Knighton Mead Primary Academy

Nursery Long Term Overview 2022-2023

Bigs of the second s	Area of Learning	Autumn 1 – All About Me	Autumn 2 – Terrific Tales	Spring 1- Amazing World	Spring 2 – Come Outside	Summer 1- Incredible Creatures	Summer 2 – Fun in Summer	
Bigs of the second s	Possible	Ourselves / All about me	Autumn	Winter	Spring	Life cycles –Caterpillar/plants	Summer	
Name Constraint Constraint Provide the field of the constraint Rest o	Themes/Interests/Lines of	Families	Bonfire Night	Arctic Animals - Penguins		Zoo animals	We're going on a Bear hunt	
Autor Colditions and a familiant www.exe.up to all with a mode with a working with a low and working working working working working working working working workin	Enquiry	Children's interests	Diwali	Chinese New Year	People who we love	The very hungry caterpillar	Bears / toys	
Image: Section of the base of the bas		Nursery rhymes	Christmas	People who help us – doctors, dentist, Postal	Planting/Growing	Dear Zoo	Transport	
Comparison Description of the set shall be address with a control is a control of the set of			Goldilocks and the three bears	worker, school workers, fire service, police	Farm animals	Handa's surprise	The Train Ride	
Community of Linear is not with linear is a linear linear is linear is a linear is linear linear is a linear is lin			Three little pigs	service	Jack and the beanstalk	Healthy eating	Moving on / Transition	
Instance Longe in the protect. Logins in the protec				Being healthy and staying safe		People who we love		
Instance Longe in the protect. Logins in the protec								
Instance Longe in the protect. Logins in the protec								
Prop is may mess Ensure match and mark is and ma							, , , .	
Increment of the basis of the basi	Language					Engage in non-fiction books.	, , ,	
Low one vasibility Units output low of the max of a low, paying a period to the flow of all period. Unit environment low of the max of all period. Units of the max of the max of all period. Presend Section of the period. Bale on excluding in different on early of the max of all period. Bale on the max of the period. Bale on the		Engage in story times.	Express their needs and wants	Listen to and talk about stories and books.	Start and attend in a conversation		repetition and some in their own words.	
Number of the source is a second in discossing and		Express their interests					Use new vocabulary in different contexts.	
Number of the source is a second in discossing and								
Network Network Network Rescale (Marcing Marcel Ma		Learn new vocabulary	Listen carefully to rhymes and sor	gs, paying attention to how they sound.	Use new vocabulary in different co	ntexts		
Rest								
Image: Information of large part of the set of th	Personal, Social and	See themselves as a valuable individual.		Show resilience and perseverance in the face	of challenge.	Think about the perspectives of others.		
Bare contentions Manages to the turn out show with out in out	Emotional Development	Build constructive and respectful relationships.						
Bow confidence in mean bounding own called out the world recent in weak bounding. Number of the state in mean bounding both in many parts. Alle to confid their meanwards when biolescing, refug to confidence in the state in the state in the sta								
Bow cartery door the work of wo		· ·						
Interview Note restance there is any point or supply on an apply point woughed the many year. Hypide Development By del Development (and the correct line) moments and use applyment is happent to correct Explore a desage to much be present and to develop the many end to develop the develop the many end to develop								
Corp and Stomp to make Begin to use to gene mode movements with coard Despinger and/or movements and despinger Despinger and despinger Despinger Despinger Despinger and despinger Despinger Despinge		show conosity about the world around ment	NB. These	e statements have been split for extra focus, but a	II will apply on an ongoing basis throughout the n	ursery year.		
