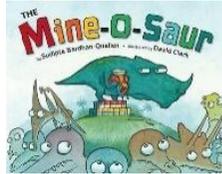
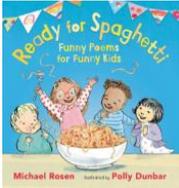
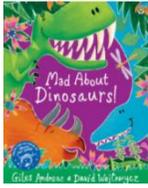
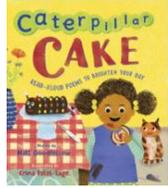
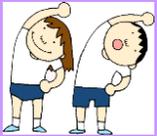


	AUTUMN 1 6 weeks	AUTUMN 2 7 ½ weeks	SPRING 1 6 weeks	SPRING 2 5 weeks	SUMMER 1 6 weeks	SUMMER 2 8 weeks
THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
Key Texts	Once there were giants I'm Growing Duck in the Truck Wishing for a Dragon Who sank the boat? Whatever Next!	Room on the Broom Hoot Owl Goodnight Moon Peace at Last The Nativity Story	The Three Little Pigs The Billy Goat's Gruff Goldilocks and the three bears The Enormous Turnip	Where the wild things are Grumpycorn Look out it's a Dragon Monstersaurus Life on Mars	Penguin Henda's Hen Billy's Bucket Dear Zoo Farmer Duck Mad about Minibeasts	Supertato The Naughty Bus Eliot the Midnight Superhro Real Life Superheroes George and the Dragon
Our World Values	We are all different! Uniqueness and valuing others Uniqueness and value of every person Similarities and differences between self and others		Fair and Unfair What is fair and unfair? Importance of caring and sharing		Living things and their needs Appreciation of, and care for living things in own environment	
						
Poetry						
Communication and Language	Talk Through Stories: Storytime Week (Week 1)					
Listening, Attention and Understanding Speaking Literacy Comprehension	Missing Richmond On the way home	Owl Babies Room on the Broom Hughless Douglass	Sonya's Chickens I'm in Charge Slow Sampson	My Monster and Me Zog Aliens Love Underpants	Cotton Wool Colin Handa's Hen Billy's Bucket	Supertato Billy and the Dragon Burglar Bill
	I am learning to: Capture my attention before the story is read. Listen to the story read aloud. Identify the characters and think about the problem in the story. Develop a deeper familiarity with the story. Practice saying the favourite phrases in the story, ready to join in with the story the next day. Use the favourite phrases in a range of contexts. Consider how a character might feel at key points in the story. Learn Tier Two words Choose the right sentence from the context of the story Use and say more Tier Two words. Join in with the phrase from the story. Consider a character's nature. Consider how the main character might behave and feel at key points in the story. Identify the problem in the story and discuss how it is solved.					
	Talk Through Stories: Vocabulary Week (week 2)					
	I am learning to: To recall the meaning of a Tier Two word within the context of a story. Demonstrate understanding of the Tier Two word in other contexts. Decide if a word is relevant to a given context					

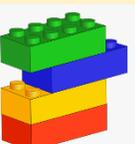
	AUTUMN 1 6 weeks	AUTUMN 2 7 ½ weeks	SPRING 1 6 weeks	SPRING 2 5 weeks	SUMMER 1 6 weeks	SUMMER 2 8 weeks
THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
	Ongoing and Everyday Skills and Knowledge					
	<p>I am learning to: Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Connect one idea to another using a range of connectives Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use vocabulary in different contexts. Listen carefully to rhymes and some, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>					
	Ongoing and Everyday Skills and Knowledge					
Personal, Social and Emotional Development Self-regulation Managing Self Building Relationship 	<p>I am learning to: See myself as a valuable individual. Build constructive and respectful relationships. Express my feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate my own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Set and work towards simple goals Wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says Follow instructions for several ideas or actions. Try new activities Explains the reasons for rules, know right from wrong and try to behave accordingly. Manage basic hygiene and personal needs, including dressing, going to the toilet Understanding the importance of healthy food choices. Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others needs.</p>					
	Relationships: Families and Friendships Play with a range of children. Take turns in a game and share resources Be confident speaking to an unfamiliar child/adult Express and say how they are feeling	Relationships: Safe Relationships Knowing that I need to seek permission to touch Know what body parts are not appropriate to show or touch. Know that I need to stay close to an adult when out Relationships: respecting ourselves and others Explain how and why a child is upset because of another child Be sensitive to other's needs To be able to say no to others Know why another child is upset or angry. To say please and thank you	Living in the wider world: Belonging to a community Know why we have our class values. Know right from wrong and behave accordingly Form positive attachments and friendships. Work and play co-operatively Be sensitive to others needs Show care for plants and animals	Living in the wider world: Media Literacy and digital resilience Know appropriate games to play online Know that it is important to limit the time spend using technology Living in the wider world: Money and work Know that everyone has different strengths Know that different strengths are needed for different jobs Know about different jobs in the community.	Health and Wellbeing: Physical health and Mental wellbeing Identify and name healthy foods. Eat a range of healthy foods. Manage my own personal hygiene when going to the toilet. Wash hands after using the toilet. Discuss different emotions Think of and say something they are good at Know that sleep is important to keeping healthy Know that exercise is important to keeping me healthy. Know how to keep safe in the sun.	Health and Wellbeing: Growing and Changing Identify different body parts Identify how I have changed since being a baby. Know what makes me unique Health and Wellbeing: Keeping Safe Name some of the key workers who keep us safe Show an understanding how to cross a road safely and be a safe pedestrian. Know how to keep safe online.
