	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Communication & Language	NELI assessment Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wide range of vocabulary. Understand a question or instruction that has two parts. Understand why questions. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a long story. Develop their communication but may still have issues with irregular tenses and plurals. Develop their pronunciation but may have problems saying some sounds or multi-syllabic words Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions. Start a conversation and continue it for many turns. Use talk to organise themselves and their play	Understand how to listen carefully and why listening is important. Learn and use new vocabulary. 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. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Understand how to listen carefully and why listening is important. Learn and use new vocabulary. 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. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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 they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teacher and peers. 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.	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 they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teacher and peers. 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.
Physical Development	Develop their movement, balance, riding (scooter, trikes, bikes) and ball skills. Climb up apparatus. Skip, hop, stand on one leg and hold a pose for a game. Use large muscle movements to wave flags/streamers, paint and make marks. Increasingly use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities. Choose the right resources to carry out their own plans. Collaborate with others to manage large items. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference to a dominant hand. Be increasingly independent as they get dressed and undressed.	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 overall body strength, co-ordination, balance, agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group. 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 their small motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, cutlery) Use their core muscles to achieve a good posture when sitting at a table or on the floor. 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, queuing, mealtimes).	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 overall body strength, co-ordination, balance, agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group. 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 their small motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, cutlery) Use their core muscles to achieve a good posture when sitting at a table or on the floor. 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, queuing, mealtimes)	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 overall body strength, co-ordination, balance, agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group. 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 their small motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, cutlery) Use their core muscles to achieve a good posture when sitting at a table or on the floor. 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, queuing, mealtimes)	Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance, and co-ordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing. Use a range of small tools. Begin to show accuracy and care when drawing.	Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance, and co-ordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing. Use a range of small tools. Begin to show accuracy and care when drawing.
Personal, Social & Emotional Development	Select and use activities and resources with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in a safe context. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like happy, sad, angry, or worried. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs. Make healthy choices about food, drink, activity and toothbrushing.	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 perspective of others. Manage their own personal hygiene needs. Know and talk about the different factors that support their overall health and wellbeing.	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 perspective of others. Manage their own personal hygiene needs. Know and talk about the different factors that support their overall health and wellbeing.	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 perspective of others. Manage their own personal hygiene needs. Know and talk about the different factors that support their overall health and wellbeing.	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. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right and wrong and try to behave accordingly. Manage their own basic hygiene and personal needs and understand the importance of healthy food choices. 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.	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. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right and wrong and try to behave accordingly. Manage their own basic hygiene and personal needs and understand the importance of healthy food choices. 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.
Literacy	Reception Baseline Understand that print has meaning, different purposes, we read English text from left to right and top to bottom, the names of different parts of a book and page sequencing. Develop phonological awareness so that they can: Spot and suggest rhyme, Count or clap syllables in a word, Recognise words with the same initial sound. Engage in extended conversations about stories, learning new vocabulary. Use some of their print or letter knowledge in writing. Write some or all of their name. Write some letters accurately. Read individual letters by saying the sounds for them	Read individual letters by saying the sounds for them. Blend sounds into words. Read a few common exception words.	Read individual letters by saying the sounds for them. Blend sounds into words. Read a few common exception words. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences. Re-read books to build up 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. Write sentences with words with known sound-letter correspondence using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Read individual letters by saying the sounds for them. Blend sounds into words. Read a few common exception words. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences. Re-read books to build up 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. Write sentences with words with known sound-letter correspondence using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 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. 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.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 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. 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.
Phonics	Level 1 assessments and catch up Level 2 Week 1-4	Level 2 Week 5 -7 Level 2 Assessment Level 3 Week 1 - 2 Consolidation	Week 3 - 7	Week 8 – 12 Level 3 assessment Consolidation	Level 3 Consolidation if needed Level 4 Wk 1 - 4	Level 4 assessment Level 4 consolidation
Mathematics	White Rose Maths Match, Sort, Compare, Talk about measures, It's no 1, 2, 3. Reception Baseline Comparing Objects. Comparing size, mass and capacity. Exploring pattern. Representing 1, 2, 3 Comparing 1, 2, 3, Composition of 1, 2, 3 Circles & triangles Positional language Representing numbers to 5 One more and one less Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers Understand one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 5. Automatically recall number bands for numbers 0-5 Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns	White Rose Maths It's no 1, 2, 3 Circles & Triangles 1, 2, 3, 4, 5 Shapes with 4 sides Introducing 0 Comparing numbers to 5 Composition of 4 & 5 Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers Understand one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 5 Automatically recall number bands for numbers 0-5 and Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	White Rose Maths Alive in 5 Mass & Capacity Growing 6, 7, 8 Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers Understand one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bands for numbers 0-5 and some to 10. Compare mass & capacity	White Rose Maths Length, height & time Building 9 & 10 Explore 3D shapes Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond 10 Compare numbers Understand one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bands for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length.	White Rose Maths To 20 & beyond How many now? Manipulate, compose & decompose Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bands up to 5 and some number bands to 10, including double facts. Verbally count beyond 20, recognizing the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity. Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally	White Rose Maths Sharing & grouping Visualise, build & map Make connections Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bands up to 5 and some number bands to 10, including double facts. Verbally count beyond 20, recognizing the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity. Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally
Understanding the world	Begin to make sense of their own life stories and family's history. Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. Recognise that some environments are different from the ones where they live. Create opportunities to discuss how we can care for the natural world. After observations draw pictures and discuss living things such as plants. Know and talk about different facts that support their overall health and wellbeing. Know that there are different countries in the world and talk about the difference they have experienced or seen in photos. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Develop positive attitudes about the differences between people. Understand the effect of changing seasons on the natural world around them.	Compare and contrast characters from stories including figures from the past. Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. Create opportunities to discuss how we can care for the natural world. After observations draw pictures and discuss living things such as plants. Talk about members of their immediate family and community and name and describe people who are familiar to them. Comment on images of familiar situations in 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. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them and offer opportunities to interact with and describe what they can see, hear and feel. Recognise that some environments are different from the ones where they live. Know and talk about different facts that support their overall health and wellbeing. Recognise some similarities and differences between life in this country and live in other countries. Recognise some environments that are different to the one in which they live. Talk about members of their immediate family and community and name and describe people who are familiar to them. Comment on images of familiar situations in 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. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. 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Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe what they see, hear and feel including natural processes from hands on experiences. Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. Draw information from a simple map. 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between 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 maps.	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. 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Expressive Arts & Design	Listen with increasing attention to sounds. Respond to what they have heard expressing their thoughts and feelings. Remember and sing entire song. Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Make use of props and materials when role-playing characters in narratives and stories. Explore different materials freely to develop their ideas about how to use them and what to make. Develop their own ideas and then decide what materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings. Explore colour and colour mixing.	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. Explore and engage in music making and dance performing solo or in groups. Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on 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. Explore and engage in music making and dance performing solo or in groups. Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on 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. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance performing solo or in groups. Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Make use of props and materials when role-playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teachers. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	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 to music. Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Make use of props and materials when role-playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teachers.	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 to music. Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Make use of props and materials when role-playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teachers.
PE	Ball Skills To roll a ball: • To stop a ball with our feet • To be able to pass the ball with our feet • To be able to dribble ball with our feet • To throw underarm • To catch a ball • To bounce a ball • To use throwing skills in a small sided game/To throw to score points • To move with a ball in hands • To throw a ball in different directions • To hit a target with a ball	Dance To develop the ability to create movements to music. • To practise movements and join them together to create a motif. • To practise and improve a dance motif. To work as a team to create a short Dance • To remember and perform a short dance. • To evaluate and improve a short dance.	Ball Skills To develop the ability to control a ball in a range of ways Control and move a ball around their bodies Move a range of balls in a range of ways • To develop the ability to throw accurately at a target Throw objects at and in targets • To use throwing skills in a game. • To be able to use a bat or racket to move and control an object Use equipment in a range of ways Coordinate movements using small equipment • To develop the ability to catch and bounce a ball Bounce large ball, catch a range of objects, control an object when coming towards them. To develop the ability to kick a Ball. Kick a range of objects towards a target. Kick a range of objects into a target.	Gymnastics • To develop the ability to jump in a range of ways from one space to another. • To control my body when jumping and balancing. • To create a sequence using a jump and a balance. • To develop the ability to roll in a range of ways. • To control my body when rolling in a range of ways. • To perform a sequence with confidence and control. • To be aware of space. • To develop balance and coordination through obstacle courses	Yoga • To develop coordination in basic poses • To develop coordination while moving between poses • To develop agility by correctly coming in and out of poses • To develop balance in standing positions • To develop balance when moving between poses.	Multi-skills • To develop the ability to throw an object. • To develop the ability to move at speed. • To adapt the body when moving at speed. • To learn how to jump safely. • To develop the ability to jump in different ways.