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| **Term** | **Autumn One** | **Autumn Two** | **Spring One** | **Spring Two** | **Summer One** | **Summer Two** |
| **Topic** | What makes me special? (Ourselves) | Where have the green leaves gone? (Weather) | Can I have chocolate for breakfast? (Healthy Eating) | Who lives on a farm? | Who shares my garden? | Can I walk around the world? (Transport) |
| **English**  **CLL included** | Key texts:  -Kipper’s Birthday  -Funnybones  -Elmer  -The Enormous Turnip  -Goldilocks and the 3 bears  -3 Billy Goats | Key texts:  -Owl babies  -Weather (non-fiction book)  -The boy and the rainbow  -Jack Frost  -Lost and Found  -Storm whale | Key Texts:  -Handa’s surprise  -Master Bun the baker’s son  -Peppa Pig’s Chinese New Year  -The Gingerbread man  - Oliver’s vegetables  -Lunchtime | Key Texts:  -Little Red Hen  - Farmer Duck  -Big Machines on the farm (non-fiction)  -Eggs and chicks (non-fiction)  -Pig in the mud | Key Texts:  - Look at Minibeasts (non-fiction)  - Jack and the beanstalk  -Superworm  -What the ladybird heard  -Jasper’s beanstalk | Key Texts:  -Journeys (non-fiction)  -Grandad’s Island  -Whatever next  -The train ride  -Duck in a truck  - History of Vehicles (non-fiction). |
| **Maths**  **(White Rose)** | **Getting to know you**  **Just like me!**  Match and sort  Compare amounts  Compare size, mass & capacity  Exploring pattern | **It's me 1, 2, 3!**  Representing 1, 2 & 3  Comparing 1, 2 & 3  Composition of 1, 2 & 3  Circles and triangles  Positional language  **Light & dark**  Representing numbers to 5  One more or less  Shapes with 4 sides  Time | **Alive in 5!**  Introducing zero  Comparing numbers to 5  Composition of 4 & 5  Compare mass (2)  Compare capacity (2)  **Growing 6, 7, 8**  6, 7 & 8  Combining two amounts  Making pairs  Length & height  Time (2) | **Building 9 & 10**  Counting to 9 & 10  Comparing numbers to 10  Bonds to 10  3-D shapes  Spatial awareness  Patterns  **Consolidation** | **To 20 and beyond**  Build numbers beyond 10  Count patterns beyond 10  Spatial reasoning 1  Match, rotate, manipulate  **First, then, now**  Adding more  Taking away  Spatial reasoning 2  Compose and decompose | **Find my pattern**  Doubling  Sharing & grouping  Even & odd  Spatial reasoning 3  Visualise and build  **On the move**  Deepening understanding  Patterns & relationships  Spatial mapping (4)  Mapping |
| **Science**  **UTW** | Looking at our body and knowing the names.  Comparing each other in class, measuring feet/hands/  Height and comparing.  The 5 senses. | Looking at how the weather changes our environment e.g. freezing water, frost etc. . Can they use a digital camera to record signs of winter?  Looking at signs of winter- leaves falling off etc.  Explore questions, such as ‘Can you see your breath?’ or ‘How does your body tell you that it’s cold?’ | Looking up heating up different foods and seeing how they change. | Explore the natural world around them, making observations and drawing animals and plants.  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.  Understand some important processes and changes in the natural world  around them, including the seasons and changing states of matter | Explore the natural world around them, making observations and drawing pictures of mini-beasts and their habitats.  Understand some important processes and changes in the natural world  around them, including the seasons and changing states of matter | Floating and sinking – making boats and testing to see if they work.  Using the wind to make paper aeroplanes and see the best weather to fly them. |
| **Geography**  **UTW** | 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 | Winter walk around school looking for changes in the environment. . Can they use a digital camera to record signs of winter?  Can the children explore where in the world there are snowy environments using atlases? How does the map show them this? Provide the children with props and costumes so that they can become explorers and set off on adventures to snowy places in the world. | Looking at shops in Lower Pilsley | Looking at maps of farms and what is there.  Designing their own farm.  Compare a town and country farm.  Farms around the world. | Describe their immediate environment using knowledge from observation,  discussion, stories, non-fiction texts and maps.  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 | What have we got in Lower Pilsley?  Look at the roads, paths, trains, motorways, |
