

R	Autumn		Spring		Summer	
	1	2	1	2	1	2
	<p>All About Me Traditional Tales –Billy Goats Gruff Autumn/Harvest</p> <p>Bonfire Night/People Who Help Us Police & Fire Service/Diwali Remembrance Day Building Site Christmas</p>		<p>Winter/Cold Places Chinese New Year Transport/Road Safety Pancake Day The Selfish Crocodile Traditional Tales – Jack and the Beanstalk Dentist Easter/Spring (New Life)</p>		<p>Animals and their Babies Life Cycles Mini Beasts and their Habitats</p> <p>Fairy Tales – Castles Africa – Handa’s Surprise Pirates & Holidays</p>	

English	Throughout the year, children will learn across all strands of the English Curriculum: Spoken Language, Reading – Word Reading, Reading – Comprehension, Writing – Transcription (including spelling and handwriting), Writing - Composition and Writing - Vocabulary, Grammar and punctuation.					
	Phonics: Sounds Write		Phonics: Sounds Write		Phonics: Sounds Write	
Maths <i>(Key Topics – White Rose Maths Hub Scheme)</i>	<p>Just Like Me! – Number – match and sort Number – Compare amounts Numerical Pattern – Compare size, mass and capacity Numerical Pattern – Exploring pattern</p> <p>It’s Me 123! Number – Representing 1, 2 & 3 Number – Comparing 1, 2 & 3 Number – Composition of 1, 2 & 3 Numerical Pattern – Circles and triangles Numerical Pattern – Positional language</p> <p>Light and Dark Number – Representing numbers to 5 Number – One more and less Numerical Pattern – Shapes with 4 sides Numerical Pattern – Time</p>		<p>Alive in 5! – Number – Introducing zero Number – Comparing numbers to 5 Number – Composition of 4 & 5 Numerical Pattern – Compare mass (2) Numerical Pattern – Compare capacity (2)</p> <p>Growing 6, 7, 8 Number – Representing 6, 7 & 8 Number – Making pairs Number – Combining 2 groups Numerical Pattern – Length and height Numerical Pattern – Time</p> <p>Building 9 & 10 Number – Representing 9 & 10 Number – Comparing numbers to 10 Number – Bonds to 10 Numerical Pattern – 3D shapes Numerical Pattern – Pattern (2)</p>		<p>To 20 and Beyond Number – Building numbers beyond 10 Number – Counting patterns beyond 10 Numerical Pattern – Spatial reasoning (1) Numerical Pattern – Match, rotate, manipulate</p> <p>First Then Now Number – Adding more Number – Taking away Numerical Pattern – Spatial reasoning (2) Numerical Pattern – Compose and decompose</p> <p>Find My Pattern Number – Doubling Number – Sharing and Grouping Number – Even and Odd Numerical Pattern – Spatial reasoning (3) Numerical Pattern – Visualise and Build</p> <p>On the Move Number – Deepening understanding Number – Patterns and relationships Numerical Pattern – Spatial reasoning (4) Numerical Pattern – Mapping</p>	
	Science	<p>Seasonal Changes – Autumn: R – Understand the effect of changing seasons on the natural world around me. ELG - Explore the natural world around me, making observations and drawing pictures of animals and plants.</p>		<p>Seasonal Changes – Winter & Spring: R – Understand the effect of changing seasons on the natural world around me. ELG - Explore the natural world around me, making observations and drawing pictures of animals and plants. ELG – 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>		<p>Seasonal Changes – Spring & Summer: ELG - Explore the natural world around me, making observations and drawing pictures of animals and plants. ELG – 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. ELG – Understand some import and processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
History		<p>R – Comment on images of familiar situation in the past. All about me – photographs of themselves as babies ELG – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG – Understand the past through settings, characters and events encountered in books read in class and storytelling. Guy Fawkes & Bonfire Night ELG – Talk about the lives of the people around me and their roles in society. My family and the Fire Service</p>		<p>ELG – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Transport then and now ELG – Talk about the lives of the people around me and their roles in society. Dentist</p>		<p>ELG – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Pirates & Holidays ELG – Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG – Talk about the lives of the people around me and their roles in society. Vets – Animals and their babies</p>
	Geography	<p>R – I can draw information from a simple map. R – I can describe what I see, hear and feel whilst outside.</p>		<p>R – I can draw information from a simple map. R – I can describe what I see, hear and feel whilst outside.</p>		<p>R – I can draw information from a simple map. R – I can describe what I see, hear and feel whilst outside.</p>

