

| Global Citizen Country Australia | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Suggested Topics | Finding Nemo – starting school / Summer holidays / All about Me/Ourselves | Light and Dark Food and Festivals On the Farm | Buildings Super heroes | Planting and Growing Dinosaurs Vehicles | Minibeasts 'In the Garden' | At the Seaside/Holidays The Jungle |
| Themes | Holidays – for history My family My School Bucket Filler or Dipper? Harvest | Changes in seasons Bonfire Night Diwali Christmas | The Local Area – village and a local attraction Chinese New Year Australia Day | Easter Changes in Season | Life cycles - beans/butterflies Planting | Holidays Floating sinking Awesome Alby's birthday |
| Key Texts | Have you filled your bucket today? Titch | The Star That Fell Night Monkey Day Monkey Enormous Turnip Frozen | Traction Man Lego Heroes | Each Peach Pear Plum The Tiny Seed Rosie's Walk Cars 2 | Hey Little Ant The Three Billy Goats Gruff Jasper's Beanstalk | Billy's Bucket Paddington – A day at the seaside Rumble in the Jungle |
| Experiences | Settling in to school Sharing assemblies | Taking part in Nativity Watching a performance Buying food in a shop | Local walk Local visit | Allotments | Class Picnic | Class outing - seaside / fake beach park School Sports Day |
| On-going | Forest School PE ICT Birthday Bear Awesome Alby Golden Chair Koko Koala to go home each Friday | | | | | |

| Prime Areas | | Key Learning | | | | |
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| Personal, Social and Emotional Development | Making Relationships | Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. | Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | Initiates conversations, attends to and takes account of what others say. | Takes steps to resolve conflicts with other children, e.g. finding a compromise. | Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. |
| | Self-confidence & Self-awareness | Can select and use activities and resources with help. | Is more outgoing towards unfamiliar people and more confident in new social situations. | Confident to speak to others about own needs, wants, interests and opinions. | Can describe self in positive terms and talk about abilities. | Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. |
| | Managing feelings and behaviour | Aware of own feelings, and knows that some actions and words can hurt others' feelings. | Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. | Aware of the boundaries set, and of behavioural expectations in the setting. | Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. |
| Communication and Language | Listening and attention | Listens to others one to one or in small groups, when conversation interests them. | Is able to follow directions (if not intently focused on own choice of activity). | Maintains attention, concentrates and sits quietly during appropriate activity. | Two-channelled attention – can listen and do for a short span. | Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. |
| | Understanding | Understands use of objects (e.g. "What do we use to cut things?") | Responds to simple instructions, e.g. to get or put away an object. | Responds to instructions involving a two-part sequence. | Listens and responds to ideas expressed by others in conversation or discussion. | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. |
| | Speaking | Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). | Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> . | Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. | Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. | Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. |
| Physical Develop | Moving and handling | Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. | Holds pencil between thumb and two fingers, no longer using whole-hand grasp. | Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. | Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. |

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| | Health and self-care | Can tell adults when hungry or tired or when they want to rest or play. | Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. | Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. | Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. |
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Long Term Planning

| Specific Areas | | Key Learning | | | | |
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| Literacy | Reading | Shows awareness of rhyme and alliteration. | Describes main story settings, events and principal characters. | Can segment the sounds in simple words and blend them together and knows which letters represent some of them. | Links sounds to letters, naming and sounding the letters of the alphabet. | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. |
| | Writing | Sometimes gives meaning to marks as they draw and paint. | Ascribes meanings to marks that they see in different places. | Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | Writes own name and other things such as labels, captions. | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |
| Mathematics | Numbers | Recites numbers in order to 10. | Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. | Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. | Finds one more or one less from a group of up to five objects, then ten objects. | Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. |
| | Shape, Space and Measures | Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. | Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. | Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. | Orders two or three items by length or height. Orders two items by weight or capacity. | Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |
| Understanding the World | People and Communities | Shows interest in the lives of people who are familiar to them. | Remembers and talks about significant events in their own experience. | Shows interest in different occupations and ways of life. | Enjoys joining in with family customs and routines. | Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. |
| | The World | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | Can talk about some of the things they have observed such as plants, animals, natural and found objects. | Developing an understanding of growth, decay and changes over time. Talks about why things happen and how things work. | Looks closely at similarities, differences, patterns and change. | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. |
| | Technology | Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. | Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. | Knows that information can be retrieved from computers | Uses ICT hardware to interact with age-appropriate computer software. | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. |
| Expressive Arts and Design | Exploring and using media and materials | Explores colour and how colours can be changed. Uses various construction materials. | Joins construction pieces together to build and balance. Realises tools can be used for a purpose. | Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. | Understands that different media can be combined to create new effects. Selects tools and techniques needed to shape, assemble and join materials they are using. | Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |
| | Being imaginative | Creates movement in response to music. Sings to self and makes up simple songs. | Engages in imaginative role-play based on own first-hand experiences. | Chooses particular colours to use for a purpose. Create simple representations of events, people and objects. | Plays cooperatively as part of a group to develop and act out a narrative. | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |