



Yew Tree Primary Academy

Whole School Curriculum Map

2022-2023

Whole School Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Year 1						
English	<p style="text-align: center;">Autumn 1</p> <p>Cave Baby by Julia Donaldson and Emily Gravett- Labels and captions, informal letter, re-telling a narrative</p> <p>Beegu by Alexis Deacon Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction report Own version 'alien' narrative Link to phonics: 'alien words'</p>		<p style="text-align: center;">Spring 1</p> <p>Send for a Superhero by Michael Rosen and Katharine McEwen- Wanted posters, letters, speech bubbles, diaries, emails, character descriptions. Writing own version of a superhero narrative.</p> <p>The Magic Bed by John Burningham- Setting description, additional scene, description of magical piece of furniture, lists. Writing own version of a fantasy story.</p>		<p style="text-align: center;">Summer 1</p> <p>Astro Girl by Ken Wilson - Max- Writing in role, commands, 'how to' guide. Writing a fact file about being an astronaut</p> <p>Stanley's Stick by Neal Layton and John Hegley- Retelling, descriptions. Writing own version of the narrative.</p>	
	<p style="text-align: center;">Autumn 2</p> <p>So much by Trish Cooke</p>				<p style="text-align: center;">Summer 2</p>	

Maths	<p><i>Performance/narrative poetry; own version narrative poem.</i></p> <p>Lost and Found by Oliver Jeffers- character descriptions, instruction and writing a losing/finding narrative.</p>		<p>Spring 2</p> <p>Iggy Peck, Architect by Andrea Beaty and David Roberts- Setting description, additional scene, description of magical piece of furniture, lists. Writing own version of a fantasy story.</p> <p>The Odd Egg by Emily Gravett- Thought and speech bubbles, diary entry, letter, certificate. Writing an Egg-spotter's guide (non-fiction report).</p>		<p>Billy and the Beast by Nadia Shireen- Wanted poster, summary, emails, character descriptions, recipes. Writing own version of a 'defeat a monster' narrative.</p> <p>Julian is a Mermaid by Jessica Love- Instructions, writing in role, advertisements. Writing a three-verse poem.</p>	
	Addition and Subtraction	Measurement Ordinal numbers	Multiplication and Division	Fractions Halves and quarters	Telling time the hour	Volume and Capacity

	Place Value		Grouping and sharing amounts	Counting to 100 In tens and ones	Telling time to the half hour Recognising coins	Finding Mass
Science Seasonal change covered throughout the year	Animals including humans The human body	Animals including humans Groups of animals and habitats	Materials Manmade and natural materials	Materials Comparing the properties of objects and materials	Plants Life cycles	Plants Growing and what plants need
Computing	My online life How to stay safe on the internet	Modern Tales Creating a video story with audio	What is a computer How do we use a computer and what do we use it for?	Mini-beasts Recognising the ways in which we can use technology.	Animate with shapes Using technology to present our ideas using 2d and 3D shapes.	Drawing Maths Drawing using shapes lines and curved lines.
Learning Tree (History and Geography)	Me and My Family		Come Fly with Me How did the Wright Brothers and Amelia Earhart change how we travel?		Significant Individuals What can we learn from the lives and achievements of Katrina Johnson Thompson and Mary Peters?	

RE	Harvest celebrations	Christmas-giving gifts	Jesus -the Miracle Maker and Jesus the story teller	Easter- the story	Judaism	Judaism
Art	Drawing: Make Your Mark	Painting: Colour Splash		Sculpture and 3D Paper Play	Craft and Design: Embellishments	
DT	Textiles: Puppets Joining fabric, design, joining technique, before decorating.		Structures Design, construct, and explore various types of windmill, how they work and their key features.		Fruit and Vegetable smoothies	
PE	Fundamentals Team Building	Fitness YOGA	Dance Target games	Gymnastics Ball Skills	Striking and fielding Net and wall	Athletics Invasion
Music	Pulse and Rhythm (All about Me!)		Musical vocabulary (Under the sea)		Timbre and Rhythmic patterns (Fairy tales)	Pitch and Tempo (Superheroes)
PSHE	Rules Internet safety Friendship	Good manners Feelings Responses Opinions	Washing hands Healthy eating Physical activity Comparisons	Bullying Behaviour Personal safety emotional safety	Kindness Family Caring Lending and borrowing	Sun safety Road safety Money

					Sharing	Internet safety- safe zone
Year 2						
English	Autumn 1	Spring 1	Summer 1			
	<p><i>Great Fire of London by Emma Adams and James Weston</i> Non- fiction text incorporating different text-types, including a guide to London buildings (non-chronological report), warning posters, writing a diary entry in role.</p> <p><i>The Street Beneath Our Feet by Charlotte Guillian</i> Link to <i>A Walk in London</i> text</p>	<p><i>The Dragon Machine by Helen Ward and Wayne Anderson- Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in role. Writing own version of a dragon story.</i></p> <p><i>Africa, Amazing Africa by Atinuke (non-fiction)</i></p>	<p><i>The Journey Home by Frann Preston-Gannon-Posters, lists, postcards, wanted posters, Information report, short stories. Writing a persuasive letter.</i></p> <p><i>Fanatical About Frogs by Owen Davey</i></p>			
	Autumn 2	Spring 2	Summer 2			
		<i>Billy and the Minpins by Roald Dahl</i>	<i>House Held Up By Trees by Ted Kooser</i>			

	<p><i>A Walk in London by Salvatore Rubbino 3- Recounts of a trip around the local area, statements of information. Writing A Walk in...' guidebook.</i></p> <p><i>If All the World Were by Joseph Coelho 2- Writing in role, letter of advice, short explanation. Non-narrative read-aloud poem</i></p>		<p>Link to topic: geographical skills; comparison other worlds-Danger posters, setting descriptions, character descriptions, information reports, postcards. Writing own version of an adventure narrative.</p> <p><i>Tadpole's Promise by Jeanne Willis and Tony Ross- Setting descriptions, oral retellings, own version narrative. Explanation writing - frog life cycle</i></p>		<p>Link to topic: Creation & Conservation. Descriptive non-fiction, life-cycles, instructions for seed packets and write a Newsreport</p> <p><i>There's a Rang-Tan in my Bedroom by James Sellick and Frann Preston-Gannon</i></p>	
<p>Maths</p>	<p>Number & Place Value, Counting, addition & subtraction (including money).</p>	<p>Number & Place Value, Multiplication & Division.</p>	<p>Length, mass, capacity & Volume. Addition, subtraction, counting & money.</p>	<p>Fractions, time, statistics & word problems.</p>	<p>2D, 3D shapes. Position & Direction. Addition & Subtraction.</p>	<p>Volume, temperature, picture graphs & consolidation.</p>

Science	Animals including humans	Materials		Living things and their habitats		Plants
Computing	Internet Safety	Online Buddies My Online Life	Code A Story	Story Land	Heads Up	Maths Madness
Learning Tree (History and Geography)	London Calling What changed because of the Great Fire of London?		Come Fly with Me Again Where would you rather live Halewood or Nairobi?		Significant Individuals What can we learn from the lives and achievements of David Attenborough and Mary Anning?	
RE	Joining a community	Christmas-good news	What is church?	Easter-emotions	Hinduism	
Art	Painting and Mixed Media		Drawing- Tell a Story	Craft and Design	Sculpture and 3D	
DT	Mechanisms- Moving Ferris Wheels		Structures	Mechanical Monsters	Food and Drink- Hidden Sugars in Drinks	
PE	Fundamentals Team Building	Yoga Dance	Gymnastics Net and Wall	Invasion Games Ball Skills	Athletics Fitness	Striking & Fielding Target Games

Music	Orchestral Instruments		Musical Me	African Call and Response Song		Myths and Legends
PSHE	Families & Friends/Communities	Emotions/Communication	Hygiene	Changing & Growing	Bullying/Fairness	Emotions/Money & Finance
Year 3						
English	Autumn 1 Cinderella of the Nile Outcomes/genres: Short news report, diary entry, character description, advert, own version of traditional tale. Two weeks with the Queen by Morris Gleitzman (has themes of death and acceptance around this; living in the moment; resilience; kindness)		Spring 1 The First Drawing Outcomes/genres: Character description, diary entry, recount, own historical narrative. Black Dog Outcomes/genres: Own version of suspense -, narrative, description, dialogue.		Summer 1 The Matchbox Diary Outcomes/genres: Dialogue, diary entry, re-telling, mini-autobiography, ship's log, non-chronological report. Continued Fortunately the Milk by Neil Gaiman (travel and exploration; Summer 2 Cinnamon	

Maths	Autumn 2 The Story of Tutankhamun Outcomes/genres: Non-chronological report, instructions, character description, diary entry, newspaper report, poster, biography.		The Lost Species by Jess French and Daniel Long - non-fiction (stone age) Spring 2 The Iron Man Outcomes/genres: Character description, short news report, letter of advice, menu (using descriptive devices), poetry, mystery narrative.		Outcomes/genres: Diary entry, informal letter, dialogue, advert, limericks and other poetry forms, own version mythical tale. Flotsam Outcomes/genres: Setting descriptions, narrative retelling, non-chronological reports, letters (informal), sequel (mystery narrative). Cats by T.S Eliot (poetry)	
	The Tear Thief Outcomes/genres: Poem, persuasive poster, discussion, letter of explanation.	Fortunately the Milk by Neil Gaiman	Length	Fractions, Decimals and	Money continued	Picture Graphs and Bar Graphs
Numbers to 1000	Multiplication and Division					

	Addition and Subtraction	Further Multiplication and Division	Mass	Percentages: Fractions Money	Time Perimeter of figures	Lines and Shapes Angles
Science	Biology - Animals including Humans	Biology - Animals including Humans	Chemistry- Rocks and Soils	Physics- Forces	Biology- Plants	Physics-Light
Computing	My Online Life (Education for a Connected World Framework)	Keyboard Adventures (Use of keyboard and short cuts)	Online Detectives (Internet Searching)	Dancing Robot (Scratch Jr's coding blocks)	Rainforests (Virtual Reality (VR) apps)	T-Shirt Designer (Illustrators/designers)
Learning Tree	Awesome Egyptians What was life like for an Ancient Egyptian?		Set in Stone What was life like before we lived in houses?		Europe - Italy What can we learn about the UK and Europe? Where would you rather live Halewood or Italy?	