Physical Development Gross Motor 	Circuits: Develop overall body strength, co-ordination and balance and agility needed to engage successfully with future education sessions. Core Strength Balances on a wobble board for 20 seconds Performs Superman with legs and arms in the air for 20 seconds. Bi-lateral co-ordination Improve my spatial orientation Gross Motor Skills: Postural Control	Locomotion - Jumping 1 Explore jumping in a variety of ways Explore jumping in different directions, at difference speeds and different levels To begin to jump efficiently Explore how and why we jump, using our head, arms and feet, applying the basic jumping technique. To develop their jumping technique applying it into a game. Explore jumping from a distance. Explore jumping for height.	Gymnastics - High, Low, Over, Under Introduce champion gymnastics by: Moving in a high way and explore making high shapes Moving in a low way and explore making low shapes Exploring how to move safely using apparatus. Explore movements and shapes in high and low ways on the apparatus. Explore movements and shapes in high, low, over and under ways on the apparatus.	Dance – Dinosaurs Explore different movements using different parts of the body Create movements as big dinosaurs Create movements as small dinosaurs. Explore contrasting movements linked to predators and prey. Use their bodies to create movements taking on the role of a predator and then prey. To begin to add emotion to their movements as they move in character.	Ball skills – Hands Explore different ways of using our hands to move with a ball. Explore different ways of pushing a ball. Learn the meaning of the word control and start to understand why it is important to keep the ball close to them. Explore different ways of rolling a ball. Explore different ways of bouncing a ball. Explore and develop different ways of bouncing a ball whilst moving into space.	Attack v Defence Understand why it is important to take turns when playing a game. Understand why we need to keep the score during a game. Understand why we need to follow the rules during a game. Understand why games have rules and understand the consequences if the rules of the game are not followed. Explore different ways of avoiding a defender. Explore simple principles (evasive skills) to avoid being tagged.

	AUTUMN 1 6 weeks	AUTUMN 2 7 ½ weeks	SPRING 1 6 weeks	SPRING 2 5 weeks	SUMMER 1 6 weeks	SUMMER 2 8 weeks
THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
	Stabilise and control the movements in my body Control a balance bike negotiating obstacles. Stop a bike effectively using brakes. Pedal and maintain balance for a few meters down a slight incline. Climbs ladders confidently. Climbs steps and stairs using alternate feet holding an object. Moves across monkey bars with some adult support. Lifts and moves heavy objects. Climbs up and down a rope. Walks with egg and spoon without dropping egg. Balances along a narrow beam without support. Crossing the mid-line: Passes a large ball around neck, waist, and legs	Explore hopping in a variety of ways; in different directions, at different speeds and different levels.	Self select where to work, exploring what movement and shapes to make starting to identify features of other pupils work when questioned.	Extend the ideas that pupils have, ensuring expression and working in pairs to create movements together. Develop movement ideas in pairs while exploring the different relationships between dinosaurs.	Explore different ways of rolling and pushing a ball. Work with a partner and begin to understand why it is important to be part of a team. Explore different ways of rolling, pushing and bouncing a ball with a partner. Learn the meaning of the word defender and what this means when playing games.	Understand what the consequences are if they are tagged in a game. Explore different ways of preventing an attacker (fish) from scoring a point. Explore simple principles to prevent the attackers from scoring. Start to understand what the consequences are if they do not tag an attacker in a game.
