

Reception	Connections and Contexts	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Summer 2	How does it happen?  Summer - melting	Engage in games where different participants have different roles.  Build strategies to challenge undesirable behaviour towards others.  Understand how our actions can impact upon the feelings/emotions of others  Have the confidence to try new activities and show independence, resilience and perseverance in the face of challenge; Articulate/demonstrate how to be a considerate and safe pedestrian	Generate original narratives using small world figures or puppets, or in role play with open ended props.  Process language which includes challenging adjectives, verbs and positional vocabulary in instructions.  Play games where they give instructions to each other.  Speak using well formed sentences and the correct use of past, present and future tense. Recall and define specialist vocabulary for the half term	Stack and align irregular and natural objects. Use hand moulding and building techniques with malleable materials. Control large scale gardening tools including watering cans. Use fine pincer mark-making clay tools with precision. Use a range of tools to dismantle mechanisms. Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target. Kick a ball at a target or to a friend. Coordinate body movements effectively to complete various athletic events. E.g. hurdles, jumping, running etc.	Use phonic knowledge to blend familiar single letter sounds to make simple and read simple words (1.1-2) Use 'Fred in their head' or sight reading to read 1.1 green words. Write sentences using capital letters and full stops. Use correct letter formation for the majority of letters when writing sentences. 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 role-play.	Know that double means 'twice as many'. Create/make doubles using real objects and mathematical equipment. Build numbers using the pairwise pattern Share items fairly into equal groups Recognise and make equal groups Understand that some quantities will share equally into 2 groups and some won't. Replicate simple constructions, models, real places and places in stories. Use positional language to describe where objects are in relation to other items. Describe and review strategies used in problem solving. Understand that maps and plans can be used to represent places and use these to see where things are in relation to other things. Create their own plans and maps to represent the models they build, familiar places and places in stories.	Predict which objects would be magnetic suggesting reasons why. Predict whether an object would float or sink explaining reasoning. Describe how a shadow is created. Describe and explain changes of state when making ice cream/ observing melting. Describe natural and manmade beach detritus and know the dangers to wildlife from man made rubbish. Know and understand how our actions impact the natural world.	Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment.  Make detailed and accurate observational drawings of natural found objects and living things, including matching colours.  Shape and mould wet sand and clay with hand tools to create particular effects.  Generate simple oral and enacted narratives with role play props or small world resources.  Use dance gestures and movements to tell a story.  Body percussion and instrumental sound effects to tell a story. Draw or paint themselves with increasing accuracy in terms of detail. E.g. colour, shape, body parts including eyelashes, eyebrows, fingernails etc.
Summer 1	Where in the world?  Beach School	Engage in more complex and extended turn taking games  Read facial expressions and body language and extend vocabulary relating to emotions.  Articulating reasons for success or failure in a challenge.  Building strategies to make new friends.  Give focused attention to what adults say, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Articulate the importance of limiting screen time..	Tell familiar stories with dialogue using small world figures or puppets, or in role play with specific props.  Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance.  Answer open ended or speculative questions.  Process three step instructions.  Recall and define specialist vocabulary for the half term	Use tools to cut and join safely and under supervision. Join with tape and glue independently and with accuracy. Control large scale gardening tools including watering cans. Use fine mark-making tools to create texture and pattern in clay. Control printing tools to create a desired effect. Use larger pieces of equipment that require wrist and shoulder control. E.g. foam javelins/screamers. Dismantle objects and mechanisms using a range of hand actions. Control and steer a ball by hand. Aim, roll, track and collect a ball.	Read Write Inc set 1 gaps and set 2 sounds. Use phonic knowledge to blend familiar single letter sounds to make simple and read simple words (1.1-1.7) Write sentences using full stops.	Build and identify numbers to 20. Know and recognise that numbers 1-9 repeat after every set of 10. To count on and back beyond 10 from different starting points. Complete shape puzzles Select and rotate shapes to fill a given space. Use positional language to describe where shapes are in relation to one another. Understand that the quantity of a group can be changed by adding more. Create and represent addition and subtraction mathematical stories using the structure of first, then, now. Understand that shapes can be combined and separated to make new shapes. Explore the shapes that can be made by combining a set of given shapes in different ways.	Describe the similarities and differences between us and children in other countries. Describe changes to trees and woodland in spring. Describe the similarities and differences between life in Forest Hall and life in Kenya. Describe and explain changes of state when making Kenyan chapatis. Identify similarities and differences between animals and plants in the beach environment and in the woodland environment Name physical features of a beach environment.	Make increasingly detailed observational drawings and paintings of natural found objects and living things. Know how to join wood and reclaimed materials to make objects with a purpose. Print accurately with paint to achieve a planned effect and describe design choices. Select reclaimed and natural materials to collage representationally or with a design idea in mind and explain choices. Move rhythmically on the spot and when travelling, using hands or feet to mark the beat. Echo simple short rhythmic phrases with untuned percussion. Discuss the pitch contrasts in tuned percussion. Call and response songs.
