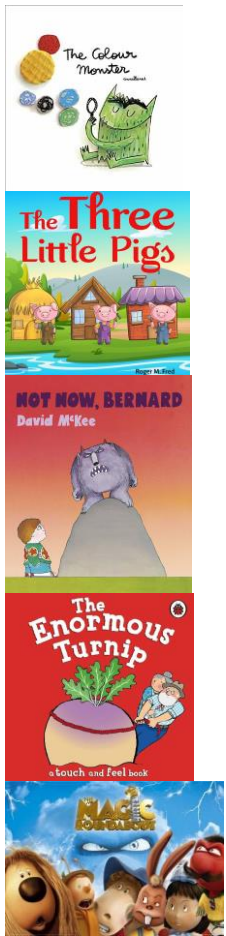


Key Texts

Autumn 1



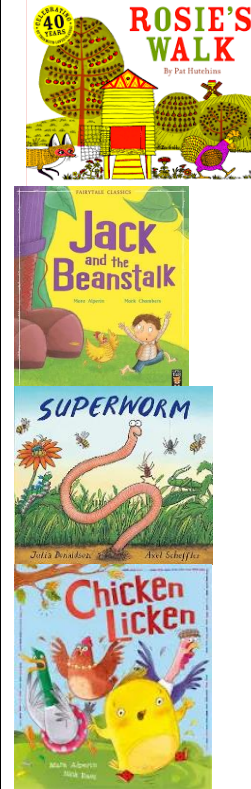
Autumn 2



Spring 1



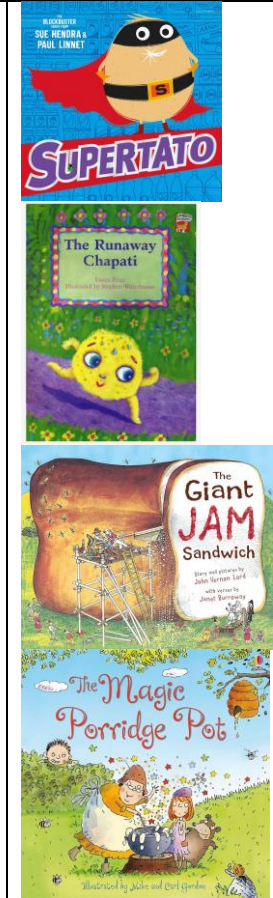
Spring 2



Summer 1



Summer 2



Early Learning Goal

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour 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, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others and form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Personal, social and emotional development	Forms trusting relationships with familiar adults	Demonstrates growing independence in managing simple self-care tasks	Begins to manage strong feelings with adult guidance; starts to use simple self-regulation strategies	Shows empathy towards others by recognising when a peer is upset and offering comfort or support.	Shows confidence when approaching new experiences and shows a willingness to try unfamiliar activities.	Regulates emotions independently and uses a range of strategies to remain calm, focused and ready to learn.
	Shows increasing confidence when separating from parents	Begins to understand and follow simple behavioural expectations and shows an emerging awareness of how actions affect others	Sustains attention for longer periods during adult-led activities and shows increasing ability to remain focused.	Takes responsibility for personal actions and begins to reflect on how behaviour affects the classroom community.	Understands the purpose of classroom rules and routines and follows them even without adult reminders.	Follows multi-step instructions and maintains attention during extended activities.
	Begins to express basic needs and feelings using simple language and gestures	Takes part in turn-taking activities and begins to negotiate with peers during play	Shows resilience by continuing with challenging activities.	Works cooperatively with others during group tasks and contributes ideas	Demonstrates resilience by persisting with tasks that require sustained effort and by managing setbacks calmly.	Manages personal needs confidently
	Starts to play alongside other children and shows awareness of their presence, even if not yet fully engaging in shared play	Uses a wider range of emotional vocab to describe feelings when prompted by adults	Begins to resolve minor disagreements with peers by using language modelled.	Demonstrates increasing independence in daily routines and requires fewer reminders from adults.	Assesses simple risks during play and makes sensible decisions to keep themselves and others safe.	Forms positive and respectful relationships with peers and adults and works collaboratively during group projects.
	Responds positively to predictable routines and begins to understand the structure of the school day.	Shows pride in personal achievements and begins to share these confidently with others.	Shows an increasing understanding of the consequences of actions and begins to make thoughtful choices.	Forms deeper friendships and begins to understand the importance of kindness, fairness and sharing.	Shows increasing confidence when interacting with unfamiliar adults.	Demonstrates sensitivity to the feelings and needs of others and adapts behaviour to support positive interactions.

