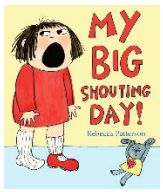
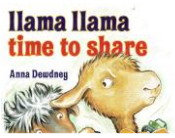
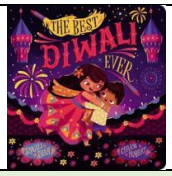
Autumn 1

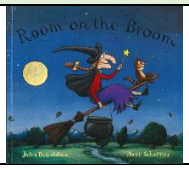
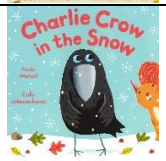
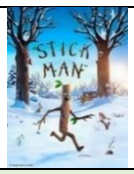
Week	Phonics (Read, Write, Inc)	Maths (White Rose)
1		
2		
3	Whole class m, a, s, d	Match, sort and compare
4	Whole class t, i, n, p	
5	Whole class g, o, c, k	Talk about measure and patterns
6	Whole class u, b, f, e	

Text		Teaching opportunities
The Colour Monster Anna Llenas		Identifying and recognising emotions and managing feelings. Caring about and helping others. Using tools to create their own image/ sculpture that expresses their feelings.
My Big Shouting Day Rebecca Patterson		Understanding that emotions can change. The role of friends and families when someone is experiencing negative feelings.
Ruby's Worry Tom Percival		Understanding what a 'worry' is and how it feels when you have one. The importance of talking about things that worry you. The role of friends and families when someone is feeling worried
Please Mr. Panda Steve Antony		The importance of Manners. Nutrition and balanced diet
Llama Llama time to share Anna Dewdney		Rhyming. Identifying emotions. Consequences of actions. Building friendships. Working cooperatively with others. Have a growing awareness of their own uniqueness and differences of other families.
The Best Diwali Ever Sonali Shah		Different cultural traditions. Different types of families including extended families.

Other Texts that link to this theme	Enrichment activities and events
The great big book of feelings by Mary Hoffman Something Else by Kateryn Cave How are you feeling today by Molly Potter Ravi's Roar by Tom Percival Barbara throws a wobbler by Nadia Shireen	Making friends Baseline Assessments Learning new routines Diwali

Autumn 2

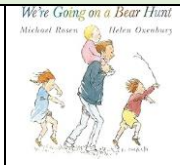
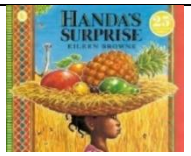
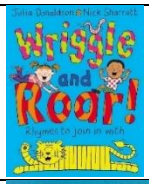
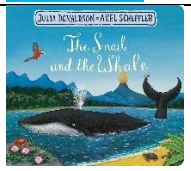
Week	Phonics (Read, Write, Inc)	Maths (White Rose)
1	Whole class l, h, sh, r	It's me 1, 2, 3
2	Whole class j, v, y, w	
3	Whole class th, z, ch, qu	Circles and triangles
4	Whole class x, ng, nk	1, 2, 3, 4, 5
5	Consolidate set 1 sounds	
6		Shapes with 4 sides

Text		Teaching opportunities
Room on the Broom Julia Donaldson		Anticipating key events. Sequencing events and retelling stories. Understanding who, what, where question
Autumn (Non-Fiction)		Non-Fiction Text. Changes in seasons. Changes in own environment. Autumnal colours.
The Leaf Thief Alice Hemming		Exploring Autumn. Exploring Wildlife. Seeking help from others. Managing feelings (staying calm). Weather and changes over time (seasons).
Charlie Crow in the Snow Paula Metcalf		Friendship. Seasonal changes: autumn turning to winter. Hibernation and Migration
One Snowy Night Nick Butterworth		Seasons: winter. Looking after wildlife in winter.
Stickman Julia Donaldson		Rhyming. Seasonal changes. Family. Exploring how other people feel Christmas

Other Texts that link to this theme	Enrichment activities and events
Celebration By Dorling Kindersley Eight candles to light by Frances Lincoln Kipper's Christmas Eve by Mick Inkpen The Nativity Play by Nick Butterworth and Mick Inkpen Threadbear by Mick Inkpen	Christmas Hannukah Seasonal Singalong Bonfire night Visit to Santa Winter games

