



	Autumn Term	Spring Term	Summer Term
<p><b>Communication and Language</b></p>	<p>Communication and language development are encouraged throughout the Foundation Stage in Nursery and Reception classes, in both informal and formal contexts. It involves giving the children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.</p> <p>The three areas in which communication and language are encouraged are:</p> <p><b>Listening and Attention:</b> All children are encouraged to listen attentively in a range of situations. They listen to stories, begin to accurately anticipate key events and respond to what they hear with relevant comments, questions or actions. They are encouraged to give their attention to what others say and begin to respond appropriately, whilst engaging in differing activities.</p> <p><b>Understanding:</b> All children are encouraged to follow instructions, which involve several ideas or actions appropriate to their individual developmental level. They are encouraged to answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking:</b> All children are encouraged to express themselves effectively, showing awareness of the listener's needs. They are also encouraged to use past, present and future forms when talking about events that have happened or are to happen in the future. They are encouraged to begin to develop their own narratives and explanations by connecting ideas and events.</p>		
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>* To begin to be aware of the way stories are structured and make suggestions on how the story might end.</li> <li>* To describes main story settings, events and principal characters.</li> <li>* To continue rhyming strings.</li> <li>* To hear and say the initial sound in words</li> <li>* To recognises familiar words and signs. (Own name and advertising logos)</li> <li>*To write own name (All letters present and in order)</li> <li>*To begin or continue the phonics programme for reading and writing letters and words</li> <li>*To form letters correctly and on a line.</li> <li>*To show some control over size, shape,</li> </ul>	<ul style="list-style-type: none"> <li>*To listen to and enjoy an increasing range of books.</li> <li>*To links sounds to letters, naming the letters of the alphabet.</li> <li>*To identify and link capital and lowercase letters.</li> <li>*To read words and simple sentences.</li> <li>*To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>*To read and write some irregular common words. (Red words)</li> <li>*To draw own story maps and say what the pictures represent.</li> <li>*To show awareness of different purposes of writing.</li> <li>*To ascribe meaning to own writing or mark making, ('reads' what has</li> </ul>	<ul style="list-style-type: none"> <li>*To read and understand simple sentences.</li> <li>*To use phonic knowledge to decode regular words and read them aloud accurately</li> <li>They also read some common irregular words.</li> <li>*To demonstrate understanding when talking with others about what they have read</li> <li>*To write simple sentences which can be read by themselves and others.</li> <li>*To use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</li> <li>*To begin to use trickier diagraphs when making phonic attempts at words when writing</li> <li>*To write short sentences in meaningful contexts.</li> <li>*To introduce narrative into their writing.</li> </ul>



	<p>orientation, in writing.</p>	<p>been 'written').                  *To writes captions, labels and attempts other simple forms of writing, (lists, stories etc                  *To use a pencil and hold it effectively.</p>	<p>*To make attempts at writing stories with a beginning, middle and end if they are ready.                  *To use connectives when writing sentences if they are ready.                  *To begin to use adjectives to make writing more interesting if they are ready.</p>
<p><b>Mathematics</b></p> 	<p>* To count reliably (from 0-20)                  *To count objects to 10, and beginning to count beyond 10 (Can count in a line)                  *To use one to one correspondence (touch each object and give it a number 0-20)                  *To count actions or objects which cannot be moved.                  *To count objects in a group/ irregular arrangement of up to ten objects (same group/different group).                  *To represent numbers using fingers, marks on paper or pictures.                  *To recognise numerals. (0 to 5, 0-10 &amp; 0-20)                  *To order numbers to 20                  *To write numbers to 20.                  *To find/ say the number which is one more or one less than a given number.                  Relates addition to combining two groups.                  Relates subtraction to taking away.                  *To find one more or one less from a group of up to five objects, then</p>	<p>* To estimate how many objects, they can see and check by counting.                  *To recognise the number of objects in a small group without counting out (subitise).                  * To use quantities and objects, to add two single-digit numbers and count on to find the answer.                  *To count on when adding to a group (holding first number in head)                  *Increase one quantity by a given amount to find the total (augmentation)                  *To share objects equally.                  *To use quantities and objects, to subtract two single-digit numbers (count on or back) to find the answer.                  *To count backwards (on a number line or counting stick.)                  *To add and subtract                  *To skip count in 2s, 5s &amp; 10s                  *To use ordinal numbers                  *To understand and work with money</p>	<p>*To add and subtract using a range of methods                  *To solve problems involving grouping and sharing.                  *To skip count in 2s, 5s &amp; 10s.                  *To begin to understand odd and even.                  *To count to 20 (objects/ images in an array)                  *To know number families to 5, 6 &amp; 10                  *To know number families to 5, 6 &amp; 10.                  *To begin to identify own mathematical problems based on own interests and fascinations.                  *To know doubles to 10.                  *To recognise o' clock                  *Know and name different coins - 1p, 2p, 5p, 10p, 20p, 50p, £1 &amp; \$2.                  *To use 1p, 2p, 5p &amp; 10p coins to make amounts up to 20p.                  *Uses everyday language to talk about money.                  * To demonstrate understanding that £1 has greater value than pennies                  *Uses mathematical terms to describe 3d shapes.                  *Orders two items by capacity. (using everyday language)</p>



