

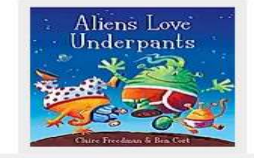

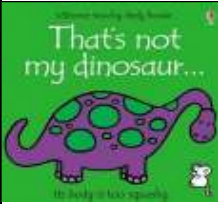
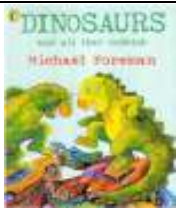





|  |  |  |  |
|--|--|--|--|
| <p><b>Personal Social and Emotional Development</b></p> <p>Settling into a new classroom.</p> <p>New routines.</p> <p>Making new friends</p> <p>Staying for lunch.</p> <p>Tooth brushing and keeping ourselves clean.</p> <p>Sharing and taking turns with other children.</p> <p>Own choice at snack time. Individual selection of independent activities.</p>  | <p><b>Communication and Language</b></p> <p>Listen carefully to stories and talk about what they have heard.</p> <p>Talking about their families and homes.</p> <p>Comparing their families with other children</p> <p>Use of he / she</p> | <p><b>Physical Development</b></p> <p>Developing the correct pencil grip and developing good letter formation.</p> <p>Responding to instructions in P.E.</p> <p>Moving in different ways</p> | <p><b>Literacy</b></p> <p>Joining in with refrains in familiar stories e.g. I want my Mummy in Owl Babies.</p> <p>Hearing and saying initial sounds in words.</p> <p>Drawing characters from the stories and talking about what they have drawn.</p> <p>Working at hearing and writing letters of the alphabet. Recap of phase 2 / start phase 3</p> |
|  <h1 style="margin: 0;">Marvellous Me</h1> <p style="margin: 0;">Themes - Ourselves, My Family, My Senses</p> <p style="margin: 0;">Experiences- local walks to identify shops and homes</p>   |  |  |  |
| <p><b>RE</b></p> <p>Which people are special and why?</p> <p>Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them.</p> <p>Identify qualities of a good friend.</p> <p>Reflect on the question 'Am I a good friend?'</p> <p>Recall and talk about stories of Jesus as a friend to others e.g. Zacchaeus/ Jesus choosing his 12 disciples/Jesus helping and healing others</p> <p>Discuss how stories of Prophet Muhammad are important to people today and what we can learn from them</p> | <p><b>Vocabulary</b></p> <p>Sister, brother, aunt, uncle etc home address, shops names e.g. postoffice newsagents. 2d shapes, our bodies and senses names</p>  | <p><b>Books</b></p> <p>All kinds of People</p> <p>Twinkl-We are all different</p> <p>The big book of families Mary Hoffman/Usbourne</p>  | <p><b>Mathematics</b></p> <p>Counting orally to 20 and above.</p> <p>Recognition of 2d shapes- e.g. making shape homes/ schools</p> <p>Focus on a number at a time 1-4</p> <p>Covering different ways to make the number, how to write the number, where it comes on a number line and shapes with that number of sides</p>                          |
| <p><b>Expressive Arts and Design</b></p> <p>Self portraits</p> <p>Drawing / painting owl babies</p> <p>Art using natural media eg leaves, conkers, pine cones/transient art.</p> <p>Primary colours</p> <p>Colour mixing to create autumnal colours</p>  |  |  |  |
| <p><b>Understanding the World</b></p> <p>Talking about their families and their selves.</p> <p>I know my address and birthday.</p> <p>Talking about our senses</p> <p>The local environment - my home and my school.</p> <p>My journey to school and the shops / buildings I pass.</p> <p>Technology Purple Mash all about me activities</p>   |  |  |  |

