

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

		by Steve Metzger	Supertato: Carnival CatastropPea!			
<b>Communication &amp; Language</b>	<p><b>Listening &amp; Attention:</b> 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><b>Speaking:</b> 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><b>Understanding:</b> 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><b>Rhyme Time:</b> Create a bank of children's favourite and familiar rhymes Name songs</p>	<p><b>Listening &amp; Attention:</b> Join in retelling stories with repetitive refrains in core stories</p> <p><b>Speaking:</b> Act out and retell the stories using props and a story sack Play with words and sounds.</p> <p><b>Understanding:</b> 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><b>Rhyme Time:</b> I see the wind I hear thunder What's the weather? Christmas performance</p> <p><b>Language for Thinking</b> Blanks Levels of Language questioning</p>	<p><b>Listening &amp; Attention:</b> Join in retelling stories and build the core story Take part in a whole class story whoosh.</p> <p><b>Speaking:</b> Children to present, explain and talk who their superheroes are and talk about what qualities makes a good superhero.</p> <p><b>Understanding:</b> Understanding how we use a passport to travel. Understanding the role of a superhero. Generate questions for special visitor (Local hero)</p> <p><b>Rhyme Time:</b> How to be a superhero. The superhero parade. Im a superhero. If I could be a superhero.</p> <p><b>Story Telling:</b> Act out the story "Traction Man" with props. Change parts of the story.</p> <p><b>Language for Thinking</b> Blanks Levels of Language questioning for the In Space Scene.</p>	<p><b>Listening &amp; Attention:</b> To learn dances with instructional actions</p> <p><b>Speaking:</b> To sustain attention concentration for a performance</p> <p><b>Understanding:</b> 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><b>Rhyme Time:</b> Incey Wincey Spider Baby Bumblebee Worm at the bottom of my garden Baby butterfly Tiny Caterpillar on a Leaf</p> <p><b>Story Telling:</b> Create stories about minibeasts on story maker and retell using story words</p> <p><b>Language for Thinking</b> Blanks Levels of Language questioning for jack</p>	<p><b>Listening &amp; Attention:</b> To listen and recall the main events of the story and retell the core stories.</p> <p><b>Speaking:</b> Retell the core story – pirate stew.</p> <p><b>Understanding:</b> To talk about their holidays and share pictures on Tapestry To speak about ways to keep healthy and share their personal experiences.</p> <p><b>Rhyme Time:</b> To talk about what pirates might put in their stew.</p> <p><b>Story Telling:</b> To role play with a partner in how pirates behave. To follow two – three part instructions when following their treasure maps.</p> <p><b>Language for Thinking</b> Create stories about superheroes on story maker</p>	<p><b>Listening &amp; Attention:</b> Listening to different animals in their habitats</p> <p><b>Speaking:</b> Present and explain where different animals might live. Explain the difference between a farm, a pet shop and a zoo.</p> <p><b>Understanding:</b> Asking and answering questions with their peers about their work.</p> <p><b>Rhyme Time:</b> To use the words 'because' accurately</p> <p><b>Story Telling:</b> Children generate questions about the topic – create a class KWL chart</p> <p><b>Rhyme Time:</b> 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><b>Story Telling:</b> Create stories about animals and use story words and extend with adjectives</p>

	<p>Hello &amp; Good bye song Please &amp; Thank you</p> <p><b>Time to Talk:</b> Explore the story "Would you Rather" and "You Choose" Talking tables in small groups</p> <p><b>Language for Thinking</b> Blanks Levels of Language questioning for Super Duper You</p>			<p>climbing the beanstalk scene</p>	<p>Blanks Levels of Language questioning for the pirate scene</p>	<p><b>Language for Thinking</b> Blanks Levels of Language questioning for a rainforest scene</p>
