Class 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2026-27	All About Me and My World	Magical Stories and Fairy Tales	Dinosaurs – Roar and Explore	Let's Plant and Grow	Amazing Animal Adventures	Fun At The Seaside
Communication and Language Substantive Knowledge	**Comprehension – Sequencing and Summarising** Some stories include events and settings that people experience in real life or recognise from other stories. **Comprehension – Questioning and Explaining** An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings. **Listening and Responding** Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation. It is important to listen to instructions in order to understand what to do. **Questioning** Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something. **Vocabulary** Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.	**Comprehension – Questioning and Explaining** An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events, and settings. There are lots of new stories that tell fairy tales in a different way. **Comprehension – Understanding** You can use the words you learn in books to help you explain why things happen. Non-fiction is a text or book about real facts, people, and events. New words can be understood by using them in new situations. A rhyme is a word that has the same last sound as another word. A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader. **Listening and Responding** Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation. **Questioning** Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something.	**Comprehension – Questioning and Explaining** An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events, and settings. **Comprehension – Sequencing and Summarising** Some stories include events and settings that people experience in real life or recognise from other stories. **Listening and Responding** Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.. **Questioning** Living things, including dinosaurs, lived millions of years ago. Dinosaur remains are called fossils. Dinosaurs were living things that lived on Earth millions of years ago. They are now extinct. Dinosaur means "terrible lizard". A volcano is a mountain with a large hole at the top. Lava comes out of the top of the volcano. Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something. . .	**Comprehension** **Events & Settings:** An event is something that happens in a story. A setting is a place where things happen in a story. **Descriptive Vocabulary:** Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings. **Real-Life Connections:** Some stories include events and settings that people experience in real life or recognise from other stories. **Contextual Vocabulary:** You can use the words you learn in books to help you explain why things happen. New words can be understood by using them in new situations. **Non-Fiction:** Non-fiction is a text or book about real facts, people and events. **Rhymes & Poems:** A rhyme is a word that has the same last sound as another word. A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader. **Listening and Responding** **Purpose of Listening:** Listening is important because it helps you to learn and know what to do. **Social Value:** Listening is important because it helps you work or play in a group or class situation. **Questioning** **Contexts for Questions:** Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group.	**Comprehension** **Events & Settings:** An event is something that happens in a story. A setting is a place where things happen in a story. **Descriptive Vocabulary:** Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings. **Real-Life Connections:** Some stories include events and settings that people experience in real life or recognise from other stories. **Listening and Responding** **Purpose of Listening:** Listening is important because it helps you to learn and know what to do. **Social Value:** Listening is important because it helps you work or play in a group or class situation. **Questioning** **Scientific Facts:** Animals including birds, fish, frogs and some reptiles lay eggs. **Contexts for Questions:** Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. **Purpose of Questions:** Questions can be used to check that you understand something. **Discussion** **Conversations:** A conversation is a back-and-forth exchange with someone, such as an adult or friend. **Purpose of Discussion:** Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans.	**Comprehension** **Real-Life Connections:** Some stories include events and settings that people experience in real life or recognise from other stories. **Events & Settings:** An event is something that happens in a story. A setting is a place where things happen in a story. **Descriptive Vocabulary:** Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings. **Listening and Responding** **Purpose of Listening:** Listening is important because it helps you to learn and know what to do. **Social Value:** Listening is important because it helps you work or play in a group or class situation. **Following Directions:** It is important to listen to instructions in order to understand what to do. **Questioning** **Contexts for Questions:** Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. **Purpose of Questions:** Questions can be used to check that you understand something. **Discussion** *(No unique Reception substantive core knowledge was provided for this section in the text).* **Articulation** *(No unique Reception substantive core knowledge was provided for this section in the text).*

		Fairy tales have animals, people, and made-up characters including bears, witches, trolls, and princesses. **Articulation and Clarity** Talking in full sentences helps other people to understand what you are saying. When you are explaining ideas, thoughts, and events, it is helpful to the listener if you maintain the appropriate verb tense (past, present, or future tense). The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. Sequencing words can help to describe events in order, such as 'before', 'then', and 'after'. **Discussion** A conversation is a back-and-forth exchange with someone, such as an adult or friend. Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings, and make plans. Problem-solving words and phrases include 'so that', 'it might be', and 'because'. **Vocabulary** Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.	**Articulation and Clarity** Talking in full sentences helps other people to understand what you are saying. When you are explaining ideas, thoughts, and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present, or future tense. The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. Sequencing words can help to describe events in order, such as 'before', 'then', and 'after'. **Discussion** A conversation is a back-and-forth exchange with someone, such as an adult or friend. Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings, and make plans. Problem-solving words and phrases include 'so that', 'it might be', and 'because' **Vocabulary** Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.	**Purpose of Questions:** Questions can be used to check that you understand something. **Discussion** **Conversations:** A conversation is a back-and-forth exchange with someone, such as an adult or friend. **Purpose of Discussion:** Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans. **Problem-Solving Frameworks:** Problem-solving words and phrases include 'so that', 'it might be' and 'because'. **Articulation** **Sentence Structure:** Talking in full sentences helps other people to understand what you are saying. **Verb Tenses:** When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. **Tense Definitions:** The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. **Conjunctions:** Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. **Sequencing:** Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'. **Vocabulary** **Social Phrases:** Social phrases are phrases that are used in everyday life, such as greetings.	**Problem-Solving Frameworks:** Problem-solving words and phrases include 'so that', 'it might be' and 'because'. **Articulation** **Sentence Structure:** Talking in full sentences helps other people to understand what you are saying. **Verb Tenses:** When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. **Tense Definitions:** The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. **Conjunctions:** Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. **Sequencing:** Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'. **Vocabulary** **Social Phrases:** Social phrases are phrases that are used in everyday life, such as greetings. **Text Application:** Phrases and refrains from texts can be used in classroom conversations or play activities.	**Vocabulary** **Social Phrases:** Social phrases are phrases that are used in everyday life, such as greetings. **Text Application:** Phrases and refrains from texts can be used in classroom conversations or play activities.

