

Autumn 1 - Homes, my family and friends

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| Literacy | | Mathematics | | Personal Social and Emotional Development |
| <p><u>Mr Wiggle and Mr Waggle</u> plus additional texts linked to themes (including Leaf Man and Handa's Surprise) Level 1 and Level 2 phonics using Twinkl Phonics scheme. Nursery rhymes. Name writing, letter formation, daily phonics sessions, fiction and non-fiction texts about homes, families and starting school. Link to animal homes and habitats.</p> | | <p>White Rose Maths Scheme <u>Getting to know you (Baseline)</u> Establish maths through routines. Subitising pictures. What do you see? How do you see it? <u>Match, Sort & Compare</u> Match objects; Match pictures and objects; Identify a set; Sort objects to a type; Explore sorting techniques; Create sorting rules; Compare amounts. <u>Talk about measure and patterns</u> Compare size; Compare mass; Compare capacity; Explore simple patterns; Copy and continue simple patterns; Create simple patterns.</p> | | <p>Children will explore Zones of Regulation to help them express their feelings and consider the feelings of others. Children will have opportunities to develop meaningful relationships with adults and children. Children will be encouraged to initiate play and respond to what others are saying and doing. Children will develop personal skills to play in a group and develop confidence to ask adults for help.</p> |
| Communication and Language | Understanding the World | Physical Development | Expressive Arts and Design | RE |
| <p>Children will listen to a range of topic related stories, enjoying singing songs and rhymes. Children will be introduced to a wide range of vocabulary. Children will practise following instructions. Children will develop confidence in talking about</p> | <p>Children will talk about members of their immediate family – who lives in your house? Who is in your family? Children will investigate homes around the world and compare them to their own homes (Handa and Kenya). Investigate autumn. What is harvest?</p> | <p>Children will have lots of opportunities to run, climb and build core strength. Children will explore how our bodies move, considering healthy bodies including food and exercise etc. Using ride on toys to develop balance and ways of moving. Children will develop fine motor skills including</p> | <p>Children will investigate rhyme and rhythm. Children will explore construction - designing homes using junk modelling and craft materials. Children will investigate colour and colour mixing – exploring African art (Tinga Tinga). Children will develop roleplay with others.</p> | <p><u>Why is the word 'God' so important to Christians?</u> ENGAGE with the idea of names and what is important to people. ENQUIRE into people who are special to us, introducing the name 'God'. EXPLORE why God the Creator is important to Christians and how that is seen in the Bible, Church and Christian living.</p> |

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| <p>themselves in a positive manner - 'I can' celebrations.</p> <p>Children will talk about themselves and their families.</p> | <p>Children will explore construction and developing models from images of locations around the world as well as exploring maps.</p> | <p>learning to holding a pencil and dough disco for hand strength.</p> <p>Children will develop self regulation skills– am I hungry? Am I cold? Focus on personal hygiene - dressing and undressing, using the toilet and handwashing independently.</p> | <p>Music: Charanga – Me! Responding to different sounds and music.</p> | <p>Other faiths: Muslim birth custom- Whispering Allah (God) into a Muslim baby's ear</p> |
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Visits and visitors – Visit to the Church – Harvest Festival.

Autumn 2 – Amazing me!

