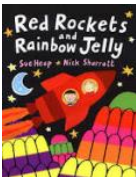
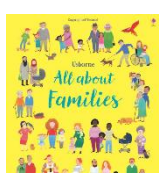
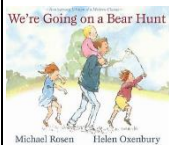

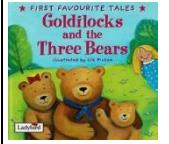
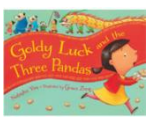






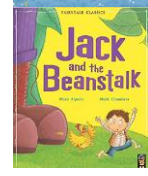


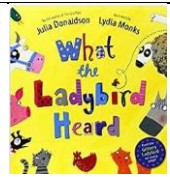
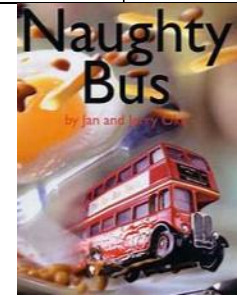


| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Marvellous Me What makes us all unique? | Brilliant Bears Can you retell a story about bears? | Fantastic Food How can I keep fit and healthy? | Glorious Gardens What will I find in the garden? | Amazing Animals How do people care for animals? | Terrific Transport/ Moving on How was transport different in the past? |
| Focus Texts |   |     |     |     |   |  |
| Personal, Social & Emotional Development | <ul style="list-style-type: none"> Select and use resources. Learn new routines and rules Follow one-step instructions Make new friends Play with one or more other children My likes/dislikes My family & community See myself as a valuable individual | <ul style="list-style-type: none"> Show awareness of my own feelings Begin to understand the feelings of others Solving conflicts with others Keeping myself safe- fireworks | <ul style="list-style-type: none"> Manage own personal needs e.g healthy food choices Follow two-step instructions Keeping myself safe- what's safe to go in my body including medicines | <ul style="list-style-type: none"> Wait for what I want Show sensitivity to other's needs. Keeping myself safe-online | <ul style="list-style-type: none"> Bounce back when faced with difficulties Show independence, perseverance and resilience when faced with a challenge Explain reasons for rules and know right from wrong Keeping myself safe-online | <ul style="list-style-type: none"> Know what will be the same/different in Y1 Feel confident about the transition to Y1 Identify how I have changed and how I might change in the future Follow multi-step instructions Keeping myself safe- road safety and PANTS rule |
| Communication & Language | <ul style="list-style-type: none"> Engage in storytimes Join in with repeated refrains and anticipate key events Sing songs & rhymes Use longer sentences of 4-6 words Have a conversation Follow 1-step instructions | <ul style="list-style-type: none"> Being a good listener Learn songs Retell rhymes and stories Use an increasing vocab. Debate point of view- porridge preference | <ul style="list-style-type: none"> Listen carefully in a range of situations Learn rhymes, poems and songs Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen. Respond to how and why questions. | <ul style="list-style-type: none"> Engage in nonfiction books Learn and use new vocabulary. Offer explanations as to why things happen Consider the listener and take turns Speak in full sentences and using conjunctions | <ul style="list-style-type: none"> Listen and talk about non-fiction Use new vocabulary in different contexts. Describe events in some detail- recount of trip Participate in discussions, offering ideas and use new vocab. | <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. |