				Text Application: Phrases and refrains from texts can be used in classroom conversations or play activities.		
Communication and Language Disciplinary Knowledge	**Comprehension – Sequencing and Summarising** Talk about stories and make connections with events in their own lives or other familiar stories. **Comprehension – Questioning and Explaining** Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. **Listening and Responding** 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. **Questioning** Ask a relevant scientific question to find out more, explain how things work and why they might happen. During small group, class and 1:1 discussions, ask questions to understand what has been said. **Vocabulary** Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities	**Comprehension – Questioning and Explaining** Describe the characters, events, and settings in stories that have been read to them using recently introduced vocabulary **Comprehension – Understanding** Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems where appropriate. **Listening and Responding** 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 **Questioning** Ask questions to understand what has been said during small group, class, and 1:1 discussions. **Articulation and Clarity**. Explain ideas and thoughts in full sentences, including using past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher. .**Discussion** Develop storylines in pretend play and use conversations and discussion to help solve problems, organise thinking and activities, and explain how things work and why they might happen. .**Vocabulary**	**Comprehension – Sequencing and Summarising** Talk about stories and make connections with events in their own lives or other familiar stories. **Comprehension – Questioning and Explaining** Describe the characters, events, and settings in stories that have been read to them using recently introduced vocabulary. **Listening and Responding** 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. **Questioning** Ask a relevant scientific question to find out more, explain how things work, and why they might happen. Ask questions to understand what has been said during small group, class, and 1:1 discussions. **Discussion** Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities, and explain how things work and why they might happen. **Vocabulary** .Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes, and poems in small group, class, and 1:1 discussions and during play activities.	**Comprehension** **Character & Setting** **Descriptions:** Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. **Personal Connections:** Talk about stories and make connections with events in their own lives or other familiar stories. **Formulating Explanations:** Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. **Listening and Responding** **Active Engagement:** 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. **Questioning** **Seeking Clarity:** During small group, class and 1:1 discussions, ask questions to understand what has been said. **Discussion** **Collaborative Play & Logic:** Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen. **Articulation** **Structured Expression:** Explain their ideas and thoughts in full sentences, including using past,	**Comprehension** **Character & Setting** **Descriptions:** Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. **Personal Connections:** Talk about stories and make connections with events in their own lives or other familiar stories. **Listening and Responding** **Active Engagement:** 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. **Questioning** **Scientific Inquiry:** Ask a relevant scientific question to find out more, explain how things work and why they might happen. **Seeking Clarity:** During small group, class and 1:1 discussions, ask questions to understand what has been said. **Discussion** **Collaborative Play & Logic:** Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen. **Articulation** **Structured Expression:** Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions,	**Comprehension** **Personal Connections:** Talk about stories and make connections with events in their own lives or other familiar stories. **Character & Setting** **Descriptions:** Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. **Listening and Responding** **Active Engagement:** 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. **Questioning** **Scientific Inquiry:** Ask a relevant scientific question to find out more, explain how things work and why they might happen. **Seeking Clarity:** During small group, class and 1:1 discussions, ask questions to understand what has been said. **Discussion** *(No unique Reception skills were provided for this section in the text).* **Articulation** *(No unique Reception skills were provided for this section in the text).* **Vocabulary** **Contextual Application:** Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small

		Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes, and poems in small group, class, and 1:1 discussions and during play activities.		present and future tenses and making use of conjunctions, with modelling and support from their teacher. **Vocabulary** **Contextual Application:** Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities	with modelling and support from their teacher. **Speech Segmentation:** Break the flow of speech into words *(mapped from the sentences aspect)*. **Vocabulary** **Contextual Application:** Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	group, class and 1:1 discussions and during play activities

Class 1	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
2026-27	**All About Me and My World**	**Magical Stories and Fairy Tales**	**Dinosaurs – Roar and Explore**	**Let's Plant and Grow**	**Amazing Animal Adventures**	**Fun At The Seaside**
PSED Substantive Knowledge	**Self-Regulation** **Purpose of Listening:** Listening is important because it helps you to learn, know what to do, and work or play in a group or class situation. **Following Directions:** It is important to listen to instructions in order to understand what to do. **Emotional Literacy:** Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. **Patience & Rules:** It is important to listen to instructions and take turns in order to get on with others. **Managing Self** **Individual Identity:** Everyone is different and special. There might be things that make them similar or different from others, including their appearance or things they like to do. **Dietary Health:** Eating fruit and vegetables helps keep us healthy. **Wellness Choices:** Healthy lifestyle choices include eating	**Self-Regulation** **Purpose of Listening:** Listening is important because it helps you to learn, know what to do, and work or play in a group or class situation. **Emotional Literacy:** Emotions including sadness, happiness and anger are feelings. Some feelings feel good and some not so good. It is important to be able to indicate feelings. **Managing Self** **Safety Awareness:** Rules keep us safe when using equipment. **Building Relationships** **Social Harmony:** It is important to share resources and take turns in order to get on with others.	**Self-Regulation** **Purpose of Listening:** Listening is important because it helps you to learn, know what to do, and work or play in a group or class situation. **Support Networks:** Know who to ask for help when they need it. **Managing Self** *(No unique Reception substantive core knowledge was provided for this section in the text).* **Building Relationships** **Social Harmony:** It is important to share resources and take turns in order to get on with others.	**Self-Regulation** **Purpose of Listening:** Listening is important because it helps you to learn, know what to do, and work or play in a group or class situation. **Managing Self** **Dietary Health:** Fruit and vegetables are healthy foods. We need to eat at least five portions of fruit and vegetables a day. **Food Science:** Heating food can change its appearance, taste, texture and colour. **Oral Health:** Brushing teeth twice daily and avoiding sugary drinks and snacks help keep teeth healthy. Sugar can cause tooth decay. It is important to brush your teeth twice a day. **Wellness Choices:** Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene. **Hygiene & Germs:** It is important to wash our hands to stop the spread of germs.	**Self-Regulation** **Purpose of Listening:** Listening is important because it helps you to learn, know what to do, and work or play in a group or class situation. **Managing Self** *(No unique Reception substantive core knowledge was provided for this section in the text).* **Building Relationships** *(No unique Reception substantive core knowledge was provided for this section in the text).*	**Self-Regulation** **Purpose of Listening:** Listening is important because it helps you to learn, know what to do, and work or play in a group or class situation. **Impact of Actions:** Our words and actions can affect others. Things that they do or say can upset and hurt others. **Behaviour Expectations:** It is unacceptable to hurt someone and, if they do, they need to find a way to make things better. **Managing Self** **Sun Safety:** To stay safe in the sun wear sun cream and a sun hat, find shady places to play and keep hydrated. **Sun Protection:** Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage. **Building Relationships** **Social Harmony:** It is important to share resources and take turns in order to get on with others.

	fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene. **Safety Awareness:** Some household products need to be kept out of reach or only used by adults, as they can be harmful if not used properly. **Building Relationships** **Defining Special People:** Special people include anyone important in a person's life, such as parents, grandparents, brothers, sisters, friends or teachers. **Community Helpers:** There are people in our community who help us, including doctors, nurses, the police and the fire service. **Family Dynamics:** All families are different and special. Some things we do are similar and some are different. **Social Harmony:** It is important to share resources and take turns in order to get on with others. **Friendship:** A friend is a person who you know, like and enjoy spending time with. Friends help us and make us feel happy.			**Building Relationships** *(No unique Reception substantive core knowledge was provided for this section in the text).*		
PSED Disciplinary Knowledge	**Self-Regulation** **Active Engagement:** 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. **Emotional Expression:** Select vocabulary and pictures to express their feelings and consider the feelings of others. **Self-Regulation:** Understand that they must wait for their turn to use equipment or take part in activities. **Managing Self**	**Self-Regulation** **Active Engagement:** 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. **Emotional Expression:** Select vocabulary and pictures to express their feelings and consider the feelings of others. **Managing Self** **Safety Rules:** Follow rules and instructions to keep safe. **Building Relationships**	**Self-Regulation** **Active Engagement:** 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. **Emotional Regulation:** Identify and moderate their feelings socially and emotionally and ask for help when they need it. **Managing Self** *(No unique Reception skills were provided for this section in the text).*	**Self-Regulation** **Active Engagement:** 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. **Managing Self** **Nutritional Planning:** Suggest healthy ingredients that can be used to make simple snacks. **Hygiene & Oral Care:** Look after basic hygiene and personal needs and talk about the importance of good oral health.	**Self-Regulation** **Active Engagement:** 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. **Managing Self** *(No unique Reception skills were provided for this section in the text).* **Building Relationships** *(No unique Reception skills were provided for this section in the text).*	**Self-Regulation** **Active Engagement:** 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. **Empathy & Conflict Resolution:** Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends. **Managing Self**

	Self-Perception: See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. **Lifestyle Articulation:** Talk about what constitutes a healthy lifestyle. **Hazard Recognition:** Understand that some household products, including medicines, are not to be played with, as they can be harmful when not used properly. **Building Relationships** **Relationship Building:** Build constructive and respectful relationships and talk about the special people in their lives and why they are important. **Cooperative Play:** Play cooperatively with others and take turns.	**Cooperative Play:** Play cooperatively with others and take turns.	**Building Relationships** **Cooperative Play:** Play cooperatively with others and take turns.	**Lifestyle Articulation:** Talk about what constitutes a healthy lifestyle. **Hand Washing Execution:** Wash and dry hands regularly and say why this is important. **Building Relationships** *(No unique Reception skills were provided for this section in the text).*		**Safety Articulation:** Talk about why it is important to stay safe in the sun. **Building Relationships** **Cooperative Play:** Play cooperatively with others and take turns.

Class 1	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
2026-27	**All About Me and My World**	**Magical Stories and Fairy Tales**	**Dinosaurs – Roar and Explore**	**Let's Plant and Grow**	**Amazing Animal Adventures**	**Fun At The Seaside**
Physical Substantive Knowledge	**Gross Motor Skills** *(No unique Reception substantive core knowledge was explicitly provided for Gross Motor elements in this specific text).* **Fine Motor Skills** **Pencil Grip Control:** A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. **Letter Variations:** A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different	**Gross Motor Skills** **Equipment Safety:** Rules keep us safe when using equipment. **Fine Motor Skills** *(No unique Reception substantive core knowledge was provided for this section in the text).*	**Gross Motor Skills** *(No unique Reception substantive core knowledge was provided for this section in the text).* **Fine Motor Skills** **Joining Materials:** There are different ways to join materials together. **Pencil Grip Control:** A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. **Letter Variations:** A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is	**Gross Motor Skills** **Exercise Benefits:** Regular exercise helps to keep us healthy. **Fine Motor Skills** **Pencil Grip Control:** A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. **Letter Variations:** A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent.	**Gross Motor Skills** *(No unique Reception substantive core knowledge was provided for this section in the text).* **Fine Motor Skills** **Pencil Grip Control:** A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. **Letter Variations:** A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent.	**Gross Motor Skills** **Dance Definition:** When people dance they move their body and feet to music. **Fine Motor Skills** **Art History:** Henri Matisse is a famous French artist. **Environmental/Habitats Fact:** Animals live in lots of different habitats *(mapped from the landscapes aspect)*. **Pencil Grip Control:** A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. **Letter Variations:** A lower-case letter is a letter that is usually smaller and a different shape

	shape from its lower-case equivalent. **Letter Formation:** Some rhymes can describe how to form letters.		usually larger and a different shape from its lower-case equivalent. **Letter Formation:** Some rhymes can describe how to form letters.	**Letter Formation:** Some rhymes can describe how to form letters.	**Letter Formation:** Some rhymes can describe how to form letters.	from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. **Letter Formation:** Some rhymes can describe how to form letters.
Physical Disciplinary Knowledge	**Gross Motor Skills** **Apparatus Control & Strength:** Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength. **Ball Skills & Coordination:** Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control. **Fine Motor Skills** **Handwriting Execution:** Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases. **Tool Exploration:** Choose and explore appropriate tools for simple practical tasks. **Expressive Art:** Create art in different ways on a theme, to express their ideas and feelings. **Material Manipulation:** Cut, tear, fold and stick a range of papers and fabrics. **Malleable Shaping:** Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. **Detailed Representation:** Represent different parts of the human body from observation, imagination or memory with attention to some detail. **Media Selection:** Select appropriate tools and media to draw with.	**Gross Motor Skills** **Spatial Navigation:** Move confidently in a range of ways and safely negotiate space, obstacles and terrains. **Expressive Movement:** Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. **Safety Adherence:** Follow rules and instructions to keep safe *(mapped from the staying safe aspect)*. **Fine Motor Skills** **Material Manipulation:** Cut, tear, fold and stick a range of papers and fabrics. **Malleable Shaping:** Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. **Media Selection:** Select appropriate tools and media to draw with.	**Gross Motor Skills** **Pacing & Jumping:** Adjust speed when running, and jump off objects and land successfully. **Apparatus Control & Strength:** Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength. **Spatial Navigation:** Move confidently in a range of ways and safely negotiate space, obstacles and terrains. **Fine Motor Skills** **Tool Exploration:** Choose and explore appropriate tools for simple practical tasks. **Observational Art:** Draw or paint a place from observation or imagination. **Printmaking:** Make simple prints using a variety of tools, including print blocks and rollers. **Malleable Shaping:** Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. **Media Selection:** Select appropriate tools and media to draw with. **Handwriting Execution:** Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	**Gross Motor Skills** **Athletic & Game Mastery:** Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing. **Fine Motor Skills** **Expressive Art:** Create art in different ways on a theme, to express their ideas and feelings. **Malleable Shaping:** Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. **Handwriting Execution:** Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	**Gross Motor Skills** **Apparatus Control & Strength:** Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength. **Spatial Navigation:** Move confidently in a range of ways and safely negotiate space, obstacles and terrains. **Expressive Movement:** Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. **Fine Motor Skills** **Printmaking:** Make simple prints using a variety of tools, including print blocks and rollers. **Expressive Art:** Create art in different ways on a theme, to express their ideas and feelings. **Material Manipulation:** Cut, tear, fold and stick a range of papers and fabrics. **Observational Art:** Draw or paint a place from observation or imagination. **Malleable Shaping:** Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. **Media Selection:** Select appropriate tools and media to draw with. **Handwriting Execution:** Write recognisable letters, most of which are correctly formed, using a tripod grip to form	**Gross Motor Skills** **Spatial Navigation:** Move confidently in a range of ways and safely negotiate space, obstacles and terrains. **Expressive Movement:** Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. **Fine Motor Skills** **Malleable Shaping:** Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. **Expressive Art:** Create art in different ways on a theme, to express their ideas and feelings. **Material Manipulation:** Cut, tear, fold and stick a range of papers and fabrics. **Observational Art:** Draw or paint a place from observation or imagination. **Handwriting Execution:** Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.