Spring 1

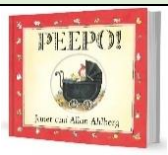
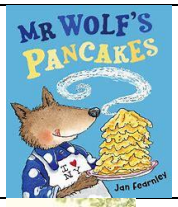
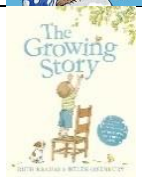
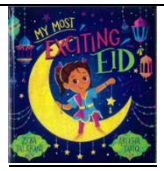
Week	Phonics (Read, Write, Inc)	Maths (White Rose)
1	Split groups: *Group 1:* Recap set 1 sounds, green words and word time. *Group 2:* Recap set 1 sounds, red Ditties and Get Writing activities. *Group 3:* Recap set 1 sounds, red Ditties and Get Writing activities.	Alive in 5
2		
3		Mass and Capacity
4		Growing 6, 7, 8
5		
6		Length, height and time

Text		Teaching opportunities
We're Going On A Bear Hunt Michael Rosen		Talking about how they and others show feelings. Recognising emotions. Moving in different ways
Lost and Found Oliver Jeffers		Recognising emotions: feeling lonely. Helping others. Storytelling. Describing and comparing environments.
Handa's Surprise Eileen Brown		Sequencing events. Understand how life differs in other countries: identifying similarities and differences.
I Love Chinese New Year Eva Wong Nava		Exploring and comparing festivals in different cultures or religions. Sharing own experiences. Using precision tools: Scissors to make Chinese Lanterns.
Wriggle and Roar Julia Donaldson		Rhyming.
Snail and the Whale Julia Donaldson		Being a good friend/ helpful. Exploring different countries/ environments. Taking a risk and trying something new.

Other Texts that link to this theme	Enrichment activities and events
Baby goes to market by Atinuke Claris: The chicest mouse in Paris by Megan Hess Those magnificent sheep in their flying machine by Peter Bently The bear in the balloon flies around the word by Ellie Patterson	Chinese New Year Ice investigation

Spring 2

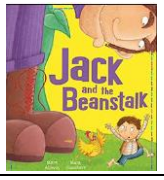
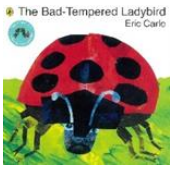
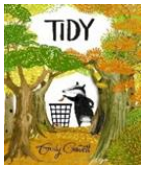
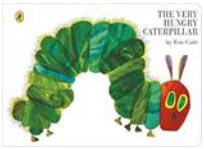
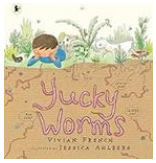
Week	Phonics (Read, Write, Inc)	Maths (White Rose)
1	Split groups: *Group 1:* Recap set 1 sounds, green words and word time. *Group 2:* Recap set 1 sounds, red Ditties and Get Writing activities. *Group 3:* Set 2 sounds, red Ditties and Get Writing activities.	Length, height and time
2		Building 9 and 10
3		
4		
5		Explore 3D Shapes
6		

Text		Teaching opportunities
Peepo Allan and Janet Ahlberg		Using fiction to learn about the past. How life was different in the past. Comparing our lives with those of others
Mr Wolf's Pancakes Jan Fearnley		Sequencing events. Writing shopping lists. Exploring and comparing festivals in different cultures or religions. Beginning to understand what is meant by a balanced diet.
The Growing Story Ruth Krauss		Changing over time: How do people change as they grow? Seasonal changes. Coping with changes.
Spring (Non-Fiction)		Identifying signs of spring and changes in our own environment. Learning through non-fiction. Making observations
My Mum is Fantastic Nick Butterworth		Importance of families. Recognising emotions: love.
My Most Exciting Eid Zeba Talkhani		Exploring and comparing festivals in different cultures or religions. Sharing own experiences and listening to others.