<i>(History and Geography)</i>						
RE	Creation-stories from different Faiths	Christmas-symbols of light	The Bible	Easter- Jesus' friends	Sikhism	
Art	Awesome Egyptians: A1 - Formal Elements	A2- Art and Design Skills	Set in Stone (Stone Age to Iron Age): S1 - Prehistoric Art		Europe- Italy S1- Craft: Materials (Tie-dye, weaving, sewing a T-shirt)	
DT	Awesome Egyptians: A1- Electrical Systems (Static Electricity)	A2- Textiles: Cushions		Set in Stone (Stone Age to Iron Age): S2- Mechanisms: Pneumatic Systems	Europe- Italy S1- Structures: Castles	S2- Eating Seasonally (Crumble/tart)
PE	Fundamentals Basic skills	Yoga Football	Gymnastics Fitness	Dance Golf	Tennis Tag Rugby	Athletics Rounders

Music	Ballads		Developing singing technique	Pentatonic Melodies and Composition	Traditional instruments and improvisation	
PSHE	Health and Wellbeing: Online Safety Living in the Wider World: Rules	Relationships: Healthy relationships and friendship Emotions: Loss and separation	Health: Physical, emotional and mental wellbeing	Relationships: Communication Living in the Wider World: Diversity and Communities	Health and Wellbeing: Growing and Changing First Aid	Health and Wellbeing: Healthy Lifestyles Relationships: Collaboration
Spanish	Self, family and friends	School life	The world around us	Animals and home environment	Leisure	Summer
Year 4						
English	Autumn 1		Spring 1		Summer 1	
	Weslandia by Paul Fleischman- Retelling, character description, book review. Write a Non-chronological report.		Winter's Child by Angela McAllister, Grahame Baker Smith- Postcard (recount), dialogue, setting description as a letter, retelling. Writing a fantasy story sequel.		Odd and the Frost Giants by Neil Gaiman- Narrative recount, character and setting descriptions, letters, short explanations. Writing a retelling - alternative perspective.	

	<p>The Firework Maker's Daughter by Philip Pullman - links to journeys and exploration; resilience; courage</p> <p style="text-align: center;">Autumn 2</p> <p>The Heart and the Bottle by Oliver Jeffers- Character descriptions, narrative retelling. Writing own version of a 'dilemma' narrative.</p> <p>Shackleton's Journey by William Grill-Packing lists (justifications), letters (formal and informal), interviews, diaries. Writing a Newspaper report.</p>	<p>Earth Shattering Events by Robin Jacobs and Sophie Williams Link to topic: natural disasters</p> <p style="text-align: center;">Spring 2</p> <p>Escape from Pompeii by Christina Ballit- Setting descriptions, information report, dialogue. Writing own version historical narrative.</p> <p>The legend of Sally Jones by Jakob Wegelius- Birth Certificate, letter, class 'book of tricks', newspaper article, dialogue, advert, diary entry, leaflet, telegram, booklet, 'so long' note. Write a further adventure in the style of the author.</p>	<p>The Polar Bear Explorers' Club by Alex Bell Link to topic: exploration of the North; different clubs - link to clans</p> <p style="text-align: center;">Summer 2</p> <p>Jabberwocky By Lewis Carroll- Performance poetry, explanatory descriptions. Writing a nonsense poem.</p> <p>The Mysteries of Harris Burdick by Chris Van Allsburg- Diary entries, dialogue, setting description (atmospheric description), captions and titles. Writing own version mystery narrative.</p>
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Maths	<i>Numbers to 10,000</i> <i>Addition and Subtraction within 10,000</i>	<i>Multiplication and Division</i> <i>Further Multiplication and Division</i>	<i>Further Multiplication and Division</i> <i>Graphs</i> <i>Fractions</i>	<i>Time</i> <i>Decimals</i>	<i>Money</i> <i>Mass, Volume and Length</i> <i>Area of Figures</i>	<i>Geometry</i> <i>Position and Movement</i> <i>Roman Numerals.</i>
Science	<i>Electricity</i>	<i>States of Matter</i>	<i>Animals including Humans</i>	<i>Living things and habitats</i>	<i>Sound</i>	<i>Sound</i>
Computing	<i>Fake or Real?</i>	<i>My Online Life</i>	<i>Hour of Code:</i>	<i>Dinosaurs</i>	<i>Wizard School</i>	<i>Minecraft Challenges</i>
Learning Tree <i>(History and Geography)</i>	<i>The Roman Empire</i>		<i>Shake, Rattle and Roll</i> <i>What are volcanoes and earthquakes?</i>		<i>Anglo Saxons and Scots</i> <i>Why did they choose to settle in Britain?</i>	
RE	<i>Faith figures</i>	<i>Christmas-journeys</i>	<i>Who is Jesus?</i>	<i>Easter- Jesus' journey</i>	<i>Islam</i>	<i>Islam</i>

		Feelings		Extremism and radicalisation		
Spanish	Self, family and friends	School life	The world around us	Animals and home environment	Leisure	Summer

Year 5

English	<i>Autumn 1</i>	<i>Spring 1</i>	<i>Summer 1</i>
	<p><i>Beowulf by Michael Morpurgo</i> Letter of advice, diary entry, dialogue, character and setting description, action scenes, obituary</p> <p><i>Own version legend or missing chapter</i></p> <p><i>The Tempest</i> Playscript- setting description, character descriptions,</p>	<p><i>The Promise by Nicola Davies and Laura Carlin</i> Experimentation with figurative language, report, Sequel to continue the cyclical story</p> <p><i>Suffragette by David Roberts</i> Persuasive Campaign</p> <p>How Does a Lighthouse Work? Non-fiction text by Roman Belyaev;</p>	<p><i>Kaspar - Prince of Cats by Michael Morpurgo</i> Character descriptions, reports, letters, advertising leaflet, balanced report, Newspaper article</p> <p><i>Freedom Bird by Jerdine Nolen</i> Outcomes: Writing in role, thought bubbles, dialogue, postcard, recount, poem</p>

	<p style="text-align: center;">Autumn 2 The Tempest continued</p> <p><i>Origami Yoda by Tom Angelberger</i> instructions, persuasion, recount (diary entry) Discussion text</p>	<p>feeds into Letters from the Lighthouse which will be read next term</p> <p style="text-align: center;">Spring 2 Suffragette continued</p> <p><i>High Rise Mystery by Sharna Jackson</i> Character Description, Police Report, Setting Description, Newspaper Article, Dialogue, Formal Persuasive Letter, Extended Narrative</p>	<p><i>Link to topic: Local history, global history- impact of slavery, plantations in America and life of a slave.</i></p> <p style="text-align: center;"><i>Main Outcome: Biography</i></p> <p><i>Letters From the Lighthouse by Emma Carroll</i> <i>Link to topic: Sailing, navigation and the sea</i></p> <p style="text-align: center;">Summer 2</p> <p><i>Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly and Laura Freeman</i> Non-chronological Reports, formal persuasive letter, informal letter,</p>
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					<p><i>diary entry, character descriptions, newspaper report (opinion piece)</i> <i>Memoir of Dorothy Vaughan</i></p> <p><i>The Arrival by Shaun Tan</i> <i>Letters, list of rules, character descriptions, diaries, short playscripts, short report, guides, Extended own version narrative</i></p>	
Maths	<p>Numbers to 1,000,000</p> <p>Addition and Subtraction</p>	<p>Multiplication and Division</p> <p>Word Problems</p>	<p>Graphs</p> <p>Fractions</p>	<p>Decimals</p> <p>Percentages</p>	<p>Geometry: Angles</p> <p>Geometry: Position and Movement</p> <p>Measurement- Converting Units</p>	<p>Perimeter and Area</p> <p>Volume</p> <p>Roman Numerals</p>

Science	Physics: Earth and Space	Physics: Forces	Chemistry: Properties and Changes of Materials		Biology: Living things and their habitats	Biology: Animals including Humans
Computing	My Online Life	Making AR Games:	Girls v Boys: STEM challenge	YouTuber:	Binary Messages	Web Designer
Learning Tree <i>(History and Geography)</i>	Vikings and Anglo Saxons Who were the Vikings?		UK Study What can we learn from maps, atlases and globes?		Liverpool Docks Why were the Docks so important to Liverpool when they were first built and what is their impact now?	
Science	Physics: Earth and Space	Physics: Forces	Chemistry: Properties and Changes of Materials		Biology: Living things and their habitats	Biology: Animals including Humans
RE	Worship across the Faiths	Christmas- Peace	Special Books across the Faiths	Easter- why is the cross important to Christians	Buddhism	Buddhism
Art	Sculpture and 3D Installation		Drawing: I need Space		Painting and Mixed Media Portraits	

DT	Food - What could be Healthier?		Electrical Systems: Doodlers		Mechanisms: Pop-up books	
PE	Hockey Fitness	Tag Rugby Dance	Football Gymnastics	Athletics Swimming	Yoga Netball	Rounders Basketball
Music	Composition Notation		Blues	South and West Africa- Learning 'Shosholoza',	Composition to represent the festival of colour	
PSHE	Law and order, rights, Online relationships Drink and Drug Awareness	Death, Grief and Conflict Community Event	Physical and Emotional Wellbeing	Puberty Healthy lifestyles Tobacco use Substance Abuse	Food Choices Cooking Physical Contact	Responding Shared Goals Community Spirit Basic First Aid
Spanish	Self, family and friends	School life	The world around us- transport	Animals and home environment	Family Members	Food and Café
Year 6						
English	Autumn 1		Spring 1		Summer 1	

