



Westfield Infant School EYFS Curriculum Map

In the EYFS, planning will be adjusted according to the interests and needs of the children.
Throughout all learning, we will ensure activities and interactions support the



Characteristics of Effective Learning:

Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’

Active learning – Motivation: Being involved and concentrating, keeping trying, enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1 – 7 weeks	Autumn 2 – 8 weeks	Spring 1 – 6 weeks	Spring 2 - 6 weeks	Summer 1 – 5 weeks	Summer 2 – 7 weeks
Themes	Marvellous Me! 	All around Me Sparkle and shine 	Once upon a time! 	Time Travelers 	Sowing a seed 	Go Getters! 
The Big Questions	Where do I belong? How am I feeling today? How am I special? What makes a house a home? What is Harvest time? Shall we share some pumpkin soup?	Where do I live? What's going on around here? Who is a superhero? Why do I need to brush my teeth? What happens in Autumn? What are all those sparkles and bangs? How do people celebrate special times?	Science Week – Who was Mary Anning? Who are the famous characters in my stories? Why did Goldilocks like Baby Bear's bed best? Can you build a house for the three little pigs? Could you help the three Billy Goats Gruff cross the bridge? How can we make a gingerbread man?	What was life like in the past? What is your favourite toy? Who is sitting in your chair? Where shall we go on our magic train ride? What signs of spring can we see? Why do we celebrate Easter?	How does your garden grow? What's growing outside? What is in a seed packet? What plants can we eat? Who lives in my garden? Why was the caterpillar so hungry?	Where shall we fly on our magic carpet? Have you wrapped up warm to visit Chesterfield Inlet? What is on the other side of the world? Are all national parks like the one near us? Shall we have a beach party? What happens next?
Summary of Topic	This topic helps children to develop a strong sense of who they are, where they belong and what makes them unique as new members of our school community. Children explore their families, friendships, homes,	In this topic children will move to looking beyond themselves and look wider into the community that they belong to. They will learn about our local community of Chesterfield and the people who help us. The	This topic introduces children to well-loved stories that have been shared and retold for generations. Through listening to, retelling and acting out these stories, children develop their language,	In this topic children will focus on developing their understanding of chronology and the terms past and present. They will explore how life has changed by looking at aspects of life in the past such as toys, schools and transport.	This topic focuses on the natural world around us and provides the children with rich opportunities to explore the natural world through hands-on investigation, observation and discovery. Children will	In this topic children will explore different places around the world, looking at what it would be like to live there. Children will learn about the homes, weather, wildlife and traditions of each place and how that compares

