

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me Settling in	Once Upon a Time	Superheroes	Beans and Butterflies	Pirates	If I had a....
Core Books	<p>A super Duper You! by Sophy Hen</p> <p>You choose by Pippa Goodhart/Nick Sharratt</p> <p>It's Ok to be different by Todd Parr</p> <p>The Family Book by Todd Parr</p> <p>Charlie and Lola books with Soren Lorensen in it: It wasn't Me!</p> <p>Hair Love by Vashti Harrison</p>	<p>The Three Little Pigs by Mara Alperin</p> <p>The Gingerbread Man by Mara Alperin</p> <p>Author Focus: Julia Donaldson</p> <p>Room on the Broom by Julia Donaldson</p> <p>Monkey Puzzle by Julia Donaldson</p> <p>The Gruffalo by Julia Donaldson</p> <p>The Gruffalo's Child by Julia Donaldson</p> <p>Stick Man by Julia Donaldson</p> <p>We're going on a Bear Hunt by Michael Rosen</p> <p>We're going on a leaf Hunt</p>	<p>Traction Man by Mini Grey</p> <p>Super Daisy by Kes Gray</p> <p>George and the dragon by Chris Wormell</p> <p>Author Focus: Sue Hendra</p> <p>Supertato books by Sue Henra and Paul Linnet</p> <p>Supertato Assemble</p> <p>Supertato: Run Veggies Run</p> <p>Supertato: Evil Pea Rules Supertato:</p> <p>Veggies in the Valley of Doom</p>	<p>Jack and the Beanstalk by Richard Walker</p> <p>The Hungry Caterpillar by Eric Carle</p> <p>J & the B Penguin illus.by C.Gledhill</p> <p>Superworm by Julia Donaldson</p> <p>The tiny seed by Eric Carle</p> <p>Egg Drop by Mini Grey</p> <p>The Odd Egg by Emily Gravitt</p>	<p>Pirate Stew by Neil Gaiman</p> <p>Come away from the water Shirley by J. Burningham</p> <p>Don't disturb by R.Findlay</p> <p>Author focus: Roaring Rockets by Tony Mitton</p> <p>Super Submarine by Tony Mitton</p> <p>Brilliant Boats by Tony Mitton</p> <p>Dig Dig Digging by Tony Mitton</p> <p>Lost & Found by Oliver Jeffers</p> <p>Look up! By Nathan Bryon</p>	<p>If I had a dinosaur by Gabby Dawney and Alex Barrow</p> <p>Our very own dog by Amanda McCardie</p> <p>Dear Zoo by Rod Campbell, Oi Dog by C Gray & K Gray</p> <p>Boogie Bear by David Walliams</p> <p>The Ugly Five by Julia Donaldson</p> <p>The Kaola who could By Rachel Bright and Jim Field</p> <p>Femi the Fox by Jeanette Kwakye</p>

		by Steve Metzger	Supertato: Carnival Catastrophe!			