	<p>Percy Jackson and the Lightning Thief by Rick Riordan</p> <p>Link to topic: <i>Ancient Greece</i> Outcomes: Poetry in the form of an ode, soliloquy, setting descriptions, additional chapter, non-chronological reports</p> <p>Main Outcome: Own version of mythical narrative</p> <p>Some Places More Than Others by Renée Watson Link to topic: exploring the concept of family history and making comparisons; looking at artefacts (as this sequence was written with transition to year 6 in mind, some adaptations may need to be made)</p>	<p>Rain Player by David Wisniewski & History in Infographics: The Maya by Jon Richards and Jonathan Vipond</p> <p>Link to topic: ancient civilisation in Central America Outcomes: Instructions, poster, missing scene, diary, newspaper, debate</p> <p>Main Outcome: Analytical essay about The Maya</p> <p>The Boy in the Tower by Polly Ho-Yen Link to topic: mythical element to the apocalyptic part of the storyline) Outcomes: Journalistic writing, formal letters, non-chronological reports</p>	<p>The Unforgotten Coat by Frank Cottrell-Boyce- Diary entries, explanations (sci experiment), dialogue, non-chronological reports. Write own version of an 'issues and dilemmas' narrative.</p> <p>The Invention of Hugo Cabret by Brian Selznick- Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critique. Write a biography.</p> <p style="text-align: center;">Summer 2</p> <p>Windrush Child by Benjamin Zephaniah Link to topic- the impact on Britain's music as a result of 'The Windrush' Outcomes:Thought bubble, informal letter, poem, diary entry, advice</p>
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	<p>Outcomes: Letters, diaries, information leaflets, instructions</p> <p style="text-align: center;">Autumn 2</p> <p>Completion of <i>Some Places More Than Others</i> by Renée Watson Link to topic: exploring the concept of family history and making comparisons; looking at artefacts (as this sequence was written with transition to year 6 in mind, some adaptations may need to be made)</p> <p>Outcomes: Letters, diaries, information leaflets, instructions</p> <p>Main Outcome: Poetry</p> <p>Firebird by Saviour Pirotta</p>	<p>Main Outcome: Own version narrative (past and present tense)</p> <p style="text-align: center;">Spring 2</p> <p>Completion of <i>The Boy in the Tower</i> Outcomes: Journalistic writing, formal letters, non-chronological reports</p> <p>Main Outcome: Own version narrative (past and present tense)</p> <p>Can we Save the Tiger? by Martin Jenkins Link to topic: human impact on the natural world; ecology Outcomes: Letter, explanation, persuasive poster, persuasive speech, simple poem</p>	<p>Main Outcome: Persuasive pitch to the local council</p>
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	<p>Link to topic: story set in the past in another culture</p> <p>Outcomes: Formal letters, retellings, character descriptions</p> <p>Main Outcome: Fairy tale narrative</p>	Main Outcome: Discussion text				
Maths	<p>Numbers to 10 million</p> <p>Four Operations</p>	<p>Fractions</p> <p>Decimals</p>	<p>Measurements</p> <p>Word Problems</p> <p>Percentages</p>	<p>Ratio</p> <p>Algebra</p> <p>Area and Perimeter</p>	<p>SATs</p> <p>Volume</p> <p>Geometry</p>	<p>Position and Movement</p> <p>Graphs and Averages</p> <p>Negative Numbers</p>
Science	Light	Animals including humans	Electricity	Living Things and Their Habitats	Living Things and Their Habitats	Evolution and Inheritance
Computing	Internet Safety	Crossy Road	Quiz Show Host	Solve It Club	VR Worlds	My Online Life

Learning Tree <i>(History and Geography)</i>	Ancient Greeks How did the Ancient Greeks impact and influence the World?		North and South America Who were the Myans and why do we need rainforests?		History of Music on Merseyside How did local musicians influence national music of their time?	
RE	Signs and symbols in Faiths	Christmas- Incarnation	Big life questions and Faith's answers to them	Prayer- across the Faiths	Words of Wisdom	Why is religion important to believers?
Art	Craft and Design- Photography skills Painting and Mixed Media		Drawing- Make my voice heard		Sculpture and 3D Memories	
DT	Digital World: Navigating the world		Structure- Playgrounds		Textiles- Making Waistcoats	
PE	Gymnastics Tennis	Football Dodgeball	Basketball Dance	Volleyball Swimming	Athletics Badminton	Cricket OAA
Music	Advanced Rhythms		Dynamics, pitch and tempo	Theme and Variations (Theme: Pop art)	Composing and performing a Leavers' Song	

		(theme: Fingal's Cave)				
PSHE	Big Dreams /Big Achievers Setting Goals - 'Super Futures' Internet Safety - Fake News	Race and Ethnicity Gender Stereotypes Cultures	Physical Illness Immunisation Marriage	Healthy Minds Mental Wellbeing Support and Care	Money Supermarket Payment Terms Making and Raising Money	Relationships and Sex Education Substance related abuse
Spanish	Self, family and friends	School life	The world around us	Animals and home environment	Castle mystery	Food and café

Nursery 2022-2023		AUTUMN		SPRING		SUMMER	
Dependent on transition and baseline information some overlearning of prior age bands might occur.		<h3>Focused Texts</h3> <p>Autumn 1- Where's Spot, Dear Zoo & The Tiger who came to tea Autumn 2- Owl Babies, Meg & Mog & Room on the broom</p>		<h3>Focused Texts</h3> <p>Spring 1- Elmer, Rainbow Fish & Giraffes can't dance Spring 2- Three Little Pigs, Little Red Riding hood & The Gingerbread Man</p>		<h3>Focused Texts</h3> <p>Summer 1- The Hungry Caterpillar, Jaspers Beanstalk & The Giant Turnip Summer 2- We're going on a bear hunt, How to catch a star & Aliens love underpants</p>	
Communication & Language	Focus Teaching	<ul style="list-style-type: none"> ●Sing a large repertoire of songs. ●Nursery rhymes ●Learn new vocabulary <p>I am beginning to express my thoughts and ideas with adults and peers.</p>	<ul style="list-style-type: none"> ●Can start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> ●Understand 'why' questions, like: "Why did Elmer feel sad?" 	<ul style="list-style-type: none"> ●Use longer sentences of four to six words ●Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> ●Enjoy listening to longer stories and can remember much of what happens. 	<ul style="list-style-type: none"> ●Articulate their ideas and thoughts in well-formed sentences. ●Describe events in some detail. ●Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
		<p>I can describe jungle animals eg the elephant has big ears/the elephant has big ears and a long trunk</p> <p>I know animals are different in colour, size and shape etc.</p> <p>I can share opinions about animals</p> <p>I can say what animals I like and don't like</p>	<p>I know that in Autumn the leaves fall from the tress</p> <p>I can talk about celebrations within my family and other significant events.</p> <p>I can use new vocabulary to talk about Halloween, Bonfire Night and Christmas</p> <p>I will explore Halloween, Bonfire Night and Christmas through stories and provision</p>	<p>I can talk about how characters feel and how they behave, E.g why the fish didn't want to share his scales.</p> <p>I can make links between and characters feeling and my own</p>	<p>I can retell stories using pictures and props to support order</p> <p>I can use repeated refrains when orally retelling a story</p> <p>I can talk about how characters feel and how they behave.</p>	<p>I can talk about the different colours and changes that can be seen around us when Spring/Summer happens.</p> <p>I can use new language and vocabulary linked to this I.e. spring, brown, orange, grow, names of baby animals, alive, born</p> <p>I can talk about stories and what happens in greater details.</p>	

		<p>I can talk about myself in positive terms – discuss the names of my family and friends</p> <p>I can describe where I live.</p>			<p>I can talk about right and wrong choices.</p>	<p>I can hold longer conversations with adults and peers</p> <p>I can remain on topic when have conversations with my peers.</p>	<p>I can talk about places they have visited close to home and further away. How do people get to places they visit? How would we get to space?</p> <p>I can talk about the differences between holidays eg beach vs theme park – what might you need to take with you to go to a certain place? What would we need to go to space?</p> <p>I can use a range of new vocabulary linked to holidays and space.</p> <p>I will investigate passports – what do they look like, what are they for?</p> <p>I can describe what I like best about nursery.</p>
	<p>Provision opportunities</p>	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 					

		<ul style="list-style-type: none"> • Story mascot • Story bags/resources e.g. puppets of characters for re telling the story, story stones, prompt cards, different settings to stimulate discussion • Nursery rhyme cards/props e.g. duck, frogs, current buns, song mitts • Dress up role play to match story • Discussion table/ bags/curiosity cube • Turn taking activities (Simon says etc.) • Word of the day challenge activities • Pobble 365 to promote oracy (spring/summer) • EYFS Picture News to promote oracy and writing • Communication friendly environment e.g. language prompt cards to encourage children to use language e.g. conjunctions, link to SALT targets and word aware • Positional language cards <p>Possible roleplay areas which link to topics and support language development by taking on roles to develop social phrases:</p> <p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • home corner/domestic roleplay, café, <p><u>Spring Term</u></p> <ul style="list-style-type: none"> • Traditional tales role play, Chinese new year, farm shop/easter shop <p><u>Summer Term</u></p> <ul style="list-style-type: none"> • Space station, beach, ice cream shop, 					
PSED	Focus Teaching	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important (introduce in Autumn and reinforce throughout the year) 	<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	Begin to understand how others might be feeling	Develop appropriate ways of being assertive.	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone	With support, begin to show resilience and perseverance in

