

Autumn term 1 – being me, my family, people who look after us and occupations, seasons – autumn							
Personal Social & Emotional	Communication & Language	Physical	Reading	Writing	Maths	Understanding the World	Expressive Arts & Design
Protective Behaviours and Jigsaw Self-Regulation Morning rituals and routines Good manners Expectations for behaviour in class Building relationships with adults Learning skills for independent learning sessions e.g., collaboration, accessing resources appropriately, sharing and turn taking Naming feelings Exploring strategies to deal with negative emotions Managing Self Independence– putting away belongings, putting on coat, peeling own bananas, hand washing Toileting and eating skills	How to actively listen: listening behaviours and techniques Understand the purpose of a question and ask questions Join in singing, rhymes and repeated refrains in stories Skills for a two-way conversation Building Vocabulary Answer questions using yes or no Learning to use social phrases – good morning, afternoon, please, thank you Learning and reciting nursery	Gross Motor Skills Learning how to sit on carpet using core muscle strength Learning balance skills eg to stand on one foot momentarily Learning spatial awareness Practise putting coat and shoes on independently Travelling movements (crawl, jump, jog, run, slide) Pedalling Trikes Kinetic Letters animal poses Fine Motor Skills -How to hold a pen/pencil with a 3 friend hold -Pre-letter formation activities e.g., up and down lines, zig zags and anti-clockwise circles -Hand strength exercises -How to hold and use	Sounds Write phonics scheme Recognising their name How to handle a book correctly How to hold a book the correct way and turn pages Print carries meaning English is read from left to right Learn to identify the key features of fiction/non-fiction books including front cover and page numbers, introduce characters and settings 1-1 reading with a teacher Access to daily story times: Children are exposed to quality texts and practise comprehension skills through adult questioning Vocabulary – basic	Sounds Write phonics scheme Kinetic Letters Learn to recognise and name initial sounds, and write the letter shape to match Oral blending and segmenting skills Write own name Begin to use initial sounds to represent words Rehearse talking in sentences and holding a sentence to write it Encourage independent markmaking and being able to	Number Cardinality and Counting Reciting numbers (stable order principle) Anything can be counted (abstract principle) The same things can be counted in any order (order irrelevance principle) Counting and saying how many (cardinal principle) Subitising to 6 – dice, dominoes, Numicon Composition Composition of numbers to five (number bonds) Number talk: Fiveness of 5	Past and Present Talk about members of our family and significant others Explore that families are all different Learn about people who look after us and keep us safe/ that people have different jobs Explore the human life cycle - how they have changed since being a baby, make own timeline When I grow up I want to be... setting high aspirations People, Culture and Communities Which special days do we celebrate? eg birthdays, family events, RE	Exploring different media and tools Self portraits Working with playdough Simple printing e.g., with vehicle wheels, fruit, pine cones Building models using walls and towers Drawing and painting pictures in relation to stories and own experiences Clapping rhythms Listening to different genres of music Sing songs and join in with rhymes Create their own songs Moving to music Dressing up/ taking on a role in role play

Building Relationships Language, actions and body language to make a friend Building relationships with adults	rhymes Exploring colour and shape vocabulary	scissors -How to hold food with a fork and cut soft food with a knife -How to use the resources in the classroom e.g., playdough tools	understanding of the meaning of taught vocabulary Learning to recognise and name initial sounds/ hear initial sounds in words	read back what it says to an adult	Numerical Patterns Pattern Continuing a simple pattern (AB) Comparison Sorting objects by shape, colour or size Comparing collections of things – more, less equal to	Begin to learn that different groups of people have different gods, places of worship and celebrations and be introduced to the names of main UK religions How to be a responsible citizen – occupations where people take care of us The Natural World Explore changes in state/matter through clay activities Learn about the place where we live, explore different homes, and our local environment	Rhyming activities
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Autumn term 2 – Bonfire Night, Diwali, nocturnal animals, where we live – Northampton, being responsible citizens, Christmas story							
Personal Social & Emotional	Communication & Language	Physical	Reading	Writing	Maths	Understanding the World	Expressive Arts & Design
