

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
OVERARCHING THEMES	All About Me	Light and Dark	Journeys	Let's Grow	Under the Sea	Amazing Animals
T4W	Owl Babies	Whatever Next The Christmas Story	We're Going on a Bear Hunt	The Very Hungry Caterpillar	Tiddler	Click Clack Moo
T4R	Stick Man My Hair Handa's Surprise My two Grannies	Light and Dark – Non-Fiction	The Artist	The Tiny Seed	Island by Mark Janssen Martha Maps it Out	Rosie's Walk What the Ladybird heard
Theme led	The Owl who was afraid of the Dark Brave Little Owl Little Owls Bedtime The Owls Lesson Owl Takes Charge The Rescue Party	The Roaring Rockets Red Rockets and Rainbow Jelly Underpants series Jesus' Christmas Party The Story of Christmas	We're Going to Find the Monster Under the southern Cross Birrarung Wilam	Erroll's Garden Jody's Beans The Bad Seed Have you ever seen a flower -	Rainbow Fish	Floss The Pig is in the Pond Lots – the diversity of life on Earth
THEME DETAIL	Starting school Family Group Belonging to a new group/ school/class Celebrating differences Understanding our emotions Celebrating Success Harvest/Autumn	Night and day animals Hibernation The dark / night-time Staying safe in the dark Fire safety Staying safe – road safety Celebrations – Guy Fawkes & Bonfire Night Christmas & The Nativity Light Sources SPACE	What is a journey – what journeys do we take? Why? Modes of transport Different Environments Artists Winter Story mapping with independence Visiting Australia – long journeys	Spring Nature Growing plants Food New Beginnings Easter Emotions	Water Seas and Oceans Life in the sea Life on the sea Islands in the sea Maps and mapping Relationships Protecting our environment	Farmyard animals What is a Farm? Animals around the world Letter writing Summer Protecting Animals Different environments around the world Writing letters to their new class. Transitions

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COMMUNICATION AND LANGUAGE						
Listening, Attention and Understanding	Engage in story times and discuss/ respond to questions How to listen carefully and can understand why listening is important Begin to use talking partners Follow a simple instruction Listen carefully to rhymes and songs, paying attention to how they sound (rhythm, rhyme etc.) Follow a simple instruction with 2 parts	Listen to and talk about stories to build familiarity and understanding of the structure of a text, including non-fiction Effective use of talking partners to engage in discussion Articulate my ideas and thoughts in whole sentences		ELG: Listening, Attention and Language – Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.		
Speaking	Join in with parts of the story I know – retell stories in order Share what I have heard in a story with a friend Learn new rhymes and songs Develop social phrases Learn and join in with retelling a story Respond to an adult in conversation in different contexts Ask a question to help my understanding	Ask questions in context and to clarify thinking Use new vocabulary in different contexts Use connectives to extend my sentences when talking to others Use talk to help work out problems and organise thinking and activities Use language to compare and contrast		Speaking: Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making		
WHAT DOES THAT LOOK LIKE?	Across all the provision					

LITERACY

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
OVERARCHING THEMES	All About Me	Light and Dark	Journeys	Let's Grow	Under the Sea	Amazing Animals
Comprehension	Talk about favourite stories Repeat words and phrases from familiar stories Talk about characters, settings, and events in stories Talk about beginning middle and end in stories Retell story events in sequence Predict what might happen next		Continue with T1 and 2 To answer questions, from fiction and non-fiction including explanations and clarifications of what has been heard. To initiate asking questions about texts both familiar and unfamiliar To be able to summarise sections of texts or short stories and non-fiction texts		ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during roleplay.	
WHAT DOES THAT LOOK LIKE?	Talk for Writing Talk for Reading Individual reading and reading for pleasure Theme led Literature Skills teach		Talk for Writing Talk for Reading Individual reading and reading for pleasure Theme led Literature Skills teach		Talk for Writing Talk for Reading Individual reading and reading for pleasure Theme led Literature Skills teach	
Word Reading	Begin to recognise that sounds can be represented by spellings with one letter. begin to segment, blend, and manipulate sounds in words with the structure cvc. Confidently blend, segment, and manipulate sounds in words with the pattern cvc begin to recognise the high frequency words... (see attached sounds write grid)		begin to read those in the pattern vcc and cvcc begin to read those in the pattern ccvc and cvcc ccvcc and cccvc		Understand that some spellings are written with two different letters e.g. sh, ch, th, ck, wh, ng, qu ELG Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
What does that look like	Sounds-Write Independent Reading T4W/T4R		Sounds-Write Independent Reading T4W/T4R		Sounds-Write Independent Reading T4W/T4R	

