

	Communication and Language (PRIME AREA)
Autumn 1 Super Me	Develop listening and attention skills in small groups up to whole class for short sessions and respond to what they hear with relevant comments and actions. Understanding and follow simple instructions to help build independence. Develop children's language skills to enable them to hold conversations in back-and-forth exchanges with their teacher and peers.
Autumn 2 Into Space/Celebrations	Introduce Talking Partners and the opportunity to share news. Begin to maintain attention during focussed activities. Enjoy listening to longer stories and remember much of what happened. Listen carefully to rhymes and songs, paying attention to how they sound. (Christmas songs/Nativity). Begin to follow more complex directions.
Spring 1 999 What's Your Emergency	Maintain attention and concentrate during appropriate activities and in larger groups. Extend vocabulary, exploring the meaning and sounds of new words and offer explanations for why things might work. Use language and new vocabulary to help imagine and recreate roles and experiences.
Spring 2 Once Upon A Time	Listen attentively in a range of situations. Begin to answer how and why questions about their experiences and response to stories or events. Link statements and stick to a main theme or intention. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduce a storyline or narrative into their play. Start to articulate their ideas and thoughts in well-formed sentences.
Summer 1 All Creatures Great and Small	Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Develop and express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses. Listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, in assembly. Carry out instructions, which contain several parts in a sequence.
Summer 2 Under The Sea	Give their attention to what others say and respond appropriately, while engaged in another activity. After listening to stories, children can 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 from their teacher.

	Physical Development (PRIME AREA)	Assessment
Autumn 1 Super Me	<p>Fine Motor: Develop fine motor skills through using playdough with a variety of tools, lego, threading and mark making using a variety of media.</p> <p>Dresses and undresses with help.</p> <p>Gross Motor: Through indoor PE sessions, children become familiar with hall and PE expectation. They will be exploring a variety of ways of traveling – slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. This will then progress to allowing the children the opportunity to explore jumping and landing using apparatus. Children can travel with increasing confidence, as well as balance and climb equipment.</p>	<p>Must:</p> <p>Should:</p> <p>Could:</p>
Autumn 2 Into Space/Celebrations	<p>Fine motor: Start to form recognisable letters holding pencil effectively in a tripod grip. Begin to master use of one-handed tools e.g. scissors Begin to use anticlockwise movement and retrace vertical lines.</p> <p>Dress and undress with help.</p> <p>Dance: Through indoor PE sessions children develop skills in Dance. Children should learn to listen and move carefully to different beats and rhythms in order to dance in time with the music and with other children.</p> <p>The children will learn dances for the Christmas Nativity.</p>	
Spring 1 999 What's Your Emergency	<p>Fine Motor: Continue to form recognisable letters. Dresses and undresses with increasing independence. Show some understanding about good practices about exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Gross Motor: Through indoor PE sessions children develop skills in Music and Movement. They experiments with different ways of moving to a variety of different music.</p>	<p>Must:</p> <p>Should:</p> <p>Could:</p>
Spring 2 Once Upon A Time	<p>Fine Motor: Holds a pencil effectively and forms most letters correctly, particularly those in their own name. Uses simple tools to effect changes to materials.</p> <p>Dresses and undresses with increasing independence. Eats a healthy range of foodstuffs and understands need for variety in food and healthy choices. Shows understanding of how to transport and store equipment safely. Throwing and Catching: Through indoor PE sessions children are introduced to handling beanbags. Children work towards throwing and catching bean bags in a more confined space, before moving outside next term where the children will move onto working with different balls. Children develop confidence to throw and catch a beanbag to themselves, progressing to throwing and catching successfully to a partner. They will develop overall body-strength, balance, co-ordination and agility.</p>	
Summer 1	<p>Fine Motor: Holds a pencil effectively in preparation for fluent writing – Using the tripod grip in almost all cases.</p>	<p>Must:</p>

<p>All Creatures Great and Small</p>	<p>Can use a range of small tools, including scissors, paintbrushes and cutlery. Dresses and undresses with some development towards managing buttons and zips. Continue to learn about the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Gross Motor: Through outdoor PE sessions children develop increasing control of a ball in pushing, patting, throwing, catching or kicking it. Children could progress to rolling and bouncing a ball and even be extended to using a bat and a ball simultaneously. They can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Should:</p> <p>Could:</p>
<p>Summer 2 Under The Sea</p>	<p>Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip. Begin to show accuracy and care when drawing. Know about and can make healthy choices in relation to healthy eating and exercise. Dresses and undresses with some development towards managing buttons and zips. Team Games: Through outdoor PE sessions children will prepare for Sports Day (School Games Day) activities. Negotiate space and obstacles safely, with consideration for themselves and others. Adjusting speed or changing direction to avoid obstacles. Demonstrate strength, balance and coordination when playing.</p>	

	Personal, Social and Emotional Development (PRIME AREA)	Assessment
Autumn 1 Super Me	Settling into the school environment and routines. Learning to access and play with resources and activities. Make friends and building relationships with both children and adults. Showing sensitivity to their own needs and the needs of others. Develop confidence in new social situations. Learn to adapt behaviour and contribute towards a class charter. These objectives are being supported through the Jigsaw PSED scheme of work.	Must: Should: Could:
Autumn 2 Into Space/Celebrations	Reflect upon own abilities and describe self in positive terms, seeing themselves as valuable individuals. Participate in whole school events such as Infant Nativity, Christmas party's/lunch and fundraising events. Encourage children to say when they do and don't need help. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried', link this to our work on Zones of regulation. These objectives are being supported through the Jigsaw PSED scheme of work.	
Spring 1 999 What's Your Emergency	Work and play co-operatively and take turns with others. Develop confidence to try new activities and show independence, resilience and perseverance in the face of a challenge. Develop an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. These objectives are being supported through the Jigsaw PSED scheme of work.	Must: Should: Could:
Spring 2 Once Upon A Time	Show sensitivity to others' needs and feelings and form positive attachments to adults and friendships with peers. Take steps to resolve conflicts with other children on their own e.g. finding a compromise. Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy. These objectives are being supported through the Jigsaw PSED scheme of work.	
Summer 1 All Creatures Great and Small	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when. Choose the resources they need for their chosen activities. Develop confidence to speak in a familiar group about their ideas. Take account of one another's ideas about how to organise their activity. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. These objectives are being supported through the Jigsaw PSED scheme of work.	Must: Should: Could:
Summer 2 Under The Sea	Prepare for transition into Year One. Talk about the things they enjoy, and are good at, and about the things they don't find easy. Listen to each other's suggestions and plan how to achieve an outcome without adult help. Resolve minor disagreements through listening to each other to come up with a fair solution. Explain the reasons for rules, know right from wrong and try to behave accordingly. These objectives are being supported through the Jigsaw PSED scheme of work.	

	Literacy (SPECIFIC AREA)	Assessment
Autumn 1 Super Me	Learn new songs, rhymes and an introduce to some classic stories. Talk about the way stories are structured and talk about settings, events and characters. Introduce phonics and individual reading.	Must: Should: Could:
Autumn 2 Into Space/Celebrations	Hear initial, medial and final sounds in words. Apply phonic skills to read individual letters by saying the sounds for them. Build up a bank of sight vocabulary to use in reading and writing. Write own name and some recognisable letters, most of which are correctly formed.	
Spring 1 999 What's Your Emergency	Segment the sounds in simple words and blend them together to aid reading and writing. Start to learn the names of the letters of the alphabet. Apply phonic skills to write words and simple sentences. Represent some sounds correctly and in sequence when writing. Know that they can write for different purposes e.g. lists. Start to spell common regular words e.g. it, in, on, at (Phase 2 Letters and Sounds)	Must: Should: Could:
Spring 2 Once Upon A Time	Segment the sounds in simple words and blend them together to aid reading and writing, including digraphs from Phase 3 Letters and Sounds. Match lower and upper case letters of the alphabet. Think of own ideas and form into a sentence. Continue to represent some sounds correctly and in sequence when writing. Know that they can write for different purposes e.g. postcards, stories. Start to spell common irregular words e.g. no, go, I, to, the, into (Phase 2 Letters and Sounds) and CVC words e.g. cat, will, bag.	
Summer 1 All Creatures Great and Small	Read phonically regular words of more than one syllable as well as many irregular but high frequency words. Read some common irregular words (from Letters and Sounds phases 2 and 3). Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Write simple sentences that can be read by themselves and others.	Must: Should: Could:
Summer 2 Under The Sea	Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems and during role play. Be able to say a sound for each letter of the alphabet and at least 10 digraphs. Apply phonic knowledge when writing words, spelling some words correctly and making phonetically plausible attempts at more complex words. Read words consistent with their phonic knowledge by sound- blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	