| Literacy | | Mathematics | | Personal Social and Emotional Development | |
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| <p><u>Little Red Riding Hood</u> plus additional texts linked to themes (including Titch, Owl Babies, The Gingerbread man and the Christmas story) Level 2 and 3 Phonics – Twinkl Phonics</p> <p>Rhyme and rhythm.</p> <p>Daily phonics sessions - Reading and writing of CVC words containing taught graphemes, writing topic related words, mark making using a variety of materials, phonics games and songs.</p> | | <p>White Rose <u>It's me 1,2,3</u> Number: Representing 1,2 and 3; Comparing 1,2 and 3; Composition of 1,2 and 3. Circles and Triangles Identify and name circles and triangles; Compare circles and triangles; Shapes in the environment; Describe position. <u>1,2,3,4,5</u> Find 4 and 5, Subitise 4 and 5, Represent 4 and 5, 1 more, 1 less, Composition of 4 and 5, Composition of 1 – 5. Counting forwards and backwards to 5. Shapes with 4 sides Identify and name shapes with 4 sides, combine shapes with 4 sides, shapes in the environment, my day and night.</p> | | <p>Children will explore the importance of working together to be good friends, accepting change-linked to cycle of seasons. Finding ways to solve problems and building resilience.</p> <p>Children will become more confident in their surroundings and make choices about how and what they learn.</p> <p>Children will explore and talk about the different factors that support their overall health and wellbeing: - regular physical activity -healthy eating - having a good sleep routine - toothbrushing - being a safe pedestrian.</p> | |
| Communication and Language | Understanding the World | Physical Development | Expressive Arts and Design | RE | |
| <p>Children will listen to a range of stories related to the topic, using props and</p> | <p>Children will find out about personal history and family events – how have I changed?</p> | <p>Children will work on developing spatial</p> | <p>Children will use collage and printing/rubbing techniques.</p> | <p><u>Why do Christians perform nativity plays at Christmas?</u></p> | |

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| <p>puppets to retell, acting out stories and use role play/small world to recreate familiar texts.</p> <p>Children will perform a Nativity play.</p> | <p>Looking at baby photos. Comparing needs of different ages.</p> <p>Children will explore their senses and their amazing bodies.</p> <p>Children will explore pattern and change – looking at the changing seasons.</p> <p>Children will learn about different festivals – (Diwali and Christmas) and similarities and differences between families and individuals.</p> <p>Why do we have bonfire night? What is remembrance day?</p> | <p>awareness, throwing and catching skills.</p> <p>Children will work on fine motor skills and gross motor skills to aid pencil control and cutting.</p> <p>Children will use equipment and tools safely – woodwork, peelers, knives.</p> | <p>Children will create Christmas decorations - developing construction skills– using tools and joining materials effectively.</p> <p>Self-portraits using a variety of materials such as pencil, paint, chalk, charcoal.</p> <p>Children will investigate loose part art, choosing items and using them for a purpose before photographing their creations using ipads.</p> <p>Music- Charanga – My Stories - Responding to different sounds and music.</p> <p>Nativity play.</p> | <p>ENGAGE with the idea of recognising someone by what they do.</p> <p>ENQUIRE into what Jesus was like through some Bible stories.</p> <p>EXPLORE Jesus’ importance to Christians and how that is seen in the Bible, Church and Christian Living.</p> <p>Other faiths: Telling a Muslim story - Muhammad and the Ants.</p> |
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Visits and visitors – Royal British Legion. Trip to the Church – Christingle. Visit from a baby. Junior Road Safety officers – road safety.

Spring 1 – Bears!

| Literacy | Mathematics | Personal Social and Emotional Development |
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| <p><u>Goldilocks and the Three Bears</u> plus additional texts linked to themes (including We’re going on a bear hunt, Postman Bear, Jack Frost and Can’t you sleep little bear?)</p> <p>Level 3/4 Phonics using Twinkl Phonics Scheme</p> <p>Daily phonics sessions, writing for different purposes eg. Goldilocks shopping list, labels on maps, letter to the bears. Lots of opportunities to apply phonics knowledge during play. Drawing club gives opportunities for more focused writing and attention to letter formation.</p> | <p>White Rose <u>Alive in 5!</u> Number: Introducing zero; Find 0-5, Subitise 0-5, Represent 0-5, 1 more, 1 less, Composition, Conceptual subitising to 5. <u>Mass and Capacity</u> Compare mass, Find a balance, Explore capacity, Compare capacity. <u>Growing 6, 7, 8</u> Find 6, 7 and 8; Representing 6, 7, 8. 1 more. 1 less. Composition of 6, 7, 8. Making pairs – odd and even. Doubles to 8. Combining 2 groups. Conceptual subitising.</p> | <p>Revisit Zones of Regulation – explore and discuss how they would feel in different scenarios. Children will work together to solve problems. Focus on resilience- not giving up when things stand in their way. Learning to help each other.</p> |