Links to curriculum drivers	cultures and communities, learning that families can be different but are all special. Well-being – Through this topic, children’s emotional well-being is nurtured as they recognise that they are valued, unique and special. They develop a strong sense of belonging within their family, class and school community. They will begin to build secure relationships with adults and peers and develop self-esteem and confidence through celebrating what makes them special. Diversity - This topic provides opportunities to explore and celebrate differences by learning about different family structures, cultures, traditions and beliefs. It helps the children to recognise that families can look different, but all provide love, care and support. It encourages children to respect similarities and differences between themselves and others and develop tolerance and appreciation for	children will begin to look at seasonal changes and the different festivals that we celebrate. This topic promotes well-being by further fostering belonging and security. It encourages the children to see themselves as a member of the wider community and being a responsible and valued part of it. This topic promotes diversity by encouraging respect for different cultures, traditions and experiences Independence is fostered by developing curiosity, confidence and responsibility. All these experiences help children become happy, respectful and capable learners who are prepared to engage positively with the world around them.	communication and early literacy skills. The topic encourages children to explore story characters, settings and events while developing their imagination, creativity and understanding of the world. Well-being - Traditional tales provide opportunities for children to explore emotions, relationships and personal safety. Children can discuss how characters feel at different points in a story and develop empathy by considering characters' perspectives. Children can learn about resilience when characters overcome challenges and explore themes of kindness, friendship, fairness and helping others. Independence - Children can retell stories independently using props, puppets or story maps, predict what might happen next and justify their ideas. Children can compare different solutions characters use to solve problems	Children will also look again at seasonal changes and observe the natural world around them. Well-being – Through this topic children will continue to build a sense of identity, belonging, empathy and positive family/community connections. Children can talk about toys their parents, grandparents or carers played with, helping them value family experiences and build positive relationships. Independence – This topic children develop critical thinking skills by examining artefacts and identifying similarities and differences between past and present. Diversity -A topic about life in the past naturally promotes understanding of diversity by showing that experiences vary across cultures, generations and communities. Children learn that childhood experiences differ depending on when and where people lived.	learn about how plants grow from seeds and the life cycles of plants and insects. Through activities such as planting seeds, caring for flowers and vegetables, and searching for minibeasts in outdoor areas, children will develop curiosity, responsibility and a deeper understanding of the world around them. Well-being - The topic supports children's physical and emotional well-being by helping them develop a sense of awe, wonder and responsibility. Spending time outdoors supports the children’s mental well-being and encourages active learning. Opportunities to care for plants and observing living things helps children develop empathy, patience and resilience. Independence - The topic encourages children to become confident, curious and independent learners. Children take responsibility for watering plants and caring for living things.	to living in Chesterfield. Diversity - This topic strongly supports diversity by helping children understand and value different cultures, environments and ways of life. Children learn that people live differently around the world but share many common needs, such as food, shelter and family. Exploring countries such as Australia and Jamaica introduces children to different traditions, cultures and communities. Learning about a variety of animals and habitats helps children appreciate the diversity of the natural world. The topic promotes respect for people whose experiences may be different from their own Well-being – Focusing on transition at the end of the term helps children manage change positively, express feelings, build confidence and develop resilience.
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	the diverse world around them. Independence – As children gain confidence in who they are and where they belong, they become more willing to take risks, solve problems and act independently in their own learning.		and create their own story endings or new versions of familiar tales. Diversity - Traditional tales offer opportunities to explore different cultures, traditions and viewpoints. Children will have opportunity to look at stories from a range of cultures and countries, look at different versions of the same tale from around the world and develop respect for similarities and differences between people.		They develop enquiry skills by asking questions, making predictions and carrying out simple investigations. Outdoor exploration develops confidence in making choices and leading their own learning.	
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Celebrating Difference What makes me special Like and dislikes Being thankful – Harvest time	Our town of Chesterfield People who help us Emergency Services Health Care Workers Hospitality Workers Transport Workers Autumn Bonfire Night Remembrance Sunday Diwali Advent & Christmas	Investigating a crime scene - who did it? Exploring the settings for different stories, Building dens / houses using different materials. Which one is strongest / waterproof? How can we check?	Life in the past Toys in the past School in the past Transport in the past	Lifecycles of plants and minibeasts Bug Hunt What are insects? Habitats Mini Beasts Plants we eat Healthy eating	Animals around the world Climates / Hibernation Hot and cold places – Arctic/desert/African safari/Australia Down on the Farm (linked to class trip) Animals on the Farm Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Seaside art

Cultural capital and enrichment	Chat about me boxes School tour Building a model town – parent visit Harvest festival Buddies	Visits from real-life superheroes Superhero day Christmas Tree festival Nativity Pantomime	Science week – dress up as a scientist and science workshop Fairytale day Chinese New Year Valentines day Porridge tasting	Pancake day World book day Mother's Day Egg rolling Easter bonnet parade World Maths day	Caterpillar hatching kit Fruit and vegetable tasting	Trip to the farm Sports day Forest school Transition
Roleplay areas	Home corner Building site outside Pumpkin patch	Dentist Doctors Vets Home corner- Christmas theme	Fossil hunter/dino land Cosy cottage Three little pigs' house Fairytale cottage/house	School Garage -transport linked	Garden centre and café Minibeast investigation area	Travel agents Pirate ship Ice cream shop Airport
Personal, Social and Emotional Development	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
Self-regulation	Recognise that we are an important person in our class.	Recognise that we are an important person in our class and school.	Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.	Consider and talk about how others may be feeling or what they might be thinking during different activities.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.
Managing Self	Be a good friend to others and know what that means and involves	Be a good friend to others and know what that means and involves.	Explore feelings, emotions and behaviour, through the actions of characters from familiar stories.	Explain the reasons for rules, know right from wrong and try to behave accordingly. (Be Kind)	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	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.
Building Relationship	Know what our school rule is 'Be Kind', and what this looks like in our classroom.	Begin to identify and moderate own feelings socially and emotionally e.g. Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves	Form positive relationships with adults and friendships with peers.	Work and play cooperatively and take turns with others.	Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time, having a good sleep routine, being a safe pedestrian.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Manage own needs e.g. fastening coat, putting on shoes.	Think about the perspectives of others. Eg how do you think X feels when this happens?	Manage own self-care needs.	Show sensitivity to their own and to others' needs.	Think about how we can care for our environment.	
	Develop confidence to try new activities and show independence. (link with challenges in provision)	Manage our own personal hygiene, including going to the toilet and washing our hands.		Identify and moderate own feelings socially and emotionally		
	Identify and name emotions. Link book character's emotion to own experiences.	Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth.		Continue to see self as a valuable individual.		
	Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success)			Set ourselves simple goals and work towards them.		
	Become independent when managing our own					