Anti-bullying week activities	Understand the purpose of a question and ask questions	Gross Motor Skills Learning how to sit at a table using core muscle strength	Sounds Write phonics scheme	Sounds Write phonics scheme	Number Cardinality and Counting	Past and Present Talk about members of the family and significant others	Exploring different media and tools
Online safety	Join in singing, rhymes and repeated refrains in stories	Learning spatial awareness	Recognise their name	Kinetic Letters	Subitising to 6, irregular and regular dot patterns	Explore theme of people who look after us and keep us safe	Learning the technique of mixing powder paint
Self-Regulation Good manners		Practise putting coat and shoes on independently	Vocabulary – use of taught vocabulary in storytelling and play	Write their name	1:1 correspondence		Colour mixing
Expectations for behaviour in class	Skills for a two-way conversation	Travelling movements (crawl, jump, jog, run, slide, roll)	Books – make a prediction as to what is going to happen next, talk about favourite stories and favourite rhymes and make comments	Blending and Segmenting skills	Order 1-5	How to be a responsible citizen – recycling	Creating celebration cards
Practising skills for independent learning sessions e.g., collaboration, accessing resources appropriately, sharing and turn taking	Building Vocabulary	Learn safe climbing techniques, climbing stairs/ladder with alternate feet	Learn to identify the key features of fiction/non-fiction books including front cover, title, contents and index page, characters and settings	Rehearse talking in sentences and holding a sentence to write it	Number names to 10	People, Culture and Communities That they live in Northampton which is in England	Working with playdough and clay – making a pinch pot for Diwali
Naming and sorting feelings	Answer questions using yes or no	Explore how to move in time to music using taught steps	Reading initial sounds	Write using initial sounds and CVC words	Composition Number talk: Fiveness of 5	Learn that people in our community celebrate special days – Poppy Day, Bonfire Night, Hanukkah, Diwali, Advent, Christmas	Building models using walls and towers
Exploring strategies to deal with negative emotions	Imaginative talk in role play/ drama activities	Kinetic Letters animal poses	CVC word blending	Explore drama conventions (role on the wall/ mime/ objects in a box/ puppet with a problem)	Numerical Patterns Pattern Making an AB pattern – their own or specified	Continue to learn that different groups of people have different gods, places of worship and celebrations and learn the names of main UK religions	Creating patterns in meaningful contexts
Managing Self Independence– putting away belongings, putting on coat and shoes, peeling own bananas, hand washing	Listens to stories with attention & recall	Fine Motor Skills -How to hold a pen/pencil with a 3 friend hold -Pre-letter formation activities e.g., up and down lines, zig zags and anti-clockwise circles -Hand strength	Reading High Frequency Words by sight		Verbally count to 1-10 recognising the pattern of the number system		Drawing and painting pictures in relation to stories and own experiences
Toileting and eating skills	Learning and Memorising Nursery Rhymes and Songs		Know what a question is and answer a question using yes or no		Comparison Compare numbers and quantities		Tapping out rhythms to play percussion alongside songs
	Positional vocabulary				Reasoning to explain which is more or less		Moving to music
	Use prepositions and instructional language						Learning and performing new songs

Building Relationships Language, actions and body language to make a friend Building relationships with adults		exercises How to hold and use scissors How to hold food with a fork and cut soft food with a knife How to use the resources in the classroom e.g., rolling pins or hole punches	1-1 reading with a teacher Access to daily storytimes: children are exposed to quality texts/ practise comprehension skills Library sessions			The Natural World Exploring changes in state/matter through cookery activities – making bread linked with The Little Red Hen	Following dance routines Drama conventions e.g. role on the wall, emotions hearts Listening to different genres of music Performing to an audience
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Spring term 1 – Shakespeare, The Snail and the Whale, Lunar New Year, dinosaurs, seasons – winter

Personal Social & Emotional	Communication & Language	Physical	Reading	Writing	Maths	Understanding the World	Expressive Arts & Design