					lower-case and capital letters in almost all cases.	
Class 1	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
2026-27	**All About Me and My World**	**Magical Stories and Fairy Tales**	**Dinosaurs – Roar and Explore**	**Let's Plant and Grow**	**Amazing Animal Adventures**	**Fun At The Seaside**
Literacy Substantive Knowledge	**Comprehension** **Real-Life Connections:** Some stories include events and settings that people experience in real life or recognise from other stories. **Narrative Structure:** A narrative is a sequenced account. Stories and narratives can be acted out using people or figures, or retold using different words. **Oracy Texts:** Rhymes, poems and songs can be remembered and performed aloud. **Text Types & Context:** Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations. **Word Reading** **The Alphabet:** The alphabet is a series of letters in a fixed order. Each letter of the alphabet has a name and sound. **Writing** **Pencil Grip Control:** A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. **Letter Variations & Rhymes:** A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters. **Linguistic Building Blocks:** Writing letters makes words. Words can tell other people what you are thinking or feeling or describe things that have	**Comprehension** **Text Structure & Clues:** There are clues at different points in a story that suggest what might happen next. **Narrative & Performance:** A narrative is a sequenced account. Stories and narratives can be acted out using people or figures, or retold using different words. Rhymes, poems and songs can be remembered and performed aloud. **Book Categories:** Fiction is a story or book about imaginary events and characters. Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them. **Word Reading** **Phonetic Blending Mechanics:** Blending sounds is pushing sounds together, repeating them faster and faster until the correct pronunciation of the word is voiced. **Writing** **Grammar & Sentence Syntax:** A phrase is a small group of words that go together to describe something, such as 'the red fox'. A sentence is a group of words that are connected to each other to make sense, such as 'the fox runs across the field'. Sentences do not make sense if the words are in the wrong order. **Sentence Frameworks:** The order of a simple descriptive sentence can be a person, animal or object doing something to another person, animal or object. A common	**Comprehension** **Text Types & Context:** Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them. Non-fiction books tell us about facts and events. New words can be understood by using them in new situations. **Real-Life Connections:** Some stories include events and settings that people experience in real life or recognise from other stories. **Book Categories:** Fiction is a story or book about imaginary events and characters. **Narrative & Performance:** A narrative is a sequenced account. Stories and narratives can be acted out using people or figures, or retold using different words. Rhymes, poems and songs can be remembered and performed aloud. **Word Reading** **Phonetic Blending Mechanics:** Words can be read by saying each letter's sound aloud and blending them. **Reading Aloud Contexts:** Reading aloud as part of a group can improve your confidence and help you keep going when you encounter a difficult word. Reading aloud to an adult can help you because the adult can check your pronunciation and understanding. **Fluency:** Rereading a phrase or sentence can help you to become familiar with common words. **Writing**	**Comprehension** **Text Types & Context:** Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them. Non-fiction books tell us about facts and events. New words can be understood by using them in new situations. **Book Categories:** Fiction is a story or book about imaginary events and characters. **Real-Life Connections:** Some stories include events and settings that people experience in real life or recognise from other stories. **Word Reading** **Phonetic Blending Mechanics:** Words can be read by saying each letter's sound aloud and blending them. **Reading Aloud Contexts:** Reading aloud as part of a group can improve your confidence and help you keep going when you encounter a difficult word. Reading aloud to an adult can help you because the adult can check your pronunciation and understanding. **Fluency:** Rereading a phrase or sentence can help you to become familiar with common words. **Writing** **Linguistic Building Blocks:** Writing letters makes words. Words can tell other people what you are thinking or feeling or describe things that have happened. Forming letters correctly helps us and other	**Comprehension** **Narrative & Performance:** A narrative is a sequenced account. Stories and narratives can be acted out using people or figures, or retold using different words. Rhymes, poems and songs can be remembered and performed aloud. **Book Categories:** Fiction is a story or book about imaginary events and characters. Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them. **Real-Life Connections:** Some stories include events and settings that people experience in real life or recognise from other stories. **Story Components:** There can be several characters and settings within a story. A setting is a place where things happen in a story. There are many events in a story, but some are more important than others. **Word Reading** **Phonetic Blending Mechanics:** Words can be read by saying each letter's sound aloud and blending them. Words can be read by sounding out and blending the letters within them. **Reading Aloud Contexts:** Reading aloud as part of a group can improve your confidence and help you keep going when you encounter a difficult word. Reading aloud to an adult can help you because the adult can check your pronunciation and understanding.	**Comprehension** **Real-Life Connections:** Some stories include events and settings that people experience in real life or recognise from other stories. **Narrative & Performance:** A narrative is a sequenced account. Stories and narratives can be acted out using people or figures, or retold using different words. Rhymes, poems and songs can be remembered and performed aloud. **Book Categories:** Fiction is a story or book about imaginary events and characters. Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them. **Story Components:** There can be several characters and settings within a story. A setting is a place where things happen in a story. There are many events in a story, but some are more important than others. **Word Reading** **Phonetic Blending Mechanics:** Words can be read by saying each letter's sound aloud and blending them. **Reading Aloud Contexts:** Reading aloud as part of a group can improve your confidence and help you keep going when you encounter a difficult word. Reading aloud to an adult can help you because the adult can check your pronunciation and understanding. **Fluency:** Rereading a phrase or sentence can help you to become familiar with common words.