<b>Key Vocabulary</b>	<p><b>New Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- me</li> <li>- my</li> <li>- name</li> <li>- family</li> <li>- friend</li> <li>- feelings</li> <li>- happy</li> <li>- sad</li> <li>- kind</li> <li>- body</li> <li>- grow</li> <li>- same</li> <li>- unique</li> <li>- different</li> </ul>	<p><b>New Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- once upon a time</li> <li>- castle</li> <li>- forest</li> <li>- giant</li> <li>- king</li> <li>- queen</li> <li>- prince</li> <li>- princess</li> <li>- fairy</li> <li>- magic</li> <li>- hero</li> <li>- villain</li> </ul>	<p><b>New Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- superhero</li> <li>- hero</li> <li>- power</li> <li>- brave</li> <li>- strong</li> <li>- help</li> <li>- save</li> <li>- costume</li> <li>- mask</li> <li>- cape</li> <li>- good</li> <li>- kind</li> </ul>	<p><b>New Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- caterpillar</li> <li>- egg</li> <li>- leaf</li> <li>- hungry</li> <li>- eat</li> <li>- food</li> <li>- grow</li> <li>- bigger</li> <li>- change</li> <li>- cocoon</li> <li>- chrysalis</li> <li>- butterfly</li> <li>- days</li> </ul>	<p><b>New Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- pirate</li> <li>- ship</li> <li>- captain</li> <li>- crew</li> <li>- treasure</li> <li>- map</li> <li>- island</li> <li>- sea</li> <li>- adventure</li> <li>- flag</li> <li>- sword</li> <li>- chest</li> </ul>	<p><b>New Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- pet</li> <li>- animal</li> <li>- dog</li> <li>- cat</li> <li>- fish</li> <li>- bird</li> <li>- care</li> <li>- food</li> <li>- water</li> <li>- home</li> <li>- kind</li> <li>- gentle</li> <li>- habitat</li> </ul>
<b>PSED School Values</b>	<p><b>Making relationships</b> Play name games with children to get to know one another Share likes and dislikes. Use the text "We are all welcome"</p>	<p><b>Making relationships</b> Use a puppet who is new to the class to revise the class charter</p>	<p><b>Making relationships</b> Play ring games together indoors and</p>	<p><b>Making relationships</b> Make a kindness chain in the classroom using the story "Be Kind" as a stimulus.</p>	<p><b>Making relationships</b> 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.</p>	<p><b>Making relationships</b> Use the story "Meesha Makes Friend" to explore the theme of friendship</p>
					<p>Discuss the Giant in Jack and the Beanstalk together.</p>	<p><b>Making relationships</b> Work collaboratively with a group to create their habitat box, sharing ideas and taking turns</p>
						<p>Begin to do activities with their new teacher</p>

<p>Role play 'conflict resolution' with children and equip them with language for turn taking and sharing</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><b>Understanding emotions</b></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><b>Create a class Charter</b></p> <p>Discuss class promises and agree on them as a whole class.</p>	<p>outdoors eg. Parachute games</p> <p><i>The Squirrels who Squabbled By Rachel Bright and Jim Field to explore sharing</i></p> <p>Play turn taking games in small groups</p> <p><b>Understanding emotions</b></p> <p><b>Zones of Regulation</b></p> <p>Create social stories from pictures on Tapestry to link the zones of regulation and role play</p> <p><b>How our Brain Works:</b></p> <p>Introducing Brain Breaks.</p> <p>introducing the guard dog, the wise owl and the hippo.</p> <p><b>Diversity Month</b></p> <p>Activities to planned across the school</p>	<p>someone when they fall.</p> <p><b>Understanding emotions</b></p> <p>Discuss how to get to the green zone.</p> <p>Practice a range of calming techniques and encourage children to choose the ones that they find works best for them.</p> <p><b>Road safety</b></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><b>Children's Mental Health Week</b></p> <p>A range of activities to take place across the school this week.</p>	<p><b>Sense of self</b></p> <p>What makes each one of us a superhero. What everyday super powers do we have. Link to the school values and share through stories and use of puppets.</p> <p><b>Understanding emotions</b></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 do evil things?</p> <p><b>Mindup!</b></p> <p>Mindful Seeing, Mindful Smelling, Mindful Tasting</p>	<p>Listen to the story being retold from the Giant's perspective.</p> <p><b>Sense of self</b></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><b>Understanding emotions</b></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>to build up a relationship with new staff</p> <p>Talk about Acts of Kindness Doing 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><b>Understanding emotions</b></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>
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PSHE Kapow	Empathy Lesson -To Recognise and respect other people's feelings.	Self-Regulation -Identifying my feelings -Coping strategies -Emotional adjectives -Facial expressions	Building Relationships -Special people -Sharing -I am unique -Similarities and differences -Sharing -What makes a good friend -Being a good friend	Building Relationships -Special people -Sharing -I am unique -Similarities and differences -Sharing -What makes a good friend -Being a good friend	Managing Self -Why do we have rules -Building towers -Team races -What is exercise? -Being a safe pedestrian -Eating Healthy	Managing Self -Why do we have rules -Building towers -Team races -What is exercise? -Being a safe pedestrian -Eating Healthy
