

		Autumn		Spring		Summer	
Spoken Language		- Listen and respond appropriately to adults and their peers - Ask relevant questions to extend their understanding and knowledge - Use relevant strategies to build their vocabulary - Articulate and justify answers, arguments and opinions - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - - Speak audibly and fluently with an increasing command of Standard English - Participate in discussions, presentations, performances, role play, improvisations and debates - Gain, maintain and monitor the interest of the listener(s) - Consider and evaluate different viewpoints, attending to and building on the contributions of others - Select and use appropriate registers for effective communication.					
Listening, Attention and Understanding ELG		• 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 ELG		• 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.					
Reading	Word reading	Objectives - See Y1 overview Twinkl Phonics					
	EYFS ELG 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.					
	Comprehension	Objectives - See Y1 overview Texts include poetry, stories, traditional stories, fairy stories and nonfiction. Collins Big Cat Guided Reading					
	EYFS ELG 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, nonfiction, rhymes and poems and during role play.					
Writing	CLPE Books	Emily Brown & the Thing	Winter Sleep	Billy's Bucket	Surprising Sharks	Look Up!	The Story Tree
	Y1	Y1 – see Y1 English Long Term Plan					
	EYFS ELG	• 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					
Maths	Y1	White Rose Maths - developing skills in fluency, reasoning and problem solving. Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions, Measures, Geometry; Properties of Shape, Geometry; Position, Direction and Movement.					
	ELG	Number – deep understanding to 10, subitise to 5, recall number bonds Numerical Patterns – Count beyond 20, compare quantities, explore and represent patterns including doubles, evens, odds and equal distribution					
Science	Y1	The Human Body	Materials	Animals	Caring for the planet	Plants	Growing and Cooking
Seasonal Changes and Planting taught across the year.							
The Natural World ELG		• 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					
Computing		Barefoot Computing (EYFS)					
		Creating Media – Digital printing	Data and Information – Grouping data	Programming B Programming animations	Creating media – Digital photography	Data and information – Pictograms	Programming B Programming Quizzes
Digital Citizenship EYFS/Y1		Meet the Digital Citizens – Arms Pause for People	Meet the Digital Citizens – Legs Media Balance is Important	Meet the Digital Citizens – Legs Device Advice – Why We Pause for People	Meet the Digital Citizens – Legs Media Balance is Important – Quick Bite	Meet the Digital Citizens – Legs Safety in My Online Neighbourhood	Meet the Digital Citizens – Legs Device Advice – Caring for Our Devices

Geography	Local Area (including field work)	Continents and Oceans	Weather and Climate (fieldwork opportunity) including seasons		Mugurameno Village. Zambia	
History	What is History?		How am I making History?	How have toys changed?		How did we learn to fly?
Past and Present ELG	•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 ELG	•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.					
British Values	We respect the culture & beliefs of others. We treat everybody equally. We know that we are all special. We listen to and respect other people’s opinions and values. We understand right from wrong. We understand the consequences of our actions. We understand and respect the roles of people who may help us. We try to help other people.					
Art		Explore and Draw		Flora and Fauna		Stick Transformation Project
D&T	Mechanisms Wheels and Axles		Mechanisms Wheels and Axles		Textiles Templates and joining techniques	
Creating with materials ELG	•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 ELG	•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.					
Music		Our World		Big Bear Funk	Round and Round	Your Imagination
	- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. - Listen with concentration and understanding to a range of high quality live and recorded music. - Experiment with, create, select and combine sounds using the interrelated dimensions of music.					
P.E. EYFS	Me and myself	Gymnastics	Dance	Ball Skills	Throwing and Catching	Fun and Games
	Fitness (Fundamental Movement skills)			Gymnastics		Athletics
P.E. Y1	Fitness (Fundamental Movement skills)	Gymnastics	Dance	Handball	Volley Ball	Athletics
				Gymnastics		Orienteering
Gross Motor Skills ELG	•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 ELG	•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.					
R.E.	What can we learn about Christianity? (Church)		Why is the Bible special to Christians? (including story of St Cuthbert)		How do Humanists express their beliefs?	
PSHE/RSE EYFS	Settling in	Meet Your Brain	Celebrate	Appreciate	Relate	Engage
PSHE /RSE	My Happy Mind – Meet your Brain & Celebrate	My Happy Mind – Appreciate	My Happy Mind Relate & Engage	Diverse Britain	Digital Wellbeing	Growing Up
Self regulation ELG	•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 ELG	• 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 ELG	• 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

ELG – Early Learning Goal for Reception