Writing	<p>Write my name</p> <p>Write initial sounds in some words</p> <p>Give meaning to the makes I make</p> <p>Can write VC words confidently</p> <p>Write for a variety of purposes</p> <p>Writes cvc words using the sounds taught.</p>	<p>Can write CVC words confidently</p> <p>Begin to show an understanding of finger spaces</p> <p>Spell some words correctly</p> <p>Write simple captions and labels with support.</p> <p>Write a sentence</p> <p>Independently write captions and sentences</p> <p>Developing language of comparison environments</p>	<p>Use of:</p> <p>Capital letters</p> <p>Full stops</p> <p>Phonetically plausible spellings</p> <p>ELG Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases that can be read by others</p>
What does that look like	T4W	T4W	T4W

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OVERARCHING THEMES	All About Me	Light and Dark	Journeys	Let's Grow	Under the Sea	Amazing Animals
PSED	Self-Regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ☑ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ☑ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions Managing Self Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. ☑ Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Building Relationships Work and play cooperatively and take turns with others. ☑ Form positive attachments to adults and friendships with peers. ☑ Show sensitivity to their own and to others’ needs.					
	Select and uses resources in the provision with help if needed. Separate from parents/carers Know that adults will keep me safe and help me to learn. Follow rules and simple routines Play cooperatively with other children Talk about my feelings Say, see and recognise what is special about me. I can / know Select and use resources in the provision independently. Ask an adult for help with confidence. Can tolerate delay when needs are not immediately met (waiting for a friend, resource, a snack) Play with increasing confidence on their own and with other children, developing some friendships. Be independent in meeting my own personal care needs.	Take turns and share resources Name some of my feelings Know what it means to be a good friend. I can / know Initiate play and invite friends to join in, e.g., with a smile, gesture, or words. Talk about ways to keep myself healthy Take turns and share resources Can respond appropriately to other children's emotions. Play with one or more other children, extending and elaborating play ideas. Increasingly follows rules, understanding why they are important.	Initiate conversation and confidently talk to friends Include other in play Select resources for a specific purpose and to support my learning. Be more resilient and persevere in the face of challenge I can / know Respond appropriately in different contexts. Be aware of my own feelings. Find ways to resolve conflicts.			
WHAT DOES THAT LOOK LIKE?	This is across whole provision PSHE lessons Circle time/check in/out	This is across whole provision PSHE lessons Circle time/check in/out	This is across whole provision PSHE lessons Circle time/check in/out	This is across whole provision PSHE lessons Circle time/check in/out		

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OVERARCHING THEMES	All About Me	Light and Dark	Journeys	Let's Grow	Under the Sea	Amazing Animals
Physical Development	Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. ☑ Demonstrate strength, balance and coordination when playing. ☑ Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Fine Motor Skills Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. ☑ Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.					
Gross Motor Skills	Move in different ways Negotiate space safely Roll, crawl, walk, jump, hop, skip, and climb with increasing control – use of balancing equipment and Outdoor climbing apparatus Throw, catch and kick with accuracy with different sized balls Tree climbing		Balance on one leg Jump and land with control Move in different ways in different spaces Move my body in response to different rhythms Combine movements with fluency and ease Confidently and safely use a range of apparatus confidently and safely Use core muscles to achieve good posture		Throw, catch, kick and pass, strike and aim with a range of balls with increasing accuracy Practise for Sports Day activities Participation in Sports Day	
WHAT DOES THAT LOOK LIKE?	PE lessons Outdoor continuous provision Forest Schools		PE lessons Outdoor continuous provision Forest Schools		PE lessons Outdoor continuous provision Forest Schools	
Fine Motor Skills	Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paintbrush beyond whole hand grip Pencil Grip Taking shoes off and putting them on Develop muscle tone to put pencil pressure on paper Use tools to effect changes on materials Show preference for dominant hand		Handle tools, objects, construction, and malleable materials with increasing control Hold pencil effectively with comfortable grip Forms recognisable letters Draw pictures with recognisable features		Use scissors confidently for a variety of purposes Show increasing control when using a variety of mark making resources Develop the foundations of a handwriting script as per school scheme – consistency in shape and size Use tools competently	