Communication & Language	<p>Listening & Attention: Listen and respond for short whole class carpet sessions Listen and participate in small group sessions Introduce circle time object for children to pass around and take turns talking within a larger group</p> <p>Speaking: Practice requests necessary for school eg "Can I have a turn?" "I need the toilet" Create a home language display in collaboration with parents. Play with sounds in words through phase one phonics songs and activities</p> <p>Understanding: Play games and songs with instructions eg. Simon says Practice transitions with key instructions eg. Now it's time for fruit Sequence the order of the day with the visual timetable</p> <p>Rhyme Time: Create a bank of children's favourite and familiar rhymes Name songs</p>	<p>Listening & Attention: Join in retelling stories with repetitive refrains in core stories</p> <p>Speaking: Act out and retell the stories using props and a story sack Play with words and sounds.</p> <p>Understanding: Develop understanding of prepositional words such as eg. over, under, through and play games for children to use and respond to instructions with these words Answer who, what, where questions about the core texts.</p> <p>Rhyme Time: I see the wind I hear thunder What's the weather? <i>Christmas performance</i></p> <p>Language for Thinking Blanks Levels of Language questioning</p>	<p>Listening & Attention: Join in retelling stories and build the core story Take part in a whole class story whoosh.</p> <p>Speaking: Children to present, explain and talk who their superheroes are and talk about what qualities makes a good superhero.</p> <p>Understanding: Understanding how we use a passport to travel. Understanding the role of a superhero. Generate questions for special visitor (Local hero)</p> <p>Rhyme Time: How to be a superhero. The superhero parade. I'm a superhero. If I could be a superhero.</p> <p>Story Telling: Act out the story "Traction Man" with props. Change parts of the story.</p> <p>P4C questions</p> <p>Language for Thinking Blanks Levels of Language questioning for the In Space Scene.</p>	<p>Listening & Attention: To learn dances with instructional actions To sustain attention concentration for a performance</p> <p>Speaking: Talking about what we need for a plant to grow. Making lists with our friends in how we can plant a bean. Talk in length about the lifecycle of a butterfly.</p> <p>Understanding: Children to generate questions about the topic – create a class KWL Begin to understand why and how questions Use and apply language related to measure</p> <p>Rhyme Time: Incey Wincey Spider Baby Bumblebee Worm at the bottom of my garden Baby butterfly Tiny Caterpillar on a Leaf</p> <p>Story Telling: Create stories about minibeasts on story maker and retell using story words</p> <p>P4C questions</p> <p>Language for Thinking</p>	<p>Listening & Attention: To listen and recall the main events of the story and retell the core stories. Retell the core story – pirate stew.</p> <p>Speaking: To talk about their holidays and share pictures on Tapestry To speak about ways to keep healthy and share their personal experiences. To talk about what pirates might put in their stew. To role play with a partner in how pirates behave. To follow two – three part instructions when following their treasure maps.</p> <p>Rhyme Time: This is the way I'm a pirate Over the deep blue sea.</p> <p>Story Telling: Create stories about superheroes on story maker</p> <p>P4C questions</p>	<p>Listening & Attention: Listening to different animals in their habitats</p> <p>Speaking: Present and explain where different animals might live. Explain the difference between a farm, a pet shop and a zoo. Asking and answering questions with their peers about their work. To use the words 'because' accurately</p> <p>Understanding: Children generate questions about the topic – create a class KWL chart</p> <p>Rhyme Time: Walking in the jungle Down in the jungle How much is that doggy in the window Bingo was in name-o 5 little dogs Were going to the Zoo</p> <p>Story Telling: Create stories about animals and use story words and extend with adjectives</p>

	<p>Hello & Good bye song Please & Thank you Time to Talk: Explore the story "Would you Rather" and "You Choose" Talking tables in small groups</p> <p>Language for Thinking Blanks Levels of Language questioning for Super Duper You</p>			<p>Blanks Levels of Language questioning for jack climbing the beanstalk scene</p>	<p>Language for Thinking Blanks Levels of Language questioning for the pirate scene</p>	<p>P4C questions Language for Thinking Blanks Levels of Language questioning for a rainforest scene</p>