|  |   |  |  |
|--|---|--|--|
| <p><b>Personal Social and Emotional Development</b></p> <p>Learning about celebrations and tolerance of different people, faiths and cultures in our community.</p> <p>Children will explain their own knowledge about their own celebrations and listen to others opinions.</p>   | <p><b>Communication and Language</b></p> <p>Discussing experiences and listening to others ideas.</p> <p>How do we look after babies and care for others and sequencing their ideas.</p> <p>Discussing times that are special to us e.g. birthdays, Eid, Christmas etc.</p> | <p><b>Physical Development</b></p> <p>We will continue to reinforce good letter formation through all written activities.</p> <p>Road Safety</p> <p>Moving in different ways</p>   | <p><b>Literacy</b></p> <p>Talking about why we need to keep safe.</p> <p>Discussing bonfire experiences. Firework words</p> <p>Using 'I can see' to structure simple sentence writing.</p> <p>Working at putting sounds together to make simple words.</p> <p>Staring phase 3 blends e.g. ee ai</p>  |
|  <h2 style="margin: 0;">Let's Celebrate</h2> <p style="margin: 0;">Themes - Birthdays, Christmas, Eid, Bonfire Night</p>   |   |  |  |
| <p><b>RE</b></p> <p><b>Which times are special and why?</b></p> <p><b>Talk about special times children have celebrated- why? Who were they with? What happened?</b></p> <p><b>To give examples of special occasions and suggest features of a good celebration- food / friends family etc</b></p> <p><b>Recall simple stories connected with Christmas and Eid and express what they think about them- Pobble pictures</b></p> <p><b>Say why these are special times?</b></p> <p><b>Be able to express what happens during these celebrations and talk simply about how they are the same or different.</b></p> | <p><b>Vocabulary</b></p> <p>Shape and size vocabulary- growing, babies infant, child, adult Firework words, celebrate, cards, Festivals Christmas, Eid, invitations festivals</p>   | <p><b>Books</b></p> <p><b>The first Christmas</b></p> <p><b>I'm Celebrating Eid</b></p> <p><b>Aleena celebrates Eid</b></p>  | <p><b>Mathematics</b></p> <p>number 5 - 10</p> <p>-ways of making 5 e.g. 2+3/ 1+4 using fingers and practical apparatus</p> <p>Sorting number/ not number e.g. 5 and not 5</p> <p>Ordering numbers to 10</p> <p>Covering different ways to make each number, how to write the number, where it comes on a number line and shapes with that number of sides</p> <p>Repeated patterns- making wrapping paper</p> |
| <p><b>Expressive Arts and Design</b></p> <p>Cold colour pictures./ hot pictures linked to fire works</p> <p>Firework hot colour pictures.</p> <p>Christmas/ Birthday/ Eid cards and craft. Calendars, cards novelties.</p> <p>Printing technique to make wrapping paper</p>  |   | <p><b>Understanding the World</b></p> <p><b>Autumnal changes in our environment</b></p> <p>Talking about their family celebrations for birthdays/ Eid /Christmas</p> <p>Sharing baby photos / sequencing a human growing- talking about things that happened in their past. Tech : purple mash activities linked to celebrations. Talking pictures/ sharing pictures of special times.</p> <p>My mum/ dad as a baby difference in old new toys</p> |  |

|   |   |  |   |
|---|---|--|---|
| <p><b>Personal Social and Emotional Development</b></p> <p>Children will have the opportunity to speak to others about own interests and opinions.</p> <p>Children will be encouraged to take turns and listen to what others say</p> <p>Through Pobble sessions children will explain own knowledge and understanding, and be encouraged to ask appropriate questions of others.</p> <p>Children will be given the language to solve issues around turn taking and sharing toys.</p> | <p><b>Communication and Language</b></p> <p>To follow a story without pictures and talk about what is happening</p> <p>To be able to talk about predictions explain their ideas and develop simple conclusions e.g the moon is in the sky because it is night time</p> <p>Describing aliens</p> | <p><b>Physical Development</b></p> <p><b>Use of handwriting lines for letter formation.</b></p> <p><b>Apparatus can we climb on over and under/</b></p> <p><b>Exploring shapes as we jump on /off apparatus and land.</b></p>  | <p><b>Literacy</b></p> <p>Using 'I can see...The ...is to structure simple sentence writing/ captions.</p> <p>Working at putting sounds together to make simple words.</p> <p>Continuing phase 3 blends e.g. ow oi ear</p> <p>Write captions to match pictures from the story.</p> <p>Write simple sentences which can be read by themselves</p> <p>Sequencing stories and writing simple sentences to retell them</p> <p>Simple retell about the moon landing</p> <p>Writing what would you take to the moon - clothes/ equipment / food</p> <p>Factual booklets about the planets</p> |
| <p><b>Can we explore it?</b></p> <p>Themes - Space, Jungle, Polar</p>     |   |  |   |
| <p><b>RE</b></p> <p><b>What is special about our World?</b></p> <p><b>Creation stories-</b></p> <p><b>In the beginning by Steve Turner</b></p> <p><b>God's quiet things by Nancy Sweetland</b></p> <p><b>The wonders of the natural world link to Understanding the world</b></p> <p><b>What Creation stories do Christians tell?</b></p> <p><b>What do you think is special about the world?</b></p>   | <p><b>Vocabulary</b></p> <p>Day night dark light sun moon stars planet names astronaut rocket satellite explorer</p>  | <p><b>Books</b></p> <p><b>Q pootle 5, Aliens love underpants</b></p> <p><b>Whatever next. Non -fiction books</b></p>   | <p><b>Mathematics</b></p> <p>Consolidate number 10</p> <p>Counting by rote to 30</p> <p>Counting back from 20</p> <p>Heavy and light</p> <p>Long and short</p> <p>Tall and short</p>  |
| <p><b>Expressive Arts and Design</b></p> <p><b>Papier Mache planets</b></p> <p><b>Making rockets / helmets with construction and junk modelling</b></p> <p><b>Rocket and astronaut Role play</b></p> <p><b>Alien role play</b></p> <p><b>Dark and light colours mixing darker / lighter colours</b></p>   |   | <p><b>Understanding the World</b></p> <p>Day and night -the sun and the moon/ stars</p> <p>The planets and our solar system</p> <p>Knowing some characteristics of the planets</p> <p>Technology- rockets/ space helmets/designing underpants for the aliens</p> <p>The first moon landing and the people involved- children learn about past and present events</p> |   |