Bit	Physical Development	Able to control their movements and use equipr				Able to control their movements when balancing, riding (scooters and balance bikes) an		
Being to use long mude moments with control list in the sense in the phone sense in the phone in the pho	, ,							
Listen with end with the current resolution and those large match members in the point of the current resolution is curry out with ideal members in the point of the current resolution is curry out with ideal members in the point of the current resolution is curry out with ideal members in the point of the current resolution is curry out with ideal members in the point of the current resolution is curry out with ideal members in the point of the current resolution is curry out with ideal members in the point of the current resolution is curry out with ideal members in the point of the current resolution is curry out with ideal members in the point of the current resolution is curry out with ideal members in the point of the current resolution is current with the current resolution is curry out with ideal members in the point of the current resolution is curry out with ideal members in the point of the current resolution is curry out with ideal members in the point of the current resolution is current resolution. The point is current with members in the point of the point is current resolution is current with members in the point of the point is current with members in the point of the point is current with members in the point of the point is current with members in the point of the point is current with members in the point of the point is current with members in the point of the point is current with members in the point is current with members in the point is current with members in the point of the point is current with members in the point of the point is current with the point is current with the point is current with members in the point of the point is current with the point is current withe point is current with the point is current with the p			rol	Able to control their movements and balance when riding a trike, sit on push toy.		Choosing the correct resources to carry out own ideas Collaborate and manage with others moving objects – appropriately and safely		
Housing - e.g., put arm through coil Explore retending backs on through on the b		o		Use large muscle movements – to wave flags and streamers				
Identifies when wet not indied Down of denite to be independent Down of denite to be independent Independent in deniting and addression - independent in the independe		-						
The nor food, drikt, and extress with necouragement Develop the version by independent on the indepe			Dat					
Learn to use the toiler with heig, and them indegendently and drying honds / fieldiby dry during the day by oge 4 yeers in which yee beers of the day by during the day by oge 4 yeers in which yeers beers of the day of the day by during the day by oge 4 yeers in which yeers beers of the day of the day by during the day by oge 4 yeers in which yeers beers of the day of the day by during the day by oge 4 yeers in which yeers beers of the day of the day by during the day by oge 4 yeers in which yeers beers of the day of the day of the day by during the day by oge 4 yeers in which yeers beers of the day of the day by during the day by oge 4 yeers in which yeers beers of the day of the day beers in the day of the day by during the day by oge 4 yeers in which yeers beers of the day of the day by during the day by oge 4 yeers in which yeers beers of the day of the day by during the day by oge 4 yeers in which yeers beers of the day of the day beers in the day of the day of the day beers in the day of the day by during the day by oge 4 yeers in which yeers beers of the day beers the day of the day by during the day by oge 4 yeers in which yees and the day of the day				Show a desire to be independent				
National bandle in the band			-			Increasingly independent in their own care e.g. brushing teeth, using the toilet, washing		