| Communication and Language | Understanding the World | Physical Development | Expressive Arts and Design | RE |
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| <p>Enjoying traditional tales such as Goldilocks, acting out and recreating using cottage role play and small world. Re-enacting favourite bear stories such as ‘We’re going on a bear hunt’.</p> <p>Children will develop listening and attention skills and share their thoughts and ideas about stories.</p> | <p>Children will explore similarities, difference, pattern and change – seasons - winter, different countries and festivals. Explore freezing and melting water.</p> <p>Children will explore maps and places in the world, where would we find bears?</p> <p>Investigate the history of teddy bears, bring in old and compare to their bears. Investigating the past – using Can’t you sleep little bear – electricity and lanterns.</p> <p>Children will use ipads to record their learning.</p> <p>Children will learn about China and Chinese New Year.</p> | <p>Children will practise climbing and balancing on different equipment. Dance and movement related to texts, such as ‘We’re Going on a Bear Hunt’.</p> <p>Chasing and fleeing games – tag games.</p> <p>Children will continue to develop accurate letter formation and work on pencil control.</p> <p>Dough disco and Pen disco to develop hand strength.</p> | <p>Children will explore colour mixing and texture. Children will use malleable materials to make models and investigate collage to make images of bears.</p> <p>Children will retell familiar bear stories through roleplay and small world including creating their own props, puppets and costumes.</p> <p>Children will listen to a variety of styles of music – including Vivaldi (Winter) and explore how this makes them feel and move and create art based on the music.</p> <p>Music: Charanga – Everyone - Responding to different sounds and music.</p> | <p><u>How can we help others when they need it?</u></p> <p>ENGAGE with the idea of being a hero, and being able to help people in need.</p> <p>ENQUIRE into why and how people ask for help, including asking God.</p> <p>EXPLORE Christian ideas about God’s help and how they can help others in the Bible, Church and Christian living.</p> <p>Other faiths – A Sikh Story about helping others - Har Gobind.</p> |

Visits and visitors – Forest School on school grounds.

Spring 2 – Down on the farm

| Literacy | Mathematics | Personal Social and Emotional Development |
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| <p><u>Little Red Hen</u> plus additional texts linked to themes (including Three Billy Goat’s Gruff, Rosie’s walk, Spot at the farm) Level 3/4 phonics</p> <p>Developing our reading and writing skills further linked to topic work. Using our growing phonics knowledge to write simple sentences.</p> | <p>White Rose Building 9 and 10 Find 9 and 10, Compare numbers to 10, Represent 9 and 10. Conceptual subitising to 10. 1 more. 1 less. Composition to 10 – 2 parts and 3 parts. Make arrangements to 10. Explore 3D shapes Recognise and name 3D shapes. Find 2D shapes within 3D shapes. Use 3D shapes for tasks. 3D shapes in the environment.</p> | <p>How are we growing and changing? What can we do now that we couldn’t at the beginning of the year? How can we improve? Celebrating our successes.</p> <p>PSHE Association unit on Dental Health.</p> |