Early Learning Goal

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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. what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small

Communication and Language	Develop more abstract language e.g. first, next, later	Listens to longer stories and recalls key events	Uses a wider range of vocabulary in meaningful contexts	Retells stories with increasing detail and expression	Participates in sustained conversations with adults and peers	Speaks clearly, confidently and in full sentences in a range of situations
	Begins to understand sequencing words in context	Follows two-step instructions with increasing independence	Speaks in well-formed sentences using connectives (and, because, then)	Uses talk to explain thinking, ideas and problem-solving	Uses language to plan, predict and reflect (“First we... then we...”)	Listens with sustained attention and responds with relevant comments
	Can retell events with prompts and visuals	Begins to ask questions to find out more (“Why?”, “How?”, “What if...”)	Listens and responds to peers during group discussions	Begins to stay on topic during conversations	Asks thoughtful questions to deepen understanding	Uses language to connect ideas, explain processes and express opinions
	Can orally blend	Uses talk to describe events, objects and actions	Begins to retell familiar stories in sequence	Understands more complex instructions involving several steps	Uses a rich range of vocabulary across all areas of learning	Retells stories with structure, detail and expressive language
	Retells stories with beginning, middle and end	Starts to use new vocabulary introduced through stories and play	Understands and responds to “how” and “why” questions	Uses new vocabulary from learning themes and books confidently	Listens attentively during whole-class teaching and responds appropriately	Understands and uses increasingly complex vocabulary, including topic-specific words
	Listens to others in small groups with growing attention					

Early Learning Goal

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Physical Development	<p>Runs, jumps and climbs with growing confidence.</p> <p>Begins to balance on low equipment with adult support.</p> <p>Moves safely around others and starts to judge personal space.</p> <p>Begins to throw and kick large balls with control.</p>	<p>Climbs and balances with increasing control.</p> <p>Jumps off low equipment and lands with two feet. Begins to catch a large ball with two hands.</p> <p>Moves in different ways such as hopping, sliding and skipping attempts.</p>	<p>Shows better balance when travelling along beams</p> <p>Throws balls with more aim and begins to catch medium-sized balls.</p> <p>Joins simple movement games and follows stop/start instructions.</p> <p>Shows increasing stamina</p>	<p>Combines movements smoothly, such as running then jumping or climbing then balancing.</p> <p>Moves confidently around obstacles and adjusts speed and direction.</p> <p>Catches a medium ball with two hands more consistently.</p> <p>Shows control when using wheeled toys or scooters.</p>	<p>Shows confidence when tackling new physical challenges.</p> <p>Throws, kicks and catches balls with increasing accuracy.</p> <p>Balances for longer periods on different equipment.</p> <p>Participates in simple team games with control and awareness.</p>	<p>Shows strength, balance and coordination across a wide range of movements.</p> <p>Catches smaller balls and throws with aim and control.</p> <p>Follows multi-step movement instructions independently.</p> <p>Moves confidently and safely in all areas.</p>
	<p>Uses hands to squeeze, pinch and roll materials like dough.</p> <p>Makes marks using a variety of tools with an emerging grip.</p> <p>Begins to thread large beads and manipulate simple objects.</p> <p>Starts to use both hands together.</p>	<p>Holds tools with more control and begins to use a thumb-and-finger grip.</p> <p>Uses scissors to make simple snips in paper.</p> <p>Builds with small blocks using increasing precision.</p> <p>Begins to fasten zips or poppers with support.</p>	<p>Uses a developing tripod grip during mark-making.</p> <p>Cuts along short straight lines with scissors.</p> <p>Manipulates small objects like tweezers, pegs or small construction pieces.</p> <p>Begins to form recognisable shapes and letters.</p>	<p>Uses a tripod grip with increasing consistency.</p> <p>Cuts around simple shapes with improving accuracy.</p> <p>Uses tools like hole punches, staplers or clay tools with control.</p> <p>Builds detailed models using small construction materials.</p>	<p>Forms letters with more consistent size and shape.</p> <p>Uses scissors to cut along curved or zig-zag lines.</p> <p>Uses small tools with precision, such as threading needles or fine tweezers.</p> <p>Fastens buttons, zips and buckles independently.</p>	<p>Writes and draws with control using a secure tripod grip.</p> <p>Uses scissors, tools and small objects with accuracy</p> <p>Completes fine-motor tasks independently, including fastening clothing.</p> <p>Shows stamina for writing and fine-motor activities.</p>