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| <p>Physical Development</p> | <ul style="list-style-type: none"> Washing hands and going to the toilet with more independence Use a knife and fork Develop movement, balancing and riding skills (trikes/scooters) Balance on one foot Negotiate different sized spaces safely Collaborate with others to manage large items Explore mark making, holding pens and pencils with a comfortable grip <p>PE: SPATIAL AWARENESS</p> | <ul style="list-style-type: none"> Dressing with independence Large movements e.g waving streamers Remember sequences and patterns of movements Scissors- making snips Choose own tools/resources Show a preference for a dominant hand Use pens and pencils comfortably and confidently <p>PE: DANCE</p> | <ul style="list-style-type: none"> Make healthy choices Know about different factors that support overall health and well-being e.g physical activity and oral hygiene Jumping on ground Further develop fundamental movement skills e.g rolling, crawling, walking, jumping, running, hopping, skipping, climbing Confidently and safely use a range of large and small apparatus Scissors- thumb on top Use an effective pencil grip <p>PE: GYMNASTICS</p> | <ul style="list-style-type: none"> Develop movement, balancing and riding skills (2-wheeled bikes/hand-controlled bike) Jumping from apparatus Progress towards a more fluent style of moving Combine different movements Develop body strength, co-ordination, balance and agility Confidently and safely use a range of large and small apparatus Scissors- holding in one hand and turning paper with other hand Use a tripod grip Form letters accurately <p>PE: GYMNASTICS</p> | <ul style="list-style-type: none"> Use their core muscle strength- good posture Develop ball skills e.g throwing, catching, kicking, passing and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Scissors- improving accuracy Develop foundations of a handwriting style which is fast, accurate and efficient. <p>PE: GAMES</p> | <ul style="list-style-type: none"> Being a safe pedestrian Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Use a range of small tools, including scissors, paintbrushes and cutlery. Hold a pencil effectively in tripod grip in preparation for fluent writing <p>PE: ATHLETICS</p> |
| <p>Literacy</p> | <ul style="list-style-type: none"> Listen to and enjoy sharing a range of books. Join in with repeated refrains and anticipate key events Sing songs & rhymes Orally blend Recognise & begin to write name Make marks and give meaning to marks Hear initial sounds in words Write labels using initial sounds <p>Phonics: Consolidate ph 1, start ph 2</p> | <ul style="list-style-type: none"> Learn songs Retell rhymes and stories Know that print has a meaning and is read from left to right, top to bottom Hold a book correctly and turn pages Identify the front and back cover Begin to blend sounds into words Segment VC and CVC words by 'sound-talking' and write sounds they can hear <p>Phonics: ph 2</p> | <ul style="list-style-type: none"> Learn rhymes, poems and songs Blend sounds to read words Read some CEW (tricky words) Form lower-case letters correctly Write captions with finger spaces between words <p>Phonics: consolidate ph 2, start ph 3</p> | <ul style="list-style-type: none"> Read simple phrases and sentences with known-sounds and tricky words Begin to write short sentences with a capital letter and full stop. Use and understand recently introduced vocabulary. <p>Phonics: ph 3</p> | <ul style="list-style-type: none"> Read simple phrases and sentences with known-sounds and tricky words Count and clap syllables in words Segment CVCC, CCVC and polysyllabic words by sound-talking and writing sounds they can hear Write sentences that can be read by themselves and others <p>Phonics: consolidate ph3, start ph 4</p> | <ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonics knowledge, including some CEW (tricky) words Demonstrate understanding about what has been read Form upper-case letters correctly Write sentences with capital letters, finger spaces and full stops that can be read by others. Re-read sentences to check they make sense <p>Phonics: consolidate ph 4</p> |