Other Texts that link to this theme	Enrichment activities and events
The first drawing by Caldecott Medalist Once there were giants by Martin Waddle Window by Jeannie Baker Percy the park keeper by Nick Butterworth	Pancake day Eid Easter Mother's Day Spring walk World Book Day

Summer 1

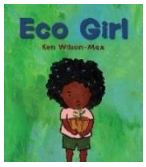
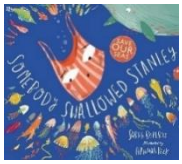
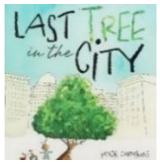
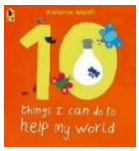
Week	Phonics (Read, Write, Inc)	Maths (White Rose)
1	Split groups: *Group 1:* Red Ditties, Green words and Get Writing activities. *Group 2:* Set 2 sounds, Red Ditties and Get Writing activities. *Group 3:* Set 2 sounds, Green books and Get Writing activities.	To 20 and beyond
2		
3		How many now?
4		Manipulate, compose and decompose
5		
6		Sharing and grouping

Text		Teaching opportunities
Jack and the Beanstalk		Planting beans: understanding what seeds need for effective growth. Actions and their consequences. Measuring and ordering height.
Jasper's Beanstalk Mick Inkpen		Days of the week. The importance of patience. Planting beans: understanding what seeds need for effective growth.
The Bad-Tempered Ladybird Eric Carle		Identifying emotions Considering the feelings of others Being a good friend Caring for wildlife Time
Tidy Emily Gravett		Identifying emotions. Answer why questions. Changes over time: building on the natural environment. Comparing environments.
The Very Hungry Caterpillar Eric Carle		Changes over time: life cycle of a butterfly. Calculating quantities by counting altogether. Understand the effect food has on your body and the importance of a balanced diet.
Yucky Worms Viviene French		Express their feelings about worms. The importance of worms in the environment, what do they do and why is this so important? Learning about invertebrates.

Other Texts that link to this theme	Enrichment activities and events
Little seed by Hector Dexet The extrodinary gardener by Sam Boughton Luna loves gardening by Joseph Coelho and Fiona Lumbers	Worm charming Wormery Butterfly metamorphosis Mysterious giant visit

Summer 2

Week	Phonics (Read Write Inc)	Maths (White Rose)
1	Split groups: *Group 1:* Red Ditties, Green words and Get Writing activities. *Group 2:* Set 2 sounds, Green books and Get Writing activities. *Group 3:* Set 2 sounds, Green/ Purple books and Get Writing activities.	Sharing and grouping
2		Visualise, build and map
3		
4		
5		Make connections
6		Consolidation

Text		Teaching opportunities
Eco Girl Ken Wilson-Max		Importance of family. Growing and changing. Planting seeds. Baobab trees. Comparing other countries to our own. Caring for our environment.
Dear Earth Isabel Otter		Family. Writing letters. Comparing environments. Caring for our environment. Extending vocabulary
Somebody Swallowed Stanley Sarah Roberts		Beginning to understand environmental issues. Looking after our wildlife. Caring for our environment.
Last Tree in the City Peter Carnavas		Comparing city and rural environments. Conditions needed for successful growth. Importance of our natural world.
Ten Things I Can Do to Help My World Melanie Walsh		Impact of humans on the environment. Ways to look after our planet
Clean Up Nathan Byron		Human impact on wildlife and the environment. Actions we can take to look after our environment and wildlife.

Other Texts that link to this theme	Enrichment activities and events
The great paper caper by Oliver Jeffers Dear Greenpeace b Simon James Stella and the seagull by Georgina Stevens and Izzy Burton	Father's Day Health and Fitness week Sports Day Class Assembly Whole class recycled art project