<p>Role Play</p>	<p>Home Corner - Cafe Link children's own home lives through pictures/recipes foods from around the world. Look at different types of homes. Write shopping lists & read recipes. Key Vocabulary: iron, microwave, fridge, freezer, recipe, calendar,</p>	<p>Post office Prepare letter/ cards/ presents/ parcels to be sent around the world. Key Vocabulary: postal worker, stamps, weight, package, parcel, envelope, address, sender, receiver.</p>	<p>Mode of Transport Role Play Children to decide and choose what they would like. Key Vocabulary: to be developed around children's choice of role play</p>	<p>Garden Centre Sorting dairy, fruit, vegetables. Cash register to pay for foods and shopping list to write before going to the garden centre Key Vocabulary: dairy, carbohydrates, protein, freezer, organic, cashier, conveyor belt, plants, growing</p>	<p>Hospital/ dentist Look at the human body and skeleton. Taking X-Rays, administering medicine and writing prescriptions. Key Vocabulary: hygiene, stetoscope, prescription, appointment, patient, monitor, injections</p>	<p>Children to Vote and decide on an animal themed role play area Ideas –</p> <ul style="list-style-type: none"> - Vet - Zoo - Pet shop - Puppy day care
<p>PSED School Values Ambition, Creativity, Courage, Empathy, Resilience, and Respect. MindUp! Gratitude Brain Breaks</p>	<p>Making relationships Play name games with children to get to know one another Share likes and dislikes. Use the text "We are all welcome" Role play 'conflict resolution' with children and equip them with language for turn taking and sharing</p>	<p>Making relationships <i>Use a puppet who is new to the class to revise the class charter</i> <i>Play ring games together indoors and outdoors eg. Parachute games</i> <i>The Squirrels who Squabbled By Rachel Bright and Jim Field to explore sharing</i></p>	<p>Making relationships Make a kindness chain in the classroom using the story "Be Kind" as a stimulus. Role play scenes of how to be kind eg. Helping someone when they fall. Understanding emotions Discuss how to get to the green zone.</p>	<p>Making relationships Where the veggies in the Supertato series good friends why? What makes a good friend? What superpowers do good friends have. Create a list together. Sense of self What makes each one of us a superhero. What everyday super powers do we have. Link to the school</p>	<p>Making relationships Use the story "Meesha Makes Friend" to explore the theme of friendship Discuss the Giant in Jack and the Beanstalk how is he feeling? Listen to the story being retold from the Giant's perspective. Sense of self</p>	<p>Making relationships Work collaboratively with a group to create their habitat box, sharing ideas and taking turns Begin to do activities with their new teacher to build up a relationship with new staff Talk about Acts of Kindness Doing</p>

	<p>Introduce the areas of the classroom and model how to play in the different areas</p> <p>Discuss pictures on Tapestry with the class, creating displays of the children in the different areas playing together</p> <p>Talking tables for children to get to know one another</p> <p>Understanding emotions</p> <p>Introduce red, blue, yellow and red zone to children. Encourage children to share experiences. Link to core stories and use of puppets.</p> <p>Introduce brain breaks</p> <p>Create a class Charter</p> <p>Discuss class promises and agree on them as a whole class.</p>	<p><i>Play turn taking games in small groups</i></p> <p>Understanding emotions</p> <p>Zones of Regulation</p> <p>Create social stories from pictures on Tapestry to link the zones of regulation and role play</p> <p>How our Brain Works:</p> <p>Introducing Brain Breaks.</p> <p>introducing the guard dog, the wise owl and the hippo.</p> <p>Diversity Month</p> <p>Activities to planned across the school</p>	<p>Practice a range of calming techniques and encourage children to choose the ones that they find works best for them.</p> <p>Road safety</p> <p>Use a social story to discuss how to keep safe on the road. Roley play different scenes and talk about what you do if there is an emergency.</p> <p>Children's Mental Health Week</p> <p>A range of activities to take place across the school this week.</p>	<p>values and share through stories and use of puppets.</p> <p>Understanding emotions</p> <p>Children to continue to build on their toolbox of techniques and strategies that help them to be calm.</p> <p>Explore the red zone and develop children's vocabulary. Discuss Evil Pea's character, why is he in the red zone? Why does he doe evil things?</p> <p>Mindup!</p> <p>Mindful Seeing, Mindful Smelling, Mindful Tasting</p>	<p>Explore the story "Along came a different" to discuss difference between us all. Learn the song "We are Amazing" talk about differences.</p> <p>Understanding emotions</p> <p>Explore the blue zone linked to the Giant. Expand on vocabulary for the blue zone. Talk about times children were sad and lonely. What can help? When you feel this way.</p>	<p>something kind for someone else. How can we help our friends? How can we help our school? How can we help our wider community and wider world (adopting an endangered animal)</p> <p>Understanding emotions</p> <p>Explore the yellow zone and develop vocabulary for emotions within the yellow zone. Explore the story "Ruby's Worry" and create a class worry box for children.</p>
<p>Jigsaw x3 every half term</p>	<p>Being me in my world</p> <p>To know that we are similar and different but we belong together. To recognize feelings and know why is it good to be kind and use gentle hands. Explore what it means to make our school a good place to be and discuss everyone's right to play and learn.</p>	<p>Celebrating Difference</p> <p>Accept that everyone is different, include others when playing, know how to help someone when they are being bullied, try to use kind words, know how to give and receive compliments.</p>	<p>Dreams and goals</p> <p>Stay motivated when doing something challenging</p> <p>Keep trying even when it is difficult, Work well with a partner or in a group, Have a positive attitude, Help others to achieve their goals, working hard to achieve their own dreams and goals</p>	<p>Healthy Me</p> <p>Understand healthy balanced diets, being physically active, healthy friendships, know how to keep calm and deal with difficult situations.</p>	<p>Relationships</p> <p>Know how to make friends, try to solve friendship problems, help others to feel part of a group, show respect in how they treat others, know and show what makes a good friendship</p>	<p>Changing Me</p> <p>Understand that everyone is unique and special. Discuss respecting bodies. Understand and respect changes they see in themselves and other people.</p>

<p>Physical Education</p>	<p>Fundamental Movement Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Health & Self Care To make independent choices for school lunches and request foods they likes in the canteen To carry their lunch tray independently and use cutlery to feed themselves To use the toilet independently in school and request the toilet when needed To put on aprons independently when choosing to play in the creative area or water tray To look after personal belongings by hanging their coat up and putting their book bag in their tray Learn to use equipment in the school's provision safely</p>	<p>Balance Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Health & Self Care Talk about the changed in their body when engaging with exercise To look after their additional belonging for winter eg gloves, hats and scarves; to be able to take them on and off and store them appropriately To know how to move and store equipment safely and take carefully considerations about risks they take when playing</p>	<p>Gymnastics Physical ability Confidence Rolling Crawling Climbing</p> <p>Health & Self Care Children's Mental Health Week Begin to talk about physical changed in the body when discusses different emotions for the Zones of Regulation Children to explore ways of keeping a healthy brain and mind as well as physical body</p>	<p>Co-ordination Ball skills Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p> <p>Health & Self Care To talk about a healthy range of foods. Learn why it is important to make healthy food choices. Learn how to sort food into food groups and how to make a balanced meal.</p>	<p>Penguin and Jellyfish Dance</p> <p>Health & Self Care To know a range of ways to keep healthy, to develop language through the hospital role play Children to learn the names of different organs in the body and learn more about human growth, change and development For children to learn about the importance of oral hygiene and know how to brush their teeth effectively</p>	<p>Multi skills and Athletics Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Health & Self Care Children to know a range of ways to help them look after their emotional health by having a tool box of strategies to help regulate their own emotions. Preparing for change and transition.</p>
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	To wash and dry hands effectively					
Reading	<ul style="list-style-type: none"> Shared reading of the core stories Children to bring in their favourite story to read Create a "favourite stories" box as a class together Newspapers, magazines, recipes books for the home corner Phase 1 phonics teaching Read Write Inc Set 1 Take home "a book to share" 	<ul style="list-style-type: none"> Shared reading of the core stories Reading Café begins Story sacks & props for the Gruffalo Non-fiction texts about seasons Take home banded books begin Make class book of children's own stories Read Write Inc phonics programme continues in groups Library Trip 	<ul style="list-style-type: none"> Shared reading of the core stories Reading Café Story sacks & props for stories Take home banded books Share books and stories about places around the world Make class book of children's own stories Read Write Inc phonics Library Trip 	<ul style="list-style-type: none"> Shared reading of the core stories Reading Café Story sacks & props for supertato Take home banded books Story Maker Read Write Inc phonics Library Trip 	<ul style="list-style-type: none"> Shared reading of the core stories Reading Café Story sacks & props for the Hungry Caterpillar Take home banded books Story Maker Read Write Inc phonics Library Trip 	<ul style="list-style-type: none"> Shared reading of the core stories Reading Café Story sacks & props for the Gruffalo Take home banded books Reading Buddies with Year 6 Story Maker Read Write Inc phonics Library Trip