	Maths (SPECIFIC AREA) White Rose Maths	Assessment
Autumn 1 Super Me	Baseline assessments will be carried out in the first half term. Number: Match and sort objects and compare amounts. Measure, Shape and Spatial thinking: Children will compare size, mass and capacity and explore pattern.	Must: Should: Could:
Autumn 2 Into Space/Celebrations	Number: Children will learn to represent, compare and compose 1,2 & 3. They will move onto representing numbers to 5 and finding one more and one less. Measure, Shape and Spatial thinking: Children will be introduced to circles and triangles and will learn about positional language, followed by shapes with 4 sides and time.	
Spring 1 999 What's Your Emergency	Number: Introducing zero, comparing numbers to 5 and working on composition of 4 & 5. This will be followed by introducing 6,7 & 8 and making pairs of numbers. Measure, Shape and Spatial thinking: Comparing Mass and comparing capacity, followed by length and height.	Must: Should: Could:
Spring 2 Once Upon A Time	Number: We will be combining 2 groups to find a total amount and learning about numerals 9 &10 We will compare numbers to 10 and begin to learn about number bonds to 10. Measure, Shape and Spatial thinking: The children will focus on time and move onto 3D shape and pattern.	
Summer 1 All Creatures Great and Small	Number: Building numbers beyond 10 and counting patterns beyond 10. Adding more and taking away given amounts. Measure, Shape and Spatial thinking: Spatial reasoning, match, rotate and manipulate. Followed by compose and decompose.	Must: Should: Could:
Summer 2 Under The Sea	Number: Doubling, sharing & grouping. Even and odd. Followed by deepening understanding of patterns and relationships Measure, Shape and Spatial thinking: Spatial reasoning and learning to visualise and build, mapping.	

	Understanding the World (SPECIFIC AREA)	Assessment
Autumn 1 Super Me	<p>Talking about significant events from our own experiences. Know some of the things that make us unique and talk about similarities and difference. Introduce daily discussions about the weather and the natural world. Start to become familiar with technology within the classroom e.g. ipads, laptops, sound buttons.</p> <p>Know about similarities and differences in relation to places, objects, materials and living things – through Autumn walk.</p> <p>Understand some important processes and changes in the natural world, including seasons and changing states of matter (water and ice).</p> <p>Activities and experiences underpinned through Forest School sessions.</p>	<p>Must:</p> <p>Should:</p> <p>Could:</p>
Autumn 2 Into Space/Celebrations	<p>Learn about the different festivals that take place during this seasons e.g. Guy Fawkes, Diwali, Christmas, Hanukkah.</p> <p>Know some similarities and differences between different religious and cultural communities in this country.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments.</p> <p>Activities and experiences underpinned through Forest School sessions.</p>	
Spring 1 999 What's Your Emergency	<p>Learn about different festival taking part at this time of year e.g. Shrove Tuesday, Chinese New Year.</p> <p>Talk about the lives of the people around them and their role in society.</p> <p>Be able to describe their immediate environment.</p> <p>Know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Activities and experiences underpinned through Forest School sessions.</p>	<p>Must:</p> <p>Should:</p> <p>Could:</p>
Spring 2 Once Upon A Time	<p>Learn about different festival taking part at this time of year e.g. Mother's day, Easter.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions. Observe the seasonal change into Spring - look closely at similarities, differences, patterns and change through planting and growing cress and a bean plant (Linked to Jack and the bean stalk).</p> <p>Activities and experiences underpinned through Forest School sessions.</p>	
Summer 1 All Creatures Great and Small	<p>Learn about different festival taking part at this time of year e.g. St. George's Day.</p> <p>Continue to talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Make observations of mini-beasts and explain why some things occur and talk about changes through life cycles and habitats (frogspawn/caterpillars).</p> <p>Begin to know how the environment and living things are influenced by human activity.</p> <p>Observe the seasonal change into Summer – looking closely at similarities, differences, patterns and change.</p>	<p>Must:</p> <p>Should:</p> <p>Could:</p>