Early Learning Goal

- Talk about the lives of people around them and their roles in society.
- Identify **similarities and differences** between things in the past and now, using their own experiences and what has been read in class.
- Understand the past through stories, settings, characters, and events.
- Describe their immediate environment using observations, stories, non-fiction texts, and maps.
- Know some similarities and differences between **religious and cultural communities** in the UK.
- Explain similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understand of the World	Talks confidently about changes over time (growth, weather, seasons, routines)	Describes what can be seen on their journey to school – beginning to identify geographical features (houses, fields, shops, bridges.)	Learns about important people in the community and their roles.	Explores the natural world and identifies seasonal changes.	Discuss things that have happened in the past and now.	Can talk about the people in their local area and their roles
	Understands that people have different homes, families, cultures and beliefs	Talks about special times and celebrations in their own lives.	Learns about different places in the local community.	Makes observational drawings of their surroundings – animals and plants.	Identifies some similarities and differences about the past and now.	Can use images and stories to identify the similarities and differences between places.
	Uses simple vocabulary to describe what they see (e.g., leaves, rain, wind, grow, melt, float, heavy, light)		Uses simple vocabulary to describe what they see (e.g., leaves, rain, wind, grow, melt, float, heavy, light)	Observes weather changes and talks about what they notice.	Begins to sequence simple events in order.	Notices that people have different beliefs, traditions and ways of life.
	Shows curiosity about animals and plants in the school grounds.		Identify things that are different now and in the past e.g. everyday objects	Observes animals and plants closely and describes what they see.	Recalls simple stories and events from the past that have been told	Uses simple maps, photos or globes to talk about places.
				Talks about what living things need to survive. Use some scientific language.		

Early Learning Goal

- 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.

Expressive arts and design	Creates artwork with increasing detail and explains their process	Gives commentary when playing imaginative games. Explaining what they are doing.	Knows and sings a variety of nursery rhymes and songs.	Describes what music sound like.	Describe what they have made and how they have made it.	Moves along to the beat of a song.
	Uses simple tools like glue sticks, brushes and rollers with support.	Uses tools and resources to hand to extend imaginary play.	Can name a favourite song.	Identify songs that make them happy.	Discuss their creation and why they have used a certain material.	Mixes colours to create new shades and tones.
	Invents, adapts and retells stories through role-play and small world	Uses their imagination to pretend one thing represents another when playing.	Uses known nursery rhymes and songs to make up their own songs.	Identify any songs that make them sad.	Name the tools used to create their model.	Creates detailed artwork or models using a range of techniques.
	Joins materials in simple ways such as sticking or taping.	Builds simple models using blocks or recycled materials	Talks about different songs and types of music.	Uses a range of joining techniques such as tape, glue, split pins or string.	Identify what they could do to improve their model.	Creates imaginative stories, dances or music with clear structure.
	Sings, performs and moves expressively with growing confidence	Sings a wider range of songs and joins in with repeated phrases.	Combines materials to create simple representations (e.g., houses, animals)	Creates artwork with increasing detail and intention.	Performs songs or dances with growing confidence.	Evaluates their work and talks about improvements.
			Experiments with texture using materials like sand, fabric or clay.	Selects tools and materials independently to achieve a chosen effect.	Acts out stories with a clear beginning, middle and end	

