



Respect
For All

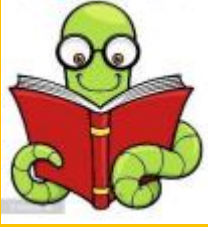
Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG - Expectations for the end of the academic year
Theme	All about me!	Space	The Arctic	Growing	Animals in Stories	Super Heroes	
Key Texts			 				

	 				 		
<p>English</p> <p>Reading</p>  <p>Comprehension</p>	<p>RWI set 1 sounds Letter formation Name writing CVC word reading and writing</p>	<p>RWI Set 1 sounds Letter formation Name Writing CVC word reading and writing Write words and labels using taught sounds To write captions using taught sounds</p>	<p>RWI Set 2 sounds Letter formation lower-case letters correctly Write sentences using fingers spaces Understand that sentences start with a capital letter and end with a full stop Spell words using taught sounds</p>	<p>RWI Set 2 sounds Formation of lower-case letters correctly and begin to former capital letters Write sentences using finger spaces and full stops Spell words using taught sounds</p>	<p>RWI Set 2 sounds Formation of lower -case and capital letters Writing longer words which are spelt phonetically Correct use of capital letters at the start of a sentence</p>	<p>RWI set 2 sounds Formation of lower-case and capital letters Writing longer words and compound words which are spelt phonetically Writing sentences using a capital letter, finger spaces and full stop</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>



Writing



Spell some taught tricky words correctly

Spell some taught tricky words correctly

Use of finger spaces and full stops when writing a sentence

Spell some taught tricky words correctly


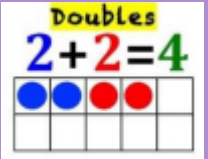
Read own work back to check it makes sense

Spell some taught tricky words correctly


Read work back and check it makes sense

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, rhymes and poems and during role play.

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the


							sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
<p>Maths</p> <p>Number</p>  <p>Numerical Patterns</p> 	<ul style="list-style-type: none"> *Number names 0/5, 0-10 *Counting rhymes *Counting forwards/backwards from 0-5 and 0-10 and backwards *Counting forwards/backwards from 0-10 starting at any given number *Subitising *1:1 counting of sets of objects to 5 and then to 10 *Counting amounts out from a larger set Number formation Matching quantity to numerals (0-5 and 0-10) 	<ul style="list-style-type: none"> * Recognising and using numbers to 5/10 in different contexts *comparing objects by weight *using non-standards to balance scales *compare the weight of up to 3 objects *1 more/1 less than numbers to 5 and 10 and beyond *2d shapes and their properties *3d shapes and their properties 	<ul style="list-style-type: none"> * Recognising and using numbers to 10/20 in different contexts *introduction of symbols +/-/= using equipment to solve +/- calculations *solving problems related to +/- *Number bonds to 5 and then to 10 and beyond *Positional Language 	<ul style="list-style-type: none"> * Recognising and using numbers to 10/20 in different contexts *capacity - comparing capacity - ordering my amount *Money - recognising coins, counting sets of coins, making total amounts 	<ul style="list-style-type: none"> * Recognising and using numbers to 10/20 in different contexts *Doubling *Halving *exploring even and odd numbers *word problems including +/- /doubling/halving *Time - o'clock and half past *counting in steps of 2, 5, 10 *estimating 	<ul style="list-style-type: none"> * Recognising and using numbers to 10/20 in different contexts *Problem solving - working systematically, pattern spotting, reasoning logically *counting in steps of 2, 5 and 10 	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.</p> <p>Verbally count beyond 20,</p>


	<p>*Measuring - comparing objects (longer/shorter/bigger/ smaller) - what am I bigger/smaller than?</p> <p>*using non-standard measures to measure the length of objects</p> <p>*Ordering sets of objects by height/length</p> <p>*Sorting - sorting objects by colour, size, amount etc children being able to explain how and why they have sorted their objects the way they have</p> <p>*Repeating patterns</p>						<p>recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
Communication and Language	Learning routines / transition	Communication about familiar	Maintain attention	Two channelled attention.	Listen to stories with	Listen in new situations and in	Listen attentively and respond to what