Writing	<p>Writing Outcomes – All About Me</p> <p>Week 1 LO: To write my name/to draw and construct a self portrait</p> <p>Week 2 LO: To write a I can/I am sentence/I can write words to show who I am</p> <p>Week 3:LO: I can draw my family/I can write labels (labels of family drawing -Mum dad)</p> <p>Week 4: LO: I can describe my hair - words/labels/sentences</p>	<p>Writing Outcomes – Once upon a time</p> <p>Week 1 LO: To write a list.</p> <p>Week 2 LO: To write a recipe for the gingerbread men and make your own gingerbread men.</p> <p>Week 3:LO: I make a lost poster for the gingerbread man.</p> <p>Week 4: LO: I can create an alternate ending for The Three Little Pigs.</p>	<p>Writing Outcomes – Superheroes</p> <p>Week 1 LO: To create a passport.</p> <p>Week 2 LO: To label costumes that superheroes wear eg cape etc.</p> <p>Week 3:LO: To create a list.</p> <p>Week 4: LO: To invent stories – superheroes.</p> <p>Week 5: LO: To create mini rescue reports.</p>	<p>Writing Outcomes – Beans and Butterflies</p> <p>Week 1 LO: To create a list</p> <p>Week 2 LO: To plant a bean and to create a bean diary.</p> <p>Week 3:LO: To create character speech bubbles for 'Jack and the Beanstalk'.</p> <p>Week 4: LO: To create a butterfly diary.</p> <p>Week 5: LO: To write a butterfly description.</p>	<p>Writing Outcomes – Pirates</p> <p>Week 1 LO: To create a set of instructions.</p> <p>Week 2 LO: To create a wanted poster for a pirate.</p> <p>Week 3:LO: To create a diary.</p> <p>Week 4: LO: To create a storm description.</p> <p>Week 5: LO: To begin to write a pirate story</p>	<p>Writing Outcomes – If I had a.....</p> <p>Week 1: If I had a ...sentences</p> <p>Week 2: If I had a... book</p> <p>Week 3: Lists and instructions</p> <p>Week 4: Retelling a story</p> <p>Week 5: Rewriting a known story.</p>

	Week 5: LO: I can write a book I am me (add into free flow)	Week 5: LO: To write an invitation to a party. Week 6: To create an extended ending for a familiar fairytale story.		Week 6: LO: To create an alternate story for The Very Hungry Caterpillar.		
Maths Mastery	<p>Developing Early Mathematical Concepts U1</p> <p>To classify objects and to sort them into sets. To match equal and unequal sets of objects using one-to-one correspondence. To compare objects by size. To compare sets without counting. To order objects according to size. To orders sets without counting.</p>	<p>Number within 6 U3 Recognise, count and order numbers; say which numbers are 'more or less'</p> <p>Addition and Subtraction within 6 U4 Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting.</p> <p>Measure U5 Ordering objects by size. Compare capacity and weight. Estimating and exploring length.</p> <p>Shape and Sorting U6 Describe and sort the properties of 3-D shapes. Use 3-D shapes create a variety of stable structures. Describe the position of an object or person using mathematical vocabulary. Follow</p>	<p>Numbers within 10 U7 Recognise, count and order numbers; say which numbers are 'one more or one greater' 'one fewer or one less'. Apply knowledge of 10 to solve mathematical problems</p> <p>Calendar and Time U8 Use everyday language to discuss time, days of the week and seasons. Sequence events and record periods of time.</p> <p>Addition and Subtraction within 10 U9 Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting. Explaining what happens when we add or take away from zero.</p> <p>Grouping and Sharing U10</p>	<p>Numbers within 15 U11 Recognise, count and order numbers; estimate and compare groups of objects.</p> <p>Doubling and Halving U12 Solve problems and explore the relationship between doubling and halving</p> <p>Shape and Pattern U13 Describe 2D shapes and create patterns. Begin to describe 3D shapes.</p>	<p>Securing addition and subtraction facts U14 Commutativity Explore addition and subtraction. Compare two amounts</p> <p>Number patterns within 20 U15 Count up to 10 and beyond with objects. Represent, compare and explore numbers to 20. One more or fewer.</p> <p>Number patterns beyond 20 U16 One more one less. Estimate and count. Grouping and sharing.</p>	<p>Money U17 Recognise and use everyday language related to money</p> <p>Measure U18 Compare objects and quantities, solve size, weight and capacity problems</p> <p>Explorations of pattern within number U19 Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards</p>

		instructions related to positional language	Solve practical problems involving equal and unequal groups. Explore counting in steps of 2.			
