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| **Term** | **Autumn One** | **Autumn Two** | **Spring One** | **Spring Two** | **Summer One** | **Summer Two** |
| **Enquiry Questions** | 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). |
| **Listening, attention and understanding**  Listen attentively and respond to what they hear with relevant comments, questions or actions (when being read to and during whole class discussions and small group interactions).  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back and forth exchanges with their teachers and peers.  **Speaking**  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  **Writing**  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others.  **Comprehension**  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate (where appropriate) key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  **Word Reading**  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  **Fine Motor Skills**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing.  **Be Imaginative and Expressive**  Invent, adapt and recount narratives and stories with their peers and teacher.  Perform songs, rhymes and stories with others and - when appropriate – try to move in time with the music. | | | | | |
| **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 |
| **Number**  Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  **Numerical Pattern**  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | |
| **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. |
| **The Natural World**  Explore the natural world around them, making observations and drawing pictures of 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. | | | | | |
| **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, |
| **People, Culture and Communities**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  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.  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. | | | | | |
| **History**  **UTW** | Talk about the lives of the people around them and their roles in society.  Grandparents – what jobs they did.  People who help us! Emergency services/ roles in school etc. | 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. |
| **Past and Present**  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling**.** | | | | | |
| **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 |
| **Self-Regulation**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Managing Self**  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  **Building Relationships**  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs. | | | | | |
| **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 |
| **Gross Motor Skills**  Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | | | | |
| **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) |
| **People, Culture and Communities**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  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.  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.  **Self-Regulation**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Building Relationships**  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs. | | | | | |
| **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 |
| Exploration of programmable toys. Beginning to program a bee bot/roamer to follow a route such as a number line, go to set destinations, simple estimations of distance (e.g. number of presses). Child initiated and adult directed exploration of moving/wind up toys etc. Children to follow and give a simple instruction (algorithm).  Children begin to record own voice, sounds, names, stories with adult support. Begin to label work/ pictures in written and oral form. Adults to model word processing tools and introduce word banks.  Extend use of role play/small world software such as My World etc through adult direction and more structured use.  Adult modelled pictograms and graphs. Begin to introduce branching database work through practical sorting.  Adults model the use of the internet/ software, CD’s for finding images/simple information and as a stimulus for PE, music etc.  Begin to understand that the certain buttons have a function on websites e.g. back button and go/search button. | | | | | |
| **Listening, attention and understanding**  Listen attentively and respond to what they hear with relevant comments, questions or actions (when being read to and during whole class discussions and small group interactions).  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back and forth exchanges with their teachers and peers.  **Speaking**  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  **People, Culture and Communities**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  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.  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.  **Self-Regulation**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | | | | | |
| **ART/ D.T./ Music**  **EAD/ PD** | Funnybones – skeleton.  Elmer – designing their own elephant.  Self-portraits | Exploring colour  Exploring sounds | Chinese New Year art – know how to manipulate tools. | Painting farm animals  Making Farm animals in different mediums for the farm display | Using different pieces of paper to make mini-beasts.  Drawing their garden.  Bark rubbings. | Travel pictures.  Making a map from different mediums. |
| **Creating with Materials**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories.  **Being Imaginative and Expressive**  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.  **Fine Motor Skills**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. | | | | | |
| **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 |