|   |   |   |   |
|---|---|---|---|
| <p><b>Personal Social and Emotional Development</b></p> <p>Becoming more responsible for their learning.</p> <p>Playing games - following rules and taking turns</p>  | <p><b>Communication and Language</b></p> <p>Discussing experiences and listening to others ideas.</p>   | <p><b>Physical Development</b></p> <p>We will continue to reinforce good letter formation through all written activities.</p> <p>Ball skills - throwing, catching, bouncing</p>   | <p><b>Literacy</b></p> <p>Using different sentence starters to structure simple sentence writing e.g. I go, I like, My ..., It is/can/has</p> <p>Working at putting sounds together to make simple words.</p> <p>Continuing phase 3 blends e.g. ee ai</p> <p>Reading factual books and writing factual booklets about dinosaurs</p> <p>Labelling and describing dinosaurs</p> <p>Factual book about Mary Anning</p> |
|  <h1 style="font-size: 2em;">Long, long ago...</h1> <p>Themes - Dinosaurs, Knights and Castles</p>                        |   |   |   |
| <p><b>RE</b></p> <p>What is special about the world and how can we look after it?</p> <ul style="list-style-type: none"> <li>- Also linked to science week and Forest school</li> <li>- Linked to Understanding the world and forest school</li> </ul> <p>Mother's Day</p> <p>Pancake Day</p> | <p><b>Vocabulary</b></p> <p>Heavy, light, heaviest, lightest, long, short, longest, shortest, full, empty, half full, tall, tallest, texture words rough smooth etc. volcanoes, lava, dinosaur names and types</p> <p><b>Expressive Arts and Design</b></p> <p>Dinosaur footprint printing</p> <p>Textures for dinosaur skin</p> <p>Collage dinosaur bones/ skin/ teeth</p> <p>Make volcanoes</p> | <p><b>Books</b></p> <p>That's not my dinosaur, Dinosaurs and all that rubbish</p> <p>Non fiction texts</p> <p><b>Understanding the World</b></p> <p>Discussing ways that we can look after our world.</p> <p>Recycling</p> <p>Science week 6-15 march - different experiment each day - melting, floating and sinking exploring materials and their properties</p> <p>Mary Anning</p> | <p><b>Mathematics</b></p> <p>Consolidate number 10</p> <p>Heavy and light</p> <p>Long and short</p> <p>Tall and short</p> <p>Capacity</p> <p>Numbers 11-15 Covering different ways to make each number, how to write the number, where it comes on a number line and shapes with that number of sides</p>   |