Develop the reversition body strength, co-ordination, balance, and addity needed to surgest scatters with thure physical disclines including darke, gyneastic, and sport Develop their atom bork sitis to that they conce or analy, safely, and confidently, safely, safely, and confidently, and confidently, safely, and confidently, safely, and confidently, and confidently, safely, and confidently, safely, and confidently, safely, and confidently, safely, and confidently, and confidently, and confidently, safely, and confidently, and confident lines in different the cone in which they live. Numbers 7, 8, 9, 10 Numbers 7, 8, 9, 10 Numbers 7, 8, 9, 10 Numbers 7, 8, 9, 10 Numbers 7, 8, 9, 10 Numbers 7, 8, 9, 10 Numbers 7, 8, 9, 10 Numbers 7, 8, 9, 10 Numbers 7, 8, 9, 10 Numbers 7, 8, 9, 10 Numbers 7, 8, 9, 10 Numbers 7, 8, 9, 10 <t< td=""><td></td><td colspan="2">Learn to use the toilet with help, and then independently</td><td colspan="2"></td><td colspan="2"></td></t<>		Learn to use the toilet with help, and then independently						
Develop heir small motor kills so that hey can use a range of tools competitivity, schely, and contribute, sogesed tools: peacifie for drawing and writing, palimbrukes, sidssor, knives, farks, and spoor. Form same later and write their name. Literecy Receive their some name. Eatell a hyme/story/song through play Form same later and write their name. Form same later a								
Literacy Retail or shyme/stary/sag through play begin to indextand the 5 key concepts of print degrining to receptive their own nome. Retail or shyme/stary/sag through play Undextand the 5 key concepts of print Begin to indextand the 5 key concepts of print degrining to receptive their own nome. Form some letters and write their nome correctly. Undextand the 5 key concepts of print Receptise their own nome. Phase 1 Phase 1 Phase 2 if applicable Phase 2 if applica								
Begin to understand the 5 key concepts of print Dorally segment and bland imple works Understand the 5 key concepts of print Dorally segment and bland imple works Understand the 5 key concepts of print Dorally segment and bland imple works Phonics ee eorly reading policy Phase 1 Phase 2 - masel / Oral segment and bland imple works Phase 2 - masel / Oral bland imple works Methingo Soring Row Policy and Potters and White rose maths Matching. Soring Row Company Numbers 4, 5, 0 Size Length and weight Numbers 5, 6, 7 Coporticy Time of day Size Length and weight Numbers 5, 6, 7 Coportic Size Shape Numbers 7, 8, 9, 10 Size Length and weight Numbers 5, 6, 7 Coportic Size Shape Numbers 7, 8, 9, 10 Size Length and weight Numbers 5, 5, 6, 7 Coportic Size Shape Numbers 7, 8, 9, 10 Size Length and weight Numbers 5, 6, 7 Coportic Size Shape Numbers 7, 8, 9, 10 Size Length and weight Numbers 5, 6, 7 Shape Numbers 7, 8, 9, 10 Size Length and weight Numbers 5, 6, 7 Shape Numbers 7, 8, 9, 10 Size Shape Numbers 6, 9, 10 Size Length and weight Numbers 4, 5, 0 Size Length and weight Number								
Begin to understand the 5 key concepts of print Dorally segment and bland imple works Understand the 5 key concepts of print Dorally segment and bland imple works Understand the 5 key concepts of print Dorally segment and bland imple works Phonics ee eorly reading policy Phase 1 Phase 2 - masel / Oral segment and bland imple works Phase 2 - masel / Oral bland imple works Methingo Soring Row Policy and Potters and White rose maths Matching. Soring Row Company Numbers 4, 5, 0 Size Length and weight Numbers 5, 6, 7 Coporticy Time of day Size Length and weight Numbers 5, 6, 7 Coportic Size Shape Numbers 7, 8, 9, 10 Size Length and weight Numbers 5, 6, 7 Coportic Size Shape Numbers 7, 8, 9, 10 Size Length and weight Numbers 5, 5, 6, 7 Coportic Size Shape Numbers 7, 8, 9, 10 Size Length and weight Numbers 5, 6, 7 Coportic Size Shape Numbers 7, 8, 9, 10 Size Length and weight Numbers 5, 6, 7 Shape Numbers 7, 8, 9, 10 Size Length and weight Numbers 5, 6, 7 Shape Numbers 7, 8, 9, 10 Size Shape Numbers 6, 9, 10 Size Length and weight Numbers 4, 5, 0 Size Length and weight Number								
Beginning to recognise their own nome. Drolly segment and blend simple words Recognises their own name and letters of their name. Read includio letters by aving the sounds for them. Understanding only Orally segment and blend simple words Phote 1 Phase 1 Phase 2 Phase 2 <td>Literacy</td> <td>Retell a rhyme/story/song through play</td> <td></td> <td>Retell a rhyme/story/song through play</td> <td></td> <td>Form some letters and write their name a</td> <td>orrectly.</td>	Literacy	Retell a rhyme/story/song through play		Retell a rhyme/story/song through play		Form some letters and write their name a	orrectly.	
