



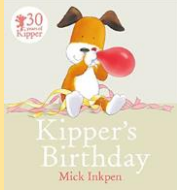

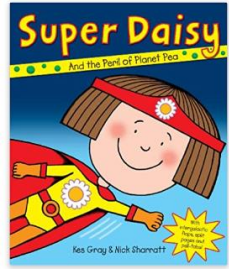
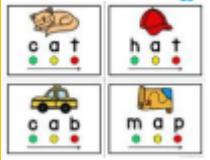

Respect  
For All

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><b>English</b></p> <p>Reading</p>  <p>Comprehension</p>  <p>Writing</p>	<p>A range of activities linked to our theme "all about me"</p> <ul style="list-style-type: none"> <li>• Mark making</li> <li>• Messages</li> <li>• Name writing</li> <li>• Birthday cards</li> <li>• Letter formation - RWI Sound Set A/B</li> <li>• Shared story maps</li> <li>• CEW</li> <li>• Sequencing sentences</li> <li>• Using small world equipment to retell</li> </ul>	<p>A range of activities linked to our theme "Space"</p> <ul style="list-style-type: none"> <li>• Mark making leading to emergent writing</li> <li>• Lists, labels, captions</li> <li>• CVC writing</li> <li>• Letter formation - RWI Sound Set A/B</li> <li>• Letters</li> <li>• Sentence writing</li> <li>• Story sequencing</li> <li>• Fact writing</li> <li>• Shared story maps</li> </ul>	<p>A range of activities linked to our theme "Winter"</p> <ul style="list-style-type: none"> <li>• Sentence building</li> <li>• Sentence writing</li> <li>• Letter formation</li> <li>• Instructions</li> <li>• Innovating known stories</li> <li>• Creating own story maps</li> <li>• Post cards</li> </ul>	<p>A range of activities linked to our theme "Growing"</p> <ul style="list-style-type: none"> <li>• Sentence building</li> <li>• Sentence writing</li> <li>• Recipes</li> <li>• Creating own story maps and writing simple stories</li> <li>• Instructions</li> <li>• Dairy writing</li> </ul>	<p>A range of activities linked to our theme "Animals in stories"</p> <ul style="list-style-type: none"> <li>• Innovating shared stories</li> <li>• Writing own stories using a story map</li> <li>• Recount</li> <li>• Rhymes</li> <li>• Riddles</li> <li>• Fact files</li> <li>• Sentence building</li> <li>• Sentence writing</li> </ul>	<p>A range of activities linked to our theme "Superheros"</p> <ul style="list-style-type: none"> <li>• Posters</li> <li>• Writing own stories</li> </ul>	<p><b>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</b></p> <p><b>Demonstrate understanding of what has been read to them by retelling stories, and</b></p>



shared stories

- Using small world equipment to retell shared stories

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.


Phonics - RWI

Sound Sets A/B



Ability Group teaching

	Whole class teaching			
<p><b>Maths</b></p> <p>Number</p>  <p>Numerical Patterns</p> 	<p><b>White Rose</b></p> <p>Match sort and compare</p> <p>Talk about measure and patterns</p> <p>Its me 1, 2, 3</p> <p>Circles and triangles</p> <p>1, 2, 3, 4, 5</p> <p>Shapes with 4 sides</p>	<p><b>White Rose</b></p> <p>Alive in 5</p> <p>Mass and Capacity</p> <p>Growing 6, 7, 8</p> <p>Length, height and time</p> <p>Building 9 and 10</p> <p>Explore 3d shapes</p>	<p><b>White Rose</b></p> <p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p> <p>Sharing and grouping</p> <p>Visualise build and map</p> <p>Make connections</p>	<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, recognising the</p>

							<p>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>
<p><b>History</b></p> <p>(UW) Past and Present</p> 	<p><b>All about me!</b></p> <p>Who is my family and how have I changed?</p>	<p><b>Space</b></p> <p>Who was the first man on the moon?</p>	<p><b>Winter</b></p> <p>Who has explored cold places?</p>	<p><b>Growing</b></p> <p>Did people grow food the same way long ago?</p>	<p><b>Animals in stories</b></p> <p>Can I recognise how transport has changed over time?</p>	<p><b>Superheroes</b></p> <p>What were jobs like in the past?</p>	<p>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 their experience</p>

							and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
<b>Geography</b> (UW) The Natural World 	<b>All about me!</b> Where do I live and what do I live near?	<b>Space</b> What does our world look like from above?	<b>Winter</b> Where are the hot and cold places in our world?	<b>Growing</b> Where does our food come from?	<b>Animals in stories</b> Animals and their habitats - which animals might you find in a zoo?	<b>Superheroes</b> What can we do to look after our Earth? (recycling, saving electricity, sea pollution)	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 natural world
<b>Science</b> (UW) Natural World	<b>All about me!</b> What can I discover in my small world?	<b>Space</b> What is in, around and above the starry night?	<b>Winter</b> How does the world change in winter?	<b>Growing</b> Ready, steady can you grow?	<b>Animals in stories</b> Can you be an animal detective?	<b>Superheroes</b> What makes you a hero?	

