|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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   Poetry  Snail (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, create  Joining materials   * Christmas Card | **Food**  Children to make items for a party | **Structures**  Talk, explore, create  Buildings/ 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 |