Physical development	<b>Physical Education Specialist</b> <b>Fundamental Movement and spatial awareness</b> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Activities, such as Jelly Bean or Be an Animal games  <b>Gross motor</b> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor  Experiments with different ways of moving. - rolling, crawling, walking, jumping, running, hopping, skipping and climbing.	<b>Physical Education Specialist</b> <b>Working as part of a team – throwing at a target</b> Sliding a beanbag to a partner, throwing bean bags/bibs into hoops  <b>Gross motor Balance</b> Travels with confidence and skill around, under, over and through balancing and climbing equipment  <b>Fine motor</b> Develop the foundations of a handwriting style which is fast, accurate and efficient.  Engage children in structured activities: guide them in what to draw, write or copy	<b>Physical Education Specialist</b> <b>Starting to throw and catch, working as part of a small group</b> Activities such as throwing a scarf or bib to a partner, sliding a beanbag to a partner, group/class games such as duck duck goose and parachute games  <b>Gross motor Agility</b> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.  <b>Fine motor</b> Teach and model correct letter formation Start Nina Birch	<b>Physical Education Specialist</b> <b>Kicking with feet and using different parts of the body</b> Activities, such as dribbling a football, then developing into adding in obstacles to navigate, sending and receiving using feet  <b>Gross motor Co-ordination</b> <b>Ball skills</b> 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.  <b>Fine motor</b> Regular repetition so that correct formation becomes fluent Nina Birch Handwriting Scheme	<b>Physical Education Specialist</b> <b>Gymnastics, body awareness and making shapes</b> Balancing using different body parts, making shapes with your body, different movements and jumps. Copying a partners movements.  <b>Gross motor Dance Gymnastics</b> Jumps off an object and lands appropriately. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  <b>Fine motor</b> Continuously check the process of children's handwriting (pencil grip and letter formation). Nina Birch Handwriting Scheme	<b>Physical Education Specialist</b> <b>Racket games, control and accuracy</b> Using tennis rackets to move beanbags and foam balls around a space, hitting a foam ball against a wall, team games  <b>Gross motor Multi skills and Athletics</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.  <b>Fine motor</b> Nina Birch Handwriting Scheme  <b>Health &amp; Self Care</b> To know a range of ways to keep healthy,

	<p><b>Fine motor</b> Use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Encourage children to draw freely</p> <p><b>Health &amp; Self Care</b> To make independent choices for school lunches and request foods they like in the canteen</p> <p>To carry their lunch tray independently and use cutlery to feed themselves</p> <p>To use the toilet independently in school and request the toilet when needed</p> <p>To put on aprons independently when choosing to play in the creative area or water tray</p> <p>To look after personal belongings by hanging their coat up and putting their book bag in their tray</p> <p>Learn to use equipment in the</p>	<p>Mark making - pre - writing marks (Nina Birch)</p> <p><b>Health &amp; Self Care</b> Talk about the changed in their body when engaging with exercise</p> <p>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</p> <p>To know how to move and store equipment safely and take carefully considerations about risks they take when playing</p>	<p>Handwriting Scheme</p> <p><b>Health &amp; Self Care</b></p> <p><b>Children's Mental Health Week</b></p> <p>Understand different emotions for the Zones of Regulation</p> <p>Children to explore ways of keeping a healthy brain and mind as well as physical body</p> <p>Begin to talk about physical changes in the body when discusses different seasons and weather</p>	<p><b>Health &amp; Self Care</b> To talk about a healthy range of foods.</p> <p>Learn why it is important to make healthy food choices.</p> <p>Learn how to sort food into food groups and how to make a balanced meal.</p>	<p><b>Scheme</b></p> <p><b>Health &amp; Self Care</b> 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.</p> <p>For children to learn about the importance of oral hygiene and know how to brush their teeth effectively</p>	<p>to develop language through the hospital role play</p> <p>Children to learn the names of different organs in the body and learn more about human growth, change and development</p>