Physical Development Fine Motor 	Crossing the mid-line: Draw a horizontal line across a page without having to switch hands Sits cross legged on the carpet. Thread small beads onto a string. Complete a tap a shape picture. Hand and Finger Strength Presses on a frog hopper with each digit on dominant hand. Picks up small objects such as a coin with pincer grip. Turns coins with held with all five fingers without dropping. Moves coin from palm to pincer grip. Threading, sewing, pouring, stirring, dancing the scarves, using spray bottles, dressing and undressing dolls					
Physical Development Fine Motor: Scissor Skills	I am learning to: Hold scissors, learning how to open and close the blades. Start snipping paper.	I am learning to: Snip paper with scissors moving forward Cut straight lines	I am learning to: Cut a curved line	I am learning to: Cut circle shapes	I am learning to: Cut square shapes	I am learning to: Cut complex shapes, such as figures
Physical Development Handwriting 	Focus: Shape Dots, straight lines and crosses Circles Introducing long-legged giraffe letters: l Practising long-legged giraffe letters: l, i Practising long-legged giraffe letters: u, t Practising long-legged giraffe letters: j, y Practising all the long-legged giraffe letters Introducing one-armed robot letters: r Practising one-armed robot letters: b, n Practising one-armed robot letters: h, m Practising one-armed robot letters: k, p Practising all the one-armed robot letters Practising all the long-legged giraffe and one-armed robot letters Reviewing all the long-legged giraffe and one-armed robot letters	Focus: Shape and Space Introducing curly caterpillar letters: c Practising curly caterpillar letters: a, d Practising curly caterpillar letters: o, s Practising curly caterpillar letters: g, q Practising curly caterpillar letters: e, f Practising all the curly caterpillar letters 1) Practising all the curly caterpillar letters, long-legged giraffe and one-armed robot letters 2) Introducing zig zag monster letters: z 3) Practising zig-zag monster letters: v, w, x 4) Practising all the zig-zag monster letters 5) Practising all the curly caterpillar and zig-zag monster letters 6) Reviewing all the curly caterpillar and zig zag monster letters		Focus: Space, Size, Sitting 1) Practising long legged giraffe letters 2) Introducing capitals for long legged giraffe letters 3) Practising one-armed robot letters 4) Introducing capitals for one-armed robot letters 5) Practising curly caterpillar letters 6) Introducing capitals for curly caterpillar letters 7) Practising zig-zag monster letters 8) Introducing capitals for zig-zag monster letters 9) Practising all the capital letters 10) Mixing all the letter families 11) Practising all the numbers 0-9		
Literacy Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives, using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhyme and poems and during role play.					
Literacy Writing 	Extended Writing Traces letters accurately in forename Copies letters accurately in forename Begins to independently write letters in forename Writes single word labels with taught sounds Writes single word lists with taught sounds Grammar and Punctuation Leaves spaces between words Spelling	Extended Writing Independently writes letters in forename Writes list and labels with taught sounds Writes dictated phrases and captions Grammar and Punctuation Leaves spaces between words Know what an adjective is Know what a noun is Uses an adjective to describe a noun (noun phrase) Uses simple nouns Spelling	Extended Writing Independently writes letters in forename Copies letters in surname Begins to independently write letters in surname Writes dictated phrases and captions Writes dictated sentences Grammar and Punctuation Leave spaces between words Know what an adjective is Know what a noun is Uses an adjective to describe a noun (noun phrase)	Extended Writing Independently writes letters in surname Writes own sentences to describe a picture or an object Grammar and Punctuation Leave spaces between words Know what an adjective is Know what a noun is Adjectives to describe in simple sentences Uses capital letters at the start of a sentence	Extended Writing Independently write letters in forename and surname Writes own sentences Writes character description Writes setting description Grammar and Punctuation Leave spaces between words Uses full stops and capital letters to demarcate sentences Adjectives to describe in simple sentences	Extended Writing Independently write letters in forename and surname Writes own sentences Writes character description Writes setting description Grammar and Punctuation Leave spaces between words Uses full stops and capital letters to demarcate sentences Adjectives to describe in simple sentences

	AUTUMN 1 6 weeks	AUTUMN 2 7 ½ weeks	SPRING 1 6 weeks	SPRING 2 5 weeks	SUMMER 1 6 weeks	SUMMER 2 8 weeks
THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
