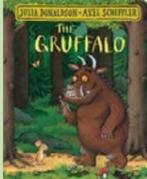
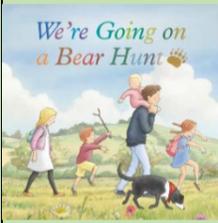
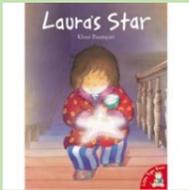
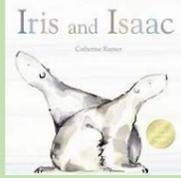
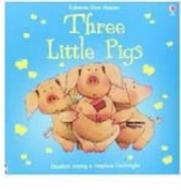
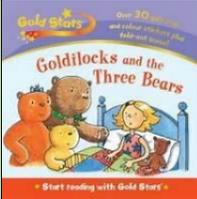
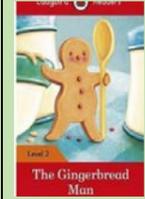
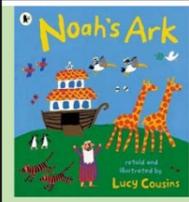


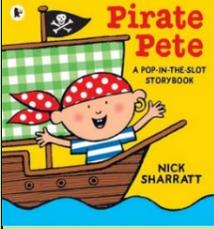
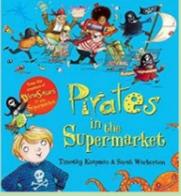
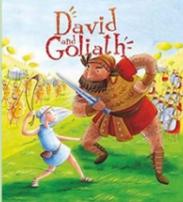
The big question in Nursery: Why is it good to be me? (senses focus)

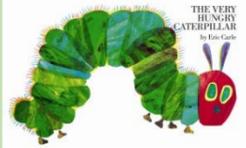
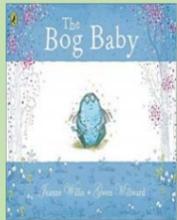
Prayer 1– Thank you, God, for feet to run, Thank you for my play and fun, Thank you, God, for eyes to see, Thank you for making me a special me.				Prayer 2– Thank you God a nose to smell, Thank you for making me fit and well, Thank you, God, for hands to touch, Thankyou God so very much.				
Term Theme	Key Knowledge Vocabulary	Learning Experiences Links to KS1	Maths	Reading Key Skills	Writing Focus Reading focus	Enrichment Activities	RE	EAD
Autumn 1 Let's Explore! What do I like to do best?	The Children will know the rules and expectations of the areas of learning. Explore, Explorer.	Walk in the woods Outside areas – The children will explore the Nursery gardens and surrounding school areas and look at the world around us changing. Leaves changing colour and falling from the trees. Conkers, the weather feeling cooler. What is an Explorer? History and Geography	1-1 correspondence Matching objects to shapes on the shelves Developing fast recognition up to 3 objects without the need to count them individually (subitising). Counting back resources, i.e 2 pens, 3 scissors.	 <p>The children will learn what it means to explore on a journey and meet different characters along the way.</p> <p>Counting objects on the broom as the witch explores and meets new friends on her journey.</p>  <p>Looking at a familiar story, knowing the sequencing and understanding the animals the brown mouse meets when exploring the woods.</p>  <p>The children will learn about different landscapes and weathers. They will engage in an immersive outdoor bear hunt to become explorers.</p>	Pencil grip (varies, some will be focusing on picking up a pencil using the palmer/pincer grasp, others will focus on the correct tripod grip. Mark making in all areas – gross motor skill and fine motor skills. Writing patterns Name writing (this varies, some will trace their name over yellow pen, others will have the ability to write