Mastering Number	<p>Subitising Perceptually subitise within 3 Identify sub-groups in larger arrangements Create their own patterns for numbers within 4 Practise using their fingers to represent Experience subitising in a range of contexts</p> <p>Cardinality, ordinality and counting relate the counting sequence to cardinality opportunities to develop their knowledge of the counting sequence opportunities to develop 1:1 correspondence opportunities to develop an understanding that anything can be counted explore a range of strategies which support accurate counting.</p> <p>Composition</p>	<p>Subitising Continue from first half-term Subitise within 5, perceptually and conceptually, depending on the arrangements.</p> <p>Cardinality, ordinality and counting continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p>Composition explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5.</p>	<p>Subitising increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience small group and '1 more' continue to match arrangements to finger patterns. , continue to develop verbal counting to 20 and beyond</p> <p>Cardinality, ordinality and counting continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal</p>	<p>Subitising explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p> <p>Cardinality, ordinality and counting continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20.</p> <p>Composition explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10.</p> <p>Comparison compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system.</p>	<p>Subitising continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised.</p> <p>Cardinality, ordinality and counting continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both</p>	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.

	<p>see that all numbers can be made of 1s compose their own collections within 4.</p> <p>Comparison understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.</p>	<p>Comparison compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p>representations of number.</p> <p>Composition continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p>Comparison continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.</p>		<p>verbal and object counting.</p> <p>Composition explore the composition of 10.</p> <p>Comparison order sets of objects, linking this to their understanding of the ordinal number system.</p>	
<p>Understanding of the World Science</p> <p>Developing Experts See Rocket Words</p> <p>Forest School</p>	<p>Our Body Learn about your body parts: the arms, legs and chest, hands, feet, eyes, nose, ears, mouth and hair. Discover how our bodies change. Explore our similarities and how we are all unique. How human's grow and change. Focus on oral hygiene.</p>	<p>Weather and Seasons Learn about rain, ice and water. Describe why the air moves. Explore snow and melting. Discover how rainbows are formed. Learn about the seasonal changes that happen in Spring and Summer. Learn about the seasonal changes</p>	<p>Space Explore outer space. Discover why rockets are important.</p> <p>Forces Understand what happens when you push or pull something. Explore objects that sink and float.</p> <p>Machines</p>	<p>Food Learn about your diet and how to stay healthy. Explore different types of vegetables. Discover different types of fruit. Learn about chicken and eggs. Discover that cows produce milk. Examine different ingredients and then weigh them to make a mixture.</p>	<p>Plants Discover that plants are living things. Learn about plants and where they come from. Explore how to look after plants.</p> <p>Life Cycle: Butterfly: observe caterpillars in class From Egg to Chicks</p>	<p>Environmental Awareness <i>Boogie Bear</i> Through this story begin to explore the idea of global warming and endangered animals. Discuss the affects of our actions on the environment.</p>