	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Activities and experiences underpinned through Forest School sessions.</p>	
<p>Summer 2 Under The Sea</p>	<p>Observe seasonal change into Summer – looking closely at similarities, differences, patterns and change. Learn about different festival taking part at this time of year e.g. Father’s Day. Explain some similarities and differences between life in this country and life in other countries. (Link to pirates and maps.)</p>	

	Expressive Arts and Design (SPECIFIC AREA)	Assessment
Autumn 1 Super Me	<p>Area: Creating self portraits</p> <p>Artist Focus: Leonardo Da Vinci – The Mona Lisa</p> <p>Multi media: Drawing, painting collage and play dough</p> <p>Support children to choose colours for a purpose, develop their colour mixing techniques to enable them to match the colours they see and what to represent.</p> <p>Music: Nursery rhymes</p>	<p>Must:</p> <p>Should:</p> <p>Could:</p>
Autumn 2 Into Space/Celebrations	<p>Area: Firework paintings, sculpture, cards</p> <p>Artist Focus: Jackson Pollack</p> <p>Media: Paint (firework pictures), clay (diva pots), collage (Christmas Cards)</p> <p>Support children to choose colours for a purpose and provide children with a range of materials to construct with a purpose in mind.</p> <p>Music: Songs and instruments linked to fireworks. Christmas songs and dances.</p>	
Spring 1 999 What's Your Emergency	<p>Area: Junk Modelling/Weaving</p> <p>Artist Focus: Various – Turning recycled materials into art. (</p> <p>Media: Junk, collage, paint</p> <p>Explore a variety of materials, tool and techniques exploring design, form and function. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Encourage children to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be solved as they arise. Reflect on their work and how they have achieved their aims.</p> <p>Music: Sing songs, explore making music using instruments and dance.</p>	<p>Must:</p> <p>Should:</p> <p>Could:</p>
Spring 2 Once Upon A Time	<p>Area: Representing people or objects</p> <p>Artist Focus: Van Gogh – Sunflowers.</p> <p>Media: Textiles, collage</p> <p>Create simple representations of events, people and objects.</p> <p>Children to share their creations, explaining the process they have used. Provide opportunities to work together to develop and realise creative ideas.</p> <p>Music: Add music to story telling.</p>	
Summer 1 All Creatures Great and Small	<p>Area: Observational Drawings (Animals and plants)</p> <p>Artist Focus: Matisse 'snail'</p> <p>Media: Drawing, painting and collage</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes and texture. Discuss children's responses to what they see.</p> <p>Music: Perform songs & rhymes with others and try to move in time with the music.</p>	<p>Must:</p> <p>Should:</p> <p>Could:</p>
Summer 2 Under The Sea	<p>Area: Water colour, paint</p> <p>Artist Focus: Hokusai – The great wave</p>	

	<p>Media: Paint, collage materials. Encourage children to notice features in the natural world. Help them to define colours, shapes and texture.</p> <p>Music: Play music with a pulse and for children to move in time with and encourage them to respond to changes – fast/slow, loud/quiet, high/low. Encourage children to create their own music.</p>	
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	Computing (SPECIFIC AREA)	Assessment
Autumn 1 Super Me	Start to become familiar with technology within the classroom e.g. iPads, laptops, sound buttons. E-safety	Must: Should: Could:
Autumn 2 Into Space/Celebrations		
Spring 1 999 What's Your Emergency	Learn how to take photos on an ipad. Uses ICT hardware to interact with age-appropriate computer software. E-safety	Must: Should: Could:
Spring 2 Once Upon A Time		
Summer 1 All Creatures Great and Small	Becoming familiar with programmable toys through BeeBots. Uses ICT hardware to interact with age-appropriate computer software. E-safety	Must: Should: Could:
Summer 2 Under The Sea		