		<p>I can join in circle time scenario games and books about happiness, sad, angry – links to transition and how they are feeling in their new setting.</p> <p>Introduce ROAR Rainbow</p> <p>These PSED focus points and objectives can be supported with the following suggested 3D PSHE lessons:</p> <p><u>3D PSHE Making Relationships</u></p> <p>Lesson 1: Let’s Play Shops Lesson 2: Who’s Playing Lesson 3: It’s Your Turn</p>	<p>I can follow the rules in Nursery</p> <p>I am beginning to demonstrate respect towards my friends, teachers and classroom environments.</p> <p>Introduce children to ‘DREAM BIG’ values</p> <p>I can talk about how my family takes care of me and how that makes me feel - linking with Owl Babies.</p> <p><u>3D PSHE Making Relationships</u></p> <p>Lesson 4: Good Friends</p>	<p>I will use the display of emotions to help me identify my feelings and develop my vocabulary linked to this.</p> <p>I can talk about emotions linked with stories and consider how characters may feel.</p> <p><u>3D PSHE Self Confidence and Awareness</u></p> <p>Lesson 14: The Pantomime</p>	<p>I can choose where I want to play</p> <p>I can talk about and express where and what I want to play</p> <p>I can verbally express my needs and wants with my friends</p> <p><u>3D PSHE Self Confidence and Awareness</u></p> <p>Lesson 5: Make Your Choice Lesson 7: Chatterbox!</p>	<p>can be Spider-Man in the game, and suggesting other ideas.</p> <p>I can engage in problem solving scenarios to support my skills in team work and sharing different opinions eg a fruit up a tree</p> <p><u>3D PSHE Self Confidence and Awareness</u></p> <p>Lesson 6: Odd Jobs</p> <p><u>3D PSHE Managing feelings and Behaviour</u></p>	<p>the face of challenge.</p> <p>With support, begin to talk with others to solve conflicts</p> <p>I can engage in circle time games discussing tolerance and understanding of others, ways to work out our differences.</p> <p>I am beginning to understand our school values ‘Dream Big’ e.g Beautifully behaved means I can follow the rules.</p> <p>I am beginning to independently use and understand my ‘Roar Rainbow’</p> <p><u>3D PSHE Managing</u></p>
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					<p><u>3D PSHE Managing feelings and Behaviour</u></p> <p>Lesson13: Fair Shares</p>	<p>Lesson 15 – You Smell</p>	<p><u>feelings and Behaviour</u></p> <p>Lesson 16: A Waiting Game</p>
	<p>Provision opportunities</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. <ul style="list-style-type: none"> • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Does not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Begin to understand how others might be feeling <ul style="list-style-type: none"> • Visual prompts for rules e.g. eyes looking, ears listening etc. • Visual timetable • Feelings activities: feelings faces, using mirrors, loose parts FACES book • Books associated with feelings e.g. I'm sorry by Sam McBratney • Feelings masks and picture cards, mirrors • Talk about how these link to our school values of DREAM BIG • Barrier games 					

		<ul style="list-style-type: none"> • Turn taking games • Roleplay areas to support feeling like a member of the community • Roar Rainbow 		
Physical Development	Focus Teaching	<ul style="list-style-type: none"> ● Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. ● Use a comfortable grip with increasing control when holding mark making tools <p>I can use my hands to manipulate playdough and tools.</p> <p>I can use a range of different media in provision to support fine motor skills.</p> <p>I can join in with finger gym activities</p> <p>I can begin to using mark making tools, e.g. chalk, paintbrushes etc to make different shape and size marks</p> <p>I can investigate using my body in different ways- jumping, running, hopping, pushing, pulling etc</p> <p>I can negotiate space with increasing control</p>	<ul style="list-style-type: none"> • Start to eat independently and learning how to use a knife and fork • Use a comfortable grip with increasing control when holding pens and pencils. <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <ul style="list-style-type: none"> ● Use large muscle movements ● Develop co-ordination, balance and agility <p>I can begin to use knives and forks in playdough as well as snack and lunch time.</p> <p>I know I need to brush my teeth to keep them healthy</p> <p>I can begin to build an outdoor (over, under and through) assault course.</p> <p>I climb with increasing impendence.</p> <p>I can safely move between different levels.</p> <p>I can investigate using my body in different ways- jumping, running, hopping, pushing, pulling etc</p>	<ul style="list-style-type: none"> ● Use a comfortable grip with good control when holding pens and pencils. • Make healthy choices about food, drink, activity and toothbrushing. ● Use large muscle movements ● Develop co-ordination, balance and agility <p>I can hold a pencil with a correct pencil e.g. between my fingers and thumb</p> <p>I can use and investigate different resources and tools to plant</p> <p>I can make use gardening equipment safely and with control</p> <p>I can Identify simple healthy and unhealthy foods.</p> <p>I can begin to prepare my own healthy snack- linked to very hungry caterpillar</p> <p>I know my body needs fruit and vegetables to be healthy</p>

			<p>I can negotiate space with increasing control</p>	<p>I can move in different ways from a start point to an end point. E.g. jumping, skipping, and hopping crawling... - linked to journeys</p> <p>I can explore our school and grounds. Up and down stairs, up and down banks, weaving between posts and walking long paths- linked to journeys and transition</p>
	<p>Provision opportunities</p>	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Show a preference for a dominant hand. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. <ul style="list-style-type: none"> • Playdough area, sand area, water tray – pouring and filling etc. • Various mark making resources inside and outside e.g. pen, paper, chalk, paint, water and paintbrushes • Use of outdoor equipment (bikes, scooters, wheelbarrows) • Make assault courses outside with different levels and objects that encourage rolling, crawling, going over, under, through or jumping etc. • Finger gym activities with tweezers, threading, pipettes, scissors etc. 		

		<ul style="list-style-type: none"> • Visit from dentist to discuss teeth etc • Healthy snacks including snacks that may need a knife, fork or spoon. 					
Literacy	Focus Teaching	<p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <p>I am beginning to recognise print in the environment</p> <p>I can join in a print walk around school in small groups to spot print in different forms eg signs, writing etc</p> <p>I can begin to share my favourite stories – links with home to find out about favourite books at home</p>	<p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>I can use role play to explore stories</p> <p>I join in small group story time</p> <p>I am beginning to share my opinions about stories</p>	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is so important. • Ask questions to find out more and to check they understand what has been said to them. • Listen to and talk about stories to build familiarity and understanding. <p>I will explore writing patterns – zig zag, swirls, left to right etc</p> <p>I can contribute to a story maps for key elements of traditional stories</p>	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is so important. • Ask questions to find out more and to check they understand what has been said to them. • Listen to and talk about stories to build familiarity and understanding. <p>I can explore letter shapes, practising names using a range of different media</p> <p>With support, I can gain information from non-fiction books in order to support knowledge of growing</p>	<ul style="list-style-type: none"> • Describe events in some detail. • Articulate their ideas and thoughts in well-formed sentences. • Read individual letters by saying the sounds for them. <p>I can retell the story using the picture map with their drawings linked to the text 'Handa's Surprise'.</p> <p>I can add initial sounds to a story map.</p> <p>I can contribute to a class post card</p>	<ul style="list-style-type: none"> • Describe events in some detail. • Articulate their ideas and thoughts in well-formed sentences. • Read individual letters by saying the sounds for them. <p>I can use a range of writing material and prints to mark make in the space station</p> <p>I can contribute to a class letter to a space station-independent opportunities for children</p>

		<p>I will explore non-fiction books about animals</p> <p><i>Adults scribing pictures that children have drawn and how they have described the animals</i></p> <p><u>Texts</u> Dear Zoo and other Rod Campbell books Where's Spot? Tiger who came to tea</p>	<p>I can vote for a book I would like to hear read to me</p> <p>I will explore non-fiction books</p> <p><u>Texts</u> Owl Babies/Oliver's Wood Meg and Mog Room on the broom</p>	<p><u>Texts</u> Rainbow Fish Elmer Giraffes can't dance</p>	<p><u>Texts</u> Traditional tales e.g. 3 little pigs, The 3 Billy Goats Gruff, Goldilocks, Little Red Riding Hood Jack and the Beanstalk</p>	<p><u>Texts</u> The Very Hungry Caterpillar We're going on a bear hunt The Giant Turnip</p>	<p><u>Texts</u> Whatever next How to catch a star Aliens love underpants No bot</p>
	<p>Provision opportunities</p>	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Engage in extended conversations about stories, learning new vocabulary. • Write some letters accurately • Write some or all of their name. 					

		<ul style="list-style-type: none"> • Mark making/messy play to develop motor skills and letter formation • Read write inc • Roleplay areas to develop social phrases • Range of books in provision/ on display so they are easily accessible • Story mascot • Story prompts • EYFS Picture News • Picture discussion cards – Pobble 365 • Communication friendly environment e.g. language prompt cards to encourage children to use language e.g. conjunctions, link to SALT targets and word aware • Exciting stimulus to hook children into reading/writing 					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths</p>	<p style="text-align: center;">Focus Teaching</p>	<ul style="list-style-type: none"> • Show 'finger numbers' up to 5. • Recite numbers past 5. <p>I can show 'finger numbers' from 1-5</p> <p>I can show finger numbers in different ways e.g. the number 2 in different ways</p>	<ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Know that the last number reached 	<ul style="list-style-type: none"> • Notice and correct an error in a repeating pattern. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. • Make comparisons between objects relating to size, 	<ul style="list-style-type: none"> • Combine shapes to make new ones – an arch, a bigger triangle etc • Compare quantities using language: 'more than', 'fewer than'. • Understand position through words alone – for 	<ul style="list-style-type: none"> • Describe a familiar route • Discuss routes and locations, using words like 'in front of' and 'behind'. – link to journeys topic • Begin to describe a sequence of events, real or fictional, using

		<p>I can count out loud, reciting numbers</p> <p>I can sing different counting songs and rhymes</p> <p>I can represent numbers through fingers and objects</p>	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). <p>I can recognise how many objects I can see – linked to celebrations Practise counting through songs and rhymes</p> <p>I am beginning to count things I cannot see e.g. stones being dropped into a tin, bangs on a drum etc.</p> <p>I can talk about shapes in the construction area</p>	<p>when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <ul style="list-style-type: none"> •Extend ABAB patterns – stick, leaf, stick, leaf. informal language like 'pointy', 'spotty', 'blobs' etc. <p>I can record in my own way e.g. children record how many balls they managed to throw through the hoop etc.</p> <p>I recognise numbers to 5</p> <p>I can choose the correct number to</p>	<p>length, weight and capacity.</p> <p>I can identify an error in a repeating pattern</p> <p>I can talk about patterns I can investigate patterns in nature</p> <p>I can confidently use words such as 'stripy, spotty, zig zag, pointy' etc.</p> <p>I can compare objects using big and small</p> <p>I can compare capacities using empty and full</p> <p>I can compare objects using heavy and light</p>	<p>example, "The bag is under the table," – with no pointing – link to foods growing on trees, under ground etc..</p> <ul style="list-style-type: none"> •Solve real world mathematical problems with numbers up to 5. <p>I can talk about mathematical ideas throughout the day e.g. number of children at a table and number of chairs around a table</p> <p>I can use the language more and fewer when talking about a group of objects</p>	<p>words such as 'first', 'then...'</p> <p>I can walk around the school and talk about what I can see</p> <p>I can talk about my route to school</p> <p>I can make a journey from one place in school to another</p> <p>I can make a journey through, under, over objects</p> <p>I can use words such as first and then</p>
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				<p>match a quantity of objects</p> <p>I can stop counting out loud when I have reached the end of a group of objects</p> <p>I know that the last number reached when counting a set of objects tells you how many there are in total</p> <p>I can make an ABAB pattern</p>		<p>I can use words e.g. under, over, in, on</p>	
	<p>Provision opportunities</p>	<ul style="list-style-type: none"> • Combine shapes to make new ones – an arch, a bigger triangle etc *Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. *Compare quantities using language: 'more than', 'fewer than'. • Notice and correct an error in a repeating pattern. *Experiment with their own symbols and marks as well as numerals. *Understand position through words alone – for example, "The bag is under the table," – with no pointing. <ul style="list-style-type: none"> • Seasonal objects to count, make irregular arrangements, patterns etc. 					