	Uses Fred fingers to segment CVC words with known sounds Writes CVC words with known sounds in accurately	Uses Fred Fingers to segment four sound word with taught sounds Uses Fred Fingers to segments three sounds words with set 1 special friends Writes four sound words accurately Write three sound words with set 1 special friends accurately Red Words: I	Uses capital letters at the start of a sentence Uses full stops to demarcate the end of a sentence Spelling Uses Fred Fingers to segment four sound word with taught sounds Uses Fred Fingers to segments three sounds words with set 1 special friends Writes three sound words with set 1 special friends accurately Red Words: I, the, no	Uses full stops to demarcate the end of a sentence Composition for writing Orally composes own sentence Holds own sentence Confidently says own sentence Spelling Uses Fred Fingers to segments three and four sound words with set 2 sounds Writes three and four sound words containing set 2 sounds Red Words: I, the, no, he, she, was	Begin to use simple noun phrases in sentences. Use 'and' to join sentences Composition for Writing Composes own sentence Holds own sentence Confidently says own sentence Spelling Uses Fred fingers to segment longer words accurately Begins to write longer words with some accuracy Red Words: I, the, no, he, she, was, go, so, her, are	Begin to use simple noun phrases in sentences. Use 'and' to join sentences Composition for Writing Composes own sentence Holds own sentence Confidently says own sentence Spelling Uses Fred fingers to segment longer words accurately Begins to write longer words with some accuracy Red Words: I, the, no, he, she, was, go, so, her, are, they, want, of, all
Literacy Word Reading	RWInc: Learn set 1 sounds Learn to blend orally	RWInc: Learn set 1 digraphs Learn to segment and blend	RWInc Learn to read 4 and 5 sound words	RWInc: Learn set 2 sounds Read simple sentences	RWInc Learn set 2 sounds Read and understand simple sentences	RWInc Learn set 2 sounds Read and understand simple sentences
Maths Number Numerical Patterns 	I am learning to: Subitise to 3 Make and describe spatial patterns with dot Represent quantities to 3 on fingers Identify sub groups of numbers to 3 Count to 5 Count objects accurately Know number bonds to 2 Know that 4 is made of four 1s Use positional language to describe pattern of 4 Compare 2 sets of objects and say which is more than or fewer than	I am learning to: Count objects and sounds accurately Count to 10 Know that I have 5 fingers on one hand Make 5 in different ways Know that 5 and 5 make 10 Subitise to 10 Revisit more than or fewer than by looking Say when groups are equal Identify the whole when shown 1 part of a familiar object Identify that the parts are still visible when they are assembled to make the whole Hear the language of whole and parts Investigate ways to compose and decompose 2, 3, 4 and 5 Use fingers to represent quantities to 10 Begin to recognize numerals to 5 Begin to understand that when a set of objects is rearranged, its quantity remains the same	I am learning to: Use my fingers to quickly show quantities Recognise numerals to 5 Subitise linear and paired arrangements of up to 5 dots Visualise and recreate arrangements up to 5 Match numerals to quantities Recognise die arrangements, recognize, visualize and describe arrangements on a die Order numbers from 1-5 Help to build towers in order from 1-5 squares Recognise 1 more from a staircase pattern Partition 5 Work out hidden numbers Know that 5 and 2 more make 7 Count out quantities from a collection Use more than and fewer than to describe quantities Know when there are equal amounts	I am learning to: Know the principles of counting Use 5 and a bit composition to describe number to 8 Investigate 1 more and 1 less Order numbers to 10 Subitise to Represent 8 as 5 and 3 more Describe how to place numbers to 8 in order Explain which numbers are more than others Describe parts of a whole set Investigate ways of making 7 with two parts Work out missing numbers Know and be able to explain that 7 is composed in different ways Identify when 2 sets are equal Identify when a double is shown Say the whole when it is part of 2 equal parts Make and describe double patterns Show doubles on fingers Visualise double patterns to 5 and 5 Sorts objects Investigate patterns of doubles	I am learning to: Count sounds Revisit rules of counting Discuss and practice strategies for counting larger sets Count on from a given number Visualise, make and describe spatial arrangements of 6 Subitise, make and describe arrangements of 6 Subitise doubles shown on 10 frame Consolidate use of finger patterns to represent composition of 5 Identify a missing part of 5 Identify 6 as 5 and 1 and 7 as 5 and 2 Identify arrangements of 6 or 7 Represent up to 9 on fingers as 5 and a bit Identify when 10 is shown Explore of composition of 10 Count backward Identify numbers on a number track	I am learning to: Subitise numbers to 5 Use a rekenrek Count objects with accuracy Verbally count to 100 Say which set of up to 10 contains more than Order towers to 10, recognizing the 1 more pattern Understand equivalence Make and describe double arrangements Sorts numbers Make matching double using fingers Recognise odd and even number Partition a set of 5 in different ways Use spatial language to describe arrangements Visualise and describe doubles up to 5 and 5 Explore the commutativity of addition facts Use fingers to represent 1 more and 1 less