<p>Listening, Attention and Understanding</p>	<p>signals. Communicationengage in conversation. Respond to 'where', 'how', 'why' questions about self. Follow instructions</p>	<p>people and events. Respond to events and provocations Listen and Attentionbuilding skill.</p>	<p>Responds appropriately. Respond to and ask questions. Respond to and interact with others.</p>	<p>Respond to others with relevant comments. Follow complex instructions.</p>	<p>enjoyment and respond. Communicate about characters in stories. Respond to and answer 'how' and 'why' questions in response to stories.</p>	<p>larger groups. Respond to and answer questions in response to ideas and events.</p>	<p>they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers</p>
<p>Communication and Language</p> <p>Speaking</p> 	<p>Answering questions. Speaking in sentences about me and my life at home. Communication events</p>	<p>Communication-take turns to listen and speak Questioning. Communication</p>	<p>Uses tenses in conversations. Reasoning-why things happen-well-formed sentences. Questioning to extend learning.</p>	<p>Clarify thinking and using talk to connect ideas and work out problems. Using sentences- well formed. Ask</p>	<p>Narrative-use language of traditional tales to imagine and recreate ideas. Speaking in sentences details</p>	<p>Questioning facts and information. Clarify thinking through talk to connect ideas. Future tense Transition</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for</p>



				questions to extend learning			why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
History (UW) Past and Present 	Changes since birth and me Black History Month Celebration	Experiences of bravery (travelling to space) Remembrance Day Christmas Past and present.	I remember... What past events can you remember?	St George's Day. Castles	Smithill's Farm Visit - how did it look in the past? Transport Changes	People who help us (super powers)	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on


							<p>their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>Geography</p> <p>(UW) The Natural World</p> 	<p>My house/ changes to my home/local area</p>	<p>Local Area - map retrieval</p> <p>Planet Earth- why is it special?</p> <p>Christmas around the world.</p>	<p>Life In different countries (life in the Arctic and how animals adapt to their environment)</p>	<p>Looking for green space in our local area.</p> <p>Different types of tree. Why are trees important?</p>	<p>Different environment relating to farm animals</p> <p>Animals and their young</p>	<p>What can we do to help the Earth?</p> <p>Recycling</p> <p>Power saving etc</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the</p>
<p>Science</p> <p>(UW) Natural World</p>	<p>This is me - my body</p> <p>Senses</p> <p>Materials- names</p>	<p>Nocturnal Animals</p> <p>Space</p> <p>Seasonal Changes</p>	<p>Animals and their habitats</p> <p>Floating and Sinking</p>	<p>How do plants grow</p> <p>Sorting Fruit and Vegetables</p>	<p>Farm Animals</p> <p>Life Cycles</p> <p>Seasonal Changes</p>	<p>Seasonal Changes</p> <p>Looking after our body.</p> <p>Our own super</p>	


	<p>Seasonal Changes</p>		<p>Materials - properties</p> <p>Seasonal Changes</p>	<p>Healthy Diets</p> <p>Seasonal Changes</p>		<p>powers - strength, speed, flexibility etc.</p>	<p>natural world around them including the season and changing states of matter.</p>
<p>RE</p> <p>(UW) People, cultural and Communities</p> <p>2 year cycle - Chester Diocese Syllabus</p>	<p>Good News</p> <p>What is good news? What good news stories do we find in the Bible?</p>	<p>Christian Community</p> <p>What is the church? Why is the local church linked to our school?</p>	<p>Kingdom of God</p> <p>What kind of king might Jesus have been?</p>	<p>Forgiveness</p> <p>Why do people say sorry? Why do Christians say 'it doesn't matter' when people make mistakes?</p>	<p>Discipleship</p> <p>Why did the first disciples change their lives when they met Jesus?</p>	<p>World Religions</p> <p>Bible Stories</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in</p>
	<p>God</p> <p>What do Christians say God is like?</p>	<p>Incarnation</p> <p>Why do Christians perform nativity plays at Christmas?</p>	<p>Salvation</p> <p>Why do Christians put three crosses in an Easter garden?</p>	<p>Resurrection</p> <p>How was Easter Day different from Good Friday? Why are Christians happy on Easter day?</p>	<p>Holy Spirit</p> <p>What do Christians say the Holy Spirit is like</p>	<p>Creation</p> <p>What does the creation story teach Christians about God?</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in</p>

