

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Compare size, mass and capacity. Exploring Pattern. Circles and triangles Match and sort- compare amounts. Representing 1,2 and 3. Composition of 1,2 and 3.	Positional language. Shapes with 4 sides, Time Composition of numbers 1,2 and 3. Representing numbers to 5. More and less.	Comparing mass Comparing capacity. Length and height. Introducing Zero. Comparing numbers to 5. Composition of 4 and 5. 6,7 and 8 Making pairs	Time 3D shape. Pattern Combining 2 groups. 9 and 10, comparing numbers to 10. Bonds to 10.	Spatial reasoning, Match, Rotate, Manipulate Spatial reasoning, compose and decompose. Building numbers beyond 10. Counting patterns beyond 10 Adding more Taking away.	Spatial reasoning, visualise and build. Spatial reasoning, Mapping Doubling, sharing and grouping Even and odd. Deepening understanding of Patterns and relationships.
Reading	Starting at School Who's in a Family? Mog the Forgetful Cat The Lion Inside Owl Babies	Little Red Riding Hood Goodnight Moon The Gruffalo's Child Percy the Park Keeper- One Snowy Night O: Frog	Duck in a Truck Six Dinner Sid Superlato! Superlato - Evil Pea Rules The Huge Bag of Worries Not Now Bernard	Dear Dinosaur Harry and the Bucket Full of Dinosaurs Princess and the Pea	Little Red Hen Norman the Slug with the Silly Shell Farmer Duck Rosie's Walk	How to catch a star Lights on cotton rock Barry the Fish with Fingers The Rainbow Fish
Writing	Topsy and Tim start School, Elmer <i>Understand that text carries meaning. Listen to and respond to a story. Understand how to hold and manipulate a book. Begin to add 'text' to an image.</i>	The Gingerbreadman, Goldilocks, 3 Little Pigs. <i>Understand that text carries meaning. Listen to and respond to a story. Understand how to hold and manipulate a book. Begin to add 'text' to an image.</i>	The Jolly Postman, Supertato, <i>Understand that text carries meaning. Listen to and respond to a story. Understand how to hold and manipulate a book. Begin to add 'text' to an image.</i>	Sleepy Mr. T-rex, Castle Story. <i>Understand that text carries meaning. Listen to and respond to a story. Understand how to hold and manipulate a book. Begin to add 'text' to an image.</i>	Little Red Hen, Handa's surprise, Chicken Fact-file <i>Understand that text carries meaning. Listen to and respond to a story. Understand how to hold and manipulate a book. Begin to add 'text' to an image.</i>	Lighthousekeeper's lunch, Sharing a Shell <i>Understand that text carries meaning. Listen to and respond to a story. Understand how to hold and manipulate a book. Begin to add 'text' to an image.</i>
Science	<u>What's Marvellous about me?</u> Children will begin to closely observe themselves. They will begin to compare themselves to others and find similarities and differences. They will begin to look at how they have changed from a baby to now. They will begin to observe seasonal changes (Summer into Autumn) and begin to record these observations.	<u>What can we learn from stories?</u> Children will continue to observe and record natural objects that they find. Children will begin to explore properties of materials as they look at the 3 little Pig's houses. Children will begin to look at changes as they make porridge for Goldilocks. Children will continue to look at seasonal changes, (Autumn into Winter)	<u>Who are our Heroes?</u> Children will look at changes of state as we focus on the season of winter. We will explore what happens to water when it is left out overnight. Children will continue to observe and record natural objects that they find. Children will look at healthy eating linked to doctors and Oral hygiene linked to Dentists.	<u>How has the world Changed?</u> Children will make comments and offer suggestions as to why things happened- specifically why dinosaurs are extinct. Children will observe seasonal changes (Winter into Spring). Children will continue to observe and record natural objects that they find.	<u>How do things grow?</u> Children will explore growing things, including plants, hatching eggs and butterflies. They will begin to look at lifecycles. Children will observe seasonal changes (spring into summer) Children will continue to observe and record natural objects that they find.	<u>What is it like at the seaside?</u> Children will look at contrasting habitats (linked to the seaside). They will observe and record natural objects. They will look at features of the season (Summer).
RE	Being Special – Where do we belong? -retell religious stories, making connections to personal experiences.	UC Incarnation (What is Christmas?) -Children will know that Christians believe that God came to Earth in human form as Jesus.	Which stories are special and why? -Talk about some religious stories. -recognise some religious vocabulary, eg. About God.	UC Salvation (What happened at Easter) -Christians remember Jesus' last week at Easter. -Jesus' name means 'He saves'	Which Place are special and why? -Talk about somewhere that's special to them and say why.	Which Stories are special and why? -Talk about what Jesus teaches about keeping promises and explain why