Maths SSM 	Patterns I am learning to: Say what the pattern is Continue, create and describe AB patterns. Continue, create and describe ABB, AABB, AABBB patterns Create my own pattern	Circles and Triangles I am learning to: Know that a circle has one curved side Recognise circles and triangle in the environment and in different shapes Know that a triangle has 3 straight sides. Identify and describe circles and triangles	Shapes with 4 sides I am learning to: Know that squares and rectangles have 4 straight sides and corners. Identify rectangles and squares in the environment. Build my own squares and rectangles. Know that shapes can be combined and separated to make new shapes. Make new shapes. Investigate different ways a given shape can be built using smaller shapes.	Mass and Capacity I am learning to: Use language of size, mass and capacity. Compare and order objects by size, mass and capacity.	Length, height and time I am learning to: Identify when an object is taller or shorter Identify when an object is longer or shorter Explore different ways of measuring length Compare and order objects by length and height Explore different ways of measuring time	3D shapes I am learning to: Explore which shapes stack and which shapes roll and why. Build using a variety of shapes. Introduce names of 3D shapes Explore similarities and differences and sort shapes.

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THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
Understanding the World Science: The Natural World 	Humans – My Body Knowledge Know names of human body parts – head, arm, leg, nose, mouth, etc. Knows the names for facial features – eyes, mouth, nose, ear, cheek, chin etc. Know how I have changed since I was a baby Skills Identifies how my body has changed as I have grown up. Identifies some of the things I can do know that I couldn't do as a baby. Floating and Sinking Knowledge Know that when an object stays on top of water it is floating. To know that when an object falls through water it is sinking Skills Through experimentation and exploration Identifies if an object floats or sinks.	Day and Night Knowledge Knows that the sun is out in the daytime and the moon is out at night time. Skills Sort activities into daytime and night time activities. Nocturnal Animals Knowledge Know that the word nocturnal relates to animals that are awake at night Knows the names of some nocturnal animals Skills Sorts animals into nocturnal and day animals Lights and Sounds Knowledge Names 3 different sources of light e.g sun, lightbulb, fire Names 3 different sources of sound e.g. TV, instruments, clapping Skills Identifies how to change a light source. Identifies how to change a sound source. Describe how the light has changed e.g. colour change, lighter, brighter, direction Describe how the sound has changed e.g. louder, quieter,	Floating and Sinking Knowledge To know why some objects float and why some objects sink. Skills Use senses, observation and knowledge to predict which objects will float/ sink. To carry out an experiment with adult support to find out which objects will float/ sink. To describe what I have found out and explain the reasons Materials and their Properties Knowledge Knows the names of different materials including wood, plastic, glass, stone etc. Knows the names of different properties including strong, hard, fragile, transparent, bendy, rigid Skills Through observation , identifies the material/s an objects is made from. Through observation identifies the properties of an object / material. Suggests a purpose for 2 different materials e.g. wood could be used to build a house because it is strong.	Minibeasts Knowledge Knows the names of different mini-beasts Identifies physical features Life Cycles Names the different stages of the butterfly life cycle. Skills Sequences the stages of the butterfly life cycle. Describes the different stages and changes in the chick and butterfly life cycle. Living Things Knowledge Knows the names of parts of a plant – roots, stem, leaves, flower, petals, bud Knows that a plant needs soil, water, sun and air to grow. Know the stages of a plant life cycle Skills Through observation identifies and labels the parts of a plant. Through careful observation draws pictures of plants and labels the parts. Through observation names similarities and differences between plants. Describes how to look after a plant so that it will grow. Sequences and describes the stages of a plant life cycle. Predicts which plant will grow the tallest. Observes and records changes over time e.g how tall the plants have grown on a class chart Compares how two different plants have grown. Draws conclusions – which plant has grown the tallest, explaining the reasons	Animals around the world Knowledge Knows the names of different animals from different environments Identify the physical features of animals Skills Describes what an animal looks like using appropriate vocabulary . Through real life and photographs makes observations to draw pictures of different animals Compares , through observation , naming at least 2 similarities and 2 differences between animals.	Changing States of Matter Knowledge Knows that when water freezes it turns into a solid called ice. Knows that when ice melts it turns into a liquid called water Identifies and names when something is a solid or liquid. Knows that rain is a liquid and it will form puddles on the ground. Know that puddles will dry out when it stops raining. Knows that the liquid rain has turned into a gas - air Observes and describes what happens when water melts and freezes. Observes and identifies that warmth is needed to melt ice and that it needs to be very cold for water to freeze. Identifies the weather conditions needed for water to melt and freeze