Phonics Phase 1 Phase 2 - mosd / Oral segmenting on letters of their nome. Illuk sounds to letters withing / Orally segment and blend simple words Phonics Phase 1 Phase 1 Phase 2 - mosd / Oral segmenting on letters set withing Phase 2 if applicable Phase 2 if applicable Mathematics Monthing. Sorting & Comparing Number and Patters Monthing. Sorting & Comparing Number and Patters Monthers 5, 6, 7 Numbers 5, 6, 7 Numbers 5, 6, 7 Numbers 5, 6, 7 Solution provide with a group of contexts with numbers to a facture of and weight Solution of a comparing Number and ease in the intervent weight Recognise one environments that are of day Shape Solution of a comparing Number and ease in the intervent weight and weight Numbers 5, 6, 7 Numbers 5, 6, 7 Solution of a comparing Problem shoulding the oral are areage of contexts with numbers to a 5 Addition the mediate family in the ord describe people who are families and celebrate special times in different ways. Recognise one environments that are of day Shape Solution of a comparing Number and the effect of changing scores are applied by the group of a context with area of their community. Compare and contrast thera ways. Compare and contrast thera	Literacy		t					
Phonics ge early reading policy Phase 1 Phase 1 Phase 2 - masd / Oral segmenting and blending Phase 2 - masd / Oral segmenting and segmenting Phase 2 if applicable Phase 2 if applicable Mathematics and white rose maths and white rose maths Mathematics Shope Mathematics Shope Numbers 4, 5, 0 Size Length and weight Numbers 5, 6, 7 Capacity Shope Numbers 7, 8, 9, 10 Shoring Shope Now for a set of biperts (pr 5) Size Length and weight Numbers 5, 6, 7 Capacity Shope Numbers 7, 8, 9, 10 Shoring Shope Numbers 1, 2, 3 Shope Numbers 6, 6, 7 Capacity Shope Numbers 6, 6, 7 Capacity Shope Numbers 6, 9, 7 Shope Numbers 6, 6, 7 Capacity Shope Nu	Literacy	Begin to understand the 5 key concepts of prin	t	Understand the 5 key concepts of print		Understand and talk about the 5 key cor	cepts of print	
Phonics see certy reading policy Phase 1 Phase 2 - mesd / Oral segmenting and blending Phase 2 - mesd / Oral segmenting and segmenting Phase 2 if applicable Phase 2 if applicable Mathematics ng Numbers 1, 2, 3 shape Matching, Sorting & Comparing Numbers 1, 2, 3 Numbers 4, 5, 0 Size Length and weight Numbers 5, 6, 7 Capacity Ime of day Shape Numbers 5, 6, 7 Shape Numbers 5, 6, 7 Capacity Ime of day Shape Numbers 7, 8, 9, 10 Shoring Have a deep understanding numbers to 5 Including numbers to 5 Count as sto folders (up to 5) (suitg 1:1 correspondence Find how many when provided with a group of objects (up to 5) Iderstand met describe people who are familiar to them. Recognise some environments that are different ways. Understand thet some places are special to methers of their community. Explore the natural world around them. Compare and contrast characters from sto including figures from the past. Compare and contrast characters from sto including figures from the past. Understand the effect of changing seasons on the natural world around read tof them. Sing in a group or otheir o	Literacy	Begin to understand the 5 key concepts of prin	t	Understand the 5 key concepts of print Orally segment and blend simple words		Understand and talk about the 5 key cor Read individual letters by saying the sou	cepts of print	
dec early reading policy identity segmenting offer segmenting offer offer offer Matchinematics and white rose maths Matching. Sorting & Comparing Shope Numbers 1, 2, 3 Shope Numbers 5, 6, 7 Size Length and weight Numbers 5, 6, 7 Capacity' Time of day Shape Numbers 1, 2, 3 Shope Show robes 1, 2,	Literacy	Begin to understand the 5 key concepts of prin	t	Understand the 5 key concepts of print Orally segment and blend simple words	r name.	Understand and talk about the 5 key cor Read individual letters by saying the sou Link sounds to letters when writing	cepts of print	
Mathematics ing Number and Patterns and white rose maths Matching. Sorting & Comparing Numbers 1, 2, 3 Numbers 4, 5, 0 Size Numbers 5, 6, 7 Capacity Numbers 5, 6, 7 Capacity Numbers 7, 8, 9, 10 Have a deep understanding of numbers to 5 including the composition of the numbers and white rose maths Addrematics ing Number and Patterns and white rose maths Matching. Sorting & Comparing Numbers 1, 2, 3 Numbers 4, 5, 0 Numbers 5, 6, 7 Capacity Numbers 7, 8, 9, 10 Have a deep understanding of numbers to 5 including the composition of the numbers Solve problems including number/shape/measure in a range of contexts with numbers and white rose maths Addressing the World Talk about members of their immediate family nod community. Nome and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different ways. Understand that some places are special to members of their community. Comment on images of familiar situations i not won information from a simple map. Comment on images of analitar situations i including figures from sto including figures from sto including figures from the past. Understand the effect of changing secons on the numbers. Sing in a group or on their own, increasingly matching the pitch and differences between life in other countries. Return to and build on their previous learning, refining ideas, following the melody. Create collaboratively sharing ideas, resources, and skills. Listen attentively, move to and	Literacy	Begin to understand the 5 key concepts of prin	t	Understand the 5 key concepts of print Orally segment and blend simple words	r name.	Understand and talk about the 5 key cor Read individual letters by saying the sou Link sounds to letters when writing	cepts of print	
Number and Patterns and white rose maths Numbers 1, 2, 3 Shape Size Length and weight Capacity Time of day Shape Sharing Problem sinking Solve problems including number/shope/measure in a range of contexts with numbers to 5 Count a set of objects (up to 5) using 1:1 correspondence Find how many when provided with a group or objects (up to 5) aderstanding the World aderstanding the World the members of their immediate family to them. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and different countries. Recognise some environments that are different to the one in which they live. and lifer on ther countries. Understand the some places are special to members of their community. Name and describe people who are familiar different special to the one in which they live. and lifer on other countries. Understand the effect of changing secons on the netural world around them Describe what they see, hear, and feel whilst outside. Secons is some similarities and different countries. 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 learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, responses. Listen attentively, move to and talk about music, expressing their feelings and responses. Performance arit, expressing their feelings responses	Phonics	Begin to understand the 5 key concepts of prin Beginning to recognise their own name.		Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and	Phase 2 – masd / Oral blending and	Understand and talk about the 5 key cor Read individual letters by saying the sou Link sounds to letters when writing Orally segment and blend simple words	ncepts of print nds for them.	
and white rose maths Shape Length and weight Time of day Shape Problem solving Shape Problem solving Shape to 5 Contrast of objects (up to 5) using 1:] - crespondence Find how many when provided with a group-or objects (up to 5) aderstanding the World and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different sources and shape Recognise some environments that are different to the one in which they live. Understand that some places are special to members of their community. Explore the natural world around them. Draw on information from a simple map. Comment on images of familiar situations in the past. understand the effect of changing secons on the natural world around them Describe what they see, hear, and feet whilst outside. Return to and build on their previous learning, refining Ideas and developing their ability to represent them Create collaboratively sharing ideas, and responses. User attentively, move to and talk about music, expressing their feelings and responses. Warch and talk about dance and performance art, expressing their feelings responses	Phonics See early reading policy	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1	Phase 1	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending	Phase 2 – masd / Oral blending and segmenting	Understand and talk about the 5 key cor Read individual letters by saying the sou Link sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable	ncepts of print nds for them. Phase 2 if applicable	
Image: shope Shope Shope Shope Count as to objects (up to 5) using 1:1 correspondence Find how many when group of objects (up to 5) Inderstanding the World Talk about members of their immediate family and community. Nome and describe people who are familiari to them. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and different ways. Recognise some similarities and different ways. and life in other countries. Recognise some environments that are different to the one in which they live. members of their community. Understand that some places are special to members of their community. Explore the natural world around them. Draw on information from a simple map. the past. Compare and contrast characters from sto including figures from the past. Understand the effect of changing secons on the natural world around them Describe what they see, hear, and feel whils outside. 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. Warch and talk about dance and performance art, expressing their feelings responses	Phonics See early reading policy Mathematics	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing	Phase 1 Numbers 4, 5, 0	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10	Understand and talk about the 5 key cor Read individual letters by saying the sou Link sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers	Phase 2 if applicable to 5 including the composition of the numbers	
Image: constraint of the stand of the s	Phonics See early reading policy Mathematics Using Number and Patterns	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3	Phase 1 Numbers 4, 5, 0 Size	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing	Understand and talk about the 5 key cor Read individual letters by saying the sou Link sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/	Phase 2 if applicable to 5 including the composition of the numbers	
Inderstanding the World and community. Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different to the one in which they live. Understand that some places are special to members of their community. Explore the natural world around them. Comment on images of familiar situations in the past. Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, and refine a variety of artistic effects to express their ideas and feelings Warth and talk about dance and performance arr, expressing their feelings and responses. Variate and the special to members of their community. Understand that some places are special to members of their community. Comment on images of familiar situations in the past. To them. Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, and responses. Listen attentively, move to and talk about dance and performance art, expressing their feelings and responses. Performance art, expressing their feelings and responses. Performance art, expressing their feelings	Phonics See early reading policy Mathematics	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3	Phase 1 Numbers 4, 5, 0 Size	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving	Understand and talk about the 5 key cor Read individual letters by saying the sou Link sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5	Phase 2 if applicable to 5 including the composition of the numbers measure in a range of contexts with numbers	