	<p>ten objects.                  *Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.                  *To set out groups and find the total amount                  *To use positional language (below, above, next to, besides, in front, behind and on top)                  *To describe their relative position such as 'behind' or 'next to'.                  Can recognize and name 2D shapes                  *To uses mathematical terms to describe 2d shapes.                  *To recognise, create and describe patterns.                  *To continue patterns.                  *To orders two or three items by length or height</p>		
<p><b>Understanding Of The World</b></p> 	<p>*To join in with family customs and routines.                  *To talk about past and present events in their own lives.                  *To show care and concern for living things and the environment.                  *To talk about why things, happen and how things work.                  *To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.                  *To Know that information can be</p>	<p>*To talk about past and present events in the lives of family members                  *To understand that others don't always enjoy the same things.                  To look closely at similarities, differences, patterns and change.                  *To develop an understanding of growth, decay and changes over time                  *To talk about the features of their own immediate environment.                  *To make observations of animals and plants                  Completes a simple program on a computer.</p>	<p>*To know about similarities and differences between themselves and others, and among families, communities and traditions.                  *To know about similarities and differences among families, communities and traditions                  *To talk about how environments might vary from one another.                  *To explain why some things, occur.                  *To know about similarities and differences in relation to places, objects, materials, living things.                  *To talk about changes.                  Can recognise that a range of</p>



	retrieved from computers	*To uses ICT hardware to interact with age-appropriate computer software.	technology is used in places such as homes and schools. *To select and use technology for purposes
<p><b>Expressive Arts and Design</b></p>	<p><i>All Art projects will be focused around the Topics which are People in My Life Autumn Celebrations</i></p> <ul style="list-style-type: none"> <li>*To explores what happens when they mix colours.</li> <li>*To experiment to create different textures.</li> <li>*To understands that different media can be combined to create new effects.</li> <li>* To Manipulate materials to achieve a planned effect.</li> <li>*To play alongside others can who are engaged in the same theme.</li> <li>*To choose colours to use for a purpose.</li> <li>*To create simple representations of events, people and objects.</li> </ul>	<p><i>All Art projects will be focused around the Topics which are Places and Transport</i></p> <ul style="list-style-type: none"> <li>*To construct with a purpose in mind, using a variety of resources.</li> <li>*To use simple tools and techniques competently and appropriately.</li> <li>*To Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <li>* To introduce a storyline or narrative into their play.</li> <li>*Initiates new combinations of movement and gesture to express and respond to feelings, ideas and experiences</li> </ul>	<p><i>All Art projects will be focused around the Topics which are Life Cycles and Growing and Adventures</i></p> <ul style="list-style-type: none"> <li>*To safely use and explore a variety of materials, tools and techniques.</li> <li>*To experiment with colour, design, texture, form and function</li> <li>*To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>*To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</li> </ul>
<p><b>Expressive Arts and Design Music</b></p>	<ul style="list-style-type: none"> <li>* Exploring sound through: Singing topical, multicultural, seasonal etc songs. To sing as a group.</li> <li>* Instrumental; Learning to play percussion, instruments and to listen as you play. To be aware that sounds can be changed by altering the way they are made</li> <li>* Moving to musical stimuli- to keep in time to the music</li> </ul>	<ul style="list-style-type: none"> <li>* To join in simple songs remembering some of the words</li> <li>* Participate in action songs which call for movement</li> <li>* Move to musical stimuli in a variety of ways, e.g. hopping, marching, skipping, and jumping</li> <li>* Begin to move rhythmically</li> <li>* Recognise repeated sound and motion movements to music</li> </ul>	<ul style="list-style-type: none"> <li>* Begin to build a repertoire of songs- nursery, topical, seasonal, interdenominational, and multi-cultural</li> <li>* Imitate and create movement in response to music</li> <li>* Tap out simple repeated rhythms and make some up</li> <li>* Showing interest in the way musical instruments sound</li> <li>*Achieving stop and start together in a group</li> <li>* Concert</li> </ul>