	Understanding the World Geography: The Natural World 	Seasonal Changes Knowledge Know the months of the year Know the names of the four seasons Know the names for different types of weather Know some of the features of Autumn and Winter Skills Identify the features of Autumn and Winter Observes and identifies the current weather in the current season Identifies the changes that have occurred from one season to the next		Seasonal Changes Knowledge Know the names of the four seasons in order Know which type of weather is associated with Autumn, Winter and Spring Know some of the features of Spring Skills Identifies the correct season. From observations gives a explanation to explain my choice of season Describe how the weather has changed from Winter to Spring Describe the changes from Winter to Spring		Seasonal Changes Knowledge Know which type of weather is associated with Summer Know some of the features of Summer Skills Identify the correct season through observation and knowledge. Describe changes that occur as the seasons change, including the weather Identify which clothing would be most appropriate in each season
	My Home and School Uses language directly taught to describe my home. Knows that there are different types of homes (flats, houses, bungalows) Identifies which type of house I live in. Begins to locate my house on a simple local area map. Talks about the mode of transport used to get to school. Describes what they can see, hear, and smell whilst exploring the school environment. Know that an aerial view shows pictures of the ground from the sky.	My Local Area Knows that I live in a city called Southend-on-Sea. Know that I live the country England. Observes and responds to what they see in their local area on a walk, i.e. "I can see a post box." "I can see apples on the trees." Know the different between human and physical features. Knows the names of some physical features of my local area Know the names of some human features of my local area Begins to identify physical and humans features of the local area.			Hot and Cold Countries Know what a physical feature is. Name some of the physical features of hot and cold countries. Identifies physical features from looking at maps and photographs of hot and cold countries. Identifies the similarities and differences between two different environments. Know that children live differently in different countries. Identify similarities and differences between children lives in different countries to my life.	

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THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
	Comment on what can be seen from an aerial map view of the school setting Draws a simple map of the school with key features. Creates a map of familiar areas in the school using physical resources.		Explains that a map shows the location of places and/or a journey. Identifies the location of our school on a simple map. Uses physical resources (blocks, pencils, pens, or playdough) to create a simple map and create a fictional story. Creates a simple map and use sentences to explain what it shows. "This is my house and Goldilocks bedroom is here."		Names human actions that effect the environment. Identify the way in which the environment is influenced by humans	
Outdoor Learning Experiences	Do a bark rubbing	Cook Marshmallows on an open fire Post a letter	Build a fire Fly a kite Build a bridge	Go pond dipping Build a den for an animal	Use a hammer to nail 2 pieces of word together	Build a sandcastle Mix powder paint in a puddle
Understanding the World History: Past and Present 	Changes within Living Memory: Growing Up Use time words and phrases such as a long time ago, then, now, yesterday, today Sequence pictures from a story into a plausible chronological order (Once there were Giants) Can retell stories in chronological order using appropriate vocabulary. Identify changes between me as a baby and myself now. Sequence pictures from the human life cycle. (Human Life Cycles) Understands that some things have changed with the passing of time. Knows the main stages in the human life cycle. Sequences pictures from the human life cycle. Describes the different stages of the human life cycle. Changes within Living Memory: Transport Identifies similarities and differences between old and new cars, planes, boats and trains. Know that transport has changed with the passing of time.			Events beyond living memory: Castles Understand that the Middle ages was a long time ago in the past Know some facts about medieval castles . Know that medieval castles were lived in by important people in the Middle ages Know that castles kept families and their riches safe from rivals. Compare medieval castles to real castles today Know the historical story of Saint George and the Dragon Sequences the story of George and the Dragon in chronological order Retell the story of George and the Dragon using historical vocabulary using picture and props		Lives of significant individuals: Florence Nightingale Know that hospitals have changed over time Ask and answer enquiry based questions – What, How Identify similarities and differences between old and new hospitals. Identify Florence Nightingale Know that Florence Nightingale changed nursing and hospitals Know what chronological order is Know what a timeline shows us Know some key events in Florence Nightingale's life Put the images in Chronological order Talk through the timeline using time connectives