	happened. Forming letters correctly helps us and other people to read our words after we have written them. **Phrases vs. Sentences:** A phrase is a small group of words that go together to describe something, such as 'the red fox'. A sentence is a group of words that are connected to each other to make sense, such as 'the fox runs across the field'. **Phonics Rules:** Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. **Phonetic Elements:** A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word. **Social Vocabulary:** Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities. **Relational Concepts:** A friend is a person who you know, like and enjoy spending time with. Friends help us and make us feel happy *(mapped from drafting paragraphs)*.	sentence structure can be describing how a person or animal is feeling. **Drafting Strategies:** Saying a sentence aloud before writing it helps you to remember the order of the words. Reading the sentence back helps you to check the order of the words is correct. **Phonics Rules:** Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. **Phonetic Elements:** A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word. **Reviewing Written Work:** When you have finished your writing, you can talk about what you have written, what you enjoyed or found difficult and what you like about your writing. **Social Vocabulary:** Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities. **Pre-Writing Composition:** Telling an adult your ideas can help you to put your thoughts in order before you write. Classroom tools, such as talk tins, can help you to hear your sentence and correct or improve it before you write. **Captions:** A caption is a short piece of text that describes a picture. **Functional Play Texts:** Writing can take place during play activities, such as writing a postcard in a post office. **Punctuation Rules:** Capital letters and full stops help the	**Audience Value:** Your writing can be read aloud to others. Other people can be informed or entertained by your writing. Reading your writing aloud can lead you to develop a sense of pride in your work. **Phonics Rules:** Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. **Phonetic Elements:** A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word. **Social Vocabulary:** Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities. **Pre-Writing Composition:** Telling an adult your ideas can help you to put your thoughts in order before you write. Classroom tools, such as talk tins, can help you to hear your sentence and correct or improve it before you write. **Captions:** A caption is a short piece of text that describes a picture. **Linguistic Building Blocks:** A sentence is a group of words that are connected to each other to make sense. Saying a sentence aloud helps you to remember it before you write it. **Pencil Grip Control:** A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. **Letter Variations & Rhymes:** A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a	people to read our words after we have written them. **Phrases vs. Sentences:** A phrase is a small group of words that go together to describe something, such as 'the red fox'. A sentence is a group of words that are connected to each other to make sense, such as 'the fox runs across the field'. Saying a sentence aloud helps you to remember it before you write it. **Phonics Rules:** Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. **Phonetic Elements:** A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word. **Social Vocabulary:** Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities. **Pre-Writing Composition:** Telling an adult your ideas can help you to put your thoughts in order before you write. Classroom tools, such as talk tins, can help you to hear your sentence and correct or improve it before you write. **Captions:** A caption is a short piece of text that describes a picture. **Functional Play Texts:** Writing can take place during play activities, such as writing a postcard in a post office. **Pencil Grip Control:** A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. **Letter Variations & Rhymes:** A lower-case letter is a letter that	**Fluency:** Rereading a phrase or sentence can help you to become familiar with common words. **Pseudo-words:** Nonsense words have no meaning. **Writing** **Social Vocabulary:** Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities. **Functional Play Texts:** Writing can take place during play activities, such as writing a postcard in a post office. **Pencil Grip Control:** A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. **Letter Variations & Rhymes:** A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters. **Linguistic Building Blocks:** A sentence is a group of words that are connected to each other to make sense. Saying a sentence aloud helps you to remember it before you write it. **Punctuation Rules:** Capital letters and full stops help the reader know when a sentence starts and ends.	**Writing** **Phonics Rules:** Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. **Phonetic Elements:** A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word. **Social Vocabulary:** Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities. **Pencil Grip Control:** A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. **Letter Variations & Rhymes:** A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters. **Maps:** A map is a drawing of an area of land or sea. It shows features, including roads, rivers, woods, parks and buildings *(mapped from dictations)*. **Linguistic Building Blocks:** A sentence is a group of words that are connected to each other to make sense. Saying a sentence aloud helps you to remember it before you write it. **Punctuation Rules:** Capital letters and full stops help the reader know when a sentence starts and ends.

		reader know when a sentence starts and ends.	letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters. **Punctuation Rules:** Capital letters and full stops help the reader know when a sentence starts and ends.	is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters. **Punctuation Rules:** Capital letters and full stops help the reader know when a sentence starts and ends.		
Literacy Disciplinary Knowledge	**Comprehension** **Personal Connections:** Talk about stories and make connections with events in their own lives or other familiar stories. **Retelling & Performance:** Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. **Contextual Vocabulary Application:** Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Word Reading** **Grapheme-Phoneme Correspondence:** Say a sound for each letter in the alphabet. **Writing** **Handwriting Execution:** Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases. **Sentence Construction:** Break the flow of speech into words to write simple phrases and sentences that can be read by others.	**Comprehension** **Predictive Reading:** Anticipate key events that might happen in a story where appropriate. **Retelling & Performance:** Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. **Contextual Book Talk:** Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary. **Word Reading** **Phonetic Blending:** Use phonic knowledge to blend sounds into words. **Writing** **Sentence Ordering:** Put words in order to write simple phrases or sentences. **Phonetic Spelling Strategy:** Spell words by identifying the sounds and then writing the sounds with letters. Use phonic knowledge to spell words. **Evaluating Writing:** Talk about their writing with the teacher. **Vocabulary Application:** Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1	**Comprehension** **Contextual Vocabulary Application:** Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Personal Connections:** Talk about stories and make connections with events in their own lives or other familiar stories. **Contextual Book Talk:** Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary. **Retelling & Performance:** Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. **Word Reading** **Phonetic Decoding:** Blend sounds into words so that they can read short words made up of known letter-sound correspondences. **Fluency Practice:** Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge. **Writing**	**Comprehension** **Contextual Vocabulary Application:** Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Contextual Book Talk:** Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary. **Personal Connections:** Talk about stories and make connections with events in their own lives or other familiar stories. **Word Reading** **Phonetic Decoding:** Blend sounds into words so that they can read short words made up of known letter-sound correspondences. **Fluency Practice:** Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge. **Writing** **Sentence Construction:** Break the flow of speech into words to write simple phrases and sentences that can be read by others. **Phonetic Spelling Strategy:** Spell words by identifying the sounds and then writing the sounds with letters.	**Comprehension** **Retelling & Performance:** Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. **Contextual Book Talk:** Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary. **Personal Connections:** Talk about stories and make connections with events in their own lives or other familiar stories. **Story Element Recall:** Talk about the characters, events and settings in stories they have listened to, using props and materials for role play. **Word Reading** **Phonetic Decoding:** Blend sounds into words so that they can read short words made up of known letter-sound correspondences. **Fluency Practice:** Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge. **Decoding Monosyllables:** Use phonic knowledge to decode monosyllabic real and nonsense words.	**Comprehension** **Personal Connections:** Talk about stories and make connections with events in their own lives or other familiar stories. **Retelling & Performance:** Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. **Contextual Book Talk:** Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary. **Story Element Recall:** Talk about the characters, events and settings in stories they have listened to, using props and materials for role play. **Word Reading** **Phonetic Decoding:** Blend sounds into words so that they can read short words made up of known letter-sound correspondences. **Fluency Practice:** Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge. **Writing** **Phonetic Spelling Strategy:** Spell words by identifying the sounds