PSHE – Jigsaw Unit	personal hygiene, including going to the toilet and washing our hands. Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Physical Development Gross Motor Skills Fine Motor Skills	We will be learning to... Stand still, wait and walk in a line during different activities throughout the school day. Sit at a table or on the floor to complete an activity. Begin to use a tripod grip. Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	We will be learning to... Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school and during PE sessions. Developing ability to control a ball without using hands. Develop confidence in use of tools to consolidate actions such as twist, pinch, grip, grab, squeeze.	We will be learning to... Continue to refine the fundamental movement skills they have already acquired Develop overall body strength, balance, co-ordination and agility. Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	We will be learning to... Control a ball with confidence and accuracy when throwing, catching, kicking and aiming with it. Link sequences of movement with confidence, control and fluency.	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.
Throughout the year we will... Take part in 'funky fingers' activities so that we can use a range of tools with care, control and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.						
PE – Real PE Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6

Communication and Language Listening, attention and understanding Speaking	We will be learning to... Understand how to listen carefully and why listening is important. Ask questions to find out more and to check we understand what has been said to us. Take part in one-one and small group discussions sharing their own thoughts and experiences (chat about me boxes) Begin to take turns when speaking and listening. Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors) Say “Good morning”, and other social phrases, to friends and adults. Take part in whole class and small group story times. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. E.g. should I go in the outdoor area? Is it time for phonics?	We will be learning to... Connect one idea to another using simple connectives. Engage in non-fiction books about ‘People who Help Us’, learning and using new vocabulary from them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in sentences. This can be done by expressing and sharing ideas with friends and book talk Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?)	We will be learning to... Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts.	We will be learning to... Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (e.g. I am going to do a challenge every day, so I have got through them all by the end of the week.) Develop and use social phrases with confidence (e.g. let's play this together.)	We will be learning to... Engage in non-fiction books about animals, learning and using new vocabulary from them. Describe events in some detail. (Linked to books e.g. life cycle Use new vocabulary in different activities and areas of learning. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentences	We will be learning to... Engage in non-fiction books about different places around the world, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express 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.
	Literacy My class is a family Colour Monster Super Duper You All kinds of families In Every House on Every Street Pumpkin Soup <u>Possible Additional Texts to read:</u> All are welcome Funny bones In my heart	Alan’s Big Scary Teeth Shark in the Park on a Windy Day The Snowball Little Robin Red Vest The Christmas Story <u>Possible Additional Texts to read:</u> Little glow Hello autumn/winter Bonfire Night	Dinosaurs love underpants The Three Little Pigs Goldilocks and the Three Bears The Three Billy Goats Gruff The Gingerbread Man <u>Possible Additional Texts to read:</u> The Little Red Hen Rapunzel: A Rebel Fairytale There is no dragon in this	Paper Dolls The Elephant in the Classroom (Poems out Loud) The Magic Train Ride One Springy Day The Odd Egg <u>Possible Additional Texts to read:</u>	The Tiny Seed The Extraordinary Gardener I Will Not Ever, Never Eat A Tomato The Very Hungry Caterpillar Oliver’s Vegetables Walter the Wonder Snail <u>Possible Additional Texts to read:</u> What the Ladybird heard	Aladdin The Bear The Koala Who Could The Ugly Five Sharing a Shell There’s a beach in my pants <u>Possible Additional Texts to read:</u> Martha Maps it Out Clean Up Lighthouse Keeper’s Lunch