Understanding the World RE: People, Culture and Communities 	F1: Which stories are special and why? (Believing) Noah's Ark Know the story of Noah's Ark Know that Noah's Ark is a Christian Bible story. F4: What times are special and why? (Expressing) Harvest Knows that Harvest is a festival celebrated around the world Know why the Harvest Festival is a special time of year. Know why Harvest is celebrated. Understands the importance of sharing food with those less fortunate. Diwali Begin to know the Diwali story Explain how some Hindu's celebrate Diwali	F2: Which people are special and why? (Believing) Rama and Sita Know who Rama and Sita were Begin to think about right and wrong Know the difference between good and bad Jesus Know that Christians believe that Jesus is the son of God Retell the story of Jesus' birth. Discuss why Christmas is a birthday celebration. F4: What times are special and why? (Expressing) Christmas Know that Christian's celebrate Christmas. Begin to know the Christmas story Explain how some Christian's celebrate Jesus's birthday. Talk about the different ways that we start to prepare to celebrate his birthday. Know why Christmas is a special celebration	F2: Which people are special and why? (Believing) Grandparents Afternoon Tea Talk about people who are special to me Explain why grandparents or other relatives are special to me Enjoy spending time with grandparents or relatives. Celebrate with Grandparents F5: Being special: where do we belong? (Living) Chinese New Year Sequence the story of the Chinese New Year. Identify some of the ways that Chinese New Year is celebrated. Compare Chinese New Year New Year celebrations in England. Identify two similarities and differences between Chinese New Year and New Year celebrations	F1: Which stories are special and why? (Believing) The Easter Story Sequence the Christian Easter story. Discuss how the friends felt happy and sad. F6: What is special about our world? (Living) Plants Identify and name different plants in my local environment. Describe what they look like. Know why they are special and why we need them	F6: What is special about our world? (Living)- Animals Identify and name animals in my local environment. Identify and name animals that live around the world. Describe the features of animals. Know how and why they are special and important to our world.	F3: What places are special and why? (Expressing) Describe some places that are special to me To know that different places are special to different people My Special Places To think about a special place they have visited. To talk about places that are special. Explain why it is a special place. Local Special Places Visit a local church. Talk about why it is special to some people. Talk about why some people visit the church

	AUTUMN 1 6 weeks	AUTUMN 2 7 ½ weeks	SPRING 1 6 weeks	SPRING 2 5 weeks	SUMMER 1 6 weeks	SUMMER 2 8 weeks
THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
Expressive Arts and Design Art: Creating with Materials 	Bridget Riley: Drawing Know some facts about Bridget Riley. Identify some of the features of her artwork. Say what I like and don't like about her artwork. Knows how to hold a pencil effectively. Draws lines and shapes. Know that a pattern is when something is repeated. Creates a pattern drawing using line, circle, spirals etc. Creates a line pattern based on the artist Bridget Riley. Begins to evaluate my work. Self-portraits Knows how to hold a pencil effectively. Knows how to hold a paintbrush effectively. Know what different shapes look like. Holds a pencil and paintbrush effectively to draw/paint lines and shapes. Knows how to clean a paintbrush effectively when using different colours. Uses observational skills to observe and draw features of a face e.g eyes, eyebrows, nose, mouth, hair, ears. Use observational skills to decide which colours are the most appropriate to use.	Vincent Van Gogh Starry Night: Painting Know some facts about Henri Rousseau and the artwork her created. Identify features of his artwork. Say what I like and don't like about his artwork. Know that tone is how dark or light a colour is. Know that to make a colour lighter, white is added and to make a colour darker black is added. Make a range of tones of cold colours. Create a painting based on Starry Night. Begin to evaluate my work saying what I like and don't like.		Clay Monsters Know how to manipulate clay appropriately to form different shapes e.g rolling to make a ball, rolling to makes snakes, squeezing, pulling and pinching with fingers. Know the effects different tools will create e.g rolling pin to roll out clay, carving details into the clay with tools, smoothing out clay, creating holes. Know how to join pieces of clay together. Manipulates clay effectively for desired effect. Using tools effectively for desired effect. Joins pieces of clay together effectively so they stick together. Draws a design for particular outcome. Follows design to create outcome. Creates a clay monster. Evaluates my work.	