|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1**  **ALL ABOUT ME!** | **Autumn 2**  **TERRIFIC TALES!** | **Spring 1**  **AMAZING ANIMALS!** | **Spring 2**  **COME OUTSIDE!** | **Summer 1**  **TICKET TO RIDE!** | **Summer 2**  **FUN AT THE SEASIDE!** |
| **H- Body parts hide and seek.**  **O-Art Gallery for parents to come and view** | **H- Delivery of ingredients from the Little Red Hen**  **O- To make some porridge** | **H- What’s in the box- Can you find the owls?**  **O- To create owl clay models** | **H- To guess the foods using your senses**  **O- To create a healthy food menu** | **H- A trip to the train station**  **O- To create their own transport model** | **H- Visit to the beach/zoo**  **O- To create a fact file for a water creature** |
| **Literacy/English** | | | | | |
| Labelling, Captions and Lists  Traditional rhymes  Text- Giraffes Can’t Dance | Instructions- making porridge  Text- The Little Red Hen- sequencing the story  Text- The Three Billy Goats Gruff-Wanted posters | Text- The Sleepy Bumble Bee-Labels and simple captions  Text- Owl Babies- sentence writing using high frequency words  Mini beast- Fact File | Text- Jack and the Beanstalk- retelling the story/repeated refrains/speech bubbles  Text- The Hungry Caterpillar- Describing foods  Healthy food- My Menu/Bean Diary | Text- Mr Grumpy’s Outing- Report about the animals  Text- Handas Surprise- retelling the story/innovate  Writing recipes | Text- Big Blue Whale- Facts  Text- What the Ladybird Heard at the seaside- Write a postcard/diary writing  Text- Rainbow Fish- character description |
| **Maths** | | | | | |
| **EYFS**  Getting to know you  Just like me!  It’s me 1,2,3!  Light and Dark  **Year 1**  Place Value  (within 20)  Addition and Subtraction  (within 10)  Shape | | **EYFS**  Alive in 5!  Growing 6,7,8  Building 9&10  Consolidation  **Year 1**  Addition and Subtraction  Place Value (within 50)  Measurement (length and height)  Measurement (weight and Volume) | | **EYFS**  To 20 and beyond  First, then, now  Find my pattern  On the move  **Year 1**  Position and direction  Time  Multiplication and Division  Money  Fractions  Place Value | |
| **UtW-The Natural World/Science**  Science is taught through the specific area of learning- understanding the world /The natural world | | | | | |
| My body- Animals inc. Humans | Materials- Materials | Bugs- Living things and their habitats | Flowers and trees-  plants | Planes and Boats- Powers | Dinosaurs- Animals inc. Humans |
| **UtW- People, Culture and Communities/R.E.** | | | | | |
| Harvest | Christianity- God | Special People | Christianity- Jesus | Stories Jesus told | Christianity- Church |
| **Computing** | | | | | |
| Online Safety  To use a range of technology | To use a camera  Use a password | Online Safety  Coding | To store digital content | Online Safety  Coding | Use a website  Digital footprint |
| **Physical Development/P.E.** | | | | | |
| Rosie’s Walk- | Space | The Hungry Caterpillar | Elmer | Superworm | Seaside |
| **Gross Motor and Fine Motor Skills** | | | | | |
| Daily opportunities for fine motor activities in the Finger Gym and Malleable Area- activities in include threading, cutting, weaving, letter formation and using other tools.  Gross motor skills to be developed further at all times, this will help to develop overall body strength, balance and agility- activities include climbing outdoors, games, wheeled resources, bikes and use of the schools Multi Use Games Area (MUGA) | | | | | |
| **UtW-Creating with Materials/Design and Technology** | | | | | |
| Using construction kits to build for a purpose | To create structures | To use tools and techniques to assemble materials | Weaving a bookmark | Design, make and evaluating boats | Food- Prepare and Evaluate a Rainbow Salad |
| **UtW- Past and Present/History** | | | | | |
| Long ago- how time has changed focussing on  past experiences such as birthdays | Toys from the past- past Christmas’ | Placing events in chronological order | Seasons\Clothes  What food do we eat? What did food did our parents eat | Transport we use today. How did people travel in the past? | Dinosaurs  Mary Anning |
| **UtW- P,C&C AND TNW /Geography** | | | | | |
| Places I have been with my family  My School | Use world maps to show children where some stories are based | Hot and cold countries | Fieldwork skills- around school  Weather | Features of the environment.  Maps of the Local area  Transport | Features of the Seaside. Comparing different seaside places |
| **EAD- Being Imaginative and Expressive/Music** | | | | | |
| Learn to sing nursery rhymes and action songs  Charanga – Me! | Listening and responding to different styles of music  Charanga – My stories | Learn to sing nursery rhymes and action songs  Charanga – Everyone! | Singing and learning to play instruments within a song  Charanga – Our World | Singing and learning to play instruments within a song  Charanga – Big bear funk | Reflect, Rewind and Replay  Recap all skills taught through Charanga |
| **EAD- Creating with Materials/Art** | | | | | |
| Leonardo da Vinci -  Self-portraits | Firework pictures  Christmas cards  Diwali Art | Vincent Van Gogh- Lying Cow  Clay models | Pastel drawings  Easter Crafts and cards  Mother’s Day cards | Observational Drawings- fruit/transport  Junk models | Wassily Kandinsky-  circles  Mixing colours  Father’s Day Cards |
| **PSED/PSHE&HRE** | | | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **1** | **Class rules and routines**  **My family**  **Building new friendships**  **Anti-Bullying**  **Road Safety**  **Emotions** | | **Introduce ‘Stickability’**  **Looking after others/taking turns**  **Learning about qualities and differences/ celebrating differences**  **Dreams and goals**  **Online Safety** | | **A Healthy Body- Dental Health/Healthy eating**  **Keeping safe- Medicine safety/home safety/sun safety**  **Changing me**  **Online Safety** | | | **Setting ground rules for HRE & PSHE Y1**  **Class rules** | **Family and relationships Y1** | **Health and wellbeing Y1** | **Safety and the changing body Y1** | **Citizenship Y1** | **Economic wellbeing Y1**  **Transition Y1** | | | | | | |