

YR	Connections and Contexts	Communication and Language	Physical Development
Summer 2	Oh we do like to be beside the seaside!	<p>Hold a conversation with back and forth exchanges, sharing ideas and respecting others.</p> <p>Generate original narratives using small world, figures or puppets or in role play with open ended props.</p> <p>Process language which includes challenging adjectives, verbs and positional vocabulary in instructions.</p> <p>Play games where they give instructions to each other.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Stack and align irregular and natural objects.</p> <p>Use hand moulding and building techniques with malleable materials. Control large scale gardening tools including watering cans.</p> <p>Use fine pincer mark-making clay tools with precision.</p> <p>Use a range of tools to dismantle mechanisms.</p> <p>FMS-Show confidence in object control: 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.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping and climbing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.</p>
Summer 1	Green Fingers/ Let's Celebrate!	<p>Express themselves using own ideas, speaking in sentences.</p> <p>Tell familiar stories with dialogue using small world figures or puppets in role play with specific props.</p> <p>Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance.</p> <p>Recall and define specialist vocabulary for the half term</p> <p>Answer open ended or speculative questions.</p> <p>Process three step instructions.</p>	<p>Use woodwork tools to cut and join safely and under supervision.</p> <p>Join with tape and glue.</p> <p>Control large scale gardening tools including watering cans.</p> <p>Use fine mark-making tools to create texture and pattern in clay.</p> <p>Control printing tools to create a desired effect.</p> <p>Play boom whackers with wrist and shoulder control.</p> <p>Dismantle objects and mechanisms using a range of hand actions.</p> <p>Control and steer a ball by hand.</p> <p>Aim, roll, track and collect a ball.</p> <p>Develop a dance routine/work with a partner.</p>
Spring 2	Once upon a time...	<p>Speak confidently and fluently using a wide range of vocabulary.</p> <p>Tell entire familiar stories using sequenced illustrations as prompts.</p> <p>Answer open ended or speculative questions.</p> <p>Teach new skills to others verbally and by demonstration.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Use woodwork tools to cut and join safely and under supervision.</p> <p>Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.</p> <p>Control small games equipment when transporting, collecting and throwing.</p> <p>Travel across more complex obstacle courses including changes of height.</p> <p>P.E Lessons- Carousel (FMS)</p> <p>Dance- confident to extend motif.</p>
Spring 1	Gannin Oot! Our whole School project.	<p>Talk confidently as part of a large group.</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</p> <p>Use small hammers accurately</p> <p>Recognise body changes during exercise.</p> <p>Carry and control small equipment</p> <p>Travel across simple obstacle courses</p> <p>Introduce Fundamental Movement Skills (FMS)</p> <p>Dance- develop a motif.</p>

Autumn 2	Light Camera Action!	<p>Develop confidence to talk confidently to new class teacher and a small group of friends.</p> <p>Secure more complex rhymes.</p> <p>Secure agreed rules for conversational turn taking in small and larger groups.</p> <p>Ask "Tell me more" to extend responses.</p> <p>Formulate and respond to "Why?" and "How/" questions.</p> <p>Follow two step instructions.</p> <p>Recall and define specialist vocabulary for the half term.</p>	<p>Stack, aligning, balancing with magnetic joints</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>Dance- Look at ways we dance- develop movements</p>
Autumn 1	Welcome!	<p>Follow adult cues to listen.</p> <p>Develop confidence to talk to new class teacher and friends.</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 sew on cards.</p> <p>Cutting along lines,</p> <p>Hand action songs</p> <p>Participate in hand action songs</p> <p>Move safely in a large space, negotiating obstacles</p> <p>Change direction. Stop quickly.</p>