	<p><i>Linked Stories: "What happened to you" By James Catchpole</i></p> <p>Animals Learn that animals are living things. Discover where animals live and what they need to survive. Explore where birds live. Learn about farm animals.</p> <p>Materials The three little pigs. Why did the house blow down? Which material is best and why? Build a new house for the three little pigs.</p>	<p>that happen in Autumn and Winter.</p> <p>Insects and Invertebrates Learn about insects and invertebrates. Discover where insects and invertebrates live. Observe them in their habitats. Describe what a habitat is.</p> <p>Environmental Awareness <i>Rocket Says Clean Up!</i> Through this story discuss the importance of look after our environment. What do the clean up crew do and why?</p>	<p>Explore different types of machines and mechanisms. Learn how machines make jobs easier. Discover different types of transport.</p> <p>Science skill focus: predicting Friction train. Using ramps test out different materials attached to the ramp (bubbles wrap, tinfoil) mark how far the train travels each time. Record and evaluate your findings.</p>	<p>Science skill focus: observing Evil Pea has frozen some of our toys how can we get them out? Observing the frozen Balloons closely. Talk about melting, freezing and changes in materials. Can we speed it up or slow it down? What would happen if?</p> <p>Science Week Selection of experiments chosen with the children</p>	<p>The Senses Learn about the senses. Explore ways to make sounds.</p>	<p>Science skill focus: classifying Investigating magnets. Classify objects as magnetic or non-magnetic</p> <p>Light and Dark Learn about different types of light sources. Experiment with lenses and creating shadows.</p>
People, Culture and Communities	<p>Transitions Talking about starting school and making friends. Explore through the core story "We are all Welcome"</p> <p>All About Us Share about ourselves. Talk and celebrate our similarities and differences.</p> <p>Ancestry and origins Create map display and involve parents in making home</p>	<p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> ➤ Birthdays ➤ Fireworks night ➤ Halloween ➤ Diwali ➤ Christmas ➤ Hanukkah <p>Cooking Femi the fox makes a pot of Jollof Rice. Where does Jollof Rice come from? What</p>	<p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> ➤ Birthdays ➤ New Year ➤ Lunar New Year ➤ Valentines Days <p>Geography Making maps; linked to Supertato story Veggies in the Valley of Doom.</p>	<p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> ➤ Birthdays ➤ Mother's Day ➤ St Patrick's Day <p>Dance around the World Look at different types of dance around the world, invite visitors to demonstrate. Learn some traditional dances.</p> <p>Geography Around the World</p>	<p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> ➤ Birthdays ➤ St.George's Day ➤ Ramadan & Eid <p>Cooking Cook some traditional foods for Eid celebration</p> <p>Carnival</p>	<p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> ➤ Birthdays ➤ Father's Day ➤ Sports Day <p>Geography Read "Martha Maps it out" Make maps of the school to navigate around the school as part of transition.</p>

	<p>languages “welcome” display</p> <p>Black History Month</p> <p>Geography Looking at building in the local area. Making observations of the characteristics and features of places. Discussing how environments in stories and images are different to the environment they live eg. Looking at urban and rural homes and buildings.</p> <p>My favourite Places Think about significant places that are close to our home and form part of our community. Map them out in relation to the school.</p>	<p>foods do we eat at home?</p> <p>Geography Develop language for spatial awareness and directions through the core stories “going on a bear hunt” Early map making linked to the role play for the post office and getting deliveries ready. Read “The Jolly Postman” By Janet Allan Ahlberg</p>		<p>Plan a pretend holiday? What is it like in different parts of the world. Children to share any experiences of travelling. Where did they go? What did they see? What did they eat? Share pictures and videos from their trip. Use google maps to explore.</p>	<p>Learn about carnival around the world. This is a celebration of fun and colour where all are welcome to celebrate together.</p> <p>Geography Introduce and examine a Globe. Know the difference between the land and the ocean.</p>	
