

ref: "Development Matters " July 2021

2025-2026	Autumn 1 Marvellous Me	Autumn 2 Superheros and celebrations	Spring 1 People who help us	Spring 2 Living things? In the garden?	Summer 1 Our world – Space	Summer 2 Our world – the ocean
Suggested texts and old favourites	Owl babies I am Henry Finch Colour monster Funny bones Little red hen The gingerbread man	Supertato Theres a superhero in your book Ten little superheros Superworm Comic strips Super milly and the super school day	Mog and the vet Real superheros You cant call an elephant in an emergency	The extraordinary gardener Oi frog The tiny seed Olivers vegetables Jack and the beanstalk	Look Up! Bob the man on the moon Nonfiction	Night pirates Commotion in the ocean Lighthouse keepers' lunch Nonfiction Snail and the whale The storm whale
Important dates and events	Harvest Well-being week Bake off? Diwali – 20 th October	Remembrance Day Halloween Guy Fawkes/Bonfire night Christmas – make cards and decorations Anti bullying week	Shrove Tuesday (pancake day – think it is in half term) Visit from the firefighters? Visit from paramedics? Visit from Blue cross/vets?	Mothers Day – 15 th March – make cards Easter – make cards Chinese New Year – 17 Feb – 3 rd March – year of the horse	Earth Day – 22 nd April	Fathers' day 21 st June – make cards? Trip?
Communication and language -	Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them Develop social phrases Engage in story times	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Listen to and talk about stories to build familiarity and understanding.	Learn new vocabulary. Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Learn new vocabulary. Use new vocabulary through the day. Connect one idea or action to another using a range of connectives	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Learn new vocabulary. Use new vocabulary through the day. Describe events in some detail Use new vocabulary in different contexts.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts.
Personal, Social and Emotional Development (PSED)	See themselves as a valuable individual. Build constructive and respectful relationships	Build constructive and respectful relationships Show resilience and perseverance in the face of challenge	Identify and moderate their own feelings socially and emotionally Express their feelings and consider the feelings of others Think about the perspectives of others	Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating toothbrushing -	Know and talk about the different factors that support their overall health and wellbeing; - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	Manage their own needs. - personal hygiene

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Physical Development	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport	Progress towards a more fluent style of moving, with developing control and grace	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.	Combine different movements with ease and fluency.
PD	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing					
Literacy	Read individual letters by saying the sounds for them. Form lower-case and capital letters correctly	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s.	Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s.	Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Mathematics – development matters statements	Count objects, actions and sounds Compare numbers Continue, copy and create repeating patterns.	Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Subitise	Link the number symbol (numeral) with its cardinal number value. Count objects, actions and sounds.	Compare length, weight and capacity. Count objects, actions and sounds. Link the number symbol (numeral)	Count beyond ten. Automatically recall number bonds for numbers 0-5 and some to 10.	Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for

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		Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Subitise Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Compare length, weight and capacity.	with its cardinal number value. Compare numbers Count objects, actions and sounds. Subitise Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 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.	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.	numbers 0–5 and some to 10. Continue, copy and create repeating patterns.
Mathematics – white rose units	Match, sort and compare Talk about measure and patterns	Its me 1,2,3 Circles and triangle 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time	Length, height and capacity Building 9 and 10 Explore 3D shape	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some similarities and differences between life in this country and life in other countries.	Draw information from a simple map. Comment on images of familiar situations in the past. Recognise some similarities and differences between life in this country and life in other countries.
Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.	Create collaboratively, sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play.	Create collaboratively, sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. 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. Sing in a group or on their own, increasingly matching the pitch and following the melody.

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	Explore and engage in music making and dance, performing solo or in groups.	Explore and engage in music making and dance, performing solo or in groups.	Explore and engage in music making and dance, performing solo or in groups.	Explore and engage in music making and dance, performing solo or in groups.	Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
RE	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?