo or in groups. Use a range of materials creatively to design and make. Use their voice expressively and creatively. Seasonal art will be linked to plants and the natural world	
RE	Creation and covenant Creation and God's world Prophecy and promise The Nativity		Galilee to Jerusalem Jesus growing up Desert to garden The story of Easter		To the ends of the earth Pentecost Dialogue and encounter Spreading God's message	
Spanish	Greetings and questions "What is your name?" "How are you?"	Numbers 1-5 Christmas	Colours Numbers 0 - 15	Farm and wild animals Oso Marrón story	Fruits, Vegetables and other foods "Me gusta" "No me gusta"	Body parts