|  |  |   |   |
|--|--|---|---|
| <p><b>Personal Social and Emotional Development</b></p> <p>Discuss right and wrong from topic stories</p> <p>Discuss solutions to problems from the story</p> <p>Discuss what they would do if they were the characters.</p>   | <p><b>Communication and Language</b></p> <p>Discussing about experiences and listening to others ideas.</p> <p>Ask questions about the stories we read</p> <p>Answer how and why questions</p> | <p><b>Physical Development</b></p> <p>Team games to consolidate ball skills</p>   | <p><b>Literacy</b></p> <p>Using story openers e.g. once upon a time</p> <p>Write a sentence for the beginning middle and end of a story</p> <p>Independently using their phonics knowledge when writing sentences</p> |
|  <h1>Once upon a time...</h1> <p>Themes - Hansel &amp; Gretel, Jack &amp; the Beanstalk, Little Red Riding Hood, Three little Pigs</p>   |  |   |   |
| <p><b>RE</b></p> <p><b>Which stories are special to me and why?</b></p> <p>Talk about our favourite stories what is your favourite story and why?</p> <p>What stories do you know about Jesus?</p> <p>Hear and explore stories from the Bible that Jesus told - David the shepherd boy/ The story of Ruth/making promises ( Matthew 21:28-32)and saying Thankyou (ten lepers Luke 17:11-19)</p> <p>Who are the stories about? What happens in the stories? Does the story tell you about God/ saying Thankyou and keeping promises?</p> <p>Identify a sacred text - The bible/ The Quran</p> | <p><b>Vocabulary</b></p> <p>Repeated story phrases, growing, mother and baby farm animals, growing, planting</p>   | <p><b>Books</b></p> <p>Hansel &amp; Gretel, Jack &amp; the Beanstalk, Little Red Riding Hood, Three Little Pigs</p>   | <p><b>Mathematics</b></p> <p>More and less</p> <p>Adding single numbers up to 20</p> <p>Subtracting single numbers up to 20</p>   |
| <p><b>Expressive Arts and Design</b></p> <p>Using junk modelling to create story characters and props e.g. cages, houses, castle</p> <p>Junk model instruments- bean percussion/ junk stringed instruments</p>   |  | <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>- Growing linked to Jack and the Beanstalk and farm visit.</li> <li>- Farm visit linked to 3 little pigs</li> <li>- Mothers and their babies farm animals</li> <li>- Exploring building materials</li> <li>- Compare farm with their own local area and talk about how people have influenced the environment</li> <li>- Children to record farm visit/ plays/ growth of beans using technology</li> </ul> |   |

|   |  |  |   |
|---|--|--|---|
| <p><b>Personal Social and Emotional Development</b></p> <p>Preparing for transition</p> <ul style="list-style-type: none"> <li>- My new class and teacher</li> </ul> <p>Keeping safe near the sea.</p>  | <p><b>Communication and Language</b></p> <p>Talk about our holidays</p> <p>Share photographs from our holidays</p> | <p><b>Physical Development</b></p> <p>We will continue to reinforce good letter formation through all written activities.</p> <p>Team games and skills circuits</p> <p>Keeping safe near the sea.</p>  | <p><b>Literacy</b></p> <p>Write sentences independently using keywords they have learnt in phonics</p> <p>Write postcards and send them</p> <p>Fact files about under the sea animals</p>   |
|  <h2 style="margin: 0;">Splish, Splash, Splosh</h2> <p style="margin: 0;">Themes - Pirates, Under the Sea, Seaside</p>    |  |  |   |
| <p><b>RE</b></p> <p>Where do we belong?<br/>(linked to transition)</p> <p>Discuss the idea that each person is unique and valuable- what are you good at?</p> <p>Look at how God loves each person and how God's love is shown through Baptism and dedication.</p> <p>Learn about Jesus's beliefs that children are very special (Mark 10v.13-16)</p> <p>Discuss how children are welcomed into Islam through Aqiqah ceremony and whispering of adhan and cutting hair.</p> | <p><b>Vocabulary</b></p> <p>Beach, waves, sand, sea, ocean, under the sea animals</p>                              | <p><b>Books</b></p> <p>The Night Pirates</p> <p>The Pirates Next Door</p>  | <p><b>Mathematics</b></p> <p>Doubling</p> <p>Halving</p> <p>Sharing</p> <p>Numbers 15-20 Covering different ways to make each number, how to write the number, where it comes on a number line and shapes with that number of sides</p> |
| <p><b>Expressive Arts and Design</b></p> <p>Make our own aquariums using junk modelling</p> <p>Make boats - can we make them float/waterproof</p>   |  | <p><b>Understanding the World</b></p> <p>Experimenting with different materials and talking about their properties e.g. waterproofing.</p> <p>Discuss the best material to use for different purposes.</p> <p>Lifeboat rescue and Lifeguards.</p> <p>Treasure maps</p> <p>Technology</p> |   |