and community. Name and describe people who are familiar beliets and celebrate special times in different to the one in which they live. members of their community. Draw on information from a simple map. the past. Compare and contrast characters from storing is some similarities and difference solvemen life in this country and life in other countries. Understand the effect of changing secons on the natural world around them Describe what they see, hear, and feel whilst outside. Sing in a group or on their own, increasingly matching the pitch and following the melody. Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, and responses. Listen attentively, move to and talk about dance and performance art, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore	Phonics See early reading policy Mathematics Jsing Number and Patterns	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3	Phase 1 Numbers 4, 5, 0 Size	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving	Understand and talk about the 5 key cor Read individual letters by saying the sou Link sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1	Phase 2 if applicable to 5 including the composition of the numbers measure in a range of contexts with numbers correspondence	
Name and describe people who are familiar to them. Name and describe people who are familiar to them. different ways. Recognise some similarities and differences between life in this country and life in other countries. Image and contrast characters from stor including figures from the past. Understand the effect of changing seasons on the natural world Describe what they see, hear, and feel whilst outside. Image and build on their previous learning, refining ideas and developing their ability to represent them Compare and contrast characters from stor including figures from the past. 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 responses.	Phonics See early reading policy Mathematics Jsing Number and Patterns and white rose maths	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3 Shape	Phase 1 Numbers 4, 5, 0 Size Length and weight	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day Shape	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving Shape	Understand and talk about the 5 key cor Read individual letters by saying the sou Link sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1 Find how many when provided with a gro	Phase 2 if applicable to 5 including the composition of the numbers /measure in a range of contexts with numbers correspondence oup of objects (up to 5)	
to them. Recognise some similarities and differences between life in this country and life in other countries. Recognise some similarities and differences between life in this country and life in other countries. Including figures from the past. Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. Including figures from the past. Including figures from the past. pressive Arts and Design Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, and responses. Listen attentively, move to and talk about dance and performance art, expressing their feelings and responses. Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore to the contract attended of the performance art, expressing their feelings	Phonics See early reading policy Mathematics Jsing Number and Patterns and white rose maths	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3 Shape Talk about members of their immediate family	Phase 1 Numbers 4, 5, 0 Size Length and weight Recognise that people have different	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day Shape Recognise some environments that are	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving Shape	Understand and talk about the 5 key corr Read individual letters by saying the soutlink sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1 Find how many when provided with a gradient Explore the natural world around them.	Phase 2 if applicable to 5 including the composition of the numbers measure in a range of contexts with numbers correspondence bup of objects (up to 5) Comment on images of familiar situations i	
differences between life in this country and life in other countries. Image: Comparison of the countries of the countries. Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. Image: Comparison of the countries of the countri	Phonics See early reading policy Mathematics Jsing Number and Patterns and white rose maths	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3 Shape Talk about members of their immediate family and community.	Phase 1 Numbers 4, 5, 0 Size Length and weight Recognise that people have different beliefs and celebrate special times in	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day Shape Recognise some environments that are	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving Shape	Understand and talk about the 5 key corr Read individual letters by saying the soutlink sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1 Find how many when provided with a gradient Explore the natural world around them.	Phase 2 if applicable to 5 including the composition of the numbers measure in a range of contexts with numbers correspondence bup of objects (up to 5) Comment on images of familiar situations in the past.	