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| Maths | <ul style="list-style-type: none"> Counting in order to 10 Represent & composition of 1, 2, 3 Circles, ovals, semi-circles, triangles Subitise with regular dot patterns Repeating patterns (AB) | <ul style="list-style-type: none"> Represent & composition of 4, 5 Squares, rectangles, pentagons Subitise with counters on five frame Positional language Time- My Day One more | <ul style="list-style-type: none"> Introduce 0 Represent & composition of 6, 7, 8, 9, 10 Subitise with counters on tens frame Compare weight One less | <ul style="list-style-type: none"> Bonds to 10 Subitise with irregular dot patterns 3D shape Compare Length Compare Height Combining two groups | <ul style="list-style-type: none"> Adding more Taking Away Doubling Compose and decompose 2D shapes More complex repeating patterns (ABC/ AABB) | <ul style="list-style-type: none"> Sharing and grouping Odd and Even Build numbers beyond 10 Problem solving involving addition- one is a unicycle |
| Understanding of the World | <ul style="list-style-type: none"> Differences between people. Talk about family and community <p>RE: What makes a person special?</p> | <ul style="list-style-type: none"> Use senses to explore natural materials Talk about what they see using a wide vocab. Similarities/ differences between materials- too hard/soft Changes- Making porridge Different occupations- the police Seasons- Autumn welly walk, Winter Making simple maps of fictional places- Bear Hunt <p>RE: What is Christmas?</p> | <ul style="list-style-type: none"> Chinese New Year How food is used in celebrations around the world Changes- Making gingerbread Processes and changes- Floating and sinking- GBM investigation Predicting and observing Seasons- Winter <p>RE: How do people celebrate?</p> | <ul style="list-style-type: none"> Plant seeds and care for growing plants Observing over time Care for environment and living things Explore world around them and draw pictures Recognise some environments are different Seasons- Spring <p>RE: What is Easter?</p> | <ul style="list-style-type: none"> Draw information from a simple map Making simple maps of fictional places- What the Ladybird Heard Roles in society- vets <p>RE: What can we learn from stories?</p> | <ul style="list-style-type: none"> Draw information from a simple map Make maps of real places Comment on images of familiar situations in the past. Know some similarities and differences between things in the past and now- transport <p>RE: What makes places special?</p> |
| Expressive Arts & Design | <ul style="list-style-type: none"> Sing routine and number songs Explore making sounds to express feelings/ideas Begin to keep beat Take part in simple pretend play Make imaginative 'small worlds' Explore different materials freely Join different materials- glue Is spontaneously expressive using marks, curves and lines Use a variety of tools to spread paint | <ul style="list-style-type: none"> Keep the beat with more confidence Begin to sing with a sense of pitch Use voices to adopt different roles and characters Make up simple accompaniment using percussion instruments Begin to use the musical terms faster/slower, louder/quieter, higher/lower Begin to develop stories in pretend play Explore different materials to develop ideas | <ul style="list-style-type: none"> Show the beat with actions Sing, increasingly matching pitch and melody Create a sound story using instruments to represent different sounds/movements Develop storylines in pretend play Develop own ideas and decide which materials to use to express them Join different materials- tape Create collaboratively | <ul style="list-style-type: none"> Listen to and talk about music, expressing responses through art Play an accompaniment with a change of speed Develop storylines in pretend play Explore a variety of materials, tools and techniques to represent ideas Experiment with form by rolling, squashing, twisting to create a 3D form Observational drawings- colour and shape | <ul style="list-style-type: none"> Listen to and talk about music, expressing responses through movement Play a call and response phrases on percussion instruments Adapt and recount narratives and stories Join different materials- different glues Create digital art by manipulating an image using Google 3D Explore a range of materials, tools and techniques | <ul style="list-style-type: none"> Play a steady beat using percussion instruments Sing with confidence, matching pitch and melody Make up new lyrics and vocal sounds to create own verses of a song Invent, adapt and recount narratives and stories Safely use and explore a range of materials, tools and techniques Experiment with shape, space and value. Join different materials- split pins |

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| | <ul style="list-style-type: none"> • Explore colour and colour mixing • Experiments with printing- hands | <p>about how to use them and what to make</p> <ul style="list-style-type: none"> • Join different materials- hole punch/string, flange join • Explore different textures • Create shapes and begin to use these shapes to represent objects • Selects, sorts, cuts and tears materials to create collages • Experiments with printing- different objects | <ul style="list-style-type: none"> • Draw with increasing complexity • Use drawing to represent ideas • Use different media and techniques- Giuseppe Arcimboldo art | | <ul style="list-style-type: none"> • Experiment with shape, space and value. | <ul style="list-style-type: none"> • Experiments with printing- wheels • Digital art/stories- Book Creator • Share creations, explaining the processes used |
| Computing | | <p><u>IT Multimedia and Communication-</u> <u>Photography/Videography</u> (Photos of golden tasks/autumn walk) -To take photos using the camera app</p> <p><u>Computer Science-</u> Beebots -To follow simple instructions. -To give simple instructions.</p> | <p><u>IT Multimedia and Communication-</u> Animation (<u>Chatterpix- Supertato</u>) -Animate a simple image to speak in role.</p> | <p><u>Digital Literacy-</u> E-Safety -To identify some ways that technology and the internet is used at home and school. -To identify examples of personal information -To know the adults I can trust and ask for help.</p> <p><u>Computer Science-</u> Daisy <u>Dinosaur</u> -To follow simple instructions. -To give simple instructions. -To sequence a simple set of instructions.</p> | <p><u>Computer Science-</u> Sphero -To sequence a simple set of instructions. -To solve a problem by breaking it down into smaller steps. -To code a programmable toy using simple input and output commands. -To understand that if a program does not do as you want it to, there is a problem with your instructions.</p> | <p><u>Multimedia and Communication-</u>Book creator (<u>Naughty Bus book</u>) -To take photos using the camera app. -To record my voice over an image to create an e-book</p> |