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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Have You Filled a Bucket Today? ***Week beginning 12th Sept*** ***(6 weeks)***  | Who’s Hiding on the Farm?***(7 weeks)*** | Time to Celebrate***(6 weeks)*** | Let’s Explore***(6 weeks)***  | Terrific Transport ***(7 weeks)*** | Dive in Under the Sea***(6 weeks)***  |
| **WOW Moment** | Bucket filled with special things linked to the class (individual buckets)  | Wild life area with wheel barrows  | Party with party bags | Campsite (tent etc) - backpacks with learning challenges in  | Train ride video in the classroom – suitcases with challenges in | Gazebo under the sea- treasure chests with learning challenges in  |
| **Role-play** | Home corner  | Farm shop  | Birthday Party | Campsite  | Bus Station | Aquarium   |
| **Educational Visits** | * Singing at care home
 | * Visit from a local farmer
 | * Library
 | * Zoo
 | * Visit from a member of the emergency services
 | * Beach trip
 |
| **Key texts** | Fiction* Have You Filled a Bucket Today?
* Billy’s Bucket
* Owl Babies
* The Smartest Giant in Town
* The Colour Monster

Non-fiction * All About Feelings
* All About Friends
* All About Families
* What are feelings?
* How can I be kind?
* Why should I share?

Poetry* Head, Shoulders, Knees and Toes
 | Fiction* The Three Little Pigs
* What the Ladybird Heard
* Farmer Duck
* Squash and a Squeeze
* Rosie’s Walk
* Little Red Hen

Non-fiction* Who’s Hiding on the Farm?
* Look inside a Farm
* Farm Animals

Poetry* Old McDonald
* Hey Diddle Diddle
* The Farmers in the Den
 | Fiction* Handa’s Surprise
* The Koala Who Could
* When’s My Birthday?
* Welcome to our World

Non-fiction* A Year Full of Celebrations and Festivals

Poetry * Caribbean Counting Rhyme (Poems Around the World)
 | Fiction* Whatever Next
* Six Dinner Sid
* The Great Explorer
* A Ticket Around the World

Non-fiction* Seasons

PoetrySnail (Jaws and Claws and Things with Wings) | * Fiction
* Up, Up, Up
* Busy Boats
* Mr Gumpy’s Outing
* Non-fiction
* Trains
* Trucks
* 199 Things that go
* Look inside Things that go
* Look inside Cars
* Look inside Trains
* Poetry
* Waving at Trains (Transport Poems Book)
 | Fiction* Only One You
* Commotion in the Ocean
* Barry the Fish with Fingers
* The Rainbow Fish
* The Snail and the Whale

Non-fiction* Under the Sea
* Sea Life
* 199 Things under the sea

Poetry* Deep Blue Sea
 |
| **CAL** | * Listening Games
* Vocabulary- Wow Words
* New school rhymes and songs
* School prayers
* Manners
 | * Vocabulary- Wow Words
* Retell the story ‘The Little Red Hen’
 | * Vocabulary- Wow Words
 | * Vocabulary- Wow Words
 | * Vocabulary- Wow Words
* Retell a story

  | * Vocabulary- Wow Words Wow Words
* Learn a recount
 |
| **PSED-****PSHRE** | * Friendships/ relationships- who? Why?
* Happy Classroom Rules
* School values
* Emotions (happy, sad, angry, worried, excited, nervous, proud)
 | * Feelings and perspectives of others linked to ‘The Little Red Hen’
* Feelings linked to music
* Healthy teeth
 | **Celebrating differences*** What am I good at?
* Similarities and differences between families- linked to celebrations
* Houses and homes
* Perspectives of others- linked to celebrations
* PANTS
 | **Healthy Me** -Mindfulness-Healthy Eating -Exercise -Sleep -Brushing teeth-Washing hands-Stranger danger * Online Safety
 | * Road Safety
* People who help us
 | * Only One You- book
* Beach Safety
* Health and Wellbeing Day
* Transition into Year 1
 |
| **PD-****P.E.** | Basic Skills  | Working with others  | Throwing and catching  | Ball skills  | Dance  | Fitness  |
| **Literacy** | * Key skills- linked to phonics
* Handwriting
 | * Key skills- linked to phonics
* Handwriting
* Riddles
* Rhyming
 | * Key skills- phonics/ sentence toolkit
* Handwriting
* Non-fiction
 | * Key skills - phonics/ sentence toolkit
* Handwriting
* Instructions
 | * Key skills - phonics/ sentence toolkit
* Handwriting
* Recount
 | * Key skills - phonics/ sentence toolkit
* Handwriting
* Letter
 |
| **Maths** | * Understanding numbers within 5 (link to numerals)
	+ Subitising- perceptually to 5
* Develop an understanding of shape
	+ Continue, copy and create repeating patterns