Early Learning Goal

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Mathematics

Mathematics					
Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<p>Cardinality & Counting</p> <p>1.1 Accurate counting of sets of objects 1-5 NB S1 episodes 9 & 10 (1:1 correspondence, cardinality)</p> <p>1.2 Subitising 1-3 NB S1 episodes 1-4 (Introducing 1, 2 and 3)</p> <p>1.3 Numeral Recognition to 5</p> <p>Composition</p> <p>1.1 Conceptual subitising – noticing numbers within numbers</p> <p>Comparison</p> <p>1.1 Compare sets 1-5 using vocab of more / fewer / most / fewest</p> <p>Measures</p> <p>1.1 Height & 1.2 Length (teach in same week)</p> <p>Shape/Space</p> <p>1.1 2D shapes and their properties</p> <p>Pattern</p> <p>1.1 Simple AB patterns 1.2 Identifying unit of repeat (teach in same week)</p>	<p>Cardinality & Counting</p> <p>2.1 Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10 (teach over 2 weeks)</p> <p>2.2 Subitising 1-5 NB S1 episodes 6 & 7 (Introducing 4 and 5)</p> <p>Composition</p> <p>2.1 Applied conceptual subitising NB S1 episode 11 (Stampelines)</p> <p>2.2 Inverse operations – splitting and recombining sets of objects 1-5 including on part whole model NB S1 episode 12 (Whole of me)</p> <p>Comparison</p> <p>2.1 Compare numbers using vocab of more/less 2.2 Find 1 more using sets of objects on tens frames and on a number track</p>	<p>Cardinality & Counting</p> <p>3.1 Counting backwards 10-1 & ordering numbers 10-1</p> <p>Composition</p> <p>3.1 Systematic approach to partitioning sets of objects 1-5 including on part whole model NB S1 episode 14 (Holes)</p> <p>Comparison</p> <p>3.1 Find 1 less using sets of objects on tens frame and on a number track</p> <p>Shape/Space</p> <p>3.1 Spatial vocabulary (in front, behind, in between, on, in, under, first second, third) 3.2 3D shapes and their properties</p> <p>Pattern</p> <p>3.1 More complex patterns – ABB, ABBC</p>	<p>Composition</p> <p>4.1 Recall number bonds for numbers 1-5 4.2 Partition and recombine sets of objects 6-9 Including on part whole model and tens frame NB S2 episodes 1-5 (Introducing 6-10)</p> <p>4.3 Partition and recombine sets of 10 objects – recognise these as number bonds to 10</p> <p>Measures</p> <p>4.1 Mass</p> <p>Shape/Space</p> <p>4.1 Representing spatial relationships as maps Spatial vocabulary (forwards, backwards, up, down, across)</p> <p>Numerical Patterns</p> <p>4.1 Staircase patterns linked to finding 1 more/1 less using a mental numberline (link to Comparison) NB S2 episodes 6 & 7 (Just add one & 10 green bottles)</p>	<p>Cardinality & Counting</p> <p>5.1 Counting beyond 10 noticing patterns in ones</p> <p>Composition</p> <p>5.1 Systematic number bonds to 10 NB S2 Episode 13 (Blast Off!)</p> <p>Numerical Patterns</p> <p>5.1 Odds & Evens NB S2 episode 11 (Odds & Evens)</p> <p>5.2 Symmetry/reflections – link to doubles 5.3 Share fairly (link to comparison), Use part whole model to partition numbers where both parts are the same (link to Composition) and Look at halving as inverse of doubles NB S2 episode 9 (Double Trouble)</p>	<p>Cardinality & Counting</p> <p>6.1 Counting beyond 20 noticing patterns in tens</p> <p>Composition</p> <p>6.1 Recall and apply number bonds for 4, 5 and 10 including doubles</p> <p>Measures</p> <p>6.1 Capacity 6.2 Time – sequence of events</p> <p>Shape/Space</p> <p>6.1 Relationships between shapes</p> <p>Pattern</p> <p>6.1 Generalising pattern and transferring to another format e.g. link pattern of shapes to movements</p> <p>Possible Extension</p> <p>Sharing between more than two including on a part whole model NB S2 episode 8 (Counting Sheep) NB S2 episode 10 (The three threes)</p>

Early Learning Goal

- 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.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- 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.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Word Reading

- Recognises taught Phase 2 graphemes and begins to recall them quickly.
- Blends VC and CVC words using taught sounds (e.g., *sat, pin, tap*).
- Begins to segment CVC words orally for spelling.
- Starts to read simple captions using Phase 2 words.
- Reads Phase 2 tricky words such as *is, I, the* with growing confidence.
- Spots tricky words in simple sentences and captions.
- Reads fully decodable Little Wandle books matched to taught GPCs.
- Uses blending independently in reading sessions.
- Begins to re-read familiar books to build confidence and accuracy.

- Recognises Phase 3 graphemes including digraphs and trigraphs (e.g., *sh, ai, igh*).
- Blends CVCC, CCVC and longer words using taught GPCs.
- Reads simple sentences containing Phase 3 sounds with increasing accuracy.
- Begins to notice when a word doesn't "sound right" and self-corrects.
- Reads Phase 3 tricky words such as *he, she, we, me, be, you, they*.
- Spots tricky parts within words and explains what makes them tricky.
- Reads Little Wandle books with Phase 3 GPCs and longer words.
- Re-reads books to improve pace and expression.
- Begins to read with phrasing rather than sounding out every word.