| **History**  **UTW** | Talk about the lives of the people around them and their roles in society.  Grandparents – what jobs they did. | Looking at famous explorer focus on Artic explorers. | Looking at shops and how they have changed through history and in the local area.  To understand the history behind Chinese New Year. | Talk about the lives of the people around them and their roles in society  Understand the past through settings, characters and events encountered  in books read in class and storytelling | Look at allotments today and in the past.  Exploring how plants change over time- their life span. | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  George Stephenson and knowing about steam trains and developing the railways.  Looking at travel through the ages.  Steam trains, cars, horses, walking |
| **P.S.H.E- Jigsaw**  **PSED** | Being me in the world.  Self-identity  Understand feelings  Being in a classroom  Being gentle  Rights and responsibilities | Celebrating Difference  Identifying talents  Being special  Families  Where we live  Making friends  Standing up for yourself | Dreams and Goals  Challenges  Perseverance  Goal-setting  Overcoming obstacles  Seeking help  Jobs  Achieving goals | Healthy Me  Exercising bodies  Physical activity  Healthy food  Sleep  Keeping clean  Safety | Relationships  Family life  Friendships  Breaking friendships  Falling out  Dealing with bullying  Being a good friend | Changing Me  Bodies  Respecting my body  Growing up  Growth and change  Fun and fears  Celebrations |
| **P.E.**  **PD** | Fundamental Movements – Running, Jumping and Throwing | Fundamental Movements – Catching, Balance, Coordination | Fundamental Dance | Fundamental Gymnastics | Fundamental Invasion Games  Q- Reception | Sports Day Preparation |
| **R.E.**  **UTW/PSED** | F2 Which people are special and why? (Believing) | F4 What times are special and why? (Expressing) | F1 Which stories are special and why (Believing) | F3 Which places are special and why? (Expressing) | F6 What is special about our world?  (Living) | F5 Where do we belong?  (Living) |
| **Computing**  **CLL/UTW/PSED** | Coomber- Listening to stories and using headphones | Coomber- Listening to stories and using headphones | Learning how to use a mouse and a PC. | Learning how to use an IPad. | Introducing the children to the Computer suite- learning how to log on, navigate the desktop etc. | Introducing the children to the Computer suite and the different programs |
| **ART/ D.T./ Music**  **EAD** | Funnybones – skeleton.  Elmer – designing their own elephant.  Self-portraits   * Listen / respond * Feel the beat * Explore untuned instruments * Singing - nursery rhymes and action songs * Share and perform | Exploring colour  Exploring sounds   * Listen / respond * Feel the beat * Explore untuned instruments * Singing - nursery rhymes and action songs * Share and perform | Chinese New Year art – know how to manipulate tools.   * Listen / respond to environmental sounds * Explore and create environmental sounds (vocally) * Singing – simple call and response * Share and perform | Painting farm animals  Making Farm animals in different mediums for the farm display   * Listen / respond to environmental sounds * Explore and create environmental sounds (vocally) * Singing – simple call and response * Share and perform | Using different pieces of paper to make mini-beasts.  Drawing their garden.  Bark rubbings.   * Listen / respond * Explore and create * Singing * Share and perform | Travel pictures.  Making a map from different mediums.   * Listen / respond * Explore and create * Singing * Share and perform |
| **Visits/ Visitors**  **Special events** | Harvest  Mother and baby visit | Bonfire Night  Christmas  Nurse (if possible) | Chinese New Year  Pancake Day  Valentine’s day  Sainsbury’s (if possible) | Mother’s Day  Easter  Animal Man  Matlock Farm Park visit |  | Father’s day  Sports day |
| **Role- play Area** | Home corner- Home | Artic role play | Bakery | Vets | Garden centre | Garden centre |