Spring 2	How does it grow?  Farm visit  Easter and Spring	Work in a small group on tasks like turn-taking games.  Articulate how to solve simple problems.  Choose ingredients suited to a healthy snack.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when	Tell entire familiar stories using sequenced illustrations as prompts. Answer open ended or speculative questions. Teach new skills to others verbally and by demonstration. Connect one idea or action to another using a range of connectives when speaking. Recall and define specialist vocabulary for the half term	Use tools to cut and join safely and under supervision. Join with tape and glue with increasing independence and accuracy. Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers. Control small games equipment when transporting.	Read Write Inc set 1 sounds including special friends. Use phonic knowledge to blend familiar single letter sounds to make simple and read simple words (1.1-1.7). Write simple sentences using regular words including those with diagraphs. Use correct letter formation for some of the letters used when writing simple sentences.	Count forwards and backwards to 10. Represent 9 and 10 in different ways. Compare 2 or 3 numbers/sets of items to 10, saying if a set/group has more, the same, fewer. Explore number bonds to 10 in practical ways. Explore and manipulate 3D shapes when building Explore and describe the similarities and differences of 3D shapes. Know the names of some 3D shapes.	Know that England is part of the UK. Identify similarities and differences between babies and four year olds. Describe how people change in their first four years of life. Identify similarities and differences between four year olds and adults. Describe how people grow up and change. Sequence the life of a chicken from hatching to maturity.	Make considered choices to create mixed media or relief design in clay. Use pens, pencils and paintbrushes with increasing precision and technique. Use natural materials to make pictures/representations Speak and act in role, demonstrating recall of the jobs of key members of the community. Draw single or a sequence of images from the imagination to

		<p>appropriate;</p> <p>Know strategies to regulate their emotions when needed.</p> <p>Articulate the importance of a good sleep routine.</p>		<p>Throw and collect a range of small equipment including balls, beanbags etc.</p> <p>Travel across more complex obstacle courses including changes of height.</p>	<p>Retell a well known story using own words and recently introduced vocabulary.</p> <p>Explain using own words the meaning of recently introduced vocabulary.</p>	<p>Explore, repeat and create more complex patterns. E.g. ABB, AAB, AABB, AABBB etc.</p>	<p>Name local animals and their young.</p> <p>Name spring flowers growing in our outdoor area.</p> <p>Know and demonstrate how to grow seeds and care for seedlings.</p> <p>Describe and recall transition of frogspawn into frogs.</p> <p>Describe natural and man made rubbish when doing litterpick/ wildlife garden clear out.</p>	<p>Illustrate a story.</p> <p>Retell episodes from a known story with dialogue using small world figures or puppets</p> <p>Memorise short choreographed dance sequences to accompany songs in pairs or groups.</p> <p>Draw or paint pictures of themselves using correct colour choices and all body parts (head, facial features, body, legs, arms, hands, feet)</p>
<b>Spring 1</b>	<p>Who made trains?</p> <p>Dial Cottage Visit</p> <p>Winter</p> <p>Chinese New Year</p>	<p>Articulate the rationale for school regimes and expectations.</p> <p>Work in a small group on tasks like turn-taking games.</p> <p>Articulate simple problem solving approaches.</p> <p>Make healthy snacks.</p> <p>To develop relationships with other children and adults in school.</p> <p>Articulate the importance of regular physical activity.</p> <p>I can articulate to others the emotion I am feeling.</p>	<p>Play with words and “funny” rhymes, including “add your own word” rhymes.</p> <p>Participate in very familiar stories as choric speech between narrator and characters.</p> <p>Add connectives on the end of simple responses to include detail or causative extensions.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Weave, thread and tie. Use small tools such as hammers and screwdrivers accurately.</p> <p>Join with tape and glue with support. (not flat-in 3D construction)</p> <p>Use cutters and objects to effectively to make marks/cut out shapes in dough.</p> <p>Recognise body changes during exercise.</p> <p>Carry and control small equipment.</p> <p>Travel across simple obstacle courses.</p>	<p>Read Write Inc set 1 sounds including special friends.</p> <p>Use phonic knowledge to blend familiar single letter sounds to make simple and read simple words (1.1-1.5).</p> <p>Write name independently with correct letter formation.</p> <p>Write simple sentences using regular words including those with diagraphs.</p>	<p>To know what the number name zero and the numeral 0 represent.