

[illegible]

S P		Explain the reasons for rules, know right from wrong and try to behave accordingly (Class/ school rules) (Behaviour choices / consequences) (Change of routine/ transition)	Growth Mindset Manage their own basic hygiene and personal needs, including dressing, going to the toilet	Sensible amounts of 'screen time' & online Safety Oral health/ Tooth brushing Hand washing/ germs	Growth Mindset recap Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Understanding the importance of healthy food choices. Food groups and balanced meals	Being a safe pedestrian Regular physical activity Having a good sleep routine
		<u>Building Relationships</u> Form positive attachments to adults and friendships with peers	<u>Building Relationships</u> Anti-Bullying Week (Showing kindness, Anti-bullying)	<u>Building Relationships</u> Show sensitivity to their own and to others' needs. (Taking turns, Resolving disagreements)	<u>Building Relationships</u> The point of view of someone else (Working together, Showing kindness)	<u>Building Relationships</u> Friendships (What makes a good friend)	<u>Building Relationships</u> Work and play cooperatively and take turns with others
	Physical Development	<u>Gross Motor</u> Baseline assessment - Negotiating space - Adjusting speed - Using space safely - Move energetically • walking • running • hopping - Warm ups / cool downs (Streamers and ribbons) Yoga	<u>Gross Motor</u> - Gymnastics • rolling • jumping • balancing - Demonstrate strength, balance and coordination - Using equipment and mats Yoga	<u>Gross Motor</u> Dance linked to topic Follow the leader movements • dancing - Moving with confidence in different ways Yoga	<u>Gross Motor</u> - Ball skills • rolling • bouncing • throwing and catching • passing • aiming - Using bean bags, large and small balls Yoga	<u>Gross Motor</u> - May Pole Dancing • skipping Obstacle course • crawling • climbing Yoga	<u>Gross Motor</u> - Athletics/Sports Day - Track and field events • running • jumping • throwing and catching - Team games • kicking • batting • aiming Yoga
		<u>Fine Motor</u> Baseline assessment Handwriting - Developing pincer grip - Getting changed (jumpers/ coat sleeves) Playdough	<u>Fine Motor</u> Handwriting - Developing pincer grip - Getting changed (buttons and zips) - Use a range of small tools • paint brushes	<u>Fine Motor</u> Handwriting - Developing tripod pencil grip - Use a range of small tools • scissors - Computing Key Skills – Use mouse and mouse pad with increasing accuracy (iPad)	<u>Fine Motor</u> Handwriting - Developing tripod pencil grip Weaving	<u>Fine Motor</u> Handwriting - Developing tripod pencil grip - Use a range of small tools • cutlery Sewing	<u>Fine Motor</u> - Hold a pencil effectively in preparation for fluent writing – Using the tripod grip in almost all cases - Show accuracy and care when drawing
	Literacy	<u>Comprehension</u> Baseline Assessment Starting school stories Use and understand recently	<u>Comprehension</u> Retelling stories and narratives using their own words and recently introduced vocabulary	<u>Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and	<u>Comprehension</u> Anticipate – where appropriate – key events in stories Poetry – funny	<u>Comprehension</u> Retelling stories and narratives using their own words and recently introduced vocabulary	<u>Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and