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	<p>school's provision safely</p> <p>To wash and dry hands effectively</p>					
<b>Reading RWI</b>	<ul style="list-style-type: none"> <li>○ RWI lessons – read individual letters by saying the sounds for them and starting to blend sounds into words</li> <li>○ Shared reading of the core stories</li> <li>○ Children to bring in their favourite story to read</li> <li>○ Create a “favourite stories” box as a class together</li> <li>○ Story sacks and props for each of the traditional tales for retelling</li> <li>○ Newspapers, magazines, recipes books for the home corner</li> <li>○ Phonics: Read Write Inc</li> </ul>	<ul style="list-style-type: none"> <li>○ RWI lessons – read some ‘special friends’ (two letters that come together to make one sound) and continue blending to read words</li> <li>○ Shared reading of the core stories</li> <li>○ Guided reading begins</li> <li>○ Reading Café begins</li> <li>○ Story sacks &amp; props</li> <li>○ Non-fiction texts about seasons</li> <li>○ Take home banded books begin</li> <li>○ Make class book of children’s own stories</li> <li>○ Phonics: Read Write Inc</li> </ul>	<ul style="list-style-type: none"> <li>○ RWI lessons – read common exception words (red words) and to begin to read simple phrases</li> <li>○ Re-read books to build up confidence in word reading and their fluency and understanding</li> <li>○ Shared reading of the core stories</li> <li>○ Guided reading</li> <li>○ Reading Café</li> <li>○ Story sacks &amp; props</li> <li>○ Take home banded books</li> <li>○ Share books and stories about places around the world</li> <li>○ Make class book of children’s own stories</li> <li>○ Phonics: Read Write Inc</li> </ul>	<ul style="list-style-type: none"> <li>○ RWI lessons – read simple sentences made up of words with known letter-sound correspondences</li> <li>○ Re-read books to build up confidence in word reading and their fluency and understanding</li> <li>○ Shared reading of the core stories</li> <li>○ Guided reading</li> <li>○ Reading Café</li> <li>○ Story sacks &amp; props</li> <li>○ Take home banded books</li> <li>○ Story Maker</li> <li>○ Phonics: Read Write Inc</li> </ul>	<ul style="list-style-type: none"> <li>○ RWI lessons</li> <li>○ Re-read books to build up confidence in word reading and their fluency and understanding</li> <li>○ Shared reading of the core stories</li> <li>○ Guided reading</li> <li>○ Reading Café</li> <li>○ Story sacks &amp; props for the Gruffalo</li> <li>○ Take home banded books</li> <li>○ Story Maker</li> <li>○ Phonics: Read Write Inc</li> </ul>	<ul style="list-style-type: none"> <li>○ RWI lessons</li> <li>○ Shared reading of the core stories</li> <li>○ Guided reading</li> <li>○ Reading Café</li> <li>○ Story sacks &amp; props for the Gruffalo</li> <li>○ Take home banded books</li> <li>○ Story Maker</li> <li>○ Phonics: Read Write Inc</li> </ul>
<b>Writing</b>	<b>Writing Outcomes – All About Me</b>	<b>Writing Outcomes – Once upon a time</b>	<b>Writing Outcomes – Superheroes</b>	<b>Writing Outcomes – Beans and Butterflies</b>	<b>Writing Outcomes – Pirates</b>	<b>Writing Outcomes – If I had a.....</b>
				Week 1 LO: To create a list		

	Week 1 LO: To write my name/to draw and construct a self portrait	Week 1 LO: To write a list.	Week 1 LO: To create a passport.	Week 2 LO: To plant a bean and to create a bean diary.	Week 1 LO: To create a set of instructions.	Week 1: If I had a ...sentences
	Week 2 LO: To write a I can/I am sentence/I can write words to show who I am	Week 2 LO: To write a recipe for the gingerbread men and make your own gingerbread men.	Week 2 LO: To label costumes that superheroes wear eg cape etc.	Week 3:LO: To create character speech bubbles for 'Jack and the Beanstalk'.	Week 2 LO: To create a wanted poster for a pirate.	Week 2: If I had a... book
	Week 3:LO: I can draw my family/I can write labels (labels of family drawing -Mum dad)	Week 3:LO: I make a lost poster for the gingerbread man.	Week 3:LO: To create a list.	Week 4: LO: To invent stories – superheroes.	Week 3:LO: To create a diary.	Week 3: Lists and instructions
	Week 4: LO: I can describe my hair - words/labels/sentences	Week 4: LO: I can create an alternate ending for The Three Little Pigs.	Week 5: LO: To create mini rescue reports.	Week 5: LO: To write a butterfly description.	Week 4: LO: To create a storm description.	Week 4: Retelling a story
	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: LO: To create an alternate story for The Very Hungry Caterpillar.	Week 5: LO: To begin to write a pirate story	Week 5: Rewriting a known story.
		Week 6: To create an extended ending for a familiar fairytale story.				

<b>Maths Mastery</b>	<b>Developing Early Mathematical Concepts U1</b> Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets Ordering objects and sets	<b>Number within 6 U3</b> Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six	<b>Numbers within 10 U7</b> Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less	<b>Numbers within 15 U11</b> Count up to 15 objects and recognise different representations Order and explore number patterns to 15 One more or fewer	<b>Securing addition and subtraction facts U14</b> Commutativity Explore addition and subtraction Compare two amounts	<b>Money U17</b> Coin recognition and values Combinations to total 20p Change from 10p
	<b>Pattern and Early Number U2</b> Recognise, describe, copy and extend	<b>Addition and Subtraction within 6 U4</b> Explore zero Explore addition and subtraction	<b>Calendar and Time U8</b> Days of the week, seasons Sequence daily events	<b>Doubling and Halving U12</b> Doubling and halving Relationship between doubling and halving	<b>Number patterns within 20 U15</b> Count up to 10 and beyond with objects Represent, compare and explore numbers to 20	<b>Measure U18</b> Describe capacities Compare volumes Compare weights Estimate, compare and order lengths

	colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting	Estimate, order compare, discuss and explore capacity, weight and lengths  <b>Shape and Sorting U6</b> Describe, and sort 3 D shapes Describe position accurately	subtraction as taking away  <b>Grouping and Sharing U10</b> Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing	Recognise, complete and create patterns	<b>Number patterns beyond 20 U16</b> One more one less Estimate and count Grouping and sharing	Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards
<b>Mastering Number</b>	<b>Subitising</b> 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  <b>Cardinality, ordinality and counting</b> 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	<b>Subitising</b> Continue from first half-term Subitise within 5, perceptually and conceptually, depending on the arrangements.  <b>Cardinality, ordinality and counting</b> 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.  <b>Composition</b> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts,	<b>Subitising</b> 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 patterns which show a small group and '1 more' continue to match arrangements to finger patterns. , continue to develop verbal counting to 20 and beyond  <b>Cardinality, ordinality and counting</b> continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including	<b>Subitising</b> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.  <b>Cardinality, ordinality and counting</b> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20.  <b>Composition</b> 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.  <b>Comparison</b> compare numbers, reasoning about which is more, using both an understanding of the 'how'	<b>Subitising</b> 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.  <b>Cardinality, ordinality and counting</b> continue to develop verbal counting to 20	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>explore a range of strategies which support accurate counting.</p> <p><b>Composition</b> see that all numbers can be made of 1s compose their own collections within 4.</p> <p><b>Comparison</b> 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>some of which can be taken apart and some of which cannot explore the composition of numbers within 5.</p> <p><b>Comparison</b> 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>using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number.</p> <p><b>Composition</b> 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><b>Comparison</b> 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>manyness' of a number, and its position in the number system.</p>	<p>and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting.</p> <p><b>Composition</b> explore the composition of 10.</p> <p><b>Comparison</b> order sets of objects, linking this to their understanding of the ordinal number system.</p>	