Autumn 1

<table>
<tr>
<td><u>Communication and Language</u>
Listening, Attention and Understanding
Stage 9: Listens to the opinion of others when in a small group. Is able to retell simple stories, occasionally exploring language and vocabulary from books with adults. Understands ‘how’ and ‘why’ questions
Stage 10: Maintains attention and concentration when listening to others. Is able to respond to stories, asking. questions and making comments, showing interest in new vocabulary explored.
Speaking
Stage 9: Sometimes uses past, present and future tenses appropriately in speech. Asks questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events.
Stage 10: In a range of situations, begins to offer their ideas and simple explanations. Expresses themselves using extended language drawing on new vocabulary</td>
<td><u>Physical Development</u>
Gross Motor Skills
Stage 9: Moves with confidence in a range of ways including climbing, developing core strength, balance, coordination and able to negotiate space.
Fine Motor Control
Stage 9: Able to use one handed tools and equipment with control.</td>
<td><u>Personal Social and Emotional</u>
Self-Regulation
Stage 9: Is able to take turns, accepts the needs of others and is aware of the consequences of their actions.
Stage 10: Growing sense of intent in activity, working towards the simple goals in mind with growing persistence.
Managing Self
Stage 9: Becoming more aware of their own emotions and starting to develop strategies to manage these.
Stage 10: Shows an awareness and understanding of the effect of what they eat on the body. Confident to talk about their own needs, wants, interests and opinions and when they do or don't need help.
Building Relationships
Stage 9: Has a good relationship with peers and familiar adults. Is confident to interact with others
Stage 10: Confidently initiates conversations with unfamiliar adults. Begins to be able to compromise in social situations and negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations.</td>
</tr>
<tr>
<td colspan="2"><u>Literacy</u>
Comprehension
Stage 9: Will request favourite rhymes, poems, fiction or non-fiction books based on own interest, enjoyment and pleasure. Plays with new vocabulary of particular interest when engaged in activities such as reading, role play and small world.
Stage 10: Talks about what they are read showing some understanding, drawing on new vocabulary. Demonstrates emotional engagement with the content.</td>
<td><u>Maths</u>
<u>Numerical Pattern</u>
Stage 9: Identifies groups of objects that have more or less than and the same. In child-led play, is able to make groups of objects of the same quantity and begins to find the totals by combining groups. Uses everyday language to recreate and describe patterns in nature or urban environments. Uses comparative language to describe and compare measures (size, weight, capacity and time).
Stage 10: Recognises up to 3 objects (without counting) in a range of orientations and different sizes.</td>
</tr>
<tr>
<td colspan="2"><u>Understanding the World</u>
Past and Present
Stage 9: Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines.
Stage 10: Talks about similarities and differences between themselves and others and among families and communities. Explore some similarities and begin to recognise some differences in religious beliefs and cultural communities.
People Communities and Culture
Stage 9: Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these.
Stage 10: Have a developing awareness of life and how it differs in other countries.</td>
<td><u>Expressive Arts and Design</u>
Creating with Materials
Stage 9: Introduces a simple storyline into their play. Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity.
Stage 10: Revisits and adapts work where necessary to create and change a picture or model
Being Imaginative
Stage 9: Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/dances and rhymes.
Stage 10: Selects appropriate resources to start to invent, create, adapt and recount their individual expressions and creativity e.g. role play, creation station, painting, music, dance</td>
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Autumn 2