	Phonetic Spelling Strategy: Spell words by identifying the sounds and then writing the sounds with letters. **Vocabulary Application:** Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities. **Written Communication:** Use writing to communicate thoughts, ideas, experiences and events.	discussions and during play activities. **Oracy for Writing:** Use talking to support the writing process, saying words, captions and sentences aloud before writing. **Play Integration:** Use writing to support their play. **Punctuation Application:** Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.	**Oral Presentation:** Share their writing with others, reading it aloud where appropriate. **Phonetic Spelling Strategy:** Spell words by identifying the sounds and then writing the sounds with letters. **Vocabulary Application:** Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities. **Oracy for Writing:** Use talking to support the writing process, saying words, captions and sentences aloud before writing. **Written Communication:** Use writing to communicate thoughts, ideas, experiences and events. **Handwriting Execution:** Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases. **Punctuation Application:** Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.	**Vocabulary Application:** Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities. **Oracy for Writing:** Use talking to support the writing process, saying words, captions and sentences aloud before writing. **Written Communication:** Use writing to communicate thoughts, ideas, experiences and events. **Play Integration:** Use writing to support their play. **Handwriting Execution:** Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases. **Punctuation Application:** Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.	**Writing** **Vocabulary Application:** Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities. **Phonetic Spelling Strategy:** Use phonic knowledge to spell words. **Play Integration:** Use writing to support their play. **Handwriting Execution:** Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases. **Punctuation Application:** Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.	and then writing the sounds with letters. **Vocabulary Application:** Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities. **Handwriting Execution:** Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases. **Punctuation Application:** Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.

Class 1	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
2026-27	**All About Me and My World**	**Magical Stories and Fairy Tales**	**Dinosaurs – Roar and Explore**	**Let's Plant and Grow**	**Amazing Animal Adventures**	**Fun At The Seaside**
Understanding The World Substantive Knowledge	**Past and Present** **Human Growth & Development:** Change happens to everyone and we change as we grow. People change as they grow and have changed since they were babies, both in their appearance and what they are able to do.	**Past and Present** **Historical Lifestyle & Fiction:** Fairy tales show the clothes that people used to wear a long time ago. Fairy tales show the homes that people used to live in a long time ago. **Monarchy:** Kings and queens are rulers of a country.	**People, Culture and Communities** **Technology & Programming:** Technological toys need instructions to achieve an outcome. Software is the programs we use on computers and mobile devices.	**Past and Present** **Historical Lifestyles:** The way people lived in the past is different from how we live today. **People, Culture and Communities**	**Past and Present** *(No unique Reception substantive core knowledge was provided for this section in the text).* **People, Culture and Communities** **Global Geography:** The weather, environment, and living things	**Past and Present** *(No unique Reception substantive core knowledge was provided for this section in the text).* **People, Culture and Communities** **Environmental Features & Data:** Environments have different

	People, Culture and Communities **Community Occupations:** There are people in our community who help us including doctors, nurses, teachers, the police and fire service. **School Occupations:** The adults who work at school have different jobs *(mapped from fieldwork)*. **Environmental Care:** Litter has a harmful effect on the areas where we live, work and play. We tidy up to keep resources safe so that everyone can enjoy using them. **Geographical Representation:** Maps and plans are pictures or drawings of a place or journey. .	**The Natural World** **Sensory Properties:** Materials can feel soft, smooth, rough, squashy, thick and thin. Objects can be grouped according to how they feel.	**Geographical Representation:** A map is a picture or drawing of a place or journey. **The Natural World** **Prehistoric Zoology:** Dinosaurs were prehistoric reptiles that lived millions of years ago. **Light & Physics:** Shadows are made when a solid object blocks a source of light.	**Technology & Programming:** Floor robots will only move in the direction they are programmed to go in. Technological toys need instructions to operate in a particular way. Errors in instructions can be checked and fixed. Software is the programs we use on computers and mobile devices. **Geographical Representation:** Maps are pictures or drawings of places or journeys. **Agricultural Environments:** A farm is an area of land and its buildings used for growing crops and rearing animals *(mapped from habitats)*. **The Natural World** **Plant Lifecycles & Growth:** Many plants grow from seeds. Some plants produce seeds so that they can grow new plants. Plants need water, sunlight, air and warmth to grow. Seeds need water, air and warmth to begin to grow. **Zoology & Life Cycles:** Animal babies are known by different names than adult animals, such as cow and calf or sheep and lamb. **Origins of Food:** Food can be from plants such as fruit, vegetables, nuts and seeds. Animals provide meat and also produce food such as milk, eggs and honey. **Scientific Senses:** We use our senses to explore the world *(mapped from observation)*.	are different in different places around the world. The weather, plants, and animals differ in different places around the world. **Technology & Programming:** Floor robots will only move in the direction they are programmed to go in. Technological toys need instructions to achieve an outcome. **Community Roles & Support:** A vet is an animal doctor. Assistance dogs are trained to support people with disabilities and medical conditions in a variety of ways *(mapped from diversity)*. **The Natural World** **Animal Classification & Features:** There are many different species of animals. Reptiles are animals that have dry, scaly skin and lay eggs. Birds are animals that have beaks and feathers and lay eggs. **Animal Growth:** Different types of animals grow to different lengths and heights *(mapped from observation)*. **Pet Care:** Pets need food, water, sleep, exercise, and play to keep them happy and healthy. **Local Ecosystems:** There are lots of different plants and animals that live in the local environment *(mapped from data analysis)*. **Environmental Care:** Litter can be harmful to plants and animals *(mapped from environment)*.	features. A beach is a pebbly or sandy shore, especially by the sea *(mapped from data analysis)*. **Community Occupations:** A coastguard keeps watch on coastal waters to assist people or ships in danger *(mapped from diversity)*. **The Natural World** **Environmental Care:** Leaving litter on beaches can harm marine life *(mapped from environment)*. **Marine Habitats & Animals:** Animals live in different habitats. Rock pools are habitats for many animals, such as starfish, crabs, anemones, mussels, barnacles and periwinkles. The ocean is the habitat for many animals, such as fish, dolphins, whales, sharks and turtles. The seashore is a habitat for many animals such as sea birds, crabs, fish and starfish. **Polar Regions:** The polar regions, the Arctic and Antarctic, are always cold and icy *(mapped from location)*. **Animal Anatomy & Features:** Molluscs such as snails, clams and mussels have shells to protect them. Birds are animals that have beaks and feathers and lay eggs. Crabs have five pairs of legs. The first pair of legs has pincers. Fish use gills to breathe. They use their tails to swim and have fins to keep them upright.
Understanding The World Disciplinary Knowledge	**Past and Present** **Personal Timeline Reflection:** Recognise and discuss how they have changed from when they were babies.	**Past and Present** **Historical Comparisons:** Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.	**People, Culture and Communities** **Basic Coding:** Input simple instructions to technological toys, including floor robots and onscreen sprites.	**Past and Present** **Historical Comparisons:** Describe some similarities and differences between things in the past and the present. **Chronological Sequencing:** Put familiar events in chronological	**Past and Present** *(No unique Reception skills were provided for this section in the text).* **People, Culture and Communities**	**Past and Present** **Chronological Language:** Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and