</p> <p>Compare numbers to 5 then 6, 7 and 8. Continue to understand that one quantity can be more than, the same as, or fewer than another quantity.</p> <p>Understand that all numbers are made up of smaller numbers Explore the composition of the numbers 4 and 5 and then 6, 7 and 8.</p> <p>Represent numbers to 5 and then 6, 7, and 8 in different ways.</p> <p>Subitise amounts to 5.</p> <p>Order and compare representationsof number to 8.</p> <p>Know that a pair is 2.</p> <p>Arrange small quantities into pairs, noticing that some quantities will have one left over/no partner.</p> <p>Combine 2 groups to find out how many altogether.</p> <p>Compare the weight of objects using the language heavy, heavier than, heaviest, light, lighter and lightest.</p> <p>Explore capacity using different materials and containers of different shapes and sizes.</p> <p>Know and use language relating to capacity. e.g. full, empty, half full, nearly empty etc.</p> <p>Use language to describe length and height.E.g. tall, short, taller, shortest etc.</p> <p>Compare length and height of objects.</p> <p>Order and sequence important partsof their day.</p> <p>Use language relating to time. E.g. now, later , soon, today, yesterday, tomorrow etc.</p>	<p>Tell the story of George Stephenson.</p> <p>Describe and explain changes of state with water into steam.</p> <p>Describe differences and similarities between train and transport from the past with trains/ transport today.</p> <p>Describe changes to trees and woodland in winter.</p> <p>Name locality features on a simple route to Dial Cottage.</p> <p>Know that Forest Hall is in the North East of England.</p> <p>Name local woodland animals.</p>	<p>Create new colours by layering and overlapping translucent materials.</p> <p>Twist, wrap and weave with pressure and precision, narrating choices about colour and texture.</p> <p>Draw familiar landmarks from memory.</p> <p>Explore different materials and their textures in collage.</p> <p>Explore how different objects can be used with paint to create different effects when printing.</p> <p>Retell episodes from a known story in role or small world play.</p> <p>Pitch match during sections then whole melodies of four linesongs.</p> <p>Imitate more complex rhythm patterns with tapping instruments.</p> <p>Dance with large arm movements using props – ribbon and fabric.</p>

<b>Autumn 2</b>	<p>Where do we live?</p> <p>People in our community</p> <p>Christmas/ Christmas in the past</p>	<p>Follow wider school regimes</p> <p>Articulate and demonstrate teeth cleaning.</p> <p>Articulate and demonstrate handwashing and food preparation.</p> <p>Identify healthy ingredients in healthy snacks.</p> <p>Work in pairs to succeed in a challenge.</p> <p>Perform/Speak confidently to an audience in a simple circle time/time to talk activity planned by an adult.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet</p> <p>Can explain to others how they are feeling.</p> <p>Develop positive relationships with peers in class.</p>	<p>Secure more complex rhymes</p> <p>Secure agreed rules for conversational turn taking in small and larger groups</p> <p>Respond to “Tell me more” to extend responses.</p> <p>Formulate and respond to “Why?” and “How?”questions.</p> <p>Follow two step instructions.</p> <p>Use talk to describe events in some detail.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Stack, align and balance objects/blocks with magnetic joints.</p> <p>Know how glue and tape can be used to fix something to something else (flat e.g. paper)</p> <p>Join and separate small construction kit components by clicking and twisting.</p> <p>Dig with trowels and hand forks.</p> <p>Use squashing techniques including rolling pins to achieve desired effects.</p> <p>Cut and turn along outlines.</p> <p>Travel in different ways with control and co-ordination.</p> <p>Jump in different ways.</p> <p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p>	<p>Read Write Inc set 1 sounds including special friends.</p> <p>Use phonic knowledge to blend familiar single letter sounds to make simple and read simple words (1.1-1.2).</p> <p>Write name independently.</p> <p>Use set 1 sounds to write CVC words.</p> <p>Write labels, captions and lists.</p> <p>Use picture prompts to retell a well known story simply.</p> <p>Knows what is meant by new vocabulary and can say another word that means the same/similar.</p>	<p>Identify representations of 1, 2, 3, 4 and 5.</p> <p>Subitise up to 3 and then 5.</p> <p>Match number names to numerals and quantities up to 3 and then 5.</p> <p>Count up to 3 objects (and then 5) in different arrangements using their finger.</p> <p>Know that the final number they say when counting an arrangement of objects names the quantity of the set.</p> <p>Use their own mark making to represent 1, 2, 3, 4 and 5. E.g when keeping score in a game.</p> <p>To know that when counting forward each number is one more than the previous number and one less when counting backwards.</p> <p>Explore the composition of the numbers 1, 2, 3, 4 and 5.