		<ul style="list-style-type: none"> • Interactive games – number line, washing line, basket of number cards, magnetic numbers, dominoes, dice etc. • Building blocks, lolly sticks for shapes • Ordering objects by weight/size etc. e.g. seasonal objects, post office, green grocers for Veg topic. • Photos for patterns and sequencing and resources to support e.g. gems • Counters to match to number • Dice games • Water Tray jugs and containers for capacity • Tape measures and scales in maths area • 2D and 3D shape baskets 					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the world</p>	<p style="text-align: center;">Focus Teaching</p> <p style="text-align: center;">History Science Geography RE</p>	<ul style="list-style-type: none"> •Begin to make sense of their own life-story and family's history. •Continue to develop positive attitudes about the differences between people. <p>I know I belong to a family. Discuss what family means. Reference different family make ups.</p> <p>I know my age and that I am in nursery. I know my parents are older-adults to support with older and younger. I know how old I am next</p>	<ul style="list-style-type: none"> •Explore collections of materials with similar and/or different properties. •Seasons and the natural world <p>I know how people celebrate Christmas</p> <p>I can retell key points of The traditional Christmas Story</p> <p>I can locate the North Pole- introduce a globe (Santa and the elves live)</p>	<ul style="list-style-type: none"> •Continue to develop positive attitudes about the differences between people. <p>I know how Chinese New Year is celebrated</p> <p>I can talk about the Easter story</p> <p>I am beginning to order pictures from a story</p> <p>I can name adult farm animal and match them to their baby- linked to Spring</p> <p>I am beginning to know a globe and world map is for</p>	<ul style="list-style-type: none"> •Understand the key features of the life cycle of a plant and an animal. •Seasons and the natural world •Explore collections of materials with similar and/or different properties. <p>I can explore a range of different materials suitable for making a roof (waterproof materials) linked to the story of the Three Little Pigs.</p> <p>I can use the words woods, forest, house, path when talking about a setting</p>	<ul style="list-style-type: none"> •Understand the key features of the life cycle of a plant and an animal. •Continue to develop positive attitudes about the differences between people. •Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> •Explore collections of materials with similar and/or different properties. •Talk about the differences between materials and changes they notice. •Seasons and the natural world <p>I know that stars are in space and space is above us</p>

		<p>I know that animals have different habitats- I can match some animals to the correct habitat e.g. a camel in a desert, a frog in a pond and a monkey in a jungle</p>	<p>I can investigate 'Santa's parcels' to see which are magnetic</p> <p>Bonfire night – safety story of Guy Fawkes</p> <p>I can join in making a firework in a jar</p> <p>I can join in a muddy puddle walk</p> <p>I know that Christmas comes after Halloween and that Halloween comes before Christmas</p>	<p>looking at where places are in the world</p> <p>I can investigate where different animals live in the world.</p>	<p>I know why we give eggs at Easter.</p> <p>I know that Jesus came back to life</p> <p>I can order the changes of a caterpillar- I am beginning to use the words first and then with support</p>	<p>I can talk about how a caterpillar changes- Growing, Caterpillars</p> <p>I know a plant needs soil and water to grow-Planting beans</p> <p>I can join in an outdoor bug hunt and name some insects</p> <p>I can join in a bug hunt and talk about where they live or were found</p> <p>I can talk about my family from photos of them in different places</p> <p>I know that my holiday was in the past and I am beginning to use the past tense words went and was</p> <p>I can name different places I have been on holiday.</p> <p>I can talk about what made it was different to home.</p>	<p>I can explore my senses</p> <p>I can go on a journey in school and the grounds remembering what I saw</p> <p>I know people have travelled to space and the moon in the past</p> <p>I know a journey is going from one place to another- link to transition</p>
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	Provision opportunities	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Show interest in different occupations. • Plant seeds and care for growing plants. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about what they see, using a wide vocabulary. • Explore how things work. <ul style="list-style-type: none"> • Using mirrors to explore self • Self portraits/family pictures • Celebrations throughout the year e.g. Chinese new year • Investigation station e.g. different materials • Curiosity cube- Sacred objects from other cultures to promote talk and interest in other communities/cultures • Books such as Handa's surprise, What do you celebrate? Etc. • Roleplay areas reflect people and communities • Life cycle cards and stories to support this e.g. The Very Hungry Caterpillar, The Tiniest Seed etc. • Toys with different properties e.g. scooters, wheelbarrows push and pull toys and cards etc. 					
Expressive arts and design	Focus Teaching Music Art DT	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. <p>I can listen to different sounds</p>	<ul style="list-style-type: none"> • Remember and sing entire songs • Use drawing to represent ideas like movement or loud noises. <p>I can sing and perform different Christmas songs</p>	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Show different emotions in their drawings and paintings, like 	<ul style="list-style-type: none"> • Explore colour and colour-mixing. • Play instruments with increasing control to express their feelings and ideas <p>I can sing the caterpillar song with actions</p>	<ul style="list-style-type: none"> • Explore colour and colour-mixing. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Sing the pitch of a tone sung by 	<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details.

		<p>I recognise different environmental sounds</p> <p>I can sing different nursery rhymes</p> <p>I can sing different counting songs</p> <p>I can begin to mark make using different shapes and patterns.</p> <p>I can draw a picture of my family</p> <p>I can make playdough</p>	<p>I can listen to music and move my body</p> <p>I can make a bonfire picture</p> <p>I can use natural resources to make some transient art-faces</p> <p>I can make a salt dough Christmas decoration</p>	<p>happiness, sadness, fear etc.</p> <ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <p>I can sing different nursery rhymes</p> <p>I can sing different counting songs</p> <p>I can make a picture with different emotions</p> <p>I can use printing techniques- e.g. rainbow fish art</p> <p>I can make a 3d Model-Elmer</p>	<p>I can listen to the sounds of different instruments</p> <p>I can play different instruments</p> <p>I can mix colours together</p> <p>I can paint characters from Traditional Tales</p> <p>I can build a bridge and the 3 Little Pig's house.</p> <p>I can discuss what would make a bridge better</p>	<p>another person ('pitch match').</p> <p>I can sing different songs and create different movements to match the song</p> <p>I can mix colours together</p> <p>I can explore leaf patterns and printings for the beanstalk</p> <p>I know where food comes from-Fruit Kebab</p>	<p>I can draw different objects with more detail</p> <p>I can create a marble space background</p> <p>I can make junk model space rocket</p> <p>I can sing the melody and pitch of a song</p>
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	<p>Provision opportunities</p>	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas <ul style="list-style-type: none"> • Nursery Rhymes, books to sing along to, instruments • Musical instruments/sound wall etc. • Loose parts faces • Making area with different materials for construction and models • Range of mark making resources e.g. crayons, felt tips, pencils, chalk, stamps, etc. • Pattern making resources e.g. sticks, buttons, jewels • Photos of different patterns • Age appropriate art books • Sing box with song mitts and prompt cards 					

Reception 2022-2023		AUTUMN		SPRING		SUMMER	
Dependent on transition and baseline information some overlearning of prior age bands might occur.		Literacy Tree Focused Texts Autumn 1 – Naughty Bus & Oi Frog Autumn 2 – Dinosaurs and all that rubbish & Where the wilds things are		Literacy Tree Focused Texts Spring 1 – I’m Henry Finch & Weirdo Spring 2 – Little Red & Super Milly		Literacy Tree Focused Texts Summer 1 – The Tiny Seed & The extraordinary gardener Summer 2 – Look Up & The Night Pirates	
Communication & Language	Focus Teaching	<u>Develop vocabulary through ‘Word Aware’</u> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Engage in in story times Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences. <p>I can talk about family – who is in my family and why they are special.</p> <p>I can talk about why I am special and ‘wonderful’. I</p>	<u>Develop vocabulary through ‘Word Aware’</u> <ul style="list-style-type: none"> Learn new vocabulary Listen and talk about stories <p>I will develop back and forth talk about stories I have read</p> <p>I will use language when retelling stories and through roleplay</p> <p>I will talk about different types of dinosaurs</p>	<u>Develop vocabulary through ‘Word Aware’</u> <ul style="list-style-type: none"> Use talk to organise thinking and activities Listen to and talk about stories to build familiarity and understanding. Ask and answer questions <p>I will listen to and respond to stories and other people’s ideas.</p>	<u>Develop vocabulary through ‘Word Aware’</u> <ul style="list-style-type: none"> 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. <p>I will correctly use tenses during discussions</p>	<u>Develop vocabulary through ‘Word Aware’</u> <ul style="list-style-type: none"> 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. <p>I will use language such as ‘change’ and ‘grow’</p>	<u>Develop vocabulary through ‘Word Aware’</u> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions. <p>I can answer questions about my own experiences and places I have visited</p>

		<p>understand how everyone is unique.</p> <p>I will answer questions about our family and people who are important to me.</p> <p>I will discuss mine and other people's feelings</p> <p>I will use sentences to talk about people who are important to me.</p>	<p>I can use the past tense when talking about dinosaurs</p> <p>I will talk about which animals I like and don't like</p> <p>I can ask questions about other communities, animals and habitats</p> <p>I can talk about animals from different countries</p>	<p>I know what I am good at and why and things we would like to be better at.</p> <p>I know that people's experiences differ to my own.</p> <p>I can develop own orally composed stories about myself using story props, successfully sequencing my talk.</p> <p>I can ask questions about other people/objects.</p>	<p>I can talk about my special qualities.</p> <p>I can talk about my experiences of travel</p> <p>I can talk about how to stay safe 'stranger danger'</p>	<p>I will discuss things that I have observed such as plants growing</p> <p>I can ask questions about the past</p>	<p>I can listen to other people's experiences of travelling</p> <p>I can make comparisons using the words 'then' and 'now'</p> <p>I can talk about moves I have made or might make e.g. moving house, moving nurseries/schools, moving year groups</p>
	<p>Provision opportunities</p>	<ul style="list-style-type: none"> *Use new vocabulary through the day. *Understand how to listen carefully and why listening is so important. *Learn new vocabulary. *Engage in story times. *Ask questions to find out more and to check they understand what has been said to them. *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.