	People, Culture and Communities **Occupational Discussion:** Talk about the different occupations that familiar adults and members of their community have. **Eco-Responsibility:** Describe how they can look after their environment. **Local Geography Talk:** Name and talk about human-made features in the local environment, including shops, houses, streets and parks. **Fieldwork Execution:** Take photographs, draw simple picture maps and collect simple data during fieldwork activities	**Theme Exploration:** Explore and talk about pictures, stories and information books on the theme of royalty. **The Natural World** **Material Comparison:** Compare and group objects and materials according to simple given criteria. **Environmental Observations:** Explore the natural world around them and give simple descriptions, following observation, of changes. **Scientific Testing:** Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration. **Supported Science Inquiry:** With support, observe, record and talk about materials and living things.	**Practical Mapping:** Make and use simple maps in their play to represent places and journeys, real and imagined. **Software Interaction:** Use age-appropriate software independently. **The Natural World** **Animal Classification:** Identify common features for different groups of animals, including wild and domestic animals. **Dietary Matching:** Match animals to the foods that they eat. **Light Exploration:** Make a shadow bigger or smaller using toys, play equipment and a light source. **Scientific Measurement:** With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time.	order, using pictures and discussion. **People, Culture and Communities** **Basic Coding:** Input simple instructions to make technological toys operate, including floor robots and onscreen sprites. **Software Interaction:** Use age-appropriate software independently. **Practical Mapping:** Make and use simple maps in their play to represent places and journeys, real and imagined. **The Natural World** **Flora & Fauna Care:** Describe some ways that plants or animals should be cared for in order for them to survive. **Generational Matching:** Match animals to their young. **Food Source Identification:** Begin to identify the origins of some foods. **Physical Forces Investigation:** Describe, predict and sort things that float and sink and talk about the forces that they can feel. **Botany Identification:** Name and describe basic features of plants and trees. **Ecosystem Observation:** Observe and describe living things and their habitats within the local environment. **Scientific Reporting:** Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. **Supported Science Inquiry:** With support, observe, record and talk about materials and living things.	**Geographical Comparison:** Describe how two places are the same or different using simple picture maps, photographs, data, and other geographical resources. **Fieldwork Data Collection:** Begin to collect simple geographical data during fieldwork activities. **Local Environment Interaction:** Describe ways to look after the immediate environment. **Basic Coding:** Input simple instructions to technological toys, including floor robots and onscreen sprites. **Practical Mapping:** Make and use simple maps in their play to represent places and journeys, real and imagined. **Digital Literacy:** Navigate to find digital content, in digital folders and online, with supervision. **Occupational Discussion:** Talk about the different occupations that familiar adults and members of their community have. **The Natural World** **Fauna Identification:** Identify common features for different groups of animals, including wild and domestic animals. **Flora & Fauna Care:** Describe some ways that plants or animals should be cared for in order for them to survive. **Environmental & Climatic Comparison:** Describe how the weather, plants, and animals of one place is different to another using simple geographical terms. **Supported Science Inquiry:** With support, observe, record and talk about materials and living things. **Light Exploration:** Make a shadow bigger or smaller using toys, play equipment and a light source.	then *(mapped from communication)*. **People, Culture and Communities** **Local Environment Interaction:** Describe ways to look after the immediate environment. **Fieldwork Data Collection:** Begin to collect simple geographical data during fieldwork activities. **Occupational Discussion:** Talk about the different occupations that familiar adults and members of their community have. **The Natural World** **Supported Science Inquiry:** With support, observe, record and talk about materials and living things. **Environmental & Climatic Comparison:** Describe how the weather, plants, and animals of one place is different to another using simple geographical terms. **Physical Forces Investigation:** Describe, predict and sort things that float and sink and talk about the forces that they can feel. **Fauna Identification:** Identify common features for different groups of animals, including wild and domestic animals. **Ecosystem Observation:** Observe and describe living things and their habitats within the local environment. **Scientific Reporting:** Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.

Class 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2026-27	All About Me and My World	Magical Stories and Fairy Tales	Dinosaurs – Roar and Explore	Let's Plant and Grow	Amazing Animal Adventures	Fun At The Seaside
Expressive Substantive Knowledge	**Creating with Materials** **Colour Mixing:** Mixing two colours together will make a new colour *(mapped from paint and colour)*. **Graphic Expression:** A friend is a person who you know, like and enjoy spending time with. Friends help us and make us feel happy *(mapped from composition – drafting paragraphs)*. **Being Imaginative and Expressive** **Narrative & Performance:** A narrative is a sequenced account. Stories and narratives can be acted out using people or figures, or retold using different words. Rhymes, poems and songs can be remembered and performed aloud. **Acoustic Representation:** The different sounds that instruments make can be used to represent feelings, images or stories *(mapped from composition)*.	**Creating with Materials** **Architectural Structures:** A bridge is a structure that allows people and vehicles to cross over an open space. **Graphic Play Interaction:** Writing can take place during play activities, such as writing a postcard in a post office *(mapped from composition – audience and purpose)*. **Being Imaginative and Expressive** **Narrative & Performance:** A narrative is a sequenced account. Stories and narratives can be acted out using people or figures, or retold using different words. Rhymes, poems and songs can be remembered and performed aloud. **Literary & Rhythmic Structures:** Books of the same type of writing contain similar features that help you to work out what is coming next. A story is an account of something that happened that can be true or made up. A rhyme is a word that has the same last sound as another word. Some rhymes have regular rhythm patterns that help you know when to join in with repeated words and phrases. **Musical Dynamics:** Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions *(mapped from listening)*.	**Creating with Materials** *(No unique Reception substantive core knowledge was provided for this section in the text).* **Being Imaginative and Expressive** **Narrative & Performance:** A narrative is a sequenced account. Stories and narratives can be acted out using people or figures, or retold using different words. Rhymes, poems and songs can be remembered and performed aloud. **Literary & Rhythmic Structures:** Books of the same type of writing contain similar features that help you to work out what is coming next. A story is an account of something that happened that can be true or made up. A rhyme is a word that has the same last sound as another word. Some rhymes have regular rhythm patterns that help you know when to join in with repeated words and phrases.	**Creating with Materials** **Colour Mixing:** When two colours mix together they make a new colour. **Art Terminology:** An artist is a person who creates artwork. **Graphic Play Interaction:** Writing can take place during play activities, such as writing a postcard in a post office *(mapped from composition – audience and purpose)*. **Being Imaginative and Expressive** **Literary & Rhythmic Structures:** Books of the same type of writing contain similar features that help you to work out what is coming next. A story is an account of something that happened that can be true or made up. A rhyme is a word that has the same last sound as another word. Some rhymes have regular rhythm patterns that help you know when to join in with repeated words and phrases.	**Creating with Materials** **Graphic Play Interaction:** Writing can take place during play activities, such as writing a postcard in a post office *(mapped from composition – audience and purpose)*. **Being Imaginative and Expressive** **Narrative & Performance:** A narrative is a sequenced account. Stories and narratives can be acted out using people or figures, or retold using different words. Rhymes, poems and songs can be remembered and performed aloud. **Story Components:** There can be several characters and settings within a story. A setting is a place where things happen in a story. There are many events in a story, but some are more important than others *(mapped from comprehension – retrieval)*.	**Creating with Materials** **Art History:** Henri Matisse is a famous French artist. **Environmental/Habitats Fact:** Animals live in lots of different habitats *(mapped from the landscapes aspect)*. **Art Terminology:** An artist is a person who creates artwork including paintings and sculptures *(mapped from significant people, artwork and movements)*. **Being Imaginative and Expressive** **Narrative & Performance:** A narrative is a sequenced account. Stories and narratives can be acted out using people or figures, or retold using different words. Rhymes, poems and songs can be remembered and performed aloud. **Story Components:** There can be several characters and settings within a story. A setting is a place where things happen in a story. There are many events in a story, but some are more important than others *(mapped from comprehension – retrieval)*.