<table>
<tr>
<td><u>Communication and Language</u>
Listening, Attention and Understanding
Stage 10: Maintains attention and concentration when listening to others. Is able to respond to stories, asking questions and making comments, showing interest in new vocabulary explored. Is able to demonstrate understanding in their conversations with others by responding appropriately.
Speaking
Stage 10: In sentences connectives are also beginning to be used such as 'because', 'or' and 'and'. In a range of situations, begins to offer their ideas and simple explanations.</td>
<td><u>Physical Development</u>
Gross Motor Skills
Stage 10: Is able to adjust speed, direction and position. Independently climb up and down the cargo net and/ or sideways on the climbing wall.
Fine Motor Control
Stage 10: Able to use precision to control and manipulate resources and small equipment such as puzzles, books, small world, construction, craft tools and cutlery.</td>
<td><u>Personal Social and Emotional</u>
Managing Self
Stage 10: Confident to talk about their own needs, wants, interests and opinions and when they do or don't need help. Is willing to try something new. Confident to talk about their own needs, wants, interests and opinions and when they do or don't need help.
Building Relationships
Stage 10: Begins to be able to compromise in social situations and negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations. Confidently initiates conversations with unfamiliar adults.
Self-Regulation
Stage 10: Confidently initiates conversations with unfamiliar adults. Growing sense of intent in activity, working towards the simple goals in mind with growing persistence.</td>
</tr>
<tr>
<td colspan="2"><u>Literacy</u>
Comprehension
Stage 10: Will retell stories and poems in their play using vocabulary acquired from their reading experiences. Talks about what they are read showing some understanding, drawing on new vocabulary Demonstrates emotional engagement with the content.</td>
<td><u>Maths</u>
Number
Stage 9: Recites numbers accurately to 5 demonstrating 'some' accuracy of numbers to 10. Counts small groups of manipulatives correctly, using 1:1 correspondence, whilst playing a variety of number games. Able to recite numbers forwards and backwards from 5. Counts small groups of fixed objects with accurate 1:1 correspondence. Uses graphic representations to record number explorations in pictures and mark making.
Numerical Pattern:
Stage 10: Can use resources and say one more or one less than a given number and to create equal groups.</td>
</tr>
<tr>
<td colspan="2"><u>Understanding the World</u>
Past & Present
Stage 10: Uses appropriate past and present tenses, building on new vocabulary introduced from shared experiences such as visits to local places and visitors from the community. Talks about similarities and differences between themselves and others and among families and communities.
People, Cultures and Communities
Stage 10: Explore some similarities and begin to recognise some differences in religious beliefs and cultural communities. Are able to draw on knowledge of their immediate environment referencing points of interest through different ways.
Natural World
Stage 10: Drawing on practical experiences, books and personal observations, knows that living things live, grow and die. Choose to independently make observations of the natural world through comments/questioning, drawings and taking photographs.</td>
<td><u>Expressive Arts and Design</u>
Creating with Materials
Stage 9: Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity.
Stage 10: Uses what they have learned to create with a purpose, explaining the process. These creations may be used to support role play and storytelling. Selects appropriate resources to express themselves imaginatively e.g. through role play, simple narratives and natural explorations of materials
Being Imaginative
Stage 9: Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/dances and rhymes.
Stage 10: They can express their own ideas, thoughts and feelings through design and technology, art, music, dance, roleplay and stories. Selects appropriate resources to start to invent, create, adapt and recount their individual expressions and creativity e.g. role play, creation station, painting, music, dance.</td>
</tr>
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Spring 1