YR	Connections and Contexts	PSED Development	Literacy
Summer 2	Oh we do like to be beside the seaside!	Engage in games where different participants have different roles. Build strategies to challenge undesirable behaviour towards others. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.	Read, Write, Inc Name book characters and describe their qualities. Articulate the dilemmas the characters face. Use the structure of rhyming texts to participate in a recall sections of text. Write short compositions with more than one sentence, capital letters and full stops. Re-read what they have written to check that it makes sense.
Summer 1	Green Fingers/ Let's Celebrate!	Engage in more complex and extended turn taking games Read facial expressions and body language and extending the vocabulary of emotions. Articulating reasons for success or failure in a challenge. Building strategies to make new friends.	Read, Write, Inc Predict the development of the plot. Empathise with characters. Make links between texts. Access simple information books. Write short compositions with more than one sentence and full stops.
Spring 2	Once Upon a Time...	Work in a small group on tasks like turn-taking games. Articulate how to solve simple problems. Choose ingredients suited to healthy snacks. Articulate what sugary food can do to our teeth.	Read, Write, Inc Understand cause and effect in books they have heard or read. Predict the endings of books. The most complex nursery rhymes. Word play songs. Write simple sentences with regular words, including those with digraphs.
Spring 1	Gannin Oot! Our whole School project.	Articulate the rationale for school regimes and expectations. Work in a small group on tasks like turn-taking games. Articulate simple problem-solving approaches. Make healthy snacks. Demonstrate teeth cleaning.	Read, Write, Inc Recall key elements of books they have heard and read. Express preferences for books. Learn word play rhymes and more complex nursery rhymes. Read simple phonically regular captions and sentences. Write simple sentences with regular words, including those with digraphs.
Autumn 2	Lights, Camera Action!	Follow wider school regimes Articulate the importance of teeth cleaning. Articulate and demonstrate handwashing and food preparation. Identify healthy ingredients in healthy snacks. Work in pairs to succeed in a challenge. Perform confidently to an audience in a simple adult structured presentation.	Read, Write Inc. Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. Use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing. Write labels, lists and captions.

Autumn 1	Welcome!	Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes. Form recognisable letters correctly. Use marks or some letters for meaning. Write labels.	Read, Write Inc Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. Use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing. Write labels, lists and captions.
YR	Connections and Contexts	Mathematics	Understanding the World
Summer 2	Oh we do like to be beside the seaside!	Count by rote to 100. Make sets of 100, actual and transient. Count in decade numbers. Notice and articulate patterns on a 100 square. Patterns on the 100 square. Recall and apply doubles and halves within 10 Continue and create more complex linear patterns. Continue and create circular and symmetrical designs with 2D and 3D shapes Sort 3D shapes according to properties. Measure mass and capacity using simple non-standard measures.	Describe changes to trees and woodland plants in summer. Describe and recall the transition from caterpillars into butterflies. Know and demonstrate how to nurture edible plants. Identify similarities and differences between the animals and plants in the beach environment and in the woodland environment. Compare physical features using aerial views. Describe differences and similarities between beaches around the world, using photographs Describe natural and manmade beach detritus and know the dangers to wildlife from man-made rubbish. Recap David Attenborough and plastic pollution.
Summer 1	Green Fingers/ Let's Celebrate	Count by rote to 50 Demonstrate understanding of the composition of 9 and 10 by partitioning and recombining and pair wise and five wise patterns on 10s frames Recall and apply double 1 to double 5 Recall subtraction facts within 5 and apply Recall evens and odds and apply Count by rote to 100, recognising decade numbers. Design 3D shapes on mirrors Make 3D shapes out of 3D shapes Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday	Describe changes to trees and woodland plants in spring. Know and demonstrate how to grow seeds and care for seedlings. Name locality features on the route to the library. Draw and label geographical features on the route. Name physical features of a beach environment using secondary sources. Roles of people working at the airport. Where can we travel to from Newcastle Airport? Introduce the globe. Look at beaches in different countries. Where is India? Describe India. Describe the activities in an Indian celebration- recap on Diwali.