| Communication and Language | Understanding the World | Physical Development | Expressive Arts and Design | RE |
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| <p>Children will experience a range of non-fiction texts with information about chicks and eggs/farms. Stories about farms.</p> <p>Children will retell stories, sequence stories, make up our own stories and share stories with each other.</p> <p>Children will innovate the story of Little Red Hen – sharing ideas and making decisions about their story.</p> | <p>Children will make observations of plants and animals – eggs and chicks.</p> <p>Look at photos of farming in the past (windmills, horse pulled farm machines– compare to modern machines. Grind wheat to make flour. Cooking using flour (bread) and chocolate (Easter linked).</p> <p>Children will explore farming around the world – link cocoa production in the Ivory Coast to Easter.</p> <p>Explore predators and prey (Rosie’s Walk)</p> <p>Children will programme beebots.</p> | <p>Target games. – throwing and striking with developing accuracy.</p> <p>Children will develop their control when using PE equipment. They will use a range of apparatus to travel.</p> <p>Children will relate exercise and healthy eating to growth and new life.</p> | <p>Children will explore Korhogo Cloth art (Ivory Coast) – use ink and sticks to create their own.</p> <p>Children will use simple tools and techniques when cooking and creating.</p> <p>Children will role play stories and create scenes and settings for games.</p> <p>Music: Charanga – My World - Responding to different sounds and music.</p> | <p><u>Why do Christians put a cross in an Easter garden?</u></p> <p>ENGAGE with a story about a ‘bridge’ and why a bridge might save someone.</p> <p>ENQUIRE into the cross as a special symbol for Christians.</p> <p>EXPLORE how and why the cross is special to Christians through the Bible, what happens at church, and how Christians live.</p> <p>Other faiths: A Buddhist story – The Monkey King.</p> |
| Visits and visitors – Eggs in an incubator. Possible visit to Boydells Farm. Tractor and farmer to school. Forest School on school grounds. | | | | |

| Summer 1 – In the Garden | | |
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| Literacy | Mathematics | Personal Social and Emotional Development |
| <p>The Very Hungry Caterpillar. Butterfly poem. Minibeast stories – The giant jam sandwich, Snail Trail, The very busy Spider, Incy Wincy Spider. Jack and the Beanstalk.</p> | <p><u>White Rose</u> To 20 and Beyond.</p> <p>_Number: Building numbers beyond 10. Counting patterns beyond 10. Building numbers beyond 10. Verbal counting beyond 20. Verbal counting patterns.</p> | <p>Children will play games in groups, focusing on taking turns.</p> |

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| <p>Phase 3/4 Phonics from Twinkl Scheme</p> <p>Writing captions and sentences using known graphemes – focus on spaces between words, capital letter and full stops.</p> | | <p>How many now?</p> <p>Add more. How many did I add? Take away. How many did I take away?</p> <p>Spatial reasoning: Compose and decompose.</p> <p>Manipulate, compose and decompose</p> <p>Select shapes for a purpose. Rotate shapes. Manipulate shapes. Explain shape arrangements. Compose and decompose shapes.</p> | | <p>Children will develop their independence and take responsibility for their actions and decisions.</p> <p>Children will work on understanding consequences of their actions.</p> <p>Explore how to stay safe in the sun.</p> | |
| <p>Communication and Language</p> | <p>Understanding the World</p> | <p>Physical Development</p> | <p>Expressive Arts and Design</p> | <p>RE</p> | |
| <p>Listening to topic related stories, about minibeasts and gardens, children will use talk to clarify thinking and share their ideas and interests.</p> <p>Children will work on responding appropriately to others in discussion.</p> | <p>Children will explore how things grow, planting seeds and developing the vegetable patch. Children will investigate seeds in fruits and vegetables and how plants grow.</p> <p>Children will grow sunflowers and create minibeast habitats. Look at how minibeasts help us.</p> <p>Children will investigate minibeasts and their habitats including lifecycles – live caterpillars in the classroom.</p> <p>Children will use simple computer programmes to develop their learning.</p> | <p>Forest Schools (OAA). Personal safety – managing risks.</p> <p>Net and wall games – accuracy and teamwork.</p> <p>Understanding the importance of exercise.</p> <p>Healthy eating – what is good for me?</p> | <p>Children will explore the work of famous artists - Claude Monet (create their own garden paintings with watercolours) and Henri Matisse (l'escargot – create their own snail collages).</p> <p>Children will look at patterns found in nature and recreating our own.</p> <p>Children will be encouraged to select resources and adapt their work to improve.</p> <p>Music: Charanga – Big Bear Funk - Responding to different sounds and music.</p> | <p><u>What makes every single person unique and precious?</u></p> <p>ENGAGE with the word 'precious' and its meaning.</p> <p>ENQUIRE into the idea of people being unique and precious.</p> <p>EXPLORE the Christian belief that all are precious to God and how that is seen in the Bible, Church and Christian living.</p> <p>Other faiths - Raksha Bandhan: A Hindu festival for brothers and sisters</p> | |
| <p>Visits and visitors – Forest School at Old School Wood. Possible theatre trip.</p> | | | | | |