<table>
<tr>
<td><u>Communication and Language</u>
Listening, Attention and Understanding
Stage 10: Is able to respond to stories, asking questions and making comments, showing interest in new vocabulary explored.
Stage 11: Draws on and uses new vocabulary accurately and in context. Answers 'how' and 'why' questions about their experiences and in responses to stories or events.
Speaking
Stage 10 In sentences connectives are also beginning to be used such as 'because', 'or' and 'and'. In a range of situations, begins to offer their ideas and simple explanations.
Stage 11: Expresses themselves effectively, using full sentences using past and present tenses. Demonstrates a developing use of connectives, drawing on modelled examples from teaching when talking about their experiences. More complex language structures are used to connect ideas or events, using new vocabulary accurately and in context.</td>
<td><u>Physical Development</u>
Gross Motor Skills
Stage 11: Shows good control, coordination and agility in large and small movements, safely negotiating space.
Fine Motor Control
<u>Stage 11:</u> Is proficient in handling equipment and tools, (including cutlery) effectively. Begins to show some accuracy in mark making activities such as drawing and writing. Uses a secure hold to write comfortably and effectively.</td>
<td><u>Personal Social and Emotional</u>
Self-Regulation
Stage 10: Growing sense of intent in activity, working towards the simple goals in mind with growing persistence.
Stage 11: Confident to speak in a familiar group, will talk about their ideas/simple goals. Can talk about how they and others show feelings, talk about their own and others' behaviour and its consequences.
Managing Self
Stage 10: Confident to talk about their own needs, wants, interests and opinions and when they do or don't need help
Stage 11: Talks about ways to keep healthy and safe. Is able to recognise a range of basic emotions for themselves and others and can identify appropriate reactions and responses.
Building Relationships
Stage 11: Takes account of one another's needs and feelings with a growing sense of managing conflict and forms positive relationships with adults and other children.</td>
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<tr>
<td><u>Literacy</u>
Comprehension
Stage 10: Talks about what they are read showing some understanding, drawing on new vocabulary. Demonstrates emotional engagement with the content.
Stage 11: Reads and understands simple sentences. Able to anticipate key events in stories.</td>
<td colspan="2"><u>Maths</u>
Number
Stage 10: Recognises up to 3 objects (without counting) in a range of orientations and different sizes. In self-initiated play begins to record numbers and mathematical thinking with own purpose.
Stage 11: Is able to recall number bonds to 5 and knows some number pairs to 10, including double facts. Uses a range of objects to create 5 in different ways and recognises up to 5 objects (without counting) in a range of orientations
Numerical Pattern
Stage 10: Can use resources and say one more or one less than a given number and to create equal groups. Orders three or more measures (size, weight and capacity) whilst playing, for example with sand, water or in the mud kitchen.
Stage 11: Uses resources to create parts of a whole, to partition pairs of numbers up to 10, to distribute quantities equally and represent double facts. In everyday contexts children are able to demonstrate through talk or when responding to questions an understanding of the number sequence, values, greater and less than, odd and even. Use of measures (size, weight and capacity) when comparing and combining quantities.</td>
</tr>
<tr>
<td colspan="2"><u>Understanding the World</u>
Past & Present
Stage 10: Talks about similarities and differences between themselves and others and among families and communities.
Stage 11: Know some similarities and differences between things in the past and now, drawing on personal experiences and what has been read and shared in class from a range of sources for example fiction and non-fiction books and rhymes.
People, Communities and Cultures
Stage 10: Have a developing awareness of life and how it differs in other countries.
Stage 11: Can describe their immediate environment, explaining some similarities and differences between life in this country and life in other countries. Based on learning opportunities provided can state some similarities and differences between different religious and cultural communities in this country.
Natural World
Stage 10: Choose to independently make observations of the natural world through comments/questioning, drawings and taking photographs.
Stage 11: Can make observations including making drawings of animals and plants. Can explain why some things naturally occur and talk about changes in the world around them.</td>
<td><u>Expressive Arts and Design</u>
Creating with Materials
Stage 10: Revisits and adapts work where necessary to create and change a picture or model. BI 10: Selects appropriate resources to start to invent, create, adapt and recount their individual expressions and creativity e.g. role play, creation station, painting, music, dance.
Stage 11: Uses what they have learned to create with a purpose, explaining the process. These creations may be used to support role play and storytelling. Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
Being Imaginative
Stage 10: Selects appropriate resources to start to invent, create, adapt and recount their individual expressions and creativity e.g. role play, creation station, painting, music, dance
Stage 11: Sings songs, makes music, dances and tells stories, experimenting with ways of changing them. They can express their own ideas, thoughts and feelings through design and technology, art, music, dance, roleplay and stories.</td>
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Spring 2

