

Term	Theme	C & L	PSED	PD	L	M	UW	EAD
Autumn 1	Marvellous me!	<p>Talking to new adults</p> <p>Communicating my wants and needs</p> <p>Using a wider range of vocabulary.</p> <p>Singing nursery rhymes.</p> <p>Listening with increasing attention.</p> <p>Learning to pronounce sounds correctly.</p>	<p>Transitioning in to school.</p> <p>Becoming familiar with the EYFS setting.</p> <p>Discover my likes and dislikes.</p> <p>Learning to be ready, respectful & safe.</p> <p>Learning my friend's names.</p> <p>Explore friendships</p> <p>Choosing my lunch.</p> <p>Exploring my emotions and the emotions of others.</p> <p>Solving conflicts.</p> <p>Recognising when I need the toilet.</p> <p>Recognising when I am feeling hungry and thirsty.</p> <p>Safe pedestrian.</p>	<p>Explore jogging, throwing, rolling, batting, balancing, kicking, jumping, sliding, crawling, walking, skipping, being frozen.</p> <p>Move to music.</p> <p>Watch dances.</p> <p>Pivot my shoulder & elbow</p> <p>Hold my pencil in a pincer grip and begin to choose a dominant hand.</p> <p>Record square and diagonal lines</p> <p>Form some Autumn 1 letters correctly.</p> <p>Hand washing</p> <p>Recognising when I feel hungry and thirsty.</p> <p>Use my knife and fork.</p>	<p>Autumn 1 phonics</p> <p>Understand that print has meaning.</p> <p>Read wordless books.</p> <p>Treat books with respect.</p> <p>Engage in conversations about stories.</p> <p>V-join in with repeated words</p> <p>I-Looks at pictures</p> <p>P-Share ideas about the text</p> <p>E-Say which stories they would like to read</p> <p>R-Looks at pictures</p> <p>S-Looks at books from front to back</p> <p>Write my name</p> <p>Make marks with meaning</p> <p>Write random letters</p> <p>Copy words from my environment</p> <p>Write initial and final letters in words.</p>	<p>Counting to 5</p> <p>Matching</p> <p>Sorting</p> <p>Comparing</p> <p>Measuring</p> <p>Patterns</p> <p>1,2,3</p>	<p>People's roles in school.</p> <p>Who am I?</p> <p>My body</p> <p>Animals- naming</p> <p>Exploring my world- showing respect and care</p> <p>Recycling</p> <p>Black history- comment on the past</p> <p>Age of my family members</p> <p>Sequence time</p> <p>What type of home I live in, where do I live?</p> <p>Changing materials</p> <p>Exploring how things work</p> <p>Talk about familiar sounds</p> <p>We all belong- what communities do we belong to?</p> <p>Belonging- Our class is a family</p>	<p>Holding and using a thick paintbrush</p> <p>Paint people</p> <p>Pre made paints</p> <p>Simple repeating patterns</p> <p>Draw simple bodies (self-portraits)</p> <p>Glue sticks</p> <p>Cutting a straight line</p> <p>Small world play- making noises</p> <p>Role play familiar resources</p> <p>Singing nursery rhymes</p> <p>Explore instruments</p> <p>Listening to music</p>
Autumn 2	Sparkling Celebrations	<p>Carefully listening.</p> <p>Understand questions.</p> <p>Learning new vocabulary</p>	<p>Talk about my emotions and the emotions of others.</p>	<p>Change direction when jogging.</p> <p>Throw large objects overarm.</p>	<p>Autumn 2 phonics</p> <p>Read books matched to my phonics knowledge.</p>	<p>1,2,3</p> <p>Circles & triangles.</p> <p>1,2,3,4,5</p>	<p>Bonfire night- Share likes and dislikes</p> <p>Halloween</p>	<p>Holds and uses a fine brush</p> <p>Explore mixing colours</p> <p>Paint with different sized features</p>