E C I F I C A R E A S

<p>English</p>		introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Poetry – acrostic Book Talk sessions	poems and during role-play Poetry – rhyming words Book Talk sessions	Book Talk sessions	Poetry – on a theme Book Talk sessions	poems and during role-play Poetry – on a theme Book Talk sessions
		<u>Word Reading</u> Baseline Assessment Phonics Phase 2 sounds Read some common exception words (Phase 2)	<u>Word Reading</u> Phonics Phase 2 sounds Read some common exception words (Phase 2) Alliteration and initial sounds	<u>Word Reading</u> Phonics Phase 3 sounds Read some common exception words (Phase 3) Read words consistent with their phonic knowledge by sound-blending	<u>Word Reading</u> Phonics Phase 3 sounds Read some common exception words (Phase 3) Read words consistent with their phonic knowledge by sound-blending	<u>Word Reading</u> Phonics Phase 3/4 sounds Read some common exception words (Phase 4) Say a sound for each letter in the alphabet and at least 10 digraphs	<u>Word Reading</u> Phonics Phase 4 sounds Read some common exception words (Phase 4) Read aloud simple sentences and books
		<u>Writing</u> Baseline Assessment Representing the sounds with a letter or letters (emergent writing) Name writing Labels	<u>Writing</u> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them Labels, lists and captions Non-fiction - Letters to Father Christmas/ Christmas cards	<u>Writing</u> Representing the sounds with a letter or letters - How words can combine to make sentences Lower case and capital letters Captions and simple sentences Rhyming sentences	<u>Writing</u> Captions and simple sentences – Use of full stops - Key skills - Use keyboard to type capital letters, spaces, and erase. Fiction – fairy tales (Write a short story/ alternative ending)	<u>Writing</u> Simple sentences - Capital letters and full stops Fiction (Setting description) Fiction (Character description) Non-fiction – recipes	<u>Writing</u> Simple sentences - Capital letters and full stops Write simple phrases and sentences that can be read by others Non-fiction - instructions Recounts (end of year reflection)
	<p>Mathematics</p>	<u>Number</u> Baseline Assessments – Number & SSM - Composition of each number to 10 (0 – 5) - Number formation to 5 - Counting with 1:1 correspondence	<u>Number</u> - Composition of each number to 10 (6 – 10) - Number formation to 10 - Matching numerals (to 10) with quantities	<u>Number</u> - Subitise up to 5 (recognise quantities without counting) - Number bonds up to 5 - Subtraction facts to 5	<u>Number</u> Data: Collecting and sorting with Tally Charts & Pictograms	<u>Number</u> - Number bonds to 10 - Subtraction facts to 10	<u>Number</u> - Deep understanding of number to 10 - Estimating
		<u>Numerical Patterns</u> - Days of the week	<u>Numerical Patterns</u> - Compare heavier/lighter	<u>Numerical Patterns</u> - Recognising the pattern of the counting system	<u>Numerical Patterns</u> - Counting in 2s, 5s, 10s	<u>Numerical Patterns</u> - Counting in 2s, 5s, 10s	<u>Numerical Patterns</u> Counting in 2s, 5s, 10s
		- Morning, afternoon,	- Create repeating patterns		- Evens and odds	- Explore and represent	- Double facts to 10

		evening, night	- Recognise 2D/3D shapes	- Verbally count beyond 20 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	- Coin recognition and values - Comparing height and length	patterns within numbers up to 10 - Positional and directional language (Beebots) - Sharing and halving	- O'clock and half past - Comparing capacity of containers - Properties of 2D/3D shapes
	Understanding the World	<u>Past and Present</u> My family - Who is in my family? Sharing photos	<u>Past and Present</u> Similarities and differences – as I have grown (Growing up timeline)	<u>Past and Present</u> Events of the past (moon landing) (technology timeline) People of the past (astronauts)	<u>Past and Present</u> Similarities and differences - different time periods (Medieval life/fairy tales)	<u>Past and Present</u> Places of the past (Stonehenge, Pyramids)	<u>Past and Present</u> - How they have changed this year -Transition into Year 1
		<u>People, Culture and Communities</u> - Local environment (Chesterton village, School grounds) • maps and field work • photos • Google Earth	<u>People, Culture and Communities</u> The senses (sight, smell, hearing, taste, touch)	<u>People, Culture and Communities</u> Different countries and cultures - China Chinese New Year - Computing Key skills - Select a program from the desktop or icon on iPad. - Computing Key skills - Turn computers on and off correctly.	<u>People, Culture and Communities</u> Different jobs – people who help us, vet, author, farmer, artist, musician, vicar - Record film for Film Festival	<u>People, Culture and Communities</u> Different countries and cultures – South Africa - Village, town and city Comparisons - South Africa (Qugqwala school)	<u>People, Culture and Communities</u> Similarities and differences between people – race, disabilities – acceptance
		<u>The Natural World</u> - Natural/ man-made materials	<u>The Natural World</u> - Local habitats (woodland, garden animals – owls, hedgehogs, foxes, badgers, mice) - Light and dark	<u>The Natural World</u> - Local habitats - Birds/ bird lifecycle/ habitats - Materials and their properties	<u>The Natural World</u> - Plant life cycle - Plant care - Forces (push/pull, magnets)	<u>The Natural World</u> Comparisons Habitats inc. polar, jungle, desert, beach - Animal lifecycles -Sorting and grouping animals - Freezing/ melting/ cooking	<u>The Natural World</u> - Local habitats (insects) - Eco friendly behaviour -Endangered animals -Pollution Floating and Sinking