Spring 2	Once Upon a Time...	<p>Count forwards and back within 20. Make comparison of length and height using non-standard measures. Demonstrate understanding of the composition 6, 7 and 8 by pair wise and five wise patterns on 10s frames Subitise to 5. Designs with 2D shapes – problems and properties. Sort 2D shapes according to properties. Narrate the pattern of a week using the names of the days. Create repeating patterns.</p>	<p>Identify similarities and differences between babies and four year olds. Describe how people change in the first four years of life. Identify similarities and differences between four year olds and adults. Describe how people grow up and change. Describe the roles of significant adults in the community. Discuss landmarks in the North East. Discuss our local airport- find out about Newcastle Airport.</p>
Spring 1	Gannin Oot! Our whole School project.	<p>Count forwards and back within 20. Compare length and height qualitatively composition 6, 7 and 8, partitioning and recombining Subitise to 5. Narrate the pattern of a week using today, tomorrow, yesterday Design with 2D shapes. Make 2D shapes out of other 2D shapes Continue and copy repeating patterns.</p>	<p>Describe changes to trees and woodland plants in winter. Describe and explain changes of state with water Describe changes of state with cement and clay. Describe and re-enact traditions from Chinese New Year celebrations. Name some other special buildings in our community and explain their function through role play and small world re-enactment. Name street furniture on a short locality. Name some special buildings in our community and explain their function through role play and small world re-enactment. Name locality features on a simple route to the library. Interpret Google Earth street view of the route between school and the library. Name features and navigate right and left turns on line.</p>
Autumn 2	Lights, Camera Action!	<p>Sort by one criterion. Recognise the odd one out in a set. Count backwards within 10, understanding the number before and counting back from a given number Number composition to 5. Subitising Positional language with 3D shapes Qualitative comparison of mass and capacity. Make AB transient linear pattern Narrate the pattern of a day using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time.</p>	<p>Describe changes to trees and woodland plants in autumn. Describe what they see, hear and feel whilst outside. Know and demonstrate how to plant bulbs. Predict how it will grow. Describe family Christmas traditions Describe and explain changes of state with chocolate Forest School- Tell the story of David Attenborough. Gain an understanding of Diwali.</p>
Autumn 1	Welcome!	<p>Count forwards to 10, naming the number after and counting on from a given number. Count sets of objects or actions, demonstrating the cardinal rule within 5, then 10 Number composition to 5 Recognise commonality and make sets. Qualitative comparison of length and height Complete AB visual linear patterns Narrate the pattern of the school day using now, next, after playtime, after lunch, before home time etc</p>	<p>Name plants and parts of plants in allotment harvest. Describe and represent the home in 2D and 3D, naming rooms and parts of the building. Know that children were babies in the past. Know that adults were children in the past. Know that adults can remember things from the past. Recycling household waste Learn the rules of Forest School- fire pit Chickens/hens- What has happened over the summer holiday? Sequence the life of a baby bird from hatching to maturity.</p>

YR	Connections and Contexts	Expressive Arts and Design	
Summer 2	Oh we do like to be beside the seaside!	<p>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</p> <p>Shape and mould wet sand and clay with hand tools to create particular effects.</p> <p>Generate simple oral and enacted narratives with role play props or small world.</p> <p>Use dance gestures and movements to tell a story.</p> <p>Body percussion and instrumental sound effects to tell a story.</p> <p>Simple sea shanties.</p>	
Summer 1	Green Fingers Let's Celebrate!	<p>Make increasingly detailed observational drawings and paintings of natural found objects and living things</p> <p>Know how to join wood and reclaimed materials to make objects with a purpose.</p> <p>Print accurately with paint to achieve and effect and describe design choices.</p> <p>Select reclaimed materials to collage representationally or with a design idea and explain choices.</p> <p>Move rhythmically on the spot and travelling, using hands or feet to mark the beat.</p> <p>Echo simple short rhythmic phrases with untuned percussion.</p> <p>Discuss the pitch contrasts in tuned percussion</p> <p>Call and response songs</p>	
Spring 2	Once Upon a Time...	<p>Make considered choices to create mixed media or relief design in clay.</p> <p>Speak and act in role, demonstrating recall of the jobs of key members of the community.</p> <p>Draw single or a sequence of images from the imagination to 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>	

Spring 1	<p>Gannin Oot! Our whole School project.</p>	<p>Create new colours by layering and overlapping blue, green, and white translucent materials Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. Draw familiar landmarks from memory. Retell episodes from a known story in role or small world play. Pitch match during sections then whole melodies of four line songs. Imitate more complex rhythm patterns with tapping instruments. Dance with large arm movements using props – ribbon and fabric</p>	
Autumn 2	<p>Lights, Camera Action!</p>	<p>Create new colours by mixing green, brown, orange and yellow pastels and paints; predict and narrate the effects. Locate and reproduce geometric patterns in the urban environment. Generate short narratives about the environment using small world props. Mark the beat and imitate rhythms with tapping and striking instruments. Perform a small repertoire of short repetitive songs. Know further action songs and story ring games by heart.</p>	
Autumn 1	<p>Welcome!</p>	<p>Stack, align and balance with bricks and blocks on a range of scales. Draw familiar people from memory, with attention to detail. Enact domestic routines and brief family narratives using props. Mark the pulse of pieces of music using body percussion. Copy, memorise and perform a repertoire of simple hand-action songs.</p>	