Expressive Disciplinary Knowledge	**Creating with Materials** **Model Making:** Construct simple structures and models using a range of materials. **Thematic Art:** Create art in different ways on a theme, to express their ideas and feelings. **Media & Material Manipulation:** Cut, tear, fold and stick a range of papers and fabrics. **Malleable Shaping:** Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. **Detailed Representation:** Represent different parts of the human body from observation, imagination or memory with attention to some detail. **Media Selection:** Select appropriate tools and media to draw with. **Paint Application:** Use primary and other coloured paint and a range of methods of application. **Written Communication:** Use writing to communicate thoughts, ideas, experiences and events. **Being Imaginative and Expressive** **Retelling & Performance:** Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. **Soundscapes & Rhythm:** Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.	**Creating with Materials** **Model Making:** Construct simple structures and models using a range of materials. **Collaborative Enterprise:** Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. **Material Manipulation:** Cut, tear, fold and stick a range of papers and fabrics. **Mechanical Assembly:** Explore, build and play with a range of resources and construction kits with wheels and axles. **Malleable Shaping:** Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. **Resource Discernment:** Select appropriate materials when constructing and making. **Media Selection:** Select appropriate tools and media to draw with. **Play Integration:** Use writing to support their play. **Being Imaginative and Expressive** **Retelling & Performance:** Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. **Choral Participation:** Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound. **Aesthetic Audition:** Listen to a variety of music and talk about how it makes them feel. **Vocal Music:** Sing well-known songs and nursery rhymes in a	**Creating with Materials** **Collaborative Enterprise:** Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. **Observational Art:** Draw or paint a place from observation or imagination. **Printmaking:** Make simple prints using a variety of tools, including print blocks and rollers. **Malleable Shaping:** Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. **Process Adaptation:** Observe how activities are going and adapt their ideas if necessary. **Media Selection:** Select appropriate tools and media to draw with. **Evaluating & Explaining:** Share their creations with others, explaining their intentions and the techniques and tools they used. **Natural Media:** Use natural materials and loose parts to make 2-D and 3-D art. **Paint Application:** Use primary and other coloured paint and a range of methods of application. **Written Communication:** Use writing to communicate thoughts, ideas, experiences and events. **Being Imaginative and Expressive** **Choral Singing:** Learn and sing songs and rhymes as part of a larger group. **Retelling & Performance:** Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key	**Creating with Materials** **Paint Application:** Use primary and other coloured paint and a range of methods of application. **Process Adaptation:** Adapt and refine their work as they are constructing and making. **Artistic Communication:** Communicate their ideas as they are creating artwork. **Thematic Art:** Create art in different ways on a theme, to express their ideas and feelings. **Art Appreciation:** Explore artwork by famous artists and talk about their likes and dislikes. **Malleable Shaping:** Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. **Written Communication:** Use writing to communicate thoughts, ideas, experiences and events. **Play Integration:** Use writing to support their play. **Being Imaginative and Expressive** **Choral Participation:** Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound. **Choral Singing:** Learn and sing songs and rhymes as part of a larger group.	**Creating with Materials** **Printmaking:** Make simple prints using a variety of tools, including print blocks and rollers. **Artistic Communication:** Communicate their ideas as they are creating artwork. **Collaborative Enterprise:** Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. **Model Making:** Construct simple structures and models using a range of materials. **Thematic Art:** Create art in different ways on a theme, to express their ideas and feelings. **Material Manipulation:** Cut, tear, fold and stick a range of papers and fabrics. **Artistic Evaluation:** Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. **Observational Art:** Draw or paint a place from observation or imagination. **Malleable Shaping:** Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. **Process Adaptation:** Observe how activities are going and adapt their ideas if necessary. **Resource Discernment:** Select appropriate materials when constructing and making. **Media Selection:** Select appropriate tools and media to draw with. **Evaluating & Explaining:** Share their creations with others, explaining their intentions and the techniques and tools they used.	**Creating with Materials** **Malleable Shaping:** Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. **Process Adaptation:** Adapt and refine their work as they are constructing and making. Observe how activities are going and adapt their ideas if necessary. **Evaluating & Explaining:** Share their creations with others, explaining their intentions and the techniques and tools they used. **Model Making:** Construct simple structures and models using a range of materials. **Thematic Art:** Create art in different ways on a theme, to express their ideas and feelings. **Material Manipulation:** Cut, tear, fold and stick a range of papers and fabrics. **Observational Art:** Draw or paint a place from observation or imagination. **Art Appreciation:** Explore artwork by famous artists and talk about their likes and dislikes. **Digital Documentation:** Use digital devices to take digital images or recordings of their creations to share with others. **Being Imaginative and Expressive** **Retelling & Performance:** Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. **Aesthetic Audition:** Listen to a variety of music, rhymes and songs, paying attention to how

		group or on their own, increasingly matching the pitch and following the melody.	vocabulary. Learn simple rhymes, poems and songs by heart. **Choral Participation:** Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound.		**Play Integration:** Use writing to support their play. **Being Imaginative and Expressive** **Retelling & Performance:** Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. **Choral Singing:** Learn and sing songs and rhymes as part of a larger group. **Story Element Recall:** Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.	they sound and sharing their opinions. **Story Element Recall:** Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.