		<p>Start a conversation.</p> <p>Use talk to organise my play.</p> <p>Speak in simple sentences.</p> <p>Singing new rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Following ready, respectful safe rules without reminders.</p> <p>Resilience with winning/loosing.</p> <p>Recognise good/not good choices.</p> <p>Keeping safe.</p> <p>Healthy choices.</p> <p>Dressing and undressing.</p> <p>Confidence with familiar adults.</p> <p>Making new friends.</p>	<p>Catch with 2 hands & cradle. Roll large equipment</p> <p>Travel 1 handed with an object</p> <p>Bounce a large ball and catch</p> <p>Kick a static ball.</p> <p>Jump over stationary line.</p> <p>Jump on 1 foot then the other</p> <p>Jump with my feet together.</p> <p>Copy actions.</p> <p>Watch dances and comment on them.</p> <p>Safely walk, crawl, slide and climb.</p> <p>Balance on body parts</p> <p>Sit in a correct writing position.</p> <p>Pivot my wrist.</p> <p>Hold my pencil in modified tripod grip.</p> <p>Recod using diagonal lines.</p> <p>Dress and undress.</p>	<p>Understand text is read from left to right. Comments on stories.</p> <p>V-Notices words they don't know I-Talk about what is happening from pictures P-Predict when prompted E-Share opinions of stories. R-Talk about what is happening S-Retell short stories through images</p> <p>Write VC and CVC words</p> <p>Write some tricky words</p> <p>Write labels, lists, cards</p>	Shapes with 4 sides	<p>Remembrance- share likes and dislikes</p> <p>Diwali -recognise different beliefs and how it is celebrated- have a Diwali party - Diwali music</p> <p>Christmas-past Christmases, comment on recent things I have celebrated, Bible story of Christmas</p> <p>Church visiting a place of worship</p> <p>Birthdays- comment on recent celebrations- How old are my family members?</p> <p>Autumn-Describe what I see, hear, feel</p> <p>Talk about features of houses in different countries</p> <p>Identify and name a map</p> <p>Pushing and pulling</p> <p>Examining plants</p> <p>Understand where sound comes from</p>	<p>Print shapes</p> <p>Repeating colour patterns</p> <p>Add texture</p> <p>PVA glue</p> <p>Tape</p> <p>Correcting mistakes</p> <p>Cutting wavy lines</p> <p>Small world play- create simple narratives</p> <p>Develop storylines in my role play</p> <p>Experiment with my voice</p> <p>Describe sounds</p> <p>Copy simple beats</p> <p>Respond to music</p>
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Spring 1	Winter adventure	<p>Listen to stories, rhymes, poems & songs with interest.</p> <p>Understand 'why' questions.</p> <p>Talk about a range of stories & books.</p> <p>Listen carefully during discussions.</p> <p>Continue a conversation.</p> <p>Begin to resolve my problems using talk.</p> <p>Use new vocabulary.</p> <p>Speak in extended sentences.</p> <p>Using social phrases.</p>	<p>Regulate my emotions with adult support.</p> <p>Begin to consider the feelings of others.</p> <p>Understand why rules are important.</p> <p>Be patient.</p> <p>Resilience when I am finding something challenging.</p> <p>Begin to manage risks.</p> <p>Speaking to unfamiliar adults.</p> <p>Recognise when I feel cold.</p>	<p>Run/spring</p> <p>Throw to a target.</p> <p>Catch a large object in my palms.</p> <p>Role large equipment in a short distance</p> <p>Swing a bat</p> <p>Bounce a small ball and catch.</p> <p>Right/left foot to kick</p> <p>Jump with my feet together.</p> <p>Hold a skipping rope.</p> <p>Jump forwards and backwards.</p> <p>Learn a short dance routine.</p> <p>Travel at different levels.</p> <p>Explore basic shapes.</p> <p>Isolate fingers.</p> <p>Doing up my own buttons/zips</p> <p>Hold my pencil with a tripod grip.</p> <p>Record a triangle</p> <p>Reduce the size of my letters.</p>	<p>Spring 1 phonics</p> <p>Read books matched to my phonics knowledge.</p> <p>Know the names of parts of a book.</p> <p>Ask questions about books.