<p>Self-Regulation Understanding the expectation to be conscientious in tasks</p> <p>The need to challenge themselves and choose to attempt tasks independently</p> <p>Exploring how to be a good friend</p> <p>Learning how to use words to solve a problem</p> <p>Managing Self Developing willingness to have a go</p> <p>Speak in class or to other adults in the school</p> <p>Learning to try new things e.g., food</p> <p>Recognising and talking about different feelings</p>	<p>Developing the confidence to talk in front of groups/the class</p> <p>Learning how to speak in a full sentence clearly and use connectives</p> <p>Explore the characters and setting in a book</p> <p>Learn how a story is structured (beginning, middle and end)</p> <p>Practise observation and prediction skills (continue through the year)</p> <p>Understand the purpose of a question and ask appropriate questions – who, what, where, when and why</p> <p>Developing story telling skills</p> <p>Practising the skills to hold a 2-way conversation</p>	<p>Gross Motor Skills Learn to sidestep, gallop and negotiate space effectively</p> <p>Beginning to throw and catch accurately</p> <p>Practise sitting at table and carpet with core muscle control</p> <p>Practise putting coat and shoes on independently, including doing up zip</p> <p>Kinetic Letters animal poses</p> <p>Fine Motor Skills Pencil skills Forming and sizing letters accurately</p> <p>Pencil control exercises e.g., pencil dictionaries or colouring in within lines</p> <p>Scissor skills Cutting along a line or around a simple shape</p>	<p>Sounds Write phonics scheme</p> <p>Learn to recognise and read CVC words</p> <p>Begin to read longer words – CVCC / CCVC words</p> <p>Practise reading phrases and sentences independently</p> <p>Learning to read a range of High Frequency Words by sight</p> <p>1-1 reading with a teacher</p> <p>Daily storytimes – children are exposed to quality texts and practise comprehension skills</p> <p>Questioning skills – asking and answering who, what, where, when and why questions</p>	<p>Sounds Write phonics scheme</p> <p>Learn to write CVC words</p> <p>Kinetic Letters</p> <p>Blending & segmenting Skills using digraphs</p> <p>Talk in full sentences using conjunctions and correct tenses</p> <p>Learn to write captions, labels, lists, phrases and simple sentences (using CVC words and attempting longer words using phonics skills)</p> <p>Learning to hold a phrase/sentence in memory – think – say- write- check/hold a sentence</p> <p>Learning to put spaces between words</p> <p>Learns to write more</p>	<p>Number Cardinality and Counting Subitising to 10 with regular dot patterns/ Numicon</p> <p>Matching numeral to several things</p> <p>Ordering 1-10</p> <p>Beginning to compare numbers using correct vocabulary</p> <p>Composition Part whole model</p> <p>Number bonds within and to 5/10</p> <p>Addition/subtraction to 5</p> <p>Numerical patterns Pattern Continuing a pattern e.g., ABC, ABB, ABBC etc</p> <p>Spotting an error in a pattern</p>	<p>Past and Present To notice differences between now and the past – a ‘long’ time ago and ‘long-long’ time ago</p> <p>Being introduced to figures from the past – Shakespeare</p> <p>People, Culture and Communities Explore how people in our multicultural community celebrate special days – Pancake Day, Lunar New Year</p> <p>The Natural World Finding out about another town (Venice, London, Stratford-Upon-Avon, compare to Northampton</p> <p>Naming & Sorting Materials – through house comparison</p> <p>Learning about seasons – winter</p>	<p>Creating shade using black/white – pencil drawings Tudor Houses</p> <p>Making props for role play and storytelling</p> <p>Observational drawings</p> <p>Drawing and painting pictures in relation to stories and own experiences of weather/ seasons</p> <p>Exploring different textures</p> <p>Movement and listening games continued</p> <p>Drama conventions – e.g. role on the wall, emotions</p> <p>Representations of music through topic</p> <p>Explore how percussion instruments can be played in different ways e.g. fast, slow, loud,</p>

<p>Online safety</p> <p>Building Relationships Exploring how to play in a group, extending and elaborating ideas</p> <p>Developing the confidence to initiate conversations with peers and adults</p>	<p>Exploring how to answer a two-part question or follow a two-part instruction</p>	<p>Other tools and equipment Doing up and undoing buttons</p> <p>Drawing and painting more accurately</p>	<p>Books - retrieval of key information from texts including who, what, where, when and why, predict and anticipate key events, structure of non-fiction books, justifying answers using 'because'</p> <p>Vocabulary - use of taught vocabulary in storytelling and play</p>	<p>High Frequency Words from memory</p> <p>Practise handwriting families (correct letter formation)</p>	<p>Odd and even numbers</p> <p>Comparison One more and one less</p> <p>Estimating</p>	<p>quiet</p> <p>Explore playing in time on glockenspiels</p>
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Spring term 2 – dinosaurs, healthy me, life cycles, seasons - spring							
Personal Social & Emotional	Communication & Language	Physical	Reading	Writing	Maths	Understanding the World	Expressive Arts & Design