Pattern  | * Understanding numbers within 10 (link to numerals)
	+ Subitising- conceptually to 10
	+ Explore the composition of numbers to 10
	+ More and fewer
* Develop an understanding of shape
	+ Select, rotate and manipulate shapes
* Measures
	+ Length
 | * Revisiting and developing deeper understanding of numbers within 10
	+ Explore zero
	+ Understand the ‘one more than/one less than’
	+ Number bonds to 10
* Measures
	+ Mass
 | * Addition and subtraction within 10
	+ Explore the composition of numbers to 10
	+ Talk about and record as addition and subtraction
* Counting
	+ Counting to 20
* Develop an understanding of shape
	+ Compose and decompose shapes
 | * Revisiting and developing deeper understanding of numbers within 10
	+ Odd/ even numbers
* Addition and subtraction within 10
	+ Use conceptual subitising
	+ Record number bonds for numbers 0–10. (addition and subtraction)
* Revisiting Developing understanding of shape
* Measures
	+ Capacity
 | * Addition and subtraction within 10
	+ Recognise double facts
	+ Automatically recall number bonds for numbers 10
* Counting
	+ Counting beyond 20
* Measures
	+ Estimate, order compare, discuss and explore measures
 |
| **UTW-Science** | **Natural World*** weather- recognising different weather and how it changes throughout the year.
* Seasonal changes- Autumn- link to Harvest
 | **Animals*** name and identify- link with farm animals
* link to environment- sorting and categorising

**Natural World*** Seasonal changes- Winter
 | **Natural World*** senses- use to describe observations of the natural world
* plants- begin to think about what plants need to grow
 | **Natural Processes*** spring- new life
* Plants
* shadows- looking at and making observations of how our shadows change depending on where we are standing- able to explain that our bodies block the sunlight.
 | **Natural Processes*** magnets- exploring how magnets work and finding other materials in the environment that are magnetic

**Natural World*** seasonal changes- summer
 | **Animals** * different habitats
* sea creatures

**Natural Processes*** floating and sinking- begin to give reasons
* melting- set up simple class experiment
 |
| **UTW-Geography** | * Exploring school grounds
 | * Map work (draw simple map)
 | * Seasons (naming and talking about)
* Map work (directions)
* Comparing life to another country (celebrations)
 | * Comparing life to another country (landscapes)
 | * Map work (Launceston)
* Aerial photos of school
* Identify features of Launceston
* Follow and give directions (forwards…)
 | * Oceans around the world (comparisons e.g. sea creatures, habitats)
 |
| **UTW-History** | * Family (talking about their family- oldest, youngest)
 | * Sequencing- their life so far
* Sequencing a human life/ animal life
* Guy Fawkes/ Bonfire night
* Remembrance Day
* Children in Need
 | * Birthdays- timeline of birthdays/ tally
* Ordering events in their lives (simple timeline)
 | * Days of the week
* Explorer from the past (Hirum Bingham)
* Asking questions
 | * King’s Coronation
* Comparing and ordering transport over time
* Transition (timeline)
 | * Life boats over time (similarities and differences)
* Asking questions
 |
| **UTW-****RE** | Being special: Where do we belong?* Class
* School
* Family
* Clubs
 | Why is Christmas special to Christians?* The Nativity Story
* Knowing the importance of God and Jesus to Christians
 | Why is the word ‘God’ special to Christians?*-Creation Story*  | Why is Easter special for Christians?Being special: Where do we belong?* Baptism
* Religious Symbols
 | Which stories are special and why?* Noah’s Ark/ Jonah and the Whale
 | Being special: Where do we belong?-transition  |
| **EAD-****Art** | * Self portraits

(choosing correct colours and shapes)* Feelings- creating artwork to express different feelings
 | * Artist Laurel Burch- children to learn about her and create artwork similar style artwork
* Christmas cards

(printing, joining materials) | * Observational art

(choosing correct colours and shapes)* Using tools and materials

(children to select tools and materials for a purpose e.g. different sized brushes) | * Colour mixing- naming red, yellow and blue experimenting with using these to make other colours
* Using tools and materials- linked to colour mixing, paint, powder paint, chalk
 | * Creating collaboratively 3D artwork linked to transport

(papier-mâché) | * Artist Linda Kranz (Only One You)
* (choosing colours, patterns and shapes)
 |
| **EAD-****Music** |  **Me!** | **My Stories**  |  **Everyone!** |  **Our World** | **Big Bear Funk** |  **Reflect, Rewind, Replay** |
| **EAD-** **DT** | **Use of tools**Children to use tools safely. Pencils, scissors, glue, tweezers, paintbrushes, etc | **Moving parts-** Talk, explore, createJoining materials * Christmas Card
 | **Food**Children to make items for a party | **Structures**Talk, explore, createBuildings/ structures around the world | **Moving parts**Talk, explore, create* Junk-modelling transport
 | **Structures**Talk, explore, create* Design and make a boat
 |
| **Computing**  | * Children to be able to continue repeated patterns.
 | * Children to be able sequence events. (simple stories, instructions and about their life.)
* Children to be able to use minimash for cross curricular learning on the interactive whiteboard, tablet and computer

  | * Children to understand and use forwards, backwards and turn when listening to instructions. (human coding)
* Safer Internet Day
 | * Children to search on the internet with a grown up and understand that we use ‘for children’ to stay safe.
 | * Children to be able to operate simple robots or electronic toys and talk about the movements using directional and positional language.
 | * Children to be able to use ICT for cross curricular learning on the interactive whiteboard, tablet and computer.
* Children to be able to save their work
 |