*Listen to and talk about stories to build familiarity and understanding.

*Articulate their ideas and thoughts in well-formed sentences.

All of these strands will have to be taught explicitly, then modelled in provision. An enabling environment will allow for this to become embedded more independently over time.

*Listen attentively and respond to what they hear with relevant questions, comments and actions when bring 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.

*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

*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.

- Story mascot
- Story bags/resources e.g. puppets of characters for re telling the story, story stones, prompt cards, different settings to stimulate discussion
- Dress up role play to match story
- Discussion table/ bags/curiosity cube
- Turn taking activities (Simon says etc.)
- Word of the day challenge activities
- Pobble 365 to promote oracy and writing
- EYFS Picture News to promote oracy and writing
- Writing about what they have done at the weekend / holidays/ Christmas etc.

		<ul style="list-style-type: none"> • Communication friendly environment e.g. language prompt cards to encourage children to use language e.g. conjunctions, link to SALT targets and word aware <p>Possible roleplay areas which link to topics and support language development:</p> <p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • home corner/domestic roleplay, bus station/train station, forest, pirate ship (outside), post office <p><u>Spring Term</u></p> <ul style="list-style-type: none"> • Art gallery, café, garden centre/greengrocers, costume shop <p><u>Summer Term</u></p> <ul style="list-style-type: none"> • Space station, Travel agents, Museum 				
PSED	Focus Teaching	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. <p>I can follow class rules</p> <p>I can make new friends and build on friendships</p> <p>I am confident to make new friends</p>	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. <p>I am confident to share my ideas with a small group – circle time</p> <p>I am confident to speak to others about how I am different to others</p>	<ul style="list-style-type: none"> • Focus attention • Try new activities • Set and work towards simple goals <p>I will try new activities with increasing independence</p> <p>I welcome praise when I have</p>	<ul style="list-style-type: none"> • Focus attention • Try new activities • Set and work towards simple goals <p>I am confident to speak to a group of children about how plants have grown and changed</p> <p>I can work as part of a team</p>	<p>ELG: Self-Regulation ELG: Managing Self ELG: Building Relationships</p> <p>I can confidently speak in a familiar group about my feelings of belonging.</p> <p>I can talk about how animals belong to different types of animal groups e.g. those that live in water or which animals can fly</p> <p>I can talk about my favourite animals in detail to the rest of the class</p>

		<p>I am familiar with the expectations of the setting</p> <p>I am starting to understand our school values e.g. Beautifully Behaved means I am kind and follow the rules. Generous means I can share toys and equipment</p> <p>I can show different feelings, using a mirror to explore 'feeling faces'</p> <p>I can put myself on the roar rainbow each day and talk about my feelings</p> <p>I can use vocabulary associated with emotions</p>	<p>I can negotiate and solve problems with increasing independence</p> <p>I can try my best</p> <p>I can keep trying even when things are a bit tricky</p> <p>I can find ways to help me when things feel hard e.g. ask a friend to help</p> <p>These PSED focus points and objectives can be supported with the following suggested 3D PSHE lessons:</p>	<p>achieved simple goals</p> <p>I am confident to talk about how I feel and why I feel like that</p> <p>I will talk about my talents and my goals for the future</p> <p>I will listen to other people's views about why they are talented</p> <p>These PSED focus points and objectives can be supported with the</p>	<p>I can work towards shared goals, e.g. during group planting activities and looking after plants as part of a group.</p> <p>These PSED focus points and objectives can be supported with the</p>	<p>I can talk about what explorers might have found tricky</p> <p>I can prepare for new adventures in school – Year 1 – transition.</p> <p>I can express when I do or don't need help and why – linking to transition to Year 1.</p> <p>I understand that my routine might change in Year 1</p> <p>I can use vocabulary to express my feelings/concerns about transitioning to a new year group</p> <p>These PSED focus points and objectives can be supported with the following suggested 3D PSHE lessons:</p> <p><u>3D PSHE Self Confidence and Awareness</u></p> <p>Lesson 2 'Nan's House'</p>
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		<p>These PSED focus points and objectives can be supported with the following suggested 3D PSHE lessons:</p> <p><u>3D PSHE Managing feelings and Behaviour</u></p> <p>Lesson 9 'Stick to the Rules' Lesson 13: Bully Boy Lesson 20 'The New Pet'</p> <p><u>3D PSHE Making Relationships</u></p> <p>Lesson 7: An Old Friend</p>	<p><u>3D PSHE Self Confidence and Awareness</u></p> <p>Lesson 3: I Like ... Lesson 17: I'm Stuck Lesson 21: Getting In a Knot</p> <p><u>3D PSHE Making Relationships</u></p> <p>Lesson 4: It's Your Turn</p> <p><u>3D PSHE Managing feelings and Behaviour</u></p> <p>Lesson 5: What a Problem</p>	<p>following suggested 3D PSHE lessons:</p> <p><u>3D PSHE Self Confidence and Awareness</u></p> <p>Lesson 6: Take the Plunge Lesson 8 'Me and You' Lesson 15 'One Gold Star'</p> <p><u>3D PSHE Making Relationships</u></p> <p>Lesson 18: A Piece of Cake</p>	<p>following suggested 3D PSHE lessons:</p> <p><u>3D PSHE Managing feelings and Behaviour</u></p> <p>Lesson 24: Playtime Games</p> <p><u>3D PSHE Making Relationships</u></p> <p>Lesson 19: Busy Body</p>	<p><u>3D PSHE Making Relationships</u></p> <p>Lesson14: Family Fun</p> <p><u>3D PSHE Managing feelings and Behaviour</u></p> <p>Lesson 20: The New Pet</p>
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	<p>Provision opportunities</p>	<p>*See themselves as a valuable individual.</p> <p>*Identify and moderate their own feelings socially and emotionally.</p> <p>*Manage their own needs.</p> <p>*Build constructive and respectful relationships.</p> <p>*Express their feelings and consider the feelings of others.</p> <p>*Think about the perspective of others.</p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <ul style="list-style-type: none"> ● We're all wonders – Autumn 1 (Whole School) ● Feelings activities: feelings faces, using mirrors, loose parts FACES book ● Talk about how these link to our school values of DREAM BIG ● Introduce famous people who have show's these attributes e.g. Paralympians, etc. Link to topics where possible. ● Stories about showing perseverance and resilience e.g. Giraffes can't dance ● Daily celebration of children who have shown resilience and perseverance throughout the day ● Link to PE – Play games or do activities and discuss how it was hard at first but how over time improvements show. ● Grow your mindset activities/display for children to refer to 				
<p>Physical Development</p>	<p>Focus Teaching</p>	<ul style="list-style-type: none"> ● Use large muscle movements ● Develop co-ordination, balance and agility ● Develop a range of ball skills including: Throwing, 	<ul style="list-style-type: none"> ● Refine a range of ball skills including: Throwing, Catching, Kicking, Passing, Batting, Aiming 	<ul style="list-style-type: none"> ● Combine different movements with ease and fluency. ● Know and talk about the different factors that support 	<ul style="list-style-type: none"> ● Know and talk about the different factors that support their overall health and wellbeing: - Regular physical 	<p>ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move</p>

		<p>Catching, Kicking, Passing, Batting, Aiming</p> <p>I can make large and small movements in indoor and outdoor play</p> <p>I can begin to form letters</p> <p>I can follow routines in PE</p> <p>I can throw a ball and attempt to catch it</p> <p>I can kick a ball and pass it to a friend</p> <p>I can aim towards</p> <p>I know how to cross a road safely</p> <p>Get Set 4 PE: Fundamentals Unit 2</p>	<p>●Develop foundations of a handwriting style that is fast accurate and efficient.</p> <p>I can throw a ball and attempt to catch it</p> <p>I can kick a ball and pass it to a friend</p> <p>I can aim towards</p> <p>I can form letters following our letter rhymes with increasing accuracy</p> <p>Get Set 4 PE: Ball skills 1</p>	<p>their overall health and wellbeing.</p> <p>I can join my movements together e.g. in gymnastics and dance</p> <p>I can showcase my movements with a small group of friends</p> <p>I know what can keep my body healthy</p> <p>I can make good food choices and try something new – linked to Chinese New Year</p> <p>I can create a fruit smoothie – linked to Little Red (Literacy)</p>	<p>activity, Healthy eating, Tooth brushing, Sensible amounts of ‘screen time’, Having a good sleep routine, Being a safe pedestrian</p> <p>I can participate in PE regularly and can talk about why it is important</p> <p>I know the importance of brushing my teeth – link to topic ‘things are growing’</p> <p>I know which foods are vegetables</p> <p>I can talk about using the screen and know what is a ‘sensible</p>	<p>energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> <p>Fine and gross motor skills to support writing and the development of pencil grip</p> <p>Letter formation linked to phonics</p> <p>Different ways of moving – on, under and around at different speeds</p> <p>Get Set 4 PE: Dance 2 – Summer 1</p> <p>Get Set 4 PE: Gymnastics 2 – Summer 2</p>
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				<p>I am beginning to sort foods into healthy and unhealthy</p> <p>I can talk about how to keep my brain healthy</p> <p>Get Set 4 PE: Ball skills 2</p>	<p>amount of screen time'</p> <p>Get Set 4 PE: Games</p>	
	<p>Provision opportunities</p>	<p>*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>*Progress towards a more fluent style of moving with developing control and grace.</p> <p>*Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>*Develop their small motor skills so they can use a range of tools competently, safely and confidently.</p> <p>*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>*Further develop the skills they need to manage the school day successfully</p> <p style="padding-left: 20px;">-Lining up and queuing, Meal times, Personal hygiene</p> <p>*Further develop and refine a range of ball skills including: Throwing, Catching, Kicking, Passing, Batting, Aiming</p> <ul style="list-style-type: none"> • Various mark making resources inside and outside • Write name everyday (self-registration) 				