Summer 2 – Splish, Splash, Splosh!

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| <p>Literacy</p> | <p>Mathematics</p> | <p>Personal Social and Emotional Development</p> |
| <p>Water stories including Mr Gumpy's Outing, The Lighthouse Keeper's lunch, Along the Tapajos, Billy's Bucket.</p> | <p>White Rose</p> <p>Sharing and grouping</p> <p>Explore sharing. Explore grouping. Even and odd. Play with and build doubles.</p> | <p>What makes a good friend? Understanding bullying. Working collaboratively – we are better</p> |

| <p>Level 4 Phonics</p> <p>Work on writing sentences using high frequency word spellings and the application of level 3/4 phonics in writing.</p> | <p>Visualise, build and map</p> <p>Identify units of repeating patterns. Create own pattern rules. Explore own pattern rules. Replicate and build scenes and constructions. Visualise from different positions. Describe positions. Give instructions to build. Explore mapping. Represent maps with models. Create own maps from familiar places. Create own maps and plans from story situations.</p> | | | <p>together. PSHE association unit – Friendship and Bullying.</p> <p>Staying safe when travelling including road safety, importance of seats belts/booster seats.</p> <p>Explore changes and transition. Visits from new teacher and visits to year 1 classroom.</p> |
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| Communication and Language | Understanding the World | Physical Development | Expressive Arts and Design | RE |
| <p>Topic related stories, such as those with pirate adventures, seaside themes such as ‘The Lighthouse Keeper’s lunch’ and river stories such as ‘Mr Gumpy’s Outing’ and ‘Along the Tapajos’.</p> <p>Children will explore story language more thoroughly, adding detail and discussing stories, including answering how and why questions.</p> | <p>Where do we live? Looking at parts of UK and the coast. Explore what it was like to go to the seaside in the past. Find out about lighthouses – create electric circuits for lighthouses.</p> <p>Explore rivers – including the Tapajos and life in Brazil. Compare to the river Stour.</p> <p>Children will investigate life under the sea including water pollution - reduce, re-use, recycle.</p> <p>Water exploration-floating and sinking etc.</p> | <p>Forest Schools (OAA).</p> <p>Children will develop games skills and take part in athletic activities in preparation for sports day such as relays, balancing skills, throwing and catching.</p> <p>Fine motor skills-ongoing – including handwriting and pencil control.</p> | <p>Under water art – children will explore texture and pattern.</p> <p>Children will manipulate materials to achieve a planned effect – constructing lighthouses and boats.</p> <p>Children will explore Brazilian carnival – including samba music, dancing and costumes.</p> <p>Music: Charanga – Reflect, rewind and replay - Responding to different sounds and music.</p> | <p><u>How can we care for our wonderful world?</u></p> <p>ENGAGE with the idea of a wonderful world which needs care.</p> <p>ENQUIRE into the idea that humans are called by God to be caretakers of the world he has made.</p> <p>EXPLORE how Christians respond to the role of caring for the world in Biblical Narrative, Church and Christian Living.</p> <p>Other faiths: Jewish ‘Birthday of Trees’ - Tu B'Shevat</p> |
| <p>Visits and visitors – Forest School at Old School Wood. River Stour Boat trip.</p> | | | | |