	Expressive Arts and Design	<p><u>Creating with Materials</u> Cauliflower Cards</p> <p>Observational drawing - Self-portraits Village walk paintings</p> <p>Role play props</p>	<p><u>Creating with Materials</u> Christmas crafts and cards</p> <p>Group artwork – Christmas display</p> <p>Role play props</p>	<p><u>Creating with Materials</u> Mother's Day cards</p> <p>Junk modelling</p> <p>Joining materials – tape, glue, split pins</p> <p>Role play props</p>	<p><u>Creating with Materials</u> Easter cards</p> <p>Role play props</p> <p>Group artwork – Easter artwork</p>	<p><u>Creating with Materials</u> Observational drawing –</p> <p>Colour mixing</p> <p>Artist study –</p> <p>Improve a piece of art –</p> <p>Role play props</p>	<p><u>Creating with Materials</u> Father's Day cards</p> <p>- Observational drawing Self-portraits (comparison to September version)</p> <p>Role play props</p>
		<p>Artistic effects – printing, finger painting, brush, sponge, collage</p> <p>Materials – chalk, ready mix paint, watercolour, pencils, pastel, clay, papier mache, natural objects</p>					
		<p><u>Being Imaginative and Expressive</u> Charanga Autumn Unit 1 'Me!' - explore: growing, homes, colour, toys, looks</p> <p>Listening and talking about music</p> <p>Nursery rhymes</p> <p>Role play – home corner</p>	<p><u>Being Imaginative and Expressive</u> Charanga Autumn Unit 2 'My Stories' - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a Time</p> <p>Singing for Christmas performance</p> <p>Role play – Nativity stable/ Christmas home corner</p>	<p><u>Being Imaginative and Expressive</u> Charanga Spring Unit 1 'Everyone!' - explore: family, friends, people and music from around the world</p> <p>Watching and talking about dance</p> <p>Dance in time to music</p> <p>Role play – party/ restaurant/ space station</p>	<p><u>Being Imaginative and Expressive</u> Charanga Spring Unit 2 'Our World' - explore: animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space</p> <p>Performance poems</p> <p>Role play – fairy tale cottage/ garden centre/ chocolate shop</p>	<p><u>Being Imaginative and Expressive</u> Charanga Summer Unit 1 'Big Bear Funk' - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share</p> <p>Watching and talking about dance</p> <p>Dance in time to music</p> <p>Role play – vet/</p>	<p><u>Being Imaginative and Expressive</u> Charanga Summer Unit 2 Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.</p> <p>Group singing Individual singing</p> <p>Role play -</p>
	Outdoor Learning	<p>Introduction to using the mud kitchen</p> <p>Weather – wind</p> <p>Leaves</p> <p>Harvesting food (apple/pear picking)</p> <p>Seasons – Autumn</p>	<p>Weather – fog</p> <p>Staying safe – visibility clothing</p> <p>Planting vegetables/ bulbs</p> <p>Christmas decorations with natural materials</p>	<p>Weather – snow and ice</p> <p>Freezing investigation</p> <p>Seasons – Winter</p>	<p>Weather – rain</p> <p>Planting vegetables (magic beans)</p> <p>Plant life cycles (beanstalk)</p> <p>Seasons – Spring</p>	<p>Weather – rainbows</p> <p>Planting pumpkin seeds/ sunflowers</p> <p>Minibeasts</p> <p>Building shelters (animal homes)</p>	<p>Forest School (4/5 sessions)</p> <p>Weather – sun</p> <p>Picking fruit and veg</p> <p>Environmental issues – recycle, reduce, reuse</p> <p>Seasons – Summer</p>