</p> <p>Recognise and name 2d shapes - Circle and triangle and then square and rectangle.</p> <p>Begin to describe 2 shapes. E.g. 1 curved side, 3 straight sides, 4 corners etc.</p> <p>Count forwards and backwards to and from 5.</p> <p>Explore one more and one less within 5.</p> <p>Begin to positional language to describe how items are positioned in relation to other items.</p> <p>Begin to represent real places they have visited or places in stories with their models, drawings or maps.</p> <p>Begin to measure time in simple ways. E.g so many sleeps until or using sand timers.</p> <p>Talk about and order elements of their daily routine. What happens during the day/night.</p>	<p>Describe changes of state-clay hardening.</p> <p>Know about Guy Fawkes and why we celebrate Bonfire Night.</p> <p>Name some special buildings in our community and explain their function.</p> <p>Name features of streets and roads.</p> <p>Interpret Google Earth street view of school.</p> <p>Describe roles of significant adults in the community.</p> <p>Describe family Christmas traditions.</p> <p>Predict how bulbs planted will grow.</p> <p>Know that Forest Hall is close to the city Newcastle.</p>	<p>Create new colours by mixing different paints (poster and watercolour); predict and narrate the effects.</p> <p>Locate and reproduce geometric patterns in the urban environment.</p> <p>Explore different kinds of line and techniques using a paintbrush.</p> <p>Explore using natural materials to make simple patterns and representations.</p> <p>Generate short narratives about the environment using small world props.</p> <p>Mark the beat and imitate rhythms with tapping and striking instruments.</p> <p>Perform a small repertoire of short repetitive songs.</p> <p>Know further action songs and story ring games by heart.</p>
<b>Autumn 1</b>	<p>Who am I?</p> <p>Autumn</p>	<p>Follow classroom routines including self-help with clothing.</p> <p>Follow classroom expectations.</p> <p>Distinguish between healthy food choices and special treats.</p> <p>Define what makes me special</p> <p>Build a vocabulary around feelings.</p> <p>Develop positive relationships with adults in the class</p>	<p>Follow adult cues to listen.</p> <p>Know behaviours for successful listening.</p> <p>Participation in predictable texts.</p> <p>Recall a range of simple nursery rhymes.</p> <p>Ask either/or questions.</p> <p>Participate in adult narration of independent learning.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Stack, align and balance blocks of different shapes and Sizes.</p> <p>Thread, peg, and complete sew on cards.</p> <p>Cut along straight lines.</p> <p>Participate in hand action songs.</p> <p>Move safely in a large space, negotiating obstacles.</p> <p>Be able to change direction and stop quickly.</p>	<p>Read Write Inc. set 1 single letter sounds up to letter b.</p> <p>Write most letters from name independently.</p> <p>Use marks or some letters for meaning.</p> <p>Write labels.</p>	<p>WRM - Just like me!</p> <p>Compare amounts of objects using language more and fewer.</p> <p>Match groups that are the same.</p> <p>Sort groups of objects that have the same properties.</p> <p>Recite numbers in order to 10.</p> <p>Compare mass and capacity</p> <p>Explore pattern</p> <p>Complete baseline assessments.</p> <p>Introduce Mathematics provision/environment - Where do things belong? Position language.</p> <p>Find and match objects that are the same.</p> <p>Describe how items are the same/different.</p> <p>Sort a collection of objects by criteria such as colour, size, shape etc.</p> <p>Create their own criteria to sort objects by.</p> <p>Compare 2 sets of objects saying which has more/fewer or noticing if they are the same/equal.</p> <p>Compare and order items according to their size using language such as big, little, tall, long, short.</p> <p>Copy, continue and create simple AB patterns using shape, colour, size, action, sounds etc. Patterns will be created vertically as well as horizontally.</p>	<p>Describe and represent the home in 2D and 3D, naming rooms and parts of the building.</p> <p>Know what number house we live at.</p> <p>Know that children were babies in the past.</p> <p>Describe changes to trees and woodland in autumn.</p> <p>Name plants and parts of plants in harvest veg.</p> <p>Know that not all families are the same.</p> <p>Talk about family and family members.</p> <p>Know that we live in Forest Hall.</p>	<p>Stack, align and balance with bricks and blocks on a range of scales.</p> <p>Draw familiar people from memory, with some attention to detail.</p> <p>Explore different types of line using pen and pencil.</p> <p>Explore and know what is meant by collage.</p> <p>Explore and know what is meant by printing.</p> <p>Enact domestic routines and brief family narratives using props.</p> <p>Mark the pulse of pieces of music using body percussion.</p> <p>Copy, memorise and perform a repertoire of simple hand-action songs.</p> <p>Draw or paint a picture of themselves using correct colours and some body parts (head, possibly body, legs and arms).</p>