	Engage children in structured activities, guide them in what to write, draw or copy Use buttons and zips with confidence Begin to form letters correctly.		
WHAT DOES THAT LOOK LIKE?	Across all provision Handwriting sessions Forest School	Across all provision Handwriting sessions Forest School	Across all provision Handwriting sessions Forest School

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OVERARCHING THEMES	All About Me	Light and Dark	Journeys	Let's Grow	Under the Sea	Amazing Animals
Maths	<p>ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>. ELG: Numerical Patterns Children at the expected level of development will: - 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 the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
Number	<p>I can: Count by myself Count as part of a group The counting sequence stays the same. The last number counted represents how many are in the set. As you count, the quantity increases. Each object in the set is counted once and once only. Count things that can be seen at a distance, not touched, or moved. Count things that we see, but then they are not visible. Count things that happen or we hear Count items onto a number track Counting 5 then 6 then 7 I can: Count items onto a number track The count of objects can begin with any object in the set and the total will remain the same The count for a set of objects remains the same even if the objects are moved around, as long as no objects are added or removed. The count for a set of objects gives the quantity regardless of the size or type of objects. Counting 8, then 9, then 10</p>		<p>I can: Subitise Partitioning Combining groups Finding numbers that are one more Take away from 5 Find one less Find totals I can: Identify groups that are the same, have more or fewer Compare groups Identify numbers that are more or less Order numbers to 10. Partition using numbers to 10. Combine groups Find totals</p>		<p>I can: Combine groups Find totals up to 9 by counting on Take away Find hidden numbers when taking away Use repeated addition to find doubles Use repeated addition to find even numbers I can: Distribute objects equally Securing and using number facts - using number stories for; combining groups, counting on, and finding hidden numbers Solving Problems or Revisiting Learning based on Assessment</p>	
WHAT DOES THAT LOOK LIKE?	Can Do Maths session – Daily Indoor maths provision Enhancements in continuous provision Songs and Rhymes		Can Do Maths session – Daily Indoor maths provision Enhancements in continuous provision Songs and Rhymes		Can Do Maths session – Daily Indoor maths provision Enhancements in continuous provision Songs and Rhymes	

Numerical Patterns	<p>Developing Spatial Reasoning</p> <p>an awareness of size</p> <p>an awareness of length</p> <p>to explore objects using the language of longer than and shorter than</p> <p>an awareness of weight</p> <p>to explore objects using the language of heavier than and lighter than</p> <p>an awareness of capacity</p> <p>to explore with objects how much a container holds</p> <p>an awareness of volume such as exploring how full or empty containers are</p>	<p>an awareness of a range of patterns, e.g. wallpaper and wrapping paper</p> <p>an awareness of repeating patterns, continuing a pattern using shape, colour, sound, or movements, creating a pattern, continuing a pattern using numbers</p> <p>I have learnt:</p> <p>an awareness of sequences within a day</p> <p>an awareness of sequences of events, e.g. in stories, poems, songs</p> <p>an awareness of creating sequences e.g. using the language of first, then, next, including instructions</p> <p>an awareness of 2D shapes</p> <p>an awareness of combining 2D shapes to make other shapes, e.g. in puzzles and pictures</p> <p>an awareness of decomposing 2D shapes into other shapes</p>	<p>I have learnt:</p> <p>about evens and odds,</p> <p>double facts</p> <p>how quantities can be distributed equally to revisit learning and solve problems</p>
What does that look like?	<p>Can Do Maths session – Daily</p> <p>Indoor maths provision</p> <p>Enhancements in continuous provision</p> <p>Songs and Rhymes</p>	<p>Can Do Maths session – Daily</p> <p>Indoor maths provision</p> <p>Enhancements in continuous provision</p> <p>Songs and Rhymes</p>	<p>Can Do Maths session – Daily</p> <p>Indoor maths provision</p> <p>Enhancements in continuous provision</p> <p>Songs and Rhymes</p>