RE	<p>Christian Focus Is the word “God” special? Find out about special things, how they are treated, whether everyone has the same ideas about what is special, interview a vicar or a rabbi about why God is special to them, design a VIP, make a box of the things that are most special to them.</p> <p>*God *Special things, people and places *Interview a vicar, rabbi, Imam about god *Special objects, places or stories in faith *Characteristics of God</p> <p>Christianity Judaism Islam</p>	<p>Christian Focus Why do Christians perform nativity plays? Explore the person of Jesus, design a scene, dressing up, acting nativity plays and Christmas stories. Think about the impact of watching something rather than reading it.</p> <p>*Christmas *Story of the nativity *Concept of Jesus *Nativity performances verses story book retelling Christianity</p>	<p>What should we celebrate together? Explore celebrations they know e.g. Birthday, Diwali, Chanukah, Eid, Purim and Harvest etc. Think about why celebrating together is better than alone.</p> <p>*Celebrations / Festivals *Birthdays, Anniversaries *Diwali *Chanukah, Purim *Guy Fawkes, Harvest Christianity Judaism Hinduism</p>	<p>Christian Focus Does an Easter garden need a cross? Look for cross symbols, make and design crosses, make Easter gardens, read the Easter story, discuss other things that are special at Easter – hot cross buns and other symbols that are connected to Easter. Focus on why the cross is special.</p> <p>*Easter *Story of Easter *Symbols of Easter – cross, hot cross buns, bunnies, chicks eggs, flowers, colours, Easter gardens Christianity</p>	<p>Are some foods special? Look at the kinds of food eaten at celebrations; look at the foods connected with religious festivals e.g. Rosh Hashanah, Ramadan and Eid.</p> <p>*Food *Birthday and cake *Rosh Hashanah, Pesach, Simchat Torah and Kosher food *Easter – eggs and hot cross buns, Pancake day, harvest, Christmas *Ramadan, halal Christianity Judaism Islam</p>	<p>What do people believe about the beginning of the world? Read creation stories, create their own world, and listen to music, “wow” walk to inspire questions about creation, care for some plants or animals.</p> <p>*Creation *Creation stories *Care for the planet – animals, plants (Guardianship) Christianity Judaism Islam Hinduism</p>
<p>Characteristics of Effective Learning (linked to Independent Learning Powers)</p>	<p><i>Be curious</i></p> <p>P&E (engagement) Finding out and exploring Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activity Showing particular interests</p>	<p><i>Try your best</i></p> <p>P&E (engagement) Being willing to have a go Initiating activities Seeking challenge Showing a ‘can do’ attitude Taking a risk, engaging in new experiences, and learning by trial and error</p>	<p><i>Challenge Yourself</i></p> <p>C&TC (thinking) Making links Making links and noticing g patterns in their experience Making predictions Testing their ideas Developing ideas of grouping, sequences, cause and effect</p> <p>AL (motivation) Enjoying achieving what they set out to do Showing satisfaction in meeting their own goals Being proud of how they accomplished something- not just the end result Enjoying meeting challenges for their own sake rather than external</p>	<p><i>Persevere</i></p> <p>AL (motivation) Keeping on trying Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties</p> <p>AL (motivation) Being involved and concentrating Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Not easily distracted Paying attention to details</p>	<p><i>Improve Things</i></p> <p>C&TC (thinking) Having their own ideas Thinking of ideas Finding ways to solve problems Finding new ways to do things</p> <p>C&TC (thinking) Choosing ways to do things Planning, making decisions about how to approach a task, solve a problem and reach goals Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked</p>	<p><i>Work Together</i></p> <p>P&E (engagement) Playing with what they know Pretending objects are things from their experience Representing their experiences in play Taking on a role in their play Acting out experiences with other people</p>

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