							<p>around them including the season and changing states of matter.</p>
<p><b>RE</b></p> <p>(UW) People, cultural and Communities</p> <p>Schemes of work taken from NATRE</p> 	<p>Why is the word "God" an important word for Christians?</p>	<p>Why do Christians perform Nativity plays at Christmas?</p>	<p>Being Special - Where do I belong?</p>	<p>Why do Christians put a cross on their Easter garden?</p>	<p>Which places are special and why?</p>	<p>Which stories are special and why?</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.
<b>No Outsiders</b> 	<p>To Celebrate my family</p> <p>Text - Mommy Mama and Me (Leslea Newman and Carol Thompson)</p>	<p>To say what I think</p> <p>Text - You Choose (Nick Sharratt)</p>	<p>To understand that its ok to be different</p> <p>Text - Red Rockets and Rainbow Jelly (Sue Heap and Nick Sharratt)</p>	<p>To Understand that all families are different</p> <p>Text - The Family Book (Todd Parr)</p>	<p>To make friends with someone different</p> <p>Text - Blue Chameleon (Emily Gravett)</p>	
<b>Growth Mindset (Rising Stars)</b> 	<p>Help! I am stuck</p>	<p>Everyone can learn to ride a bike</p>	<p>Incy Wincy Spider</p>	<p>Clever sticks</p> <p>Toppling Towers</p>	<p>Rooting for you</p>	
<b>Think Equal curriculum-based programme that supports social and emotional development in the Early Years</b>						

A holistic Early Years Programme based on a commitment to social equality, gender, racial and religious equality, social and emotional health and well being and global citizenship, based in social-emotional learning.

PSED  
Self-Regulation



Marvellous Me  
  
These Feelings  
  
The Weather inside me  
  
Exploring Kindness  
  
Ted the Tiger Timer  
  
The secret adventures of anonymouse

Curly the Chameleon  
  
Practising Kindness  
  
Ahmed's Journey  
  
Faisal's not Himself  
  
Biyu The Brave Pea  
  
Thabo and the Trees

Exploring Sensations  
  
Passing Clouds  
  
Yoshi is Different  
  
Nisha and the Tiger  
  
Francisco's Family

Help Now!  
  
Zelda Goes on Holiday  
  
The Monster in the Smoke  
  
Nothando's Journey  
  
Reha to the Rescue

My amazing brain  
  
A tiny seed  
  
My amazing brain B  
  
Our home  
  
Gokul's Game

My Dream in the drawer  
  
Sydney the seahorse  
  
Deji and Nnedi and the very large cushion



**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 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**



**PSED**


Managing Self



**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 and understanding the importance of healthy food choices**

<p><b>PSED</b></p> <p>Building Relationships</p> 							<p>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.</p>
<p><b>Art/DT</b></p> <p>(EAD) Creating with Materials</p> 	<p><b>All about me!</b></p> <p>Activities linked to theme</p>	<p><b>Space</b></p> <p>Activities linked to theme</p> <p>Looking at the work of Georgia O'Keefe (links to Remembrance)</p> <p>Looking at the work of Piet Mondrian (links to Christmas)</p>	<p><b>Winter</b></p> <p>Activities linked to theme</p>	<p><b>Growing</b></p> <p>Activities linked to theme</p> <p>Looking at the work of Paul Klee (Castle and Sun)</p>	<p><b>Animals in stories</b></p> <p>Activities linked to theme</p>	<p><b>Superheroes</b></p> <p>Activities linked to theme</p>	<p>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 when role playing characters in narratives and stories.</p>

<p><b>Music</b></p> <p>(EAD) Imaginative and Expressive</p> <p>Children have weekly music enrichment with peripatetic teacher</p> 							<p><b>Invent, adapt and recount narratives and stories with peers and their 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</b></p>
<p><b>PE</b></p> 	<p>Get Set 4 PE</p> <p>Fundamentals Unit 1: All about me</p> <p>Introduction to PE: Everyday Life</p>	<p>Get Set 4 PE</p> <p>Dance Unit 1: Everyday Life</p> <p>Fundamentals Unit 2: Places and Spaces</p>	<p>Get Set 4 PE</p> <p>Ball Skills Unit 2: The Weather</p> <p>Games Unit 2: Around the World</p>	<p>Get Set 4 PE</p> <p>Gymnastics Unit 2: Traditional Tales</p> <p>Games Unit 1: Transport</p>	<p>Get Set 4 PE</p> <p>Ball Skills Unit 1: Minibeasts</p> <p>Gymnastics Unit 1: Animals and their habitats</p>	<p>Get Set 4 PE</p> <p>Fantasy and Adventure</p> <p>Dance Unit 2: Places</p>	<p><b>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such</b></p>

							as running, jumping, dancing, hopping, skipping and climbing.
<b>Computing</b> 	What technology can we find around us and how can we use it?	How can we stay safe when we use the internet?	What can we do with this technology and how can we use it?	How can we make pictures on the computer or iPad using different colours and brushes?	What can we make a Beebot do?	How can we use the computer or iPad to choose different games?	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.
	Trip around our local area  Our first visit to Church	Christmas Tree Festival  Nativity Play  Visit from Wonder Dome  Remembrance  Friendship Week Chinese New Year	Fairtrade Week  Valentines	Carers week  Science Week  World Book Day	VE day celebrations  Trip to the zoo	Sports Day  Transition  Teddy Bears Picnic	

		Bonfire Night Harvest					
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