Self-Regulation Understanding the expectation to be conscientious in tasks The need to challenge themselves and choose to attempt tasks independently Exploring how to be a good friend Learning how to use words to solve a problem Managing Self Developing willingness to have a go Speak in class or to other adults in the school Learning to try new things e.g., food Recognising and talking about different feelings Online safety Building	Developing the confidence to talk in front of groups/the class Learning how to speak in a full sentence clearly and use conjunctions Explore the characters and setting in a book Learn how a story is structured (beginning, middle and end) Use prepositions and instructional language Understand the purpose of a question and ask appropriate questions – who, what, where, when and why Developing story telling skills (text maps) Practising the skills to hold a 2-way conversation Exploring how to	Gross Motor Skills Learn to skip, sidestep, gallop and negotiate space effectively Beginning to throw and catch accurately Practise sitting at table and carpet with core muscle control Practise putting coat and shoes on independently, including doing up zip Kinetic Letters animal poses Fine Motor Skills Pencil skills Forming and sizing letters accurately Pencil control exercises e.g. colouring in within lines Scissor skills Cutting along a line or around a simple shape Other tools and	Sounds Write phonics scheme Continue to practise reading CVCC/ CCVC words Read sentences with greater pace and confidence Read a greater range of Common Exception Words by sight Questioning skills – asking who, what, where, when and why questions Vocabulary – use of taught vocabulary in storytelling and play Books – explain ideas relating to stories Retell stories in the correct sequence Justify opinions about story characters and events using ‘because’	Sounds Write phonics scheme Kinetic Letters Practising blending & segmenting skills using digraphs Talk in full sentences using conjunctions, and correct tenses Form a sentence orally, memorise it and write it Learn to use a capital letter and full stop to demarcate a sentence Write a greater range of sight word spellings from memory	Number Cardinality & Counting Count verbally to 20 Know number names to 20 and number formation Practise matching numeral to several things Composition Composition / partitioning of numbers up to 10 e.g., 5 and 1 or 2 and 2 and 2 is 6 Number bonds within and to 10 Recording simple calculation (addition and subtraction) using own method e.g., dots or numbers or written words Numerical Patterns Pattern Making a pattern – their own or specified e.g., ABC, ABB etc Understand number 11-20 and the pattern of the number system	Past and Present Explore some similarities and differences between their own ‘world’ and things in the past To know that some things happened in the past a long time ago and some things a long, long time ago! People, Culture and Communities People in our multicultural community celebrate special days – Easter How people celebrate different events in different countries The Natural World Learn about the life cycle of a sunflower, frog, butterfly and hen Plants/ tadpoles/ butterflies in class – observe and draw changes Caterpillars and tadpoles in class – life cycle	Discuss different shades and texture Use a selection of painting tools and materials correctly and effectively Use recycled packaging materials to create 3D sculptures Learn different ways of joining – glue, tape, split pins Rhyming activities and clapping games Explore playing in time on glockenspiels Opportunities to independently create dances Use of imagination – identify how music makes them feel e.g., if music is ‘happy’, ‘scary’ or ‘sad’

Relationships Exploring how to play in a group, extending and elaborating ideas Developing the confidence to initiate conversations with peers and adults	answer a two-part question or follow a two-part instruction	equipment Doing up and undoing buttons Drawing and painting more accurately	Link characters and settings to other stories Make simple inferences about character feelings and actions, sequence a story correctly, make predictions and continue		Comparison Learn to quickly identify one more and one less and the relationship with addition and subtraction	Observations of animals (naming and describing) Learning about seasons – spring	Creating celebration cards – Mother's Day/ Easter cards
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Summer term 1 – transports, journeys, adventures							
Personal Social & Emotional	Communication & Language	Physical	Reading	Writing	Maths	Understanding the World	Expressive Arts & Design
Self-Regulation Learn to be resilient and persevering when activities are difficult Beginning to resolve conflicts with peers Beginning to learn to negotiate (and not be dominated or dominate) Express feelings and consider other's point of view Set and work towards simple goals, being able to wait for what they want Give focused attention to what the teacher says, responding appropriately even when engaged in activity, follow instructions involving several ideas or actions Managing Self Learn to express themselves if hurt or upset using descriptive	Participate in discussions, contributing their own ideas Use taught vocabulary in storytelling, play and writing Sequencing words Hold sustained conversations with peers and adults in the setting – back and forth, not just answering questions Offer explanations on