		<ul style="list-style-type: none"> • Use of outdoor equipment (bikes, scooters) • Make assault courses outside with different levels and objects that encourage rolling, crawling, going over, under, through or jumping etc. • Dance – through music (Kapow scheme) • Books on healthy lifestyles and the body always available • Fitness videos etc. • Visit from dentist to discuss teeth etc • Role play with fruit and vegetables, making a healthy meal at the café, greengrocers, garden centre etc. • Making fruit salads 					
Literacy	Focus Teaching	<ul style="list-style-type: none"> •Read individual letters by saying the sound for them. •Form lowercase and uppercase letters correctly <p><u>Texts</u> Naughty Bus Oi Frog</p> <p>Non – Fiction books about transport & life cycles/animals</p>	<ul style="list-style-type: none"> •Blend sounds into words so they can read short words made up of known letter sound correspondence •Form lowercase and uppercase letters correctly •Spell words by identifying the sounds and then writing the sound with letter/s. <p><u>Texts</u></p>	<ul style="list-style-type: none"> •Read a few common exception words matched to school phonics plan •Read simple phrases and sentences. •Form lowercase and uppercase letters correctly •Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> •Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. •Form lowercase and uppercase letters correctly •Write simple phrases and short sentences with support 	<ul style="list-style-type: none"> •Write short sentences that are phonetically plausible •Write recognisable letters, most of which are correctly formed. <p><u>Texts</u> The tiny seed The extraordinary gardener</p>	<ul style="list-style-type: none"> •Write short sentences that can be read by themselves and others •Write sentences with include HFW which are spelt correctly. <p><u>Texts</u> Look Up The Night Pirates</p>

		<p>I can hear sounds in words</p> <p>I can orally blend words with increasing independence</p> <p>I can talk about characters in a story</p> <p>I can create a shared story map</p> <p>I can practise writing my name</p> <p>I recognise some letters</p> <p>I can recognise rhyming phrases</p>	<p>Dinosaurs and all that rubbish</p> <p>Were the wild things are</p> <p>Non -Fiction books about dinosaurs,</p> <p>I can write my name</p> <p>I recognise most set 1 sounds</p> <p>I can hear and write initial sounds in words</p> <p>I can form letters following letter rhymes</p> <p>I can read CVC words with increasing independence</p>	<p>Texts</p> <p>I'm Henry Finch Weirdo</p> <p>Non Fiction books about our planet/animals/ habitats etc</p> <p>I can read and write CVC words</p> <p>I can read sentences with support</p> <p>I can write tricky words with support</p> <p>I can develop own orally composed stories about myself using story props, successfully sequencing my talk.</p>	<p>Texts</p> <p>Little Red Super Milly and the Super School Day</p> <p>Non Fiction books about inspirational 'real life heros'</p> <p>I can read CVC sentences and tricky words</p> <p>I can read write CVC word sentences</p> <p>I can develop own orally composed stories about myself using story props, successfully sequencing my talk.</p> <p>I can begin to write simple sentences</p>	<p>Non Fiction books about food and planting/growing</p> <p>I can read simple sentences independently</p> <p>I can begin to read words with set 2 sounds.</p> <p>I can write simple sentence using my phonics.</p> <p>I can begin to use some capital letter and full stops in my sentences.</p>	<p>Non –fiction books about space and explorers</p> <p>I can use my phonic knowledge to read more complex and phonetically plausible books</p> <p>I can write sentences with CVCC words and tricky words</p> <p>I can write sentences with capital letters, finger spaces and full stops with support</p>
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				I can create a story map			
	Provision opportunities	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>*Write recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> • Mark making/messy play to develop letter formation • Read write inc. • Upper case and lower case letters in provision • Magnetic letters and white boards • Building blocks with sounds on them • Green and red word activities in provision • Story tables • Sentence strips • Exciting stimulus to hook children into reading/writing (see some Literacy Tree texts below) <p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • home corner/domestic roleplay, bus station/train station, forest, pirate ship (outside), post office <p><u>Spring Term</u></p> <ul style="list-style-type: none"> • Art gallery, café, garden centre/greengrocers, costume shop <p><u>Summer Term</u></p> <p>Space station, Travel agents, Museum</p>					

Maths	Focus Teaching	<p><u>Daily Mastering Number programme</u></p> <ul style="list-style-type: none"> ●Count objects, actions and sounds ●Link the number symbol to the cardinal number value. ●Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ●Explore numbers to 5 <p>I can recite numbers in order to 10</p> <p>I know that numbers identify how many objects are in a set</p> <p>I am beginning to represent numbers using fingers, marks on paper or pictures.</p>	<p><u>Daily Mastering Number programme</u></p> <ul style="list-style-type: none"> ●Continue, copy and create repeating patterns ●Explore composition of numbers to 5 ●Recall number bonds from 0-5 <p>A number of the week approach 1 – 5 including recognition, counting, subitising, composition, one more/one less, addition, subtraction, shape, time, length, money and embedding of knowledge</p> <p>I can copy and create a repeating pattern</p>	<p><u>Daily Mastering Number programme</u></p> <ul style="list-style-type: none"> ●Compare weight, length and capacity ●Understand the ‘one more than/one less than’ relationship between consecutive numbers. ●Compose and decompose shapes so that children recognise that a shape can have other shapes within it, just as numbers can. <p>I can experiment with my own symbols and marks as well as numerals.</p>	<p><u>Daily Mastering Number programme</u></p> <ul style="list-style-type: none"> ●Compare numbers ●Explore composition of numbers to 10. ●Count beyond 10 <p>A number a week 6-10 including recognition, counting, subitising, formation, composition, one more/one less, addition, subtraction, shape, time, length, money and embedding of knowledge.</p> <p>I can show ‘finger numbers’ up to 10</p>	<p><u>Daily Mastering Number programme</u></p> <ul style="list-style-type: none"> ●Compare weight, length and capacity ●Recall number bonds from 0 – 10 ●Verbally count beyond 20, recognising the pattern of the counting system. <p>I confidently use different language to compare the weight, length and capacity of objects</p> <p>I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction</p>	<p><u>Daily Mastering Number programme</u></p> <ul style="list-style-type: none"> ●Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p>I can order and apply my knowledge of number</p> <p>I have a deeper understanding of numbers to 10, including the composition of each number</p>
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		<p>I can sometimes match numeral and quantity correctly</p> <p>I know that I can count anything including steps, claps or jumps</p> <p>I can say one number for each item in order</p> <p>I can name some shapes linked to a number</p>	<p>I can show 'finger numbers up to 5'</p> <p>I can experiment with my own symbols and marks as well as numerals.</p> <p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can add and subtract numbers practically</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>I can link numerals and amounts: for</p>	<p>I understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>I can subitise numbers to 5</p> <p>I can compare the length, weight and capacity of different objects</p> <p>I can use key vocabulary to do this</p> <p>I can name most 2D shapes</p> <p>I can name some 3D shapes</p>	<p>I can count objects, actions and sounds beyond ten.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>I can compare numbers.</p> <p>I can add and subtract numbers practically</p> <p>I am beginning to explore number bonds to 10</p> <p>I can explain the composition of numbers to 10</p>	<p>facts) and some number bonds to 10, including some double facts.</p> <p>I can verbally count beyond twenty</p> <p>I can pronounce number names correctly e.g. thirteen, fourteen etc.</p>	<p>I can compare quantities in different contexts, recognising when one quantity is greater than, less than or the same as another quantity</p> <p>I can explore and represent patterns within numbers to 10, including odd and even numbers</p> <p>I can explore and represent double facts</p> <p>I can distribute (share) objects equally</p>
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			<p>example, showing the right number of objects to match the numeral, up to 5.</p> <p>I can compare quantities using language: 'more than', 'fewer than'</p> <p>I am beginning to use the words 'tall', 'taller', 'tallest', 'short', 'shorter', 'shortest', 'long', 'longer', 'longest'</p> <p>I am beginning to use the words 'heavy', 'heavier' and 'heaviest', 'light', 'lighter' and 'lightest'</p> <p>I can recognise up to 5 objects quickly</p>	<p>I recognise that shapes can have other shapes within it, just as numbers can</p>	<p>I can use resources in provision to embed my maths knowledge</p>		
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			without having to count them				
	Provision opportunities	<p>*Link the number symbol (numeral) with its cardinal number value.</p> <p>*Compare numbers</p> <p>*Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>*Compose and decompose shapes so that children recognise that a shape can have other shapes within it, just as numbers can.</p> <p>*Compare length, weight and capacity.</p> <p>*Count objects, actions and sounds.</p> <p>*Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>*Continue, copy and create repeating patterns.</p> <p>*Subitise (recognise quantities without counting) up to 5.</p> <p>*Have a deep understanding of number to 10, including the composition of each number.</p> <p>*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 double facts.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <ul style="list-style-type: none"> ● Seasonal objects to count, make irregular arrangements, patterns etc. ● Interactive games ● Building blocks 					

		<ul style="list-style-type: none"> • Ordering objects by weight/size etc. e.g. seasonal objects, post office, green grocers for Veg topic. • Gems etc for patterns and sequencing • Counters to match to number • Dice games • Water Tray • Tape measures and scales in maths area 					
Understanding the world	Focus Teaching History Geography RE Science Computing	<ul style="list-style-type: none"> • Describe their immediate environment • Draw information from a simple map • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them <p>I can talk about my family and make connections between my own family and other families</p> <p>I know that families can be different</p>	<ul style="list-style-type: none"> • 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. • Recognise people have different beliefs and celebrate special times in different ways • Know some similarities and differences between different religions and cultural communities in this country 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise some environments that are different to the one in which they live. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> • Recognise similarities and differences between life in this country and other countries • Talk about the lives of the people around them and their roles in society. • 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. 	<ul style="list-style-type: none"> • Similarities and differences between things in the past and now • Understand that some places are special to members of their community. <p>I know that dinosaurs were around a long time ago</p> <p>I can use words such as a long time ago, before I was born or in the past</p> <p>I know that fossils are old</p>	<ul style="list-style-type: none"> • Understand the effect of changing seasons • Describe their immediate environment • 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.