Image: set	Phonics See early reading policy Mathematics Using Number and Patterns and white rose maths	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3 Shape Talk about members of their immediate family and community. Name and describe people who are familiar	Phase 1 Numbers 4, 5, 0 Size Length and weight Recognise that people have different beliefs and celebrate special times in different ways.	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day Shape Recognise some environments that are	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving Shape	Understand and talk about the 5 key corr Read individual letters by saying the soutlink sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1 Find how many when provided with a gradient Explore the natural world around them.	Phase 2 if applicable The set of print is a set of the	
Understand the effect of changing seasons on the natural world around them Understand the effect of changing seasons on the natural world around them pressive Arts and Design Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Return to and build on their previous their previous previous their ability to represent them Create collaboratively sharing ideas, resources, and skills. Listen attentively, move to and talk about dance and performance art, expressing their feelings and responses. Explore, use, and refine a variety of artistic effects to express their ideas and feelings Estimate a variety of artistic effects to express their ideas and feelings Estimate a variety of artistic effects to express their ideas and feelings	Phonics See early reading policy Mathematics Using Number and Patterns and white rose maths	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3 Shape Talk about members of their immediate family and community. Name and describe people who are familiar	Phase 1 Numbers 4, 5, 0 Size Length and weight Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day Shape Recognise some environments that are	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving Shape	Understand and talk about the 5 key corr Read individual letters by saying the soutlink sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1 Find how many when provided with a gradient Explore the natural world around them.	Phase 2 if applicable The set of print is a set of the	
Describe what they see, hear, and feel whilst outside. pressive Arts and Design Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. 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 dance and performance art, expressing their feelings and responses. Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore	Phonics See early reading policy Mathematics Using Number and Patterns	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3 Shape Talk about members of their immediate family and community. Name and describe people who are familiar	Phase 1 Numbers 4, 5, 0 Size Length and weight Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day Shape Recognise some environments that are	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving Shape	Understand and talk about the 5 key corr Read individual letters by saying the soutlink sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1 Find how many when provided with a gradient Explore the natural world around them.	Phase 2 if applicable The set of print is a set of the	
pressive Arts and Design Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. 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 dance and performance art, expressing their feelings and responses. Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore Use and refine a variety of artistic effects to express their ideas and feelings	Phonics See early reading policy Mathematics Jsing Number and Patterns and white rose maths	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3 Shape Talk about members of their immediate family and community. Name and describe people who are familiar	Phase 1 Numbers 4, 5, 0 Size Length and weight Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day Shape Recognise some environments that are	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving Shape	Understand and talk about the 5 key corr Read individual letters by saying the soutlink sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1 Find how many when provided with a gradient Explore the natural world around them.	Phase 2 if applicable To 5 including the composition of the numbers freesure in a range of contexts with numbers correspondence oup of objects (up to 5) Comment on images of familiar situations in the past. Compare and contrast characters from stor	
Impressingly matching the pitch and following the melody. Impressing their dealings their ability to represent them resources, and skills. about music, expressing their feelings and responses. performance art, expressing their feelings and responses. Explore, use, and refine a variety of artistic effects to express their ideas and feelings their ability to represent them resources, and skills. about music, expressing their feelings and responses. performance art, expressing their feelings and responses.	Phonics See early reading policy Mathematics Jsing Number and Patterns and white rose maths	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3 Shape Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand the effect of changing s	Phase 1 Numbers 4, 5, 0 Size Length and weight 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. easons on the natural world around them	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day Shape Recognise some environments that are	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving Shape	Understand and talk about the 5 key corr Read individual letters by saying the soutlink sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1 Find how many when provided with a gradient Explore the natural world around them.	Phase 2 if applicable to 5 including the composition of the numbers frmeasure in a range of contexts with numbers correspondence oup of objects (up to 5) Comment on images of familiar situations i the past. Compare and contrast characters from sto	
following the melody. their ability to represent them and responses. responses. Explore, use, and refine a variety of artistic effects to express their ideas and feelings and responses. responses.	Phonics See early reading policy Mathematics Jsing Number and Patterns and white rose maths Understanding the World	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3 Shape Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand the effect of changing s Describe what they see, hear, and f	Phase 1 Numbers 4, 5, 0 Size Length and weight 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. easons on the natural world around them eel whilst outside.	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day Shape Recognise some environments that are different to the one in which they live.	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving Shape Understand that some places are special to members of their community.	Understand and talk about the 5 key cor Read individual letters by saying the sou Link sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1 Find how many when provided with a gra Explore the natural world around them. Draw on information from a simple map.	Phase 2 if applicable to 5 including the composition of the numbers measure in a range of contexts with numbers correspondence bup of objects (up to 5) Comment on images of familiar situations in the past. Compare and contrast characters from stor including figures from the past.	
Explore, use, and refine a variety of artistic effects to express their ideas and feelings	Phonics See early reading policy Mathematics Jsing Number and Patterns and white rose maths	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3 Shape Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand the effect of changing s Describe what they see, hear, and f	Phase 1 Numbers 4, 5, 0 Size Length and weight 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. easons on the natural world around them eel whilst outside. Sing in a group or on their own,	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day Shape Recognise some environments that are different to the one in which they live.	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving Shape Understand that some places are special to members of their community. Create collaboratively sharing ideas,	Understand and talk about the 5 key corr Read individual letters by saying the soul Link sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1 Find how many when provided with a grown on information from a simple map. Listen attentively, move to and talk	Accepts of print Index for them. Phase 2 if applicable to 5 including the composition of the numbers (measure in a range of contexts with numbers correspondence bup of objects (up to 5) Comment on images of familiar situations in the past. Compare and contrast characters from stor including figures from the past.	
	Phonics See early reading policy Mathematics Jsing Number and Patterns and white rose maths Understanding the World	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3 Shape Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand the effect of changing s Describe what they see, hear, and f	Phase 1 Numbers 4, 5, 0 Size Length and weight 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. easons on the natural world around them eel whilst outside. Sing in a group or on their own, increasingly matching the pitch and	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day Shape Recognise some environments that are different to the one in which they live.	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving Shape Understand that some places are special to members of their community. Create collaboratively sharing ideas,	Understand and talk about the 5 key corr Read individual letters by saying the soullink sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1 Find how many when provided with a grown information from a simple map. Listen attentively, move to and talk about music, expressing their feelings	Phase 2 if applicable to 5 including the composition of the numbers measure in a range of contexts with numbers correspondence bup of objects (up to 5) Comment on images of familiar situations i the past. Compare and contrast characters from sto including figures from the past. Watch and talk about dance and performance art, expressing their feelings	
	Phonics See early reading policy Mathematics Jsing Number and Patterns and white rose maths Understanding the World	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3 Shape Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand the effect of changing s Describe what they see, hear, and f	Phase 1 Numbers 4, 5, 0 Size Length and weight 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. easons on the natural world around them eel whilst outside. Sing in a group or on their own, increasingly matching the pitch and	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day Shape Recognise some environments that are different to the one in which they live.	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving Shape Understand that some places are special to members of their community. Create collaboratively sharing ideas,	Understand and talk about the 5 key corr Read individual letters by saying the soullink sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1 Find how many when provided with a grade Explore the natural world around them. Draw on information from a simple map. Listen attentively, move to and talk about music, expressing their feelings	Phase 2 if applicable to 5 including the composition of the numbers measure in a range of contexts with numbers correspondence bup of objects (up to 5) Comment on images of familiar situations i the past. Compare and contrast characters from sto including figures from the past. Watch and talk about dance and performance art, expressing their feelings	
Explore and engage in music making and dance, performing solo or in groups.	Phonics See early reading policy Mathematics sing Number and Patterns and white rose maths Understanding the World	Begin to understand the 5 key concepts of prin Beginning to recognise their own name. Phase 1 Matching. Sorting & Comparing Numbers 1, 2, 3 Shape Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand the effect of changing s Describe what they see, hear, and f Develop storylines in their pretend play.	Phase 1 Numbers 4, 5, 0 Size Length and weight 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. easons on the natural world around them eel whilst outside. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their Phase 2 – masd / Oral segmenting and blending Numbers 5, 6, 7 Capacity Time of day Shape Recognise some environments that are different to the one in which they live.	Phase 2 – masd / Oral blending and segmenting Numbers 7, 8, 9, 10 Sharing Problem solving Shape Understand that some places are special to members of their community. Create collaboratively sharing ideas,	Understand and talk about the 5 key corr Read individual letters by saying the soullink sounds to letters when writing Orally segment and blend simple words Phase 2 if applicable Have a deep understanding of numbers Solve problems including number/shape/ to 5 Count a set of objects (up to 5) using 1:1 Find how many when provided with a grade Explore the natural world around them. Draw on information from a simple map. Listen attentively, move to and talk about music, expressing their feelings	Phase 2 if applicable to 5 including the composition of the numbers measure in a range of contexts with numbers correspondence bup of objects (up to 5) Comment on images of familiar situations i the past. Compare and contrast characters from sto including figures from the past. Watch and talk about dance and performance art, expressing their feelings	

move to and talk essing their feelings	Watch and talk about dance and performance art, expressing their feelings and responses