what they have learnt, created, seen Demonstrate that they can listen attentively and respond to what they hear with relevant questions, comments and actions Make comments about what they have heard and ask questions to clarify their understanding	Gross Motor Skills Practising balancing along low narrow balancing equipment Practise throwing and catching a ball Negotiates space, speed and direction well Learn to talk about being fit and healthy Demonstrate strength, balance and coordination when playing Move energetically, running, jumping, dancing, hopping, skipping and climbing Kinetic Letters animal poses Fine Motor Skills Refine their tripod grip Practise becoming more accurate and detailed when observational drawing	Sounds Write phonics scheme Learn vowel digraphs/ trigraphs (extension - alternate spelling patterns) Read sentences and books using phonics and other strategies to work out unknown words Read a range of High Frequency Words by sight Questioning skills - asking who, what, where, when and why questions Vocabulary - use of taught vocabulary in storytelling, play and writing Books – make simple inferences about character feelings and actions, sequence a story correctly, make predictions Able to talk about a	Sounds Write phonics scheme Kinetic Letters Blending & Segmenting skills using digraphs Talk in full sentences using conjunctions, correct tenses and adjectives Form sentences orally, retain and write with capital letters and full stops (This may be in a simple narrative or non-fiction structure) Write a range of sight word spellings from memory Read own writing back to check it makes sense Write simple sentences using capital letters, finger spaces and full stops -Descriptive writing	Number Cardinality & Counting Counting on and back Ordering 1-20 Subitising larger numbers Composition Number bonds to 5 with instant recall Number bonds within 10 including inverse operations 'Teen numbers' Number problems to 10 and beyond including addition and subtraction Written number sentences including numerals and mathematical signs Numerical Patterns Patterns Reciting and ordering numbers to and beyond 20 recognising the	Past and Present Talk about the people around them and their roles – to compare with people other countries and roles People, Culture and Communities Compare the people we know people in other countries (Poles Apart) Listen to stories from different religions Look at maps, globes and photographs, and listen to stories from different cultures to compare different places and people around the world The Natural World Appreciation of the natural world – learn about endangered animals/ looking after the environment Cooking using plants – fruit salad Plants/tadpoles in class	Observational drawings Explore different artists and styles – butterflies Discuss shapes and pattern within the environment Share their creations with others explaining the process that they have used Create own music or songs using instruments and body percussion Invent, adapt and recount narratives and stories with peers and teachers Perform songs, rhymes, poems and stories with others and try to move in time to the music Explore playing with two notes using glockenspiels

<p>vocabulary</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships Takes steps to resolve conflicts amicably with peers</p> <p>Works and plays cooperatively and takes turns with others</p>	<p>Talk in full sentences using connectives and adjectives</p> <p>Practise skills to initiate and sustain a conversation and then stay on topic for a prolonged period</p>	<p>Increasing scissor accuracy and control and cuts around a shape accurately</p> <p>Use a wider range of tools than just writing pens/pencils e.g., small paint brushes</p> <p>Practise forming most letters accurately with appropriate ascenders and descenders</p> <p>Practise using a knife and fork to feed themselves</p>	<p>book that they have read or that has been read to them using their own words and any taught vocabulary</p> <p>Use knowledge of stories in their role play</p>	<p>-Story Retelling -Non-fiction labelling</p>	<p>pattern</p> <p>Comparison Comparing quantities to 10, recognising greater, smaller quantity</p>	<p>– observe and draw changes</p> <p>Know the difference between different plants – recognise and name</p> <p>Learn about the seasons – summer</p> <p>Learn about places outside our local environment e.g. the Arctic</p> <p>Animals live in different habitats</p>	
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Summer term 2 – water, space, weddings, changing me, summer							
Personal Social & Emotional	Communication & Language	Physical	Reading	Writing	Maths	Understanding the World	Expressive Arts & Design