<p>Past and Present</p>	<p>Growth and Change How humans grow and change. To begin to recognize the order of events.</p> <p>Important people in the community Identify important people and roles in the community and create a community token to say thank you</p>	<p>Life now and long ago Learning and acting out the Christmas story. Comparing life now and then. Begin to identify some toys from the past.</p> <p>Black History Month: Explore the Little Leaders collection</p>	<p>Important figures: Learn about Amelia Earhart.</p> <p>Local area now and long ago Visit the Docks – Greenland. Local history. Play Spot the difference.</p>	<p>Life now and long ago Learn about what life was like when your grown ups were at school. Compare school now and then. Sort photographs</p> <p>London History Day Events.</p>	<p>Important figures: St. George’s Day: Learn about the Royal Family</p>	<p>Important figures: Learn about the work of David Attenborough. Learn about other jobs that are related to animal conservation and protection.</p> <p>Creatures long ago Learn about dinosaurs that lived on Earth (developing experts)</p>

<p>Creating with Materials</p> <p>Art Club lessons from Kapow</p>	<p>Painting and colour Experiment with colour mixing.</p> <p>Drawing My family & things that are important to me</p> <p>Mechanisms Building traps for the ginger-bread man.</p> <p>Art Club: Drawing: Marvellous marks. Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p>3D work Make a clay tea light for Diwali. Making Christmas decorations: salt dough</p> <p>Painting and colour Create Fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chinks.</p> <p>Drawing Draw your own "terrible creatures" like the Gruffalo</p> <p>Textiles and texture Create textured scenes from the bear hunt using natural objects</p> <p>Art Club: Painting and mixed media: Paint my world. Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed media, making collages and transient art.</p>	<p>3D work Children work in small groups to make something that can fly, something that can sail, something that can go on land. Junk modeling different modes of transport.</p> <p>Painting and colour Experiment with colour mixing.</p> <p>Drawing Modes of transport; create your own design</p> <p>Art Club: Craft and design: Let's get crafty. Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p>	<p>Printing Vegetable printing. Use of repetitive patterns. Learn about Andy Warhol.</p> <p>Textiles and texture Make a potato superhero using a variety of tools and techniques. Design a cape for Supertato.</p> <p>Drawing Draw and design a superhero costume</p> <p>Art Club: Craft and design: Let's get crafty. Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p>	<p>Drawing Observational drawings of plants and flowers.</p> <p>Pattern Simple symmetry of butterflies</p> <p>Textiles and texture Leaf and flower mosaics and collages.</p> <p>Study Eric Carle's illustrations</p> <p>Painting and colour Investigate using natural materials for painting eg tea bags, flowers and spices.</p> <p>Structures Design and build a bug hotel.</p> <p>Art Club: Sculpture and 3D: Creation station. Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>	<p>Textiles and texture Look an animal patterns and textures to create a model of your own chosen animal.</p> <p>3D work Creating shoe box habitats for animals around the world.</p> <p>Drawing Draw scenes of your favourite habitats</p> <p>Art Club: Sculpture and 3D: Creation station. Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>
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Design and Technology	Weekly outdoor provision through the year Focus: Mechanisms Building Traps for the Ginger Bread Man	Weekly outdoor provision through the year Focus: Structures Designing and building shelters	Weekly outdoor provision through the year Focus: Mechanisms How do wheels work?	Weekly outdoor provision through the year Focus: Textiles Design a cape for Supertato	Weekly outdoor provision through the year Focus: Structures Design and build a Bug Hotel	Weekly outdoor provision through the year Focus: Nutrition Making Salads (sweet and savoury)
Music	Tuning and Timing Unit Aim: To develop children's ability to sing in a group and alone with reasonable tuning and timing.	Tuning and Timing Unit Aim: To develop children's ability to sing in a group and alone with reasonable tuning and timing.	All by myself Unit Aim: To develop children's ability to tap, play and move to a pulse and begin to recognise high/low pitches.	All by myself Unit Aim: To develop children's ability to tap, play and move to a pulse and begin to recognise high/low pitches.	Its all in the head Unit Aim: To develop children's ability to use thinking voice/internalisation of sound.	Its all in the head Unit Aim: To develop children's ability to use thinking voice/internalisation of sound.