



Year R

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Christian Values	Love		Hope		Courage	
Learning Behaviours	Ready	Responsibility	Reflective	Resilient	Resourceful	Moving On
Topic Name	Marvellous Me	Celebrations	Once Upon a Time	Under the Sea	Here we Grow	Carnival of the Animals
Topic Hook	Starting School Transition	Sparklers (Bonfire Night)	A letter from the three little pigs.	Who will we find hiding under the sea?	Duckling Visit Farm Visit	Animal foot prints. Who do they belong to?
Area of Framework	Autumn Milestones		Spring Milestones		Summer Milestones	
Communication and Language Listening, attention and understanding Speaking	To enjoy listening to stories and recall much of what happens. To pay attention to more than one thing at a time. To begin to develop a wider range of vocabulary. To pronounce multi-syllabic words such as "computer" and "banana". To understand a question or instruction that has two parts. To understand 'why' questions. To sing a large repertoire of songs. To begin to use longer sentences of four to six words. To start a conversation.		To be able to talk about familiar books, and be able to tell a long story. To develop their communication, but may continue to have problems with irregular tenses and plurals. To develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl' or 'hippopotamus'. To describe events in some detail. To use new vocabulary in different contexts. To use talk to help work out problems and organise thinking. To articulate ideas in well-formed sentences.		To listen attentively and respond with relevant questions, comments and actions. To make comments about what they have heard and ask questions to clarify understanding. To hold a conversation when engaged in back-and-forth exchanges. To participate in small group, class and 1:1 discussions, offering own ideas and using new vocabulary. To offer explanations for why things might happen. To express ideas and feelings about experiences using full sentences, different tenses and the use of conjunctions.	
Personal, Social and Emotional Development Self- Regulation Managing Self	To develop friendships with other children. To select and use resources, with help, to achieve a goal. To develop their sense of responsibility.		To increasingly follow rules and understand why they are important. To remember school rules without the help of an adult. To be assertive but in an appropriate manner.		To show an understanding of their own and others feelings, and regulate their behaviour accordingly. To set and work towards simple goals, being able to wait for what they want and control their immediate impulses.	



<p>Building Relationships</p>	<p>To become more outgoing with unfamiliar people, such as peers and adults. To feel a part of the classroom and school community. To play with one or more of their peers extending and elaborating ideas. To find solutions of small conflicts. To follow school and classroom rules. To be able to identify feelings in themselves. To begin to understand how others might be feeling and why.</p>	<p>To confidently use talk to resolve conflicts between themselves and peers. To be increasing independent with their own care needs such as using the toilet, washing hands and making healthy choices about food and drink. To think about the perspectives of others. To know how others are feeling. To talk about emotions in more detail such as “I am sad because...” or “I am happy when...”</p>	<p>To give focused attention to what the teacher says, responding appropriately even when engaged in activity. To confidently try new activities and show independence, resilience and perseverance in the face of challenge. To explain the reasons for rules and to know right from wrong. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p>Physical Development Fine Motor Skills Gross Motor Skills</p>	<p>To use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. To show an increasing desire to be independent, such as wanting to dress or undress. To learn how to use a knife and fork. To develop manipulation and control. To explore different materials and tools. To develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. To up steps and stairs, or climb up apparatus, using alternate feet. To skip, hop, stand on one leg and hold a pose. Use large-muscle movements, such as waving.</p>	<p>To start taking part in some group activities which they make up for themselves, or in teams. To remember sequences and patterns of movements which are related to music and rhythm. To match their physical skills to tasks and activities. For example, they decide whether to crawl, walk or run across a plank. To choose the right resources to carry out their own plan. To work with others to manage large items, such carrying large hollow blocks. To use one-handed tools. To use a comfortable grip with good control when holding pens and pencils. To show a preference for a dominant hand. To be increasingly independent as they get dressed and undressed.</p>	<p>To negotiate space and obstacles safely, with consideration for themselves and others. To demonstrate strength, balance and coordination when playing. To move energetically, such as running, jumping, dancing, hopping, skipping and climbing. To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. To use a range of small tools, including scissors, paintbrushes and cutlery. To begin to show accuracy and care when drawing.</p>
<p>Literacy Comprehension Word Reading</p>	<p>To enjoy sharing books. To repeat words and phrases from familiar stories. To ask questions about books.</p>	<p>To understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom</p>	<p>To show an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To anticipate (where appropriate) key events in stories.</p>



<p>Writing</p>	<p>To make comments and share their own ideas. To develop play around favourite stories using props. To notice print, such as the first letter of their name, a bus or door number, or a familiar logo. To enjoy drawing freely. To add some marks to their drawings, which they give meaning to. For example: "That says mummy." To make marks on their picture to stand for their name. To write some or all of their name, with some element of sequence. To begin to develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p>	<p>- the names of the different parts of a book - page sequencing To engage in extended conversations about stories, learning new vocabulary. To read individual letters by saying the sounds for them. To blend sounds into words, so that they can read short words made up of known letter sound correspondences. To read some common exception words matched to the Pip and Pap phonics programme. To Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. To form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with letter/s. To write short sentences with words with known letter-sound correspondences using a capital letter and full stop and be able to re-read what they have written.</p>	<p>To use and understand recently introduced vocabulary during discussions about stories and during role play. To say a sound for each letter in the alphabet and at least 10 digraphs. To read words consistent with their phonic knowledge by sound-blending. To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. To write recognisable letters, most of which are correctly formed. To spell words by identifying sounds in them and representing the sounds with a letter or letters. To write simple phrases and sentences that can be read by others.</p>
<p>Mathematics Number Numerical Patterns</p>	<p>To compare sizes, weights etc. using gesture and language. To notice patterns and arrange things in patterns. To compare amounts, saying 'lots', 'more' or 'same'. To develop fast recognition of up to 3 objects, without having to count them individually. To recite numbers past 5. To say one number for each item in order: 1, 2, 3, 4, 5. To know that the last number reached when counting a small set of objects tells</p>	<p>To experiment with their own symbols and marks as well as numerals. To solve real world mathematical problems with numbers up to 5. To compare quantities using language: 'more than', 'fewer than'. To make comparisons between objects relating to size, length, weight and capacity. To create and extend repeating patterns. To notice and correct an error in a repeating pattern. To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' To explore the composition of numbers to 10.</p>	<p>To have a deep understanding of number to 10, including the composition of each number. To subitise (recognise quantities without counting) up to 5. To 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. To verbally count beyond 20, recognising the pattern of the counting system. To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>



	<p>you how many there are in total ('cardinal principle'). To show 'finger numbers' up to 5. To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. To talk about and explore 2D (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'.</p>	<p>To automatically recall number bonds for numbers 0–5 and some to 10.</p>	<p>To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Understanding the World</p> <p>Past and Present</p> <p>People, Cultures and Communities</p> <p>The Natural World</p>	<p>To make connections between the features of their family and other families. To notice differences between people. Use all their senses in hands-on exploration of natural materials. To explore collections of materials with similar and/or different properties. To talk about what they see, using a wide vocabulary. To begin to make sense of their own life-story and family's history. To describe what they see, hear and feel whilst outside. To understand the effect of changing seasons on the natural world around them.</p>	<p>To show interest in different occupations. To explore how things work. To plant seeds and care for growing plants. To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things. To explore and talk about different forces they can feel. To talk about the differences between materials and changes they notice. To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>To talk about the lives of the people around them and their roles in society. To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. To understand the past through settings, characters and events encountered in books read in class and storytelling. To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. To know some similarities and differences between different religious and cultural communities in this country. To explain some similarities and differences between life in this country and life in other countries. To explore the natural world around them. To know some similarities and differences between the natural world around them and contrasting environments. To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>



<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>To enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>To take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>To explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>To develop their own ideas and then decide which materials to use to express them.</p> <p>To join different materials and explore different textures.</p> <p>To explore colour and colour-mixing.</p> <p>To remember and sing entire songs.</p>	<p>To make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>To create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>To use drawing to represent ideas like movement or loud noises.</p> <p>To show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>To listen with increased attention to sounds. To respond to what they have heard, expressing their thoughts and feelings.</p> <p>To play instruments with increasing control to express their feelings and ideas.</p>	<p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To share their creations, explaining the process they have used.</p> <p>To make use of props and materials when role playing characters in narratives and stories.</p> <p>To invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>To sing a range of well-known nursery rhymes and songs.</p> <p>To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>			
<p>British Values</p>	<p>Class Charter</p>	<p>5th November 2024 Bonfire Night</p> <p>11th November 2024 Remembrance Day</p>	<p>13th Feb '24 Pancake Day</p> <p>23rd April '24 St George's Day</p>	<p>10th March Mother's Day</p>		<p>16th June '24 Father's Day</p>
<p>Cross Phase event / Global Neighbours / Themed Day</p>	<p>World Mental Health Day- 10th October</p>	<p>31st October – 5th November '24 Diwali - Hinduism</p>	<p>1st – 7th February '24 Interfaith week of prayer for world peace.</p> <p>10th February '24 Chinese New Year</p> <p>15th February '24 Nirvana Day - Buddhism</p>	<p>8th – 9th April '24 Eid al Fitr – Islam</p> <p>7th March 2024 World Book Day</p> <p>8th April 2022</p>	<p>22nd April '24 World Earth Day</p>	<p>21st June '24 Humanist Day</p>



Visits / Visitors	5 th October 2023 Trip to I Wannabe, Romsey 18 th October 2023 Harvest Festival St John's Church	13 th December 2023 Christingle Service St John's Church		Nurse, Builder, Head Teacher, Post Office Church 27 th March 2024 Easter Service St John's Church	Ducklings 22 nd April- 2 nd May 2024 Farm Visit- 23 rd May 2024	
--------------------------	---	--	--	--	--	--