<table>
<tr>
<td><u>Communication and Language</u>
Listening, Attention and Understanding
Stage 11: Listens attentively in a range of situations. Answers 'how' and 'why' questions about their experiences and in responses to stories or events. Draws on and uses new vocabulary accurately and in context. Follows a series of instructions involving several ideas and actions.
Speaking
Stage 10: Expresses themselves using extended language drawing on new vocabulary.
Stage 11: Expresses themselves effectively, using full sentences using past and present tenses. Demonstrates a developing use of connectives, drawing on modelled examples from teaching when talking about their experiences. More complex language structures are used to connect ideas or events, using new vocabulary accurately and in context.</td>
<td><u>Physical Development</u>
Gross Motor Skills
Stage 11: Shows good control, coordination and agility in large and small movements, safely negotiating space.
Fine Motor Control
<u>Stage 11:</u> Is proficient in handling equipment and tools, (including cutlery) effectively. Begins to show some accuracy in mark making activities such as drawing and writing. Uses a secure hold to write comfortably and effectively.</td>
<td><u>Personal Social and Emotional</u>
Self-Regulation
Stage 11: Confident to speak in a familiar group, will talk about their ideas/ simple goals. Can talk about how they and others show feelings, talk about their own and others' behaviour and its consequences. Is able to recognise a range of basic emotions for themselves and others and can identify reactions and responses
Building Relationships
Stage 10: Begins to be able to compromise in social situations and negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations.
Stage 11: Takes account of one another’s needs and feelings with a growing sense of managing conflict and forms positive relationships with adults and other children
Managing Self
Stage 11: Is able to recognise a range of basic emotions for themselves and others and can identify appropriate reactions and responses. Knows the importance of good health, and a healthy diet.</td>
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<tr>
<td><u>Literacy</u>
Comprehension
Stage 11: Reads and understands simple sentences. Able to anticipate key events in stories.</td>
<td colspan="2"><u>Maths</u>
Number
Stage 10: Understands the relationship between a group of objects and the corresponding number. In self-initiated play begins to record numbers and mathematical thinking with own purpose.
Stage 11: Counts reliably and creates groups of numbers to 10 using a range of objects and is able to place numerals to 10 in order. Uses a range of objects to create 5 in different ways and recognises up to 5 objects (without counting) in a range of orientations. Is able to recall number bonds to 5 and knows some number pairs to 10, including double facts
Numerical Pattern
Stage 10: Creates patterns by lining, placing, building and arranging. Orders three or more measures (size, weight and capacity) whilst playing, for example with sand, water or in the mud kitchen.
Stage 11: Use of measures (size, weight and capacity) when comparing and combining quantities. In everyday contexts children are able to demonstrate through talk or when responding to questions an understanding of the number sequence, values, greater and less than, odd and even.
Stage 12: Can talk about the properties of shape and patterns, using vocabulary to describe position, direction and movement. Talks about properties, position and the sequence of time.</td>
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<tr>
<td colspan="2"><u>Understanding the World</u>
Past & Present
Stage 11: Know some similarities and differences between things in the past and now, drawing on personal experiences and what has been read and shared in class from a range of sources for example fiction and non-fiction books and rhymes. Talks about the lives of the immediate people around them and their roles in the wider community.
People, Cultures and Communities
Stage 11: Based on learning opportunities provided can state some similarities and differences between different religious and cultural communities in this country.
Natural World
Stage 11: Can make observations including making drawings of animals and plants.</td>
<td><u>Expressive Arts and Design</u>
Creating with Materials
Stage 11: Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Uses what they have learned to create with a purpose, explaining the process. These creations may be used to support role play and storytelling.
Being Imaginative
Stage 11: They can express their own ideas, thoughts and feelings through design and technology, art, music, dance, roleplay and stories.</td>
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Summer 1

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<tr>
<td><u>Communication and Language</u>
Listening, Attention and Understanding
Stage 11: Draws on and uses new vocabulary accurately and in context. Answers 'how' and 'why' questions about their experiences and in responses to stories or events.
Stage 12: Carries out instructions which contain several parts in a sequence. After listening to stories can express views about events or characters in the story and answer questions about why things happened.
Speaking
Stage 11: In different play situations such as storytelling and role play, children develop their own narratives and explanations. More complex language structures are used to connect ideas or events, using new vocabulary accurately and in context.
Stage 12: Recounts experiences and imagine possibilities, often connecting ideas. Uses new vocabulary in imaginative ways to add information, express ideas, explain and justify action</td>
<td><u>Physical Development</u>
Gross Motor
Stage 12: Hops and skips when playing games or in time to music.
Fine Motor Control
Stage 12: Manipulate paper and pens when writing and drawing. Graphics are legible showing good control and coordination.</td>
<td><u>Personal Social and Emotional</u>
Self-Regulation
Stage 11: Can talk about how they and others show feelings, talk about their own and others' behaviour and its consequences. Demonstrates resilience looking for their own way to move forward or overcome an issue.
Stage 12: Will choose the resources they need for their chosen activities and demonstrates persistence towards achieving their intended goals. Knows some ways to manage their feelings and are beginning to use these to maintain control of their own behaviour.
Managing Self
Stage 11: Talks about ways to keep healthy and safe. Is able to recognise a range of basic emotions for themselves and others and can identify appropriate reactions and responses. Knows the importance of good health, and a healthy diet.
Building Relationships
Stage 11: Takes account of one another's needs and feelings with a growing sense of managing conflict and forms positive relationships with adults and other children. Takes changes of routine in their stride. Understands someone else's point of view can be different from their own.</td>
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<tr>
<td><u>Literacy</u>
Comprehension
Stage 11: Reads and understands simple sentences. Able to anticipate key events in stories.</td>
<td colspan="2"><u>Maths</u>
Number
Stage 12: Counts reliably and represents numbers beyond 10 using a range of manipulatives. Creates number lines to support their calculations of simple addition and subtraction facts and problem solving. Uses manipulatives to demonstrate some number bonds within 10.
Numerical Pattern
Stage 11: Verbally counts beyond 20. In everyday contexts children are able to demonstrate through talk or when responding to questions an understanding of the number sequence, values, greater and less than, odd and even.
Stage 12: Begin to count reliably with numbers from 10 to 20, they begin to place them in order and can write numerals with some accuracy. Able to give examples of numbers which are greater than/ less than for numbers beyond 10. Verbally counts to 30 and beyond. Talks about properties, position and the sequence of time</td>
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<tr>
<td colspan="2"><u>Understanding the World</u>
Natural World
Stage 11: Can make observations including making drawings of animals and plants. Can explain why some things naturally occur and talk about changes in the world around them.
Stage 12: Knows that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that helps to maintain the area they live in.</td>
<td><u>Expressive Arts and Design</u>
Creating with Materials
Stage 11: Uses what they have learned to create with a purpose, explaining the process. Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Stage 12: Selects and uses materials to work on processes that interest them.
Being Imaginative
Stage 11: They can express their own ideas, thoughts and feelings through design and technology, art, music, dance, roleplay and stories. Talks about ideas and processes which have led them to make music, dance, designs, images or products. Sings songs, makes music, dances and tells stories, experimenting with ways of changing them.</td>
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Summer 2

