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| **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 ListsTraditional rhymesText- Giraffes Can’t Dance | Instructions- making porridgeText- The Little Red Hen- sequencing the storyText- The Three Billy Goats Gruff-Wanted posters | Text- The Sleepy Bumble Bee-Labels and simple captionsText- Owl Babies- sentence writing using high frequency wordsMini beast- Fact File  | Text- Jack and the Beanstalk- retelling the story/repeated refrains/speech bubblesText- The Hungry Caterpillar- Describing foodsHealthy food- My Menu/Bean Diary | Text- Mr Grumpy’s Outing- Report about the animalsText- Handas Surprise- retelling the story/innovateWriting recipes | Text- Big Blue Whale- Facts Text- What the Ladybird Heard at the seaside- Write a postcard/diary writingText- Rainbow Fish- character description |
| **Maths** |
| **EYFS**Getting to know youJust 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 6,7,8Building 9&10Consolidation**Year 1**Addition and SubtractionPlace Value (within 50)Measurement (length and height)Measurement (weight and Volume) | **EYFS**To 20 and beyondFirst, then, nowFind my patternOn the move**Year 1**Position and directionTimeMultiplication and DivisionMoneyFractionsPlace 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 SafetyTo use a range of technology  | To use a cameraUse a password | Online SafetyCoding | To store digital content | Online SafetyCoding  | Use a websiteDigital 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 onpast 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 familyMy 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 songsCharanga – Me! | Listening and responding to different styles of musicCharanga – My stories | Learn to sing nursery rhymes and action songsCharanga – Everyone! | Singing and learning to play instruments within a songCharanga – Our World | Singing and learning to play instruments within a songCharanga – Big bear funk | Reflect, Rewind and Replay Recap all skills taught through Charanga |
| **EAD- Creating with Materials/Art** |
| Leonardo da Vinci -Self-portraits  | Firework picturesChristmas cardsDiwali Art | Vincent Van Gogh- Lying CowClay models | Pastel drawings Easter Crafts and cardsMother’s Day cards | Observational Drawings- fruit/transportJunk models | Wassily Kandinsky-circlesMixing coloursFather’s Day Cards |
| **PSED/PSHE&HRE** |
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| **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** |

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