	-share and record occasions when things have happened in their lives that have made them feel special. -Recall simply what happens at a traditional Christian Infant Baptism and dedication. -Recall simply, what happens when a baby is welcomed into a religion other than Christianity.	-Christians believe that Jesus came to show that all people are precious and special to God. Diwali- compare.	-Identify some of their own feelings in stories that they hear. -Identify sacred Texts, eg. Bible, Qu'ran, etc. -	-Christians believe that Jesus came to show God's love. -Christians try to show love to others.	-Recognise that some religious people have places that have special meaning to them. -Talk about things that are valued and special in a place of worship. -Identify significant features of sacred places. -Recognise a place of worship. -Get to know and use appropriate words to talk about thoughts and feelings when visiting a church. -Express a personal response to the natural world.	keeping promises is a good thing to do. -Talk about what Jesus teaches about saying 'thank you' and why it is good to thank and to be thanked.
PSHE	Self regulation- My feelings.	Building relationships- Special relationships.	Managing Self- taking on challenges	Self Regulation- Listening and following instructions.	Building Relationships- My family and friends.	Managing Self- My wellbeing.
Geography	<u>What's Marvellous about me?</u> Children will think about themselves, their family unit and their home. They will draw pictures and talk about home. When looking at homes, and the school, we use Google Maps to show where places are.	<u>What can we learn from stories?</u> Linked to the Nativity	<u>Who are our Heroes?</u> Weather dependent we will look at freezing and 'states of matter'	<u>How has the world Changed?</u> In the context of Dinosaurs and Castles: Recognise some environments that are different to the one in which they live. (UW)	<u>How do things grow?</u> Using Honda's Surprise: Recognise some similarities and differences between life in this country and life in other countries.	<u>What is it like at the seaside?</u> In the context of 'pirates' children will explore maps. We will look at different localities at the seaside:
History	<u>What's Marvellous about me?</u> In this unit, children begin by looking at themselves. They then look at immediate family before looking at grandparents etc. We look at houses and discuss old and new ones. <i>Range of old technology on display</i>	<u>What can we learn from stories?</u> This unit looks at lots of traditional tales and so there are a lot of similarities and differences to be explored. Comment on images of familiar situations in the past. (UW)	<u>Who are our Heroes?</u> This unit primarily looks at people who help us but we touch briefly on famous individuals who made a difference to the way we live. (Robert Peel, Florence Nightingale and William Carey) Name and describe people who are familiar to them. (UW)	<u>How has the world Changed?</u> In the context of Dinosaurs and Castles: Recognise some environments that are different to the one in which they live now. (UW) • Comment on images of familiar situations in the past. (UW)	<u>How do things grow?</u> This unit focuses on growing and changing, both plants and animals. However, we use stories such as the Little Red Hen which, in conjunction with our visit to the farm, supports understanding of changes in farming.	<u>What is it like at the seaside?</u> In this unit we look at the geography and the history of the seaside. We use lighthouses (the Lighthouse Keeper's Lunch) as a way of comparing changes over time. We also look at 'pirates' where we look at pirate ships and the 'stereotypical pirate' and compare them to modern life.

Music	To sing along with a pre-recorded song and add actions To be able to copy rhythm patterns with simple actions. To explore the sounds different instruments make.	To be able to find the pulse in music by following the lead of an adult. To be able to copy basic rhythms and patterns.	To be able to recognise high and low pitch sounds on a glockenspiel.	To sing along with a backing track.	To be able to invent a pattern using one pitched instrument.	To be able to create simple 2-note patterns to accompany a song.
Art	<u>What's Marvellous about Me?</u> Drawing Pupils will be inspired by self-portraits of a range of artists. They will investigate drawing materials and develop fine motor skills whilst creating self-portraits.	<u>What can we learn from stories?</u> Painting/colour and shape Inspired by Mondrian pupils will develop their painting skills. They will develop their cutting skills and create inspired pieces of art using a range of shapes and primary colours.	<u>Who are our heroes?</u> Sculpture Pupils will develop their fine motor skills through manipulation of malleable materials. They will learn how to add pieces onto a model they have created.	<u>How has the World Changed?</u> Printing/patterns Pupils will learn how to print with natural objects, making patterns. They will learn how to create rubbings from objects in their environment.	<u>How do things grow?</u> Natural Collage Inspired by Andy Goldsworthy, pupils will collect natural objects to create art. Drawing and painting Inspired by VanGogh's Sunflowers, pupils will develop their drawing and painting skills including colour mixing.	<u>What is it like at the seaside?</u> Painting Inspired by the work of Henri-Edmund Cross pupils will experiment with making marks with paint using different tools. Collage including textiles Inspired by photographic images of the seaside, pupils will select from a range of materials to create a textured seascape.