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<tr>
<td><u>Communication and Language</u>
Listening, Attention and Understanding
Stage 11: Draws on and uses new vocabulary accurately and in context.
Stage 12: After listening to stories can express views about events or characters in the story and answer questions about why things happened. Carries out instructions which contain several parts in a sequence.
Speaking
Stage 12: Recounts experiences and imagine possibilities, often connecting ideas. Use vocabulary in imaginative ways to add information, express ideas and justify actions.</td>
<td><u>Physical Development</u>
Gross Motor
Stage 12: Hops and skips when playing games or in time to music.
Fine Motor Control
Stage 12: Manipulate paper and pens when writing and drawing. Graphics are legible showing good control and coordination.</td>
<td><u>Personal Social and Emotional</u>
Self-Regulation
Stage 11: Talks about ways to keep healthy and safe. Can talk about how they and others show feelings, talk about their own and others' behaviour and its consequences
Stage 12: Confident to speak in front of their class, are willing to take a risk, and understands this is part of learning.
Managing Self
Stage 11: Is able to recognise a range of basic emotions for themselves and others and can identify appropriate reactions and responses.
Building Relationships
Stage 12: Understands someone else's point of view can be different from their own. Plays group games with rules.</td>
</tr>
<tr>
<td colspan="2"><u>Literacy</u>
Comprehension
Stage 12: Describes in their own words what they are read in a non-fiction or fiction text using a range of new vocabulary with accuracy and confidence, answering questions, making inferences and predictions about what might happen next</td>
<td><u>Maths</u>
Numerical Pattern
Stage 12: Can talk about the properties of shape and patterns, using vocabulary to describe position, direction and movement.</td>
</tr>
<tr>
<td colspan="2"><u>Understanding the World</u>
Past & Present
Stage 12: Understand that lives were different in the past drawing on information shared from different sources
People, Cultures and Communities
Stage 11: Can describe their immediate environment, explaining some similarities and differences between life in this country and life in other countries.
Stage 12: Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect
Natural World
Stage 12: Knows that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that helps to maintain the area they live in. Can demonstrate a developing knowledge of a diverse ecology from the wider community e.g. country parks and larger towns.</td>
<td><u>Expressive Arts and Design</u>
Creating with Materials
Stage 11: Selects and uses materials to work on processes that interest them. Through their explorations finds out and make decisions about how materials, tools and techniques can be combined and changed.
Stage 12 Selects and uses materials to work on processes that interest them. Through their explorations finds out and make decisions about how materials, tools and techniques can be combined and changed.
Being Imaginative
Stage 11: Talks about ideas and processes which have led them to make music, dance, designs, images or products. They can express their own ideas, thoughts and feelings through design and technology, art, music, dance, roleplay and stories.
Stage 12: Can talk about features of their own and other’s work and expressions of creativity, recognising the differences between them and the strength of others.</td>
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