	I love me Our skin The Great Big Book of Families	Hanukkah Rama and Sita Meet the weather The Nativity Leaf man	story Little Red: A Rebel Fairytale		Aghh Spider! The great pet sale The girl who loves bugs	Billy's Bucket Commotion in the Ocean Pirates love Underpants
Songs, Rhymes and Poems	1, 2, 3, ,4 ,5 Once I caught a fish alive. Little Miss Muffet One finger, one thumb keeps moving	We wish you a Merry Christmas Rudolph the red nose Reindeer When Santa got stuck up the Chimney Jingle Bells A selection of Nativity songs	The Grand Old Duke of York 10 little fingers Pop goes the weasel	Spring chicken 10 green bottles I hear thunder, I hear thunder Jack and Jill went up the hill	10 in the bed Here we go round the Mulberry bush Hey diddle diddle Zoom, Zoom, Zoom...were going to the moon Polly put the kettle on	A sailor went to sea sea sea 10 fat sausages
Comprehension Word Reading Writing	We will be learning to... Comprehension Children will independently look at a book, hold it the correct way and turn pages. Word Reading Children will begin to blend sounds together to read words. Writing Children will begin to write their name. Children will give meanings to the marks they make.	We will be learning to... Comprehension Children will engage and enjoy an increasing range of books. Word Reading Children will read CVC words. Writing Children will begin to segment and spell CVC words based on their phonic knowledge. Children will have effective fine motor skills to use a range of tools.	We will be learning to... Comprehension Children will act out stories using recently introduced vocabulary. Word Reading Children will recognise taught digraphs in words and blend the sounds together. Writing Children will write words representing the sounds with a letter/letters	We will be learning to... Comprehension Children will be able to talk about the characters in the books they are reading. Word Reading Children will read phrases containing tricky words and taught digraphs Writing Children will write words which are spelt phonetically and begin to write short phrases and captions	We will be learning to... Comprehension Children will retell a story using vocabulary influenced by their book. Word Reading Children will read longer sentences containing phase 4 words and tricky words. Writing Children will write phrases and short sentences with finger spaces and correct formation of most taught letters.	We will be learning to... Comprehension Children will be able to answer questions about what they have read. Word Reading Children will read books matched their phonics ability. Writing Children will write simple phrases and sentences using recognisable letters and sounds with most letters formed correctly.
Throughout the year we will... Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Practice forming lower-case and capital letters correctly.						
Phonics	Consolidate Phase 1 Complete RBA and EEXREC Baseline assessments <u>Phase 2</u>	Consolidate Phase 2 <u>Phase 2</u> Week 1: ck e u r TW: to the	Consolidate Phase 2 <u>Phase 3</u> Week 1: j v w x & Revise Phase 2 TW Week 2:	Consolidate Phase 3 <u>Phase 3</u> Week 1: or ur TW: they Week 2:	Consolidate Phase 3 Children will be assessed after phase 3 has been taught. Children will then be taught in	Consolidate Phase 3 Children to continue to work in differentiated groups.

Handwriting	Week 1: s a t p Week 2: i n m d Week 3: g o c k	Week 2: h b f l TW: no go I Week 3: ff ll ss s(z) consolidate TW Week 4: Consolidate & TW Week 5: Consolidate & TW Week 6: Consolidate & TW (CVC reading and writing) Week 7: Consolidate & TW (CVC reading and writing)	y z zz qu ch TW: he she Week 3: sh th th ng TW: we me be Week 4: ai ee TW: was Week 5: igh oa TW: my Week 6: Oo/oo ar TW: you	ow oi TW: here Week 3: ear air TW: all are Week 4: ure er All TW Week 5: Consolidate & TW Week 6: Consolidate & TW	focused differentiated groups tailored to need. Some children will move on to Phase 4 phonics. Phase 4 Week 4: CVCC and CCV Week 5: CCVC and CCVCC	Phase 4 Week 1: CCCVC and CCCVCC Week 2-6 Polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants
	Daily dough disco Squiggle While you Wiggle Week 1: Move 1 Up and down, side to side and cross over. Week 2: Move 2 The wiggle Week 3: Move 3 The circle Week 4: Move 4 The hump and under hump Teach tripod grid – nip, flip, grip	Daily dough disco Squiggle While you Wiggle Week 1: Move 5 The hook Week 2: Move 6 The spiral Week 3: Move 7 The wave Week 4: Move 8 Laid down 8 (then stand me up straight!) Week 5: Move 9 The straight line Continue to consolidate tripod grid – nip, flip, grip	Handwriting books Handwriting families – ladder family Week 1: l i Week 2: u Week 3: t Week 4: y Week 5: j Week 6: Review and consolidate ladder family	Handwriting books Handwriting families – One-armed robot family Week 1: r Week 2: n m Week 3: h Week 4: k Week 5: b p Week 6: Review and consolidate one-armed robot family	Handwriting books Handwriting families – curly caterpillar family Week 1: c a Week 2: d g Week 3: o e Week 4: s f Week 5: q	Handwriting books Handwriting families – The Zig-zag monster family Week 1: Review and consolidate one-armed robot family Week 2: z Week 3: v Week 4: w Week 5: X Week 6: Review and consolidate all letters Week 7: Review and consolidate all letters