							other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.
No Outsiders	To Celebrate my family Text - Mommy Mama and Me (Leslea Newman and Carol Thompson)	To say what I think Text - You Choose (Nick Sharratt)	To understand that its ok to be different Text - Red Rockets and Rainbow Jelly (Sue Heap and Nick Sharratt)	To Understand that all families are different Text - The Family Book (Todd Parr)		To make friends with someone different Text - Blue Chameleon (Emily Gravett)	
PSED Self Regulation 	Express their feelings- share and show how they feel Manage - adapt behaviour to new routine.	Communication - recall experiences, make choices. Understand how others feel- share experiences similar and different	Communication - own needs and listen to others. Manage feelings and behaviour	Express feelings - pride in achievements. Active learning	Manage - work with and negotiate with others Understand how others feel-empathy	Manage - adapt behaviour for new transition situation Understand feelings about transition	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their

							<p>immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>
<p>PSED</p> <p>Managing Self</p> 	<p>Self-identity Understanding feelings - new rules/ routines Being in a classroom Being gentle Rights and responsibilities Dreams and Goals</p>	<p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p>Exercising bodies Physical activity Healthy food Sleep Keeping clean</p>	<p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet</p>

							and understanding the importance of healthy food choices
PSED Building Relationships 	Build new friendships. Work together - understand simple rules.	Working together collaboration tasks (focus on sharing and turn taking).	Social skills and positive interactions with others. Use language in play.	Communication - explain own knowledge and understanding.	Work together collaboration and being considerate to the needs of others	Work together - take on other's ideas. Use language - planning play	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Art (EAD) Creating with Materials 	Colour Mixing Range of activities linked to theme, including Drawing - early mark-making, self-portraits Collage	Colour Mixing Range of activities linked to theme, including Pattern making Playdough Aliens Look at a famous Artist Piet Mondrian	Range of activities linked to theme, including Scissor skills- children to make their own snowflakes/cut out shapes to build a penguin.	Range of activities linked to theme, including Printing with different fruit and vegetables Observational drawings/paintings/use of	Range of activities linked to theme, including Mask Making Observational drawing of animals using pastels/crayons /chalks	Range of activities linked to theme, including Design and create a superhero shield	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials

		Children to create their own piece based on his work.	Collage of a penguin Drawing- chn to follow visual instructions to draw a penguin.	pastels to create pictures of flowers - daffodils/tulips etc Easter Mark making using a variety of different tools	Collage using a variety of textures to create different animal patterns.		when role playing characters in narratives and stories.
DT (EAD) Creating with Materials 	Model Building Range of activities linked to theme, including Putting a skeleton back together. Making with loose parts/junk model making	Model Building Range of activities linked to theme, including Junk Modelling a rocket/space buggy. Wrapping Christmas presents.	Range of activities linked to theme, including Design and build a boat that can float. Model designing and building using construction equipment.	Range of activities linked to theme, including Build a castle using lego blocks. Model designing and building using construction equipment.	Range of activities linked to theme, including Model designing, building and adapting	Range of activities linked to theme, including Using Vegetables to make your own supertato. Model designing, building and adapting	
Music	Me	My Stories	Everyone	My World	Big Bear Funk	Reflect, rewind and reply	Invent, adapt and recount narratives and stories with peers and their


<p>(EAD) Imaginative and Expressive</p> <p>Charanga Scheme followed Plus Children have weekly music enrichment with peripatetic teacher</p> 							<p>teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music</p>
<p>PE</p> <p>PD (Gross Motor)</p>							<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination</p>



PD (Fine motor)



							<p>when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To copy letters using a lead in and lead out</p> <p>To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing</p>

	<p>make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>To begin to hold a knife correctly and use to cut food with support</p> <p>To use tap and pin</p>					
<p>Computing</p> 	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p> <p>To learn about e-safety</p>	<p>To know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p> <p>To use the iPad to take pictures</p>	<p>To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size</p>	<p>To use the IWB, changing games and programmes</p>	<p>To explore how a Bee-Bot works</p> <p>To use the internet with adult supervision to find and retrieve information</p>	<p>To begin to give reasons why we need to stay safe online</p> <p>To use the Bee-Bots and program them to go forwards and backwards and left and right</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>