- Reads longer words with adjacent consonants (e.g., *stamp, twist, frog*).
- Reads polysyllabic words by chunking (e.g., *lunchbox, desktop, sunset*).
- Applies phonics confidently when reading unfamiliar words.
- Begins to recognise some common suffixes (e.g., *-s, -es, -ing, -ed*) in preparation for Year 1.
- Reads Phase 4 tricky words such as *said, have, like, so, do, some, come*.
- Reads tricky words within sentences and short texts with increasing automaticity.
- Reads Little Wandle books with fluency, accuracy and growing expression.
- Re-reads books to build speed and confidence.
- Reads simple sentences and short texts with understanding and independence.

Writing

- | | | |
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| <ul style="list-style-type: none">• Makes marks with increasing control using a range of tools.• Begins to form Phase 2 letters using Little Wandle letter formation phrases.• Holds a pencil using a developing tripod grip.• Writes some recognisable letters from their name.• Begins to hear initial sounds in words.• Segments VC and CVC words orally (e.g., <i>it, sat, pin</i>).• Writes simple CVC words using taught Phase 2 GPCs.• Attempts to write simple captions with adult support.• Tells an adult what they want to write.• Draws pictures to represent ideas and adds marks or letters.• Begins to write labels or simple words to match drawings.• Shows awareness that writing carries meaning. | <ul style="list-style-type: none">• Forms most Phase 2 and Phase 3 letters correctly.• Writes letters with more consistent size and orientation.• Begins to leave spaces between words with support.• Writes short words and phrases with increasing control.• Segments and spells CVC, CVCC and CCVC words using taught GPCs.• Uses Phase 3 digraphs and trigraphs in writing (e.g., <i>sh, ch, ai, igh</i>).• Writes simple sentences using known tricky words (e.g., <i>the, to, no, go</i>).• Begins to check writing to see if it “sounds right”.• Writes simple sentences that can be read by themselves and others.• Uses vocabulary from stories, role play and experiences.• Begins to sequence ideas across two linked sentences.• Writes for different purposes (e.g., lists, labels, cards). | <ul style="list-style-type: none">• Forms all taught letters correctly and begins to control size and spacing.• Writes longer words with increasing fluency.• Uses spaces between words independently.• Shows stamina for writing longer pieces.• Segments and spells longer words with adjacent consonants (e.g., <i>frog, stamp, twist</i>).• Spells polysyllabic words by chunking (e.g., <i>lunchbox, sunset</i>).• Uses Phase 4 tricky words accurately in sentences.• Begins to use simple suffixes (<i>-s, -es, -ing, -ed</i>) in preparation for Year 1.• Writes several linked sentences to form a short narrative or explanation.• Uses story language and vocabulary from books.• Re-reads writing to check it makes sense.• Writes independently for a range of purposes (stories, instructions, recounts). |
|---|---|--|

Comprehension

- Listens to stories and recalls key events with adult support.
- Talks about favourite parts of a story.
- Begins to answer simple “who” and “what” questions.
- Joins in with repeated phrases and predictable patterns.
- Learns new words from stories and uses them in play.
- Talks about pictures to support understanding.
- Begins to explain the meaning of simple words when asked.
- Retells familiar stories using pictures or props.
- Begins to sequence simple events (e.g., first/next).
- Uses story language such as “once upon a time”.
- Chooses favourite books and talks about them.
- Handles books correctly and turns pages in order.
- Begins to understand that print carries meaning

- Answers “who”, “what”, “where” and simple “why” questions.
- Talks about characters’ feelings and actions.
- Makes simple predictions based on pictures or events.
- Begins to discuss why things happen in a story.
- Uses new vocabulary from stories in everyday talk.
- Explains the meaning of new words using their own ideas.
- Notices interesting words and phrases in stories.
- Retells stories in the correct order with more detail.
- Uses story language such as “suddenly”, “then”, “finally”.
- Begins to create simple oral stories of their own.
- Talks about the setting, characters and events.
- Chooses a wider range of books and explains preferences.
- Begins to compare stories or characters.

- Answers a wider range of questions with detail.
- Explains characters’ actions and feelings using evidence from the story.
- Predicts what might happen next using story clues.
- Talks about the message or theme of a story.
- Uses rich vocabulary from stories in play and writing.
- Explains new words and uses them in different contexts.
- Notices and talks about interesting language choices.
- Retells stories with a clear beginning, middle and end.
- Includes key events, characters and story language.
- Creates imaginative oral stories with structure and detail.
- Talks confidently about favourite authors, characters or story types.
- Makes simple comparisons between books (e.g., settings, characters).
- Shows understanding of non-fiction by recalling facts and information.