

Curriculum Coverage
Year A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Knight, Castles and Dragons	Superheroes	China	Safari	London	Growing
Throughout	<p>CaL Understand how to listen carefully and why listening is important. Use New vocabulary throughout the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.</p> <p>PSED See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.</p> <p>PD Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace.</p>					

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Combine different movements with ease and fluency.
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
Develop the foundations of a handwriting style which is fast, accurate and efficient.
Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

Literacy

Read individual letters by saying the sounds for them
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Read some letter groups that each represent one sound and say sounds for them.
Read a few common exception words matched to the school's phonics programme.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Form lower-case and capital letters correctly.
Spell words by identifying the sounds and then writing the sound with letter/s.

Mathematics

Count objects, actions and sounds.
Subitise
Link the number symbol (numeral) with its cardinal number value.
Count beyond ten.
Compare numbers.
Understand the 'one more than/one less than' relationship between consecutive numbers.
Explore the composition of numbers to 10.
Automatically recall number bonds for numbers 0-10.
Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Continue, copy and create repeating patterns.

	<p>Compare length, weight and capacity.</p> <p>UtW Compare and contrast characters from stories, including figures from the past. Understand the effect of changing seasons on the natural world around them.</p> <p>EAD Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>					
Communication and Language	Learn new vocabulary	Learn new vocabulary	Learn new vocabulary	Learn new vocabulary	Learn new vocabulary	Learn new vocabulary
	Engage in story times. Listen to and talk about stories to build familiarity and understanding.	Engage in story times. Listen to and talk about stories to build familiarity and understanding.	Engage in story times. Listen to and talk about stories to build familiarity and understanding.	Engage in story times. Listen to and talk about stories to build familiarity and understanding.	Engage in story times. Listen to and talk about stories to build familiarity and understanding.	Engage in story times. Listen to and talk about stories to build familiarity and understanding.

	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p>Personal, Social and Emotional Development</p>	<p>See themselves as a valuable individual.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Think about the perspectives of others</p>	<p>Show resilience and perseverance in the face of challenge.</p>	<p>Express their feelings and consider the feelings of others.</p>	<p>Manage their own needs.</p>

Physical Development	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
Literacy	Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences	Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences	Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound and say sounds for them.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

<p>Mathematics</p>	<p>Count objects, actions and sounds. Subitise Compare numbers. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Compare numbers. Explore the composition of numbers to 10.</p>	<p>Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Continue, copy and create repeating patterns.</p>
<p>Understanding the World</p>	<p>Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p>	<p>Talk about members of their immediate family and community Comment on images of familiar situations in the past.</p>	<p>Draw information from a simple map. Recognise that people have different beliefs and celebrate</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Name and describe people who are familiar to them. Recognise some environments that are different to the</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that</p>

	Draw information from a simple map.	Understand that some places are special to members of their community.	<p>special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>		one in which they live.	are different to the one in which they live.
Expressive Arts and Design	Develop storylines in their pretend play.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills.

Curriculum Coverage
Year B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Farm	Celebrations	Polar Regions	Space	Dinosaurs	Journeys
Throughout	<p>CaL Understand how to listen carefully and why listening is important. Use New vocabulary throughout the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.</p> <p>PSED See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p>					

Think about the perspectives of others.
Manage their own needs.

PD

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

Literacy

Read individual letters by saying the sounds for them

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonics programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Mathematics

Count objects, actions and sounds.

Subitise

Link the number symbol (numeral) with its cardinal number value.

	<p>Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p> <p>UtW Compare and contrast characters from stories, including figures from the past. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>EAD Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>					
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Personal, Social and Emotional Development	See themselves as a valuable individual.	Think about the perspectives of others	Manage their own needs. Express their feelings and	Show resilience and perseverance in the face of challenge.	Identify and moderate their own feelings socially and emotionally.	Express their feelings and consider the feelings of others.

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Mathematics	Count objects, actions and sounds. Subitise Compare numbers. Continue, copy and create repeating patterns. Compare length, weight and capacity.	Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Compare numbers. Explore the composition of numbers to 10.	Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Continue, copy and create repeating patterns. Compare length, weight and capacity.	Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Continue, copy and create repeating patterns. Compare length, weight and capacity.	Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Continue, copy and create repeating patterns.
Understanding the World	Name and describe people who are familiar to them.	Comment on images of familiar situations in the past. Compare and contrast	Draw information from a simple map. Recognise some similarities and differences	Name and describe people who are familiar to them. Compare and contrast	Compare and contrast characters from stories, including figures from the past.	Comment on images of familiar situations in the past.

	Draw information from a simple map.	characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	between life in this country and life in other countries.	characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live.		Draw information from a simple map. Recognise some environments that are different to the one in which they live.
Expressive Arts and Design	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas,	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music,	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas,	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas,	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas,

	resources and skills.	expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.		resources and skills.	resources and skills.	resources and skills.
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