		<p>I can talk about experiences with my family e.g. things that have happened in the past</p> <p>I can say what happened first, next etc.</p> <p>I can describe where I live</p> <p>I know that my school is in Halewood</p> <p>I can look at a map of our school and locate different places.</p> <p>I can map a journey for Naughty Bus</p> <p>I can talk about different environments the Naughty Bus has been to</p>	<p>I can put important events on a timeline (whole class)</p> <p>I can talk about special historical events- Remembrance day</p> <p>I can talk about my history</p> <p>I know that Guy Fawkes was a long time ago</p> <p>I know that we celebrate Bonfire Night – Bonfire night safety</p> <p>I can talk about different environments (linked to Literacy Tree texts)</p>	<p>●Make observations and drawing pictures of animals and plants.</p> <p>I know that people from the past were talented</p> <p>I know that there are lots of talented people now</p> <p>I know that there are lots of countries in the world</p> <p>I know what a globe is and use it to find different countries</p> <p>I can talk about different talents</p> <p>I can talk about places that are special to me</p>	<p>I can explore similarities and differences between schools now and schools a long time ago (links to Super Milly and the Super School Day)</p> <p>I can look at a map of my local area</p> <p>I can talk about features of my local environment e.g. shops, houses, parks etc. – eco friendly balloon experiment to see how far the biodegradable balloons travel</p> <p>I can talk about different jobs people have and everyday</p>	<p>I can talk about what the world looked like in the past</p> <p>I know where dinosaurs lived</p> <p>I can talk about what a desert is like</p> <p>I know that some animals live in the desert</p> <p>I can compare a dessert climate with UK</p> <p>I can know that people in my community have special places</p> <p>I can talk about Religious stories</p>	<p>I know that different people and animals have travelled into space</p> <p>I know that Neil Armstrong was the first man to land on the moon</p> <p>I can talk about different places I have visited and compare them with each other e.g. different countries</p> <p>I can compare Halewood and Space (linked to Look Up!)</p> <p>I know that a journey people</p>
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		<p>I know that I am different to my friends and I am special</p> <p>I know I belong to my family and my school community</p> <p>I can name people in my school community</p> <p>I can go on a muddy puddle walk and talk about the changes I can see</p> <p>I can talk about how leaves have changed colour and how they have fallen off the trees</p> <p>I can use words such as autumn, seasons, change, weather etc.</p>	<p>e.g. pond, forest, sea etc.</p> <p>I know about different celebrations and can talk about what people do for them e.g. Halloween, bonfire night, Christmas, Diwali (Hinduism) etc.</p> <p>I know why some people celebrate Christmas – birth of Jesus (Christianity)</p> <p>I can go on a muddy puddle walk and talk I can make a dinosaur fossil</p> <p>I know that dinosaurs ate different things</p>	<p>I know that some places are special to other people</p> <p>I know that some people celebrate Holi</p> <p>I know that Scientists are talented</p> <p>I can observe the weather and talk about the seasons</p> <p>I can use words such as Autumn, Winter, Spring & Summer, seasons, change, weather etc.</p> <p>I can program beebots to move</p>	<p>heroes in our community</p> <p>I can talk about symbols of new life e.g. eggs, chicks, lambs etc.</p> <p>I can create an Easter Garden</p> <p>I can explore liquids and solids.</p> <p>I can explore magnets</p> <p>I can use computer software to create a superhero</p>	<p>I can plant seeds and bulbs</p> <p>I can take photographs of plants and trees in my school environment</p> <p>I can identify different flowers, plants, fruit and vegetables</p> <p>I know that plants need sun, water and nutrients to grow</p> <p>I can care for seeds and plants</p> <p>I can use technology to learn about the different parts of a plant</p>	<p>can make lots of different journeys</p> <p>I can talk about a type of journey</p> <p>I know about the Creation Story</p> <p>I can explore light/dark and night/day</p> <p>I know that I can see the stars at night</p> <p>I know that I can see the moon at night and sometimes in the day</p> <p>I know that the sun, moon, stars</p>
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		<p>I can take photographs of my immediate environment on an iPad</p>	<p>about the changes I can see</p> <p>I can talk about different animals – Knowsley Safari Park trip</p> <p>I can talk about animals that live in the ocean</p> <p>I can use technology to listen to stories online.</p>	<p>them from one direction to another.</p>		<p>I can use computer software to create a plant picture</p>	<p>and planets are Space</p> <p>I can investigate objects that float and sink (link to Night Pirates)</p>
	<p>Provision opportunities</p>	<ul style="list-style-type: none"> *Talk about members of their immediate family and community. *Name and describe people who are familiar to them. *Explore the natural world around them. *Describe what they see, hear and feel whilst outside. *Talk about the lives of the people around them and their roles in society. 					

- *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- *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.
- *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- *Explore the natural world around them, making observations and drawing pictures of animals and plants.
- *Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.
- *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- *Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.

- RE Links to some of these areas
- Celebrations throughout the year e.g. Chinese new year, Holi- links to 'The Festival of Colors'
- Compare how different countries celebrate Christmas
- Books such as Handa's surprise, What do you celebrate? Etc.
- Make a map of playground then do treasure hunt
- Nature walk
- Sensory activities with the seasons
- Roleplay areas reflect people and communities
- Curiosity cube- Sacred objects from other cultures to promote talk and interest in other communities/cultures

Autumn

- Naughty Bus in Autumn Term links to immediate environment.
- Oi Frog
- Dinosaurs and all that rubbish
- Where the Wild Things Are in Are – links to different environments

		<p><u>Spring</u></p> <ul style="list-style-type: none"> • I'm Henry Finch • Weirdo • Super Milly • Little Red <p><u>Summer</u></p> <ul style="list-style-type: none"> • The tiny seed • The extraordinary gardener • Look Up! • The Night Pirates 					
<p>dsswwExpressive arts and design</p>	<p>Focus Teaching</p> <p>Music Art DT</p>	<p>•Sing familiar songs; moving melody and singing the pitch of a tone sung by another person ('pitch match').</p> <p>•Respond to what they have heard, expressing their thoughts and feelings.</p> <p>I can sing nursery rhymes and action songs. I can</p>	<p>•Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>I can move rhythmically to the music.</p> <p>I can explain why I like/dislike a song</p>	<p>•Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>I can explore and create using voices</p> <p>I can create wooden spoon people linked to Little Red</p>	<p>•Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>I can explore and create using voices and instruments</p>	<p>•Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>I can sing as part of a group or on my own</p> <p>I can investigate animal print using different media</p>	<p>•Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p> <p>I can confidently sing songs, rhymes, poems and stories as part of a group or independently</p>

		<p>share and perform these songs</p> <p>I can sing along with familiar songs and move to the music</p> <p>I can talk about what I liked/disliked with a song</p> <p>I can create a self portrait</p> <p>I can draw a picture of my family</p> <p>I can create my own house in the Lego/construction area</p> <p>I can create a 3D bus using different materials</p>	<p>I can sing songs and develop performance skills linked to Christmas</p> <p>I can create bonfire art using chalk</p> <p>I can create a seasonal ice picture</p> <p>I can create poppy art</p> <p>I can make seasonal transient art using a range of natural resources</p> <p>I can make a craft sparkler/firework</p> <p>I can make Christmas decorations</p>	<p>I can use big and small construction to enhance creativity and imagination</p>	<p>I can talk about how performances make me feel</p> <p>I can make detailed drawings of plants and things that grow.</p> <p>I can create collages of different plants I have observed</p> <p>I can make seasonal a seasonal picture using paints (colour mixing)</p> <p>I can print using different fruit and vegetables</p> <p>I can design and create my own superhero cape</p>	<p>I can create a desert collage</p> <p>I can design and create my own junk model habitat for different animals</p>	<p>I can use different media to create a space picture</p> <p>I can make a dinosaur fossil</p> <p>I can make a junk model space buggy</p> <p>I can make a boat out of junk materials and investigate to see if it can float</p>
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					I can design and make my own superhero puppet		
	Provision opportunities	<p>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>*Create collaboratively sharing ideas, resources and skills.</p> <p>*Develop storylines in their pretend play.</p> <p>*Explore and engage in music making and dance, performing solo or in groups.</p> <p>*Explore, use and refine a variety of artistic effects to express their ideas and feelings. (After focus teaching)</p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p>*Sing a range of well-known nursery rhymes and songs.</p> <p>*Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <ul style="list-style-type: none"> • Nursery Rhymes, books to sing along to, instruments • Opportunities to collage, paint and mix colours linked to the dot • Playdough, salt dough – use tools to sculpt • Make models • Music schemes of work like Kapow • Yoga • Class talent show/stage • Dance in PE and RE- Diwali etc • Music hut (Instruments in Wendy house) 					

		<ul style="list-style-type: none">• Go Noodle – children create their own during healthy living topic
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