Self-Regulation Persevering when activities are difficult Explain their thoughts and emotions coherently Will begin to resolve conflicts with peers, negotiating (and not be dominated or dominate) Show an understanding of their own feelings and those of others Set and work towards simple goals, being able to wait for what they want Give focused attention, follow instructions involving several ideas or actions Managing Self Express themselves if hurt or upset using descriptive vocabulary Online safety and resilience	Participate in discussions, contributing their own ideas Use taught vocabulary in storytelling, play and writing Sequencing words Hold sustained conversations with peers and adults in the setting – back and forth, not just answering questions Offer explanations on what they have learnt, created, seen Demonstrate that they can listen attentively and respond to what they hear with relevant questions, comments and actions Make comments about what they have heard and ask questions to clarify	Gross Motor Skills Improve balance along equipment Practise control when throwing and catching a ball Explore negotiating space and obstacles safely, with consideration for themselves and others Demonstrates strength, balance and coordination when playing Move energetically, running, jumping, dancing, hopping, skipping and climbing Kinetic Letters animal poses Fine Motor Skills Hold a pencil effectively in preparation for fluent writing –	Sounds Write phonics scheme Learn to read polysyllabic words Vowel digraphs/ trigraphs (extension - alternate spelling patterns) Read sentences and books with increasing pace and fluency Consolidation of previous knowledge and skills Read a range of High Frequency Words Read and understand simple sentences using phonic knowledge to decode regular words and sight read common high frequency words Believe they are a reader Questioning skills - asking who, what, where, when and why questions	Sounds Write phonics scheme Kinetic Letters Blending & segmenting skills using digraphs Talk in full sentences using conjunctions, correct tenses and adjectives Form sentences orally, retain and write with capital letters and full stops. (This may be in a simple narrative or non-fiction structure) Write a range of sight word spellings from memory Begin to write more extended pieces of work e.g., a story, a letter or a description Non-fiction writing Read own writing back to check and edit	Number Cardinality & Counting Learning how to solve number problems Composition Doubling, halving and sharing Recalling number bonds to 10 Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as other quantity Can apply their mathematical knowledge e.g., of number bonds within wider calculations Subitise (recognise quantities without counting) up to 5	Past and Present Recognise some of the differences in themselves between September and now Revisit the human life cycle - how they have changed since being a baby, make own timeline Understand their 'immediate' past and longer ago People, Culture and Communities Learn how people celebrate different events – weddings Listen to stories from different religions Look at maps, globes and photographs, and listen to stories from different cultures to compare different places and people around the world The Natural World Learn about how to	Observational drawings Looking at famous artists self portraits - Van Gogh, Picasso. Create another to compare with ours at the start of the year Claude Monet Waterlilies Colour mixing – secondary colours Discuss shapes and pattern within the environment Clay cake toppers Making bracelets with patterns Share their creations with others explaining the process that they have used Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Manage their own dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships Takes steps to resolve conflicts amicably with peers</p> <p>Work and play cooperatively and take turns with others</p>	<p>their understanding</p> <p>Talk in full sentences using conjunctions and adjectives</p> <p>Practise skills to initiate and sustain a conversation and then stay on topic for a prolonged period</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>using the tripod grip</p> <p>Form most letters accurately with appropriate ascenders and descenders</p> <p>Practise cutting around a simple shape accurately</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing</p>	<p>Vocabulary – use of taught vocabulary in storytelling, play and writing</p> <p>Able to talk about a book that they have read or that has been read to them using their own words and any taught vocabulary</p>	<p>Write simple phrases and sentences that can be read by adults</p>	<p>Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>Numerical Patterns Pattern Explore doubling, halving and sharing</p>	<p>look after our planet</p> <p>Learn about sun safety</p> <p>The Natural World Exploring changes in state/matter e.g. melting chocolate, making ice lollies, rescuing animals from frozen ice cubes, toast, Angel Delight, candles Baking cakes</p>	<p>Uses experiences and learnt stories to develop their own storylines</p> <p>Create own music or songs using instruments and body percussion</p> <p>Perform songs, rhymes, poems and stories with others and try to move in time to the music</p> <p>Explore playing with many notes using glockenspiels</p> <p>Design and make a sandwich and a cake</p>
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