<p><b>Understanding of the World Science</b></p> <p>Developing Experts</p> <p><b>See Rocket Words</b></p>	<p><b>Our Body</b> 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</p>	<p><b>Weather and Seasons</b> Learn about rain, ice and water. Describe why the air moves. Explore snow and melting. Discover how rainbows are formed. Learn about the</p>	<p><b>Space</b> Explore outer space. Discover why rockets are important.</p> <p><b>Forces</b> Understand what happens when you</p>	<p><b>Plants</b> Discover that plants are living things. Learn about plants and where they come from. Explore how to look after plants.</p>	<p><b>The Senses</b> Learn about the senses. Explore ways to make sounds.</p> <p><b>Insects and Invertebrates</b> Science skill focus: observing</p>	<p><b>Environmental Awareness</b> Boogie Bear Through this story begin to explore the idea of global warming and endangered animals.</p>

<p>Forest School</p> <p>and how we are all unique. How human's grow and change. Focus on oral hygiene. Linked Stories: "What happened to you" By James Catchpole</p> <p><b>Animals</b> 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><b>Science skill focus: classifying</b> Investigating magnets. Classify objects as magnetic or non-magnetic</p>	<p>seasonal changes that happen in Spring and Summer. Learn about the seasonal changes that happen in Autumn and Winter.</p> <p><b>Environmental Awareness</b> Rocket Says Clean Up! Through this story discuss the importance of look after our environment. What do the clean up crew do and why?</p> <p><b>Materials</b> 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>push or pull something. Explore objects that sink and float.</p> <p><b>Machines</b> Explore different types of machines and mechanisms. Learn how machines make jobs easier. Discover different types of transport.</p> <p><b>Science skill focus: predicting</b> 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>Learn about insects and invertebrates. Discover where insects and invertebrates live. Observe them in their habitats. Describe what a habitat is.</p> <p><b>Life Cycle:</b> Butterfly: observe caterpillars in class From Egg to Chicks</p> <p><b>Science Week</b> Selection of experiments chosen with the children</p>	<p>Talk about melting, freezing and changes in materials. Can we speed it up or slow it down? What would happen if?</p> <p><b>Food</b> 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><b>Animals</b> Learn that animals are living things. Discover where animals live and what they need to survive. Explore where birds live.</p> <p><b>Light and Dark</b> Learn about different types of light sources. Experiment with lenses and creating shadows.</p>
<p><b>Understanding of the world -</b>  People, Culture and Communities</p> <p><b>Transitions</b> Talking about starting school and making friends. Explore through the core story "We are all Welcome"</p> <p><b>What makes us special?</b> Exploring the different ways people are special; using stories, discussions and creative activities to</p>	<p><b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- Fireworks night</li> <li>- Halloween</li> <li>- Diwali</li> <li>- Christmas</li> <li>- Hanukkah</li> </ul> <p><b>What are special</b></p>	<p><b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- New Year</li> <li>- Chinese New Year</li> <li>- Valentines Days</li> </ul> <p><b>Why are some places special?</b></p>	<p><b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- Mother's Day</li> <li>- St Patrick's Day</li> </ul> <p><b>What makes the world special?</b> Exploring what makes the world around the children special, learning why the</p>	<p><b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- St.George's Day</li> <li>- Ramadan &amp; Eid</li> </ul> <p><b>Why are some things special?</b> Exploring special things, children will discuss</p>	<p><b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- Father's Day</li> <li>- Sports Day</li> </ul> <p><b>Why are some stories special?</b> Discussing favourite stories and exploring</p>

	<p>learn about what makes themselves, people around them and in the community special.</p> <p><b>All About Us</b> Share about ourselves. Talk and celebrate our similarities and differences.</p> <p><b>Ancestry and origins</b> Create map display and involve parents in making home languages “welcome” display</p>	<p><b>times?</b> Discovering what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and how they are celebrated.</p>	<p>Investigating what makes places special and significant to different people.</p>	<p>world can be special to both themselves and others.</p>	<p>what is special to them and why prayer beads, symbols, books and candles can be special to others.</p>	<p>why some stories are special to other people.</p> <p><b>Time to celebrate</b> Exploring the significance of various festivals, through stories, images and creative activities; learning about the customs and meanings behind these celebrations.</p>