Mathematics	We will be learning to... Opportunities for settling and introducing the areas of provision. Key times of the day, class Routines. Exploring the continuous provision inside and out. Where do things belong? Positional language Count objects carefully, developing our 1:1 correspondence and look at counting rules. Match, sort and compare objects.	We will be learning to... Match the correct numeral to a set of objects up to 5 and beyond. Represent numbers to 5 in different ways. Find 1 more and 1 less than any number up to 5. Explore the composition of numbers to 5. Subitise numbers to 5.	We will be learning to... Find and represent numbers up to 10. Find 1 more and 1 less than any number up to 10. Explore the composition of numbers to 10. Explore odd and even numbers. Explore double patterns Subitise numbers Combine two groups	We will be learning to... Find a number that is 'one more than/one less than' a given number. Explore the composition of numbers to 10. Recall number bonds for numbers 0–5 and some to 10. Subitise numbers Continue, copy and create repeating patterns using colours, shapes and everyday objects.	We will be learning to... Build numbers beyond 10 and understand the teen numbers are made from '10' and some more. Continue patterns beyond 10. Verbally count beyond 20 and notice the patterns in our counting system. Explore addition and subtraction.	We will be learning to... Explore equal sharing and grouping. Use talk to compare length, weight and capacity of different items. Name different 2D shapes, recognise and find similarities and differences between them. Recognise and name 3D shapes.
Throughout the year we will... Explore the composition of numbers to 10 and practice automatic recall of number bonds to 5 and 10. Subitise numbers and develop a strong sense of number fluency through our Mastering Number sessions.						
Understanding the World Past and Present People, Culture and Communities Natural World	Our History questions How have I changed? Who is in my family? Our Geography question Where in the world do I live? Our Science questions What are my senses? Who helps me to keep my body healthy?	Our History question What happened in the past? (linked to Remembrance Day and bonfire night) Our Geography question Which buildings are in our town? Our Science questions How do we know the seasons are changing? What is the weather like today?	Our History questions Who was Mary Anning? How do we find out about the past? Our Geography question Does everyone live in a house like ours? (Homes around the world) Our Science question What can I build a house with? (linked to materials)	Our History questions What were toys like in the past? What was it like to go to school in the past? Our Science question Which season comes next?	Our Science questions Where do minibeasts live? How does a plant grow? What is a lifecycle?	Our Geography question Where did you go on holiday? What would it be like to live in a hot/cold place? Our Science question What is happening to my ice lolly?

	Throughout the year we will... Explore the natural world around us and talk about what we see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around us.
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Expressive Art and Design Creating with Materials Being Imaginative and Expressive	Art question Can I use a range of art materials? Pencil portrait Collage colour monster Painting	Art question Can I identify and use a variety of colours in my artwork? Can I experiment with texture and form? Firework paintings Poppy art Clay diva pots Leaf printing Christmas cards/decorations (Brian Wildsmith angels)	Art question Can I use joining techniques to make a prop? Can I mix my own colours? Troll painting -mixing green Chimney/roof for the little pigs house Cosy quilt for baby bear	Art question Can I observe carefully to draw?	Art question Which artists have inspired me? How can I use nature in my artwork?	Art question Can I use a range of art materials with confidence? Can I create art from around the world?
Music Sing up	I've got a grumpy face	Christmas performance	Row, row, row your boat Bird spotting	Shake my sillies out Up and down	Down there under the sea It's oh so quiet	Slap, clap, clap Bow, bow, bow Belinda
Religious Education Jigsaw Unit	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Computing Barefoot	Awesome Autumn Unit – Pumpkin soup	People who help us unit – delivery day	Boats ahoy – designing and making boats	Springtime unit – rabbit run	Springtime unit – seed sequencing	Summer fun unit-seaside tangrams
E-safety- Project Evolve	Privacy and security	Online relationships Online reputation	Online bullying Self-image and identity	Health, well-being and lifestyle	Managing online information	Copyright and ownership

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

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 use of conjunctions, with modelling and support from their teacher.

Understanding the World

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.

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.

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.

Personal, Social and Emotional Development

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.

Expressive Arts and Design

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.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- 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.

Numerical Patterns

- 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.

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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

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 role play.

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.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.