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OVERARCHING THEMES	All About Me	Light and Dark	Journeys	Let's Grow	Under the Sea	Amazing Animals
Understanding the world	<p>ELG</p> <p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
Past and Present	<p>Talk about myself and my family</p> <p>Name and describe the people who are familiar to me</p> <p>Black History Month – My two Grannies, further exploring families</p> <p>Compare and contrast different buildings.</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Gunpowder plot</p> <p>Christmas Story</p>		<p>Exploring the concept of journeys and mapping</p> <p>Talk about the island of Australia, the barrier reef, landmarks, art, and myths</p> <p>Easter Story</p>		<p>Talk about their first year at school – recalling events, trips, learning.</p>	
People, Cultures and Communities	<p>Members of my family and the community belong to different groups</p> <p>People belong to different groups</p> <p>Black History month</p> <p>People gather in different places, celebrate with food, clothing and in different buildings</p> <p>Talk about Christmas and how it is celebrated around the world</p> <p>RE Syllabus</p> <p>T1 Being Special: Where do we belong?</p> <p>T2: Why is Christmas special for Christians?</p>		<p>How communities differ</p> <p>How people's beliefs differ – Aboriginals</p> <p>Celebrating Easter</p> <p>RE Syllabus</p> <p>T3: Why is the word 'God' so important to Christians?</p> <p>T4: Why is Easter special to Christians?</p>		<p>RE Syllabus</p> <p>T5: What places are special and why?</p> <p>T6: What time/stories are special and why?</p>	
The Natural World	<p>Animals - nocturnal and diurnal</p> <p>Habitats</p>		<p>Name and describe different parts of our world.</p> <p>Understand how plants grow</p>		<p>Exploring the oceans and sea</p> <p>Habitats under water</p>	

	Forest School Autumn/winter	Name basic parts of plants and trees Examine habitats locally and compare with Australia Winter /Spring	Animals under Water Keeping our oceans clean - protecting the environment Summer
WHAT DOES THAT LOOK LIKE?	In all provision Forest School RE lessons	In all provision Forest School RE lessons	In all provision Forest School RE lessons

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OVERARCHINGTHEMES	All About Me	Light and Dark	Journeys	Let's Grow	Under the Sea	Amazing Animals
Expressive Arts and Design	ELG Creating with Materials Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music					
Creating with Material	Use graphic tools, fingers, hands, chalk, pens and pencils to make marks. Cut shapes effectively, using scissors correctly. Begin to mix colours using different media. Say how colours change when mixed together. Create patterns and meaningful pictures in a variety of contexts. Use a variety of tools including different size brushes and tools i.e. sponge brushes, fingers, twigs.	Begin to join materials with a variety of key resources, hole punching, using split pins and treasury tags, taping Build a construction/ sculpture using a variety of objects. Use tools, materials and techniques in different ways. Join a variety io materials together using different tools and materials. Talk about what I produced, what works well, what I would change/add?	Talk about different textures and pattern Design and build a construction/ sculpture using a variety of objects Paint characters from stories I have heard draw animals as part of a class Building environments – habitats for animals Share creations, talk about process and evaluate my work. Use tools, materials and techniques in different ways using a variety of manipulatives. Use a variety of art media to do close observational work of plants and animals. Make a clay tile and draw an image on it			
Being Imaginative and Expressive	Retell a familiar story Owl Babies I can join in with songs and nursery rhymes. Charanga; think about rhythm (steady beat) and sing with the class Retell a familiar story Whatever Next? Perform a song/dance to an audience with confidence.	Retell a familiar story – We are going on a Bear Hunt Create narratives based around other stories. Charanga; make a steady beat (alone or with others), play two notes on a glock Drawing the music Retell a familiar story - The Very Hungry Caterpillar Retell a familiar story through imaginative and expressive movement	I can: Retell a familiar story – Tiddler Charanga; make a steady beat (alone or with others), play two notes on a glock and begin to explore melodic patterns, improvisation and riff based composition Retell a familiar story - Click Clack Moo			

	<p>Move in time to the music.</p> <p>Experiment with different instruments and their sounds.</p> <p>Charanga; make a steady beat (alone or with others), play one note on a glock</p>	<p>Charanga; make a steady beat (alone or with others), play two notes on a glock and begin to explore melodic patterns</p>	<p>Invent their own narratives, stories and poems using resources in the learning environments.</p> <p>Charanga; reflect, rewind and replay</p>
WHAT DOES THAT LOOK LIKE?	<p>Talk for reading/Writing</p> <p>Outdoor provision</p> <p>Music Lessons</p> <p>Art – Skills development lessons</p>	<p>Talk for reading/Writing</p> <p>Outdoor provision</p> <p>Music Lessons</p> <p>Art – Skills development lessons</p>	<p>Talk for reading/Writing</p> <p>Outdoor provision</p> <p>Music Lessons</p> <p>Art – Skills development lessons</p>