<b>Understanding the World</b>  Past and Present	<p><b>Jobs and occupations</b> Exploring different jobs and occupations (introduce shop role play and fire drill)</p> <p><b>Key individuals</b> -Explore the Little Leaders collection -Lives of historical figures, including comparisons of those from different periods</p>	<p><b>Christmas story</b> Learning and acting out the Christmas story. Comparing life now and then.</p>	<p><b>Local history:</b> <a href="#">Greenland Dock</a> Grade: II (List Entry Number: 1385941)</p> <ul style="list-style-type: none"> <li>-learning about the docks around Rotherhithe.</li> <li>-Visiting Greenland dock.</li> <li>-discussing what the docks were used for</li> <li>-discussing what life was like working at the docks.</li> <li>-comparing life then and now</li> </ul>		<p>St. George's Day: Learn about the significance of St George's day</p> <p>London history Day</p>	
<b>Understanding of the world -</b>  The World	<p>Looking at building in the local area.</p> <p>Making observations of the characteristics and features of places e.g. In traditional tales the</p>	<p>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</p>	<p>Plan a pretend holiday? What is it like in different parts of the world.</p> <p>Children to share any experiences of travelling. Where did</p>	<p>Making maps; linked to Supertato story Veggies in the Valley of Doom.</p>	<p>Introduce and examine a Globe.</p> <p>Know the difference between the land and the ocean.</p>	<p>Read “Martha Maps it out” Make maps of the school to navigate around the school as part of transition.</p>

	<p>countryside is represented.</p> <p>Discussing how environments in stories and images are different to the environment they live e.g. Looking at urban and rural homes and buildings.</p>	<p>post office and getting deliveries ready.</p> <p>Read "The Jolly Postman" By Janet Allan Ahlberg</p>	<p>they go? What did they see? What did they eat?</p> <p>Share pictures and videos from their trip.</p> <p>Use google maps to explore</p>			
<b>Expressive Arts and Design</b> Creating with Materials	<p><b>Painting and colour</b> Experiment with colour mixing.</p> <p><b>Drawing</b> My family &amp; things that are important to me</p> <p><b>Art Club: Drawing: Marvellous marks.</b> Exploring mark making through different drawing materials.</p> <p>Beginning to draw from observation using faces and self-portraits as a stimulus.</p> <p><b>3D work</b> Make a clay tea light for Diwali. Making Christmas decorations: salt dough</p>	<p><b>Painting and colour</b> Create Fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks.</p> <p><b>Drawing</b> Draw your own "terrible creatures" from well-known fairy tales.</p> <p><b>Textiles and texture</b> Create textured scenes (fairytales castles)</p> <p><b>Art Club:</b> 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</p>	<p><b>Painting and colour</b> Experiment with colour mixing.</p> <p><b>Textiles and texture</b> Make a potato superhero using a variety of tools and techniques. Design a cape for Supertato.</p> <p><b>Drawing</b> Draw and design a superhero costume</p> <p><b>Art Club:</b> Craft and design: Let's get crafty. Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p>	<p><b>Drawing</b> Observational drawings of plants and flowers.</p> <p><b>Printing</b> Vegetable printing. Use of repetitive patterns. Learn about Andy Warhol.</p> <p><b>Pattern</b> Simple symmetry of butterflies Textiles and texture Leaf and flower mosaics and collages. Study Eric Carle's Illustrations</p> <p><b>Painting and colour</b> Investigate using natural materials for painting eg tea bags, flowers and spices.</p>	<p><b>Drawing</b> Modes of transport; create your own design. Draw and design a wanted poster for a pirate.</p> <p><b>3D work</b> Children work in small groups to make something that can fly, something that can sail, something that can go on land. Junk modelling different modes of transport.</p> <p><b>Mechanisms</b> Make a pirate ship that can move.</p>	<p><b>Textiles and texture</b> Look at animal patterns and textures to create a model of your own chosen animal.</p> <p><b>3D work</b> Creating shoe box habitats for animals around the world.</p> <p><b>Drawing</b> Draw scenes of your favourite habitats</p> <p><b>Art Club:</b> 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>