<p><b>Physical Development Gym</b></p>	<ul style="list-style-type: none"> <li>* Introduce ways of travelling and balancing</li> <li>* Returning to defined space. Moving on the spot. Moving around with some awareness of others</li> <li>* Discover and discuss some of the changes that occur during exercise</li> <li>* Experiment with wide range of small equipment learning some degree of control</li> <li>* Introduce basic tools and explain their safe use.</li> </ul>	<ul style="list-style-type: none"> <li>* Experiment with and develop increasingly complex ways of travelling</li> <li>* Defining own space without visible boundaries.</li> <li>* Use relevant vocabulary when observing changes in self and others</li> <li>* Simple introduction to high apparatus and how to use it safely</li> <li>* Experiment with wider range of equipment and use with more control</li> </ul>	<ul style="list-style-type: none"> <li>* Consolidate travelling and balancing skills through building sequences</li> <li>* Experiment with direction, change direction and speed whilst maintaining personal space</li> <li>* Discuss what constitutes a healthy lifestyle</li> <li>* Use large and small apparatus safely and with some skill.</li> <li>* Use a wide range of tools and equipment with improved control.</li> </ul>
<p><b>Physical Development Dance</b></p>	<ul style="list-style-type: none"> <li>* Stories are enacted through dance</li> <li>* Group to make good use of their developed foot skills through little sequences with a partner</li> </ul>	<ul style="list-style-type: none"> <li>* Improved posture</li> <li>* Pony trots and gallops in time with the music</li> <li>* In pairs dance crossing hands side by side or facing partner</li> <li>* Simple dance sequences performed in small groups</li> </ul>	<ul style="list-style-type: none"> <li>* More complicated step combinations and more expressive movements carried out in new floor patterns</li> <li>* Greater awareness of the music, time signature differences and how they impact the step sequences</li> <li>* Majority of the class now able to skip</li> </ul>
<p><b>French</b></p>	<ul style="list-style-type: none"> <li>* Greetings</li> <li>* Colours Song "Bleu, blanc, rouge"</li> <li>* Numbers to 20</li> <li>* <u>Me and my family:</u></li> <li>* Saying your name/age/how you are feeling</li> <li>* Family members</li> <li>Song "Dans ma famille, il y a..."</li> <li>* Pets</li> <li>* <u>Christmas:</u></li> <li>* Christmas vocabulary</li> <li>* Christmas story</li> <li>* French carols "Vive le vent"</li> </ul>	<ul style="list-style-type: none"> <li>* Days of the week</li> <li>* Numbers to 59</li> <li>* <u>Fruits</u> Names of fruits</li> <li>* Likes and dislikes</li> <li>* Story "The Very Hungry Caterpillar"</li> <li>* <u>Weather and clothes:</u></li> <li>* Weather phrases</li> <li>* Clothes</li> <li>* Story "Je m'habille et je te croque..."</li> </ul>	<ul style="list-style-type: none"> <li>* Consolidation of numbers</li> <li>* <u>About my body:</u></li> <li>* Parts of the head</li> <li>* Story "Va t-en grand monstre vert"</li> <li>* Parts of the body</li> <li>* Song "Un petit pouce qui danse"</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>* Getting to know each other</li> <li>* Dresses, undresses</li> </ul>	<ul style="list-style-type: none"> <li>* Sharing and taking turns</li> <li>* Listening to each other</li> <li>* Dresses, undresses and</li> </ul>	<ul style="list-style-type: none"> <li>* Learn to have respect for each other, the classroom and for school equipment</li> </ul>



<p>and manages own personal hygiene</p> <ul style="list-style-type: none"><li>* Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li><li>* Play co-operatively, taking turns with others</li></ul>	<p>manages own personal hygiene</p> <ul style="list-style-type: none"><li>* Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li><li>* Play co-operatively, taking turns with others</li><li>* Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</li><li>* Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</li><li>* Begin to understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li></ul>	<ul style="list-style-type: none"><li>* Dresses, undresses and manages own personal hygiene</li><li>* Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li><li>* Play co-operatively, taking turns with others</li><li>* Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</li><li>* Aware of the boundaries set, and of behavioural expectations in the setting</li><li>* Begin to be able to talk about how I and others show feelings.</li><li>* Be able to talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li><li>* Be able to work as part of a group or class, and understand and follow the rules.</li></ul>
---	---	---