



	Autumn	Spring	Summer
<b>Communication and Language</b>	Throughout the year, the children will learn: <ul style="list-style-type: none"> <li>To maintain concentration and listen in a range of situations and respond appropriately.</li> <li>To share their ideas confidently with others and speak in front of the class.</li> <li>To listen and respond appropriately to multi-step instructions.</li> <li>To participate effectively in conversations with their peers.</li> <li>To engage in back and forth conversation with adults and peers.</li> <li>To explore and use vocabulary related to topics they learn about.</li> <li>To express themselves effectively using different tenses accurately.</li> <li>To use language imaginatively and accurately in their play.</li> <li>To retell stories, using a range of vocabulary and contexts.</li> <li>To be able to answer a variety of questions, developing resilience and confidence.</li> </ul>		
<b>Physical Development</b>	Introduction / Fundamentals of PE; special awareness and different ways of moving. Outdoor Learning/Exploration. Fine motor skills (mark making/ writing/ creative area work). Writing Aerobics.	Gymnastics & Dance. Outdoor Learning /Exploration. Fine motor skills (mark making/ writing/ creative area work) Writing Aerobics.	Ball Skills & Games. Outdoor Learning/Exploration. Fine motor skills (writing/ creative area work). Writing Aerobics. Proficiency, control and confidence in all fine motor and gross motor skills.
<b>Personal, Social &amp; Emotional Development</b> *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.*	Jigsaw PSHE. 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. Healthy eating.	Jigsaw PSHE. 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. Looking after our teeth \ good oral hygiene.	Jigsaw PSHE. 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.
<b>Literacy</b>	Developing language comprehension through stories and reading.  Listening and responding to stories.  Developing phonic knowledge: Linking sounds to letters.  Writing own name.	Developing phonic knowledge:  Using phonics to read and write simple words /labels /captions which a phonetically plausible.  Learning and re-telling stories.	Developing phonic knowledge: 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.
<b>Mathematics</b>	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.	Problem solving & simple calculations (adding and subtracting). Double facts & number bonds. Halving and Sharing amounts. Counting/number patterns. Measures.



<p><b>Understanding the World</b></p> <p><b>(Topics in bold are the current chosen topics for this year, but these may change.)</b></p>	<p>RE: (Creation) / Christmas (Incarnation) Diwali ICT: Intro to ICT/ Mouse skills/ Exploring programs.</p> <p><i>Possible Topics:</i> <b>Animals</b> Celebrations Ourselves &amp; Creatures Autumn/Winter Minibeasts <b>Journeys</b></p>	<p>RE: Bible Stories / Easter (Salvation) Chinese New Year ICT: Completing a program. Basic introduction to control devices/programming.</p> <p><i>Possible Topics:</i> <b>Traditional Tales &amp; Stories from Other Cultures</b> <b>Growing &amp; Farm</b> Plants/Food Spring</p>	<p>RE: Special places and people ICT: Exploring control devices (toys, cameras etc) Ramadan &amp; Eid <i>Possible Topics:</i> Houses &amp; Homes Water Clothes Summer <b>Minibeasts</b> <b>People Who Help Us</b> Seaside</p>
<p><i>Various topics will be planned for, but these may change depending on children's interests.</i></p>			
<p><b>Expressive Arts and Design</b></p>	<p>Exploring media and tools. Collage. Music- Beat &amp; Tempo. Music- nursery rhymes and body parts- using your body within music. Music-performance. Role- play.</p>	<p>Exploring media and tools. Print-making. Music- Changing Sounds (Loud/Quiet &amp; High/Low). Music- Creating sounds (Loud/Quiet &amp; Fast/Slow). Music- listening and responding to music- zoo animals theme. Role- play.</p>	<p>Exploring media and tools. Textiles. Music- Structure &amp; Texture/Timbre. Music-sharing stories through Music. Music- learning melody (popular animations). Role- play.</p>
<p>Much of EAD will be linked to Topic and Literacy work.</p>			