

Term and Topic	Subject Content (EYFS/Development Matters)	Skills (Characteristics of effective learning)	Science
<p><b>Autumn 1</b> Me and My Body</p>	<p><b>Nursery:</b> Communication and Language:</p> <ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time.</li> <li>Understand a question or instruction that has two parts.</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words.</li> </ul> <p>Personal, social and emotional:</p> <ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Talk about their feelings.</li> </ul> <p>Physical development:</p> <ul style="list-style-type: none"> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Start eating independently and learning how to use a knife and fork.</li> <li>Make healthy choices about food, drink, activity and tooth brushing.</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects by subitising.</li> </ul> <p>Understanding the world:</p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul> <p>Expressive art and design:</p> <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Listen with increased attention to sounds.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings.</li> </ul> <p><b>Reception:</b> Communication and Language:</p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Engage in story times.</li> </ul> <p>Personal, social and emotional:</p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Express and identify their feelings whilst being able to moderate them and consider the feelings of others.</li> <li>Manage their own needs.</li> <li>Build constructive and respectful relationships.</li> </ul> <p>Physical development:</p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired.</li> <li>Use their core muscle strength to achieve a good posture when sitting.</li> <li>Know and talk about the different factors that support their overall health and wellbeing.</li> <li>Further develop the skills they need to manage the school day successfully.</li> </ul> <p>Literacy:</p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds and to be able to fluently subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> </ul> <p>Understanding the world:</p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community and name and describe people who are familiar to them.</li> </ul> <p>Expressive art and design:</p> <ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>Make independent choices</li> <li>Bring their own interests and fascinations to aid develop their learning</li> <li>Participate in routines</li> <li>Take part in simple pretend play</li> <li>Solve real problems</li> </ul>	<p>The body</p>

## Autumn 2 Celebrations

### Nursery:

Communication and Language:

- Use longer sentences of four to six words.
- Start a conversation with an adult or a friend and continue it for many turns.

Personal, social and emotional:

- Develop their sense of responsibility and membership of a community.

Physical development:

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Mathematics:

- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Show 'finger numbers' up to 5.
- Say one number for each item in order: 1,2,3,4,5.

Understanding the world:

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Continue developing positive attitudes about the differences between people.

Expressive art and design:

- Play instruments with increasing control to express their feelings and ideas.
- Explore colour and colour mixing.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.

### Reception:

Communication and Language:

- Learn and use new vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Engage in non-fiction books.

Physical development:

- Progress towards a more fluent style of moving, with developing control and grace.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop overall body-strength, balance, co-ordination and agility.

Literacy:

- Blend sounds into words to read short words
- Read some letter groups that each represent one sound and say sounds for them.

Mathematics:

- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.

Understanding the world:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.

Expressive art and design:

- Explore and engage in music making and dance, performing solo or in groups.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Watch and talk about dance and performance art, expressing their feelings and responses.

- Begin to predict sequences because they know routines
- Sort materials

Light and dark

## Spring 1 People Who Help Us

### Nursery:

Communication and Language:

- Use talk to organise themselves and their play

Personal, social and emotional:

- Select and use activities and resources, with help when needed to achieve a goal.
- Show more confidence in new social situations and become more outgoing with unfamiliar people, in the safe context of their setting.
- Understand gradually how others might be feeling.

Physical development:

- Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Literacy:

Understand the five key concepts about print: its meaning/it has different purposes/in English we read from left to right/the names and parts of a book/page sequencing

Mathematics

- Show goal directed behaviour
- Review their progress as they try to achieve a goal
- Use pretend play to think from another person's perspective

Materials

- Talk about and explore 2D and 3D shapes
- Understanding the world:
- Show interest in different occupations.
- Expressive art and design:
- Create closed shapes with continuous lines, and use these shapes to represent objects.
- Reception:**
- Ask questions to find out more and to check they understand what has been said to them.
  - Articulate their ideas and thoughts in well-formed sentences.
  - Describe events in some detail.
- Personal, social and emotional:
- Show resilience and perseverance in the face of challenge.
  - Think about the perspectives of others.
- Physical development:
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
  - Combine different movements with ease and fluency.
- Literacy:
- Read a few common exception words matched to the school's phonic programme
  - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Mathematics:
- Explore the composition of numbers to 10.
- Expressive art and design:
- Create collaboratively, sharing ideas, resources and skills.

## Spring 2 Food

- Nursery:**
- Communication and Language:
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Personal, social and emotional:
- Find solutions to conflicts and rivalries.
- Physical development:
- Match their developing physical skills to tasks and activities in the setting.
  - Further develop and refine a range of ball skills and develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Literacy:
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Mathematics:
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
  - Recite numbers past 5.
- Understanding the world:
- Explore how things work.
  - Talk about the differences between materials and changes they notice.
  - Explore and talk about different forces they can feel.
- Expressive art and design:
- Explore and join different materials and explore different textures.
  - Develop their own ideas and then decide which materials to use to express them.
- Reception:**
- Communication and Language:
- Connect one idea or action to another using a range of connectives.
  - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Physical Development:
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Literacy:
- Spell words by identifying the sounds and then writing the sound with letter/s.
  - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Mathematics:
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

- Keep on trying when things get difficult
- Concentrate on achieving something by being able to ignore distractions

Changes of state

	<ul style="list-style-type: none"> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> </ul> <p>Expressive art and design:</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>	
<p><b>Summer 1</b> In the woods</p>	<p><b><u>Nursery:</u></b> Communication and Language:</p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Sing a large repertoire of songs.</li> <li>• Use a wider range of vocabulary.</li> </ul> <p>Personal, social and emotional:</p> <ul style="list-style-type: none"> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts</li> </ul> <p>Physical development:</p> <ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan.</li> <li>• Collaborate with others to manage large items.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul> <p>Literacy:</p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing</li> </ul> <p>Understanding the world:</p> <ul style="list-style-type: none"> <li>• Use all their senses in hands on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> </ul> <p>Expressive art and design:</p> <ul style="list-style-type: none"> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape of familiar songs.</li> <li>• Remember and sing entire songs.</li> <li>• Begin to develop complex stories using small world equipment.</li> </ul> <p><b><u>Reception:</u></b> Communication and Language:</p> <ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul> <p>Literacy:</p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Count beyond ten.</li> <li>• Compare length, weight and capacity.</li> </ul> <p>Understanding the world:</p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Explore the natural world around them.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p>Expressive art and design:</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to new experiences</li> <li>• Begin to correct their mistakes</li> </ul> <p>Plants</p>
<p><b>Summer 2</b> Under The Sea</p>	<p><b><u>Nursery:</u></b> Communication and Language:</p> <ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul> <p>Personal, social and emotional:</p> <ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them</li> </ul> <p>Physical development:</p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding and ball skills.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of strategies to reach a goal they have set themselves</li> <li>• Feel more confident about their own ideas as they know more and make links between these ideas</li> </ul> <p>Animals</p>

- Be increasingly independent as they get dressed and undressed.
- Be increasingly independent in meeting their own care needs.

Literacy:

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Mathematics

- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Experiment with their own symbols and marks as well as numerals.

Understanding the world:

- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.

Expressive art and design

- Create their own songs, or improvise a song around one they know.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

**Reception:**

Communication and Language:

- Develop social phrases.
- Use new vocabulary in different contexts
- Learn rhymes, poems and songs.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Literacy:

- Re-read what they have written to check that it makes sense.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Mathematics:

- Automatically recall number bonds for numbers 0–10.

Understanding the world:

- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.

**Please note that a variety of ELG's will be covered all year but may focused on in specific topics.**