	<p>R – I can recognise some environments that are different to the one in which I live. R – I explore the natural world around me. ELG – 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> <p>An introduction to a simple map of the local area and the world – seasonal walk around the school grounds, autumn.</p>	<p>R – I can recognise some environments that are different to the one in which I live. R – I explore the natural world around me. ELG – 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> <p>An introduction to a simple map of the local area and the world – seasonal walk around the school grounds, winter then spring & cold places.</p>	<p>R – I can recognise some environments that are different to the one in which I live. R – I explore the natural world around me. ELG – 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> <p>An introduction to a simple map of the local area and the world – seasonal walk around the school grounds, spring then summer & hot/holiday places.</p>	
Art and Design	<p>R – I explore use and refine a variety of artistic effects to express my ideas and feelings. Mark Making – colour mixing Collage – Christmas activities Artist/General – self portraits</p>	<p>ELG – I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG – I can share my creations, explaining the process I have used. Mark making- paintings of flowers and plants Collage – printing and textures Artist- Van Gogh</p>	<p>ELG – I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG – I can share my creations, explaining the process I have used. Mark making- paintings of animals Collage – pattern Artist- Henri Rousseau</p>	
Design Technology	<p>R – I return to and build on my previous learning, refining ideas and developing my ability to represent them. R – I create collaboratively sharing ideas, resources and skills. ELG – I can share my creations, explaining the process I have used.</p> <p>Box modelling: Making a fire engine or police car</p>	<p>R – I return to and build on my previous learning, refining ideas and developing my ability to represent them. R – I create collaboratively sharing ideas, resources and skills. ELG – I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG – I can share my creations, explaining the process I have used. Basic wood modelling/joining: Making a sledge and/or a vehicle</p>	<p>R – I return to and build on my previous learning, refining ideas and developing my ability to represent them. R – I create collaboratively sharing ideas, resources and skills. ELG – I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG – I can share my creations, explaining the process I have used. Construction: Castles/homes</p>	
PE	<p>ELG – I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Locomotion: Jumping, hopping & skipping</p>	<p>R – I am developing confidence, competence, precision and accuracy when engaging in activities that involve a ball. Ball skills: Throwing and catching</p>	<p>R – I am further developing and refining a range of ball skills including catching, kicking, passing, batting and aiming. Ball skills: Throwing and catching</p>	<p>ELG – I can negotiate space and obstacles safely, with consideration for myself and others. Games /Team Games: Sports Day</p>
Music	<p>R – I listen attentively, move to and talk about music expressing my feelings and responses. R – I sing in a group or on my own, increasingly matching the pitch and following the melody. R – I explore and engage in music making and dance, performing solo or in groups. R – I watch and talk about dance and performance art, expressing my feelings and responses. Charanga: Rhythm Christmas Play</p>	<p>R – I can combine different movements with ease and fluency. ELG – I can demonstrate strength, balance and coordination when playing. Gymnastics: Body parts (with apparatus)</p>	<p>R – I am progressing towards a more fluent style of moving, with developing control and grace. Dance: Jump Start Jonny & Chinese New Year</p>	<p>ELG – I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with other, and – when appropriate – try to move in time with music. Charanga: Speed/Pace</p>
Computing	<p>Completes a simple program on electronic devices. Uses ICT hardware to interact with age appropriate computer software. Can create content such as a video recording, stories, and/or draw a picture on screen.</p>	<p>Can create content such as a video recording, stories, and/or draw a picture on screen. Can use the internet with adult supervision to find and retrieve information of interest to them.</p>	<p>Can use the internet with adult supervision to find and retrieve information of interest to them.. Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</p>	
RE - Understanding the World – People, Culture and Communities	<p>R- I understand that some places are special to members of my community. R – I recognise that people have different beliefs and celebrate special times in different ways. R – I recognise some similarities and differences between life in this country and life in other countries. Autumn/Harvest –</p>	<p>ELG – I know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Pancake day - Christian festival</p>	<p>ELG – I can 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. Africa & Holiday destinations -</p>	

	<p>Christian festival Diwali – The Festival of lights – a Hindu/Sikh festival The Christmas Story – Christian festival</p>		<p>Chinese New Year – Buddhist festival Easter story – Christian festival</p>		<p>Cultural diversities</p>	
	<p>ELG – I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour. ELG – I can explain the reasons for rules, know right from wrong and try to behave accordingly. All About Me</p>	<p>R – I can build constructive and respectful relationships. R – I can think about the perspectives of others.</p>	<p>ELG – I can form positive attachments with adults and friendships with peers. ELG – I can show sensitivity to my own and others' needs.</p>	<p>ELG – I can explain the reasons for rules, know right from wrong and try to behave accordingly. Physical Development – R – I know and talk about the different factors that support my overall health and wellbeing: regular exercise, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian. Road Safety</p>	<p>ELG – I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>ELG – I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p>PSHE - PSED – Self Regulation, Managing Self & Building Relationships</p>	<p>School Rules</p>	<p>People Who Help Us</p>	<p>Relationships Mental well-being</p>	<p>Healthy Eating Life Cycles</p>		<p>My body and my health</p>