Henri Rousseau Jungle Scene: Oil Pastels Know some facts about Henri Rousseau and the artwork her created. Identify features of his artwork. Say what I like and don't like about his artwork. Know what oil pastel are and how they are different to pencils. Know how to blend oil pastels and chalks effectively. Know that tone is how dark or light a colour is. Know that to make a colour lighter, white is added and to make a colour darker black is added. Blends oil pastels effectively to create effects. Chooses appropriate colours. Make a range of tones of cold colours. Creates a pictures based on Henri Rousseau's Jungle scene	Megan Coyle: Collage City Scene Know some facts about Megan Coyle and the artwork she created. Identify features of her artwork. Say what I like and don't like about her artwork. Know what a collage is. Know how to hold a pair of scissors effectively. Hold scissors effectively in order to cut material. To use glue to stick materials to paper or card. Make appropriate shapes by tearing paper. Use the techniques of layering and joining to create a desired outcome (represent people, animal, objects). Create a collage based on the artist Megan Coyle
Expressive Arts and Design DT: Creating with Materials 	Structures: Construction Know that a design is a drawing of the product I want to make. Know how to use glue to join two materials together. Know how to use sticky tape to join materials together. Know how to use a stapler to join materials together. To begin to follow my design. Join my chosen materials together effectively to make my product. To talk to an adult or peer about how I made my product. Design and make a boat	Mechanisms – Sliders Know what a slider is and how it works. Know how to make a simple slider. Explore a range of levers. Draw a simple design of what my lever will look like. Make a simple slider that will move backwards and forwards (horizontally). Use finishing techniques to create a background. Talk about how my slider matches by design and how it is different. Design and make a slider for a sun or moon	Structures – construction Know that labels will help other people read and understand my design. Know which joining techniques are the most effective on different materials. Draws a design and labels. Choose the most appropriate materials for the purpose of the product. Chooses the most effective joining techniques for the materials being used. Follows a design to make the desired product. Begins to evaluate: talks about what went well and what was tricky. Design and make a house	Textiles Know that sewing is a joining technique to join fabric together. Know how to hold a needle. Know how to thread a needle. Know how to sew using a running stitch. Begins to thread a large needle with support. Begins to sew using a running stitch with support	Textiles Design how I will decorate my product. Begins to thread a large needle with support. Begins to sew using a running stitch with support. Decorate my product using glue to stick pieces of fabric together. Begins to evaluate: talks about what went well and what was difficult. To sew and decorate an underwater sea creature	Food Know that a wooden spoon is used for mixing. With support weigh out ingredients. Combines ingredients by mixing ingredients with a wooden spoon. Identifies and names the changes occurred. Decorate my product. Evaluate my product, talking about: <ul style="list-style-type: none"> - How I made it - Why I chose certain materials and techniques - What went well - What was difficult - How I could improve it
Expressive Arts and Design Music	Pat-a-cake 1,2,3,4,5, Once a caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm a Little Teapot The Grand Old Duke of York Ring O'Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Twinkle Twinkle If you're Happy and You Know it Head, Shoulders, Knees and Toes	Old MacDonald Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hockey Cockey		
	Charanga Unit: Me! Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place.	Charanga Unit: My Stories Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place.	Charanga Unit: Everyone! Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Singing and playing classroom instruments within a song. Share and perform the learning that has taken place.	Charanga Unit: Our World Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Singing and learning to play instruments within a song. Share and perform the learning that has taken place.	Charanga Unit: Big Bear Funk Listening and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voice and instruments. Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs. Playing instruments within the song. Improvisation using voices and instruments. Riff-based composition. Share and perform the learning that has taken place.	Charanga Unit: Reflect, Rewind and Replay Consolidate learning throughout the year. Revisit chosen nursery rhymes. Learn about the History of Music and the beginning of the Language of Music
Whole School Events	Multicultural Week	Remembrance Enterprise Week Nativity Performance	Book Week		Science Week Gemma's Farm Chicks	Health Week Sports Day
Parental Involvement	Curriculum Meeting Multicultural Class Assembly Phonics Workshop 1	Walk to the Post Box Phonics Workshop 2 Handwriting Workshop	Relative's Afternoon Tea Maths Workshop	Reading and Writing workshop	Sewing Workshop Library Visit	Local Church Visit Beach Visit