</p> <p>V-Discuss word meaning</p> <p>I-Begin to understand to look in the book to solve questions</p> <p>P-Predict based on what has happened</p> <p>E-Link to own experiences</p> <p>R-Answer simple questions</p> <p>S-Orally retell a story</p> <p>Write simple captions</p> <p>Create story maps</p>	<p>Alive in 5</p> <p>Mass & capacity</p> <p>Growing 6,7,8</p>	<p>Winter</p> <p>Arctic and Antarctica- Notice environments are different to St Neots</p> <p>Penguins- find out more about animals using scientific vocab</p> <p>Chinese New Year- comment on different beliefs- introduce Buddhism</p> <p>Famous explorers- Make comparisons between historical figures</p> <p>Differences between people at different ages</p> <p>Identify symbols & words on a map</p> <p>Explore materials</p> <p>Explore cause and effect of forces</p> <p>Caring for the environment</p> <p>Explore changes to sound</p>	<p>Uses thin brushes to add detail</p> <p>Begin to mix colours</p> <p>Print to create pictures</p> <p>Repeating colour, shape and object patterns</p> <p>Draw proportioned bodies</p> <p>Landscape drawings</p> <p>Add a range of texture</p> <p>Ways of joining</p> <p>Returning to artwork to improve</p> <p>Cutting in a variety of ways</p> <p>Voice control</p> <p>Play instruments in time</p> <p>How music makes me feel</p>
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Spring 2	Superheroes	<p>Develop new knowledge from listening carefully to others.</p> <p>Respond to questions.</p> <p>Use new vocabulary in my conversations</p> <p>Resolve my problems using talk.</p> <p>Describe events.</p> <p>Articulate my thoughts and ideas.</p> <p>Use some connectives.</p>	<p>Begin to independently regulate my emotions.</p> <p>Begin to recognise how to support my friends with their feelings.</p> <p>Resolve conflicts.</p> <p>Manage risks.</p> <p>Personal hygiene.</p>	<p>Run in a straight line.</p> <p>Throw smaller objects overarm.</p> <p>Throw and catch.</p> <p>Roll to a target.</p> <p>Use a bat to hit a large target.</p> <p>Kick to a large target.</p> <p>Turn a skipping rope and step.</p> <p>Jump with increasing distance and height.</p> <p>Learn a longer dance routine.</p> <p>Move in high/low shapes</p> <p>Hold simple balances with 2 feet and one hand.</p> <p>Move fingers for different purposes.</p> <p>Correctly hold a pencil.</p> <p>Correct letter formation.</p>	<p>Spring 2 phonics</p> <p>Read books matched to my phonics knowledge.</p> <p>Ask questions about key events in the story</p> <p>V-Use new vocabulary from books I-Make basic inferences about feelings P-Make reasonable predictions E-Explain what has been read to them R-Understand text has clues S-Sequence simple story</p> <p>Write simple sentences.</p> <p>Write story maps, letters and character descriptions</p>	<p>Length</p> <p>Height</p> <p>Time</p> <p>Building 9 and 10</p> <p>Explore 3-D shapes</p>	<p>Rivers</p> <p>Dentists- Roles in society</p> <p>Doctors</p> <p>Hairdressers</p> <p>Police- Make comparisons between historical objects</p> <p>Superheroes</p> <p>Farmers- Understand similarities and differences between animals at different ages, use maps to compare environments</p> <p>Compare materials</p> <p>Explain how sounds change</p> <p>Holi celebration</p> <p>New beginnings- Why do we have easter eggs?</p>	<p>Begin to select tools to improve pictures</p> <p>Carefully paint lines</p> <p>Adding white or black</p> <p>Paints details</p> <p>Cityscape drawings</p> <p>Describe textures</p> <p>Cutting shapes</p> <p>Complex small world scenes</p> <p>Complex role play storylines</p> <p>Keep to a beat</p> <p>Control instruments</p> <p>Express opinion about music</p>
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Summer 1	Skip into spring	<p>Listen attentively</p> <p>Ask questions when prompted.</p> <p>Respond appropriately during conversations.</p> <p>Explain why things happen.</p> <p>Use a range of connectives.</p> <p>Retell stories.</p>	<p>Talk about my emotions and begin to explain why I am feeling that way.</p> <p>Understand how to support my friends with their feelings.</p> <p>Being perseverant.</p> <p>Sensitivity to my needs.</p> <p>Recognise how to cool myself down.</p>	<p>Skip</p> <p>Throw small objects to a target</p> <p>Catch small objects.</p> <p>Catch with 1 hand.</p> <p>Roll to a further distance.</p> <p>Use a bat to hit a smaller target.</p> <p>Bounce a small ball against a wall and catch.</p> <p>Kick a ball to a smaller target.</p> <p>Jump over a skipping rope</p> <p>Jump from two feet to one.</p> <p>Put a sequence of actions together.</p> <p>Replicate parts of a dance</p> <p>Walk, crawl, slide, climb, jump over equipment.</p> <p>Balance on front and back.</p> <p>Pinch, press fingertips</p> <p>Pencil control.</p> <p>Sit letters on the line.</p>	<p>Summer 1 phonics</p> <p>Read books matched to my phonics knowledge.</p> <p>V-Understand introduced vocabulary from books I-Make anticipations P-Predict key events E-Express ideas about characters and events. R-Recognise characters, events, titles, images S-Remember story vocab</p> <p>Write simple sentences with finger spaces, capital letters and full stops.</p> <p>Write stories,</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose & decompost</p>	<p>Spring- sequencing seasons</p> <p>Gardening- using scientific vocabulary, what plants need to survive</p> <p>Beanstalks- Make comparisons about changes</p> <p>Caterpillar life cycle- how they survive</p> <p>Sequencing memories in my life</p> <p>Follow a simple map</p> <p>Changes to materials</p> <p>Explain why sounds change</p> <p>New beginnings, what does easter look like for you?</p>	<p>Plans and use a range of tools to add detail</p> <p>Mixes to create a shade or colour</p> <p>Observational painting</p> <p>Irregular patterns</p> <p>Symmetry paintings</p> <p>Draw details</p> <p>Collage</p> <p>Cutting with a purpose</p> <p>Small world storylines</p> <p>Invent clear narratices</p> <p>Composing music</p>
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Summer 2	Are we nearly there yet?	<p>Respond to what they have heard.</p> <p>Ask questions in discussions.</p> <p>Hold a back and forth conversation with my peers.</p> <p>Explain why things happen using new vocabulary.</p> <p>Speaking with the correct tense.</p>	<p>Confidently explain what is making me feel that way.</p> <p>Understand why my friends may be feeling something.</p> <p>Sensitivity to the needs of others.</p>	<p>Travel at differing speeds.</p> <p>Increase distance and speed of throw.</p> <p>Increase distance for catching and speed.</p> <p>Roll small objects to a friend.</p> <p>Use a bat to hit a slow moving ball.</p> <p>Dribbling balls.</p> <p>Skip forwards and backwards.</p> <p>Combine a sequence of jumps</p> <p>Improvise a simple dance.</p> <p>Negotiate space.</p> <p>Core tension</p> <p>Ascender and descending letters.</p>	<p>Summer 2 phonics</p> <p>Read books matched to my phonics knowledge.</p> <p>V-Show a good understanding of new vocab</p> <p>I-Answer questions beyond the text.</p> <p>P-Explain predictions</p> <p>E-Express ideas about characters and events in increasing detail.</p> <p>R-Recognise non-fiction/fiction, retrieve information by finding key words</p> <p>S-Sequence and use specific vocab</p> <p>Write 2 or more sentences. Begin to recall spellings from memory.</p>	<p>Manipulate, compose & decompose</p> <p>Sharing and grouping</p> <p>Visualise, build and map.</p>	<p>Old and new vehicles- Make comparisons</p> <p>Countries- comparing maps, comparing homes in different countries, comparing life in other countries</p> <p>Pirates- Historical figures</p> <p>Making maps- describing my environment</p> <p>Old and New St Neots- Know some similarities between the past and present</p> <p>Find the UK on a map</p> <p>Recognise cause and effect of forces</p> <p>Summer- describe seasonal weather patterns</p> <p>Understand changes in sounds in the natural world</p> <p>Going on a new journey- Christian Weddings- go to the church</p>	<p>Good paintbrush control</p> <p>Edits paints</p> <p>Print to create careful representations</p> <p>Different lines of symmetry</p> <p>Observational drawings</p> <p>Observational drawings</p> <p>Recount narratives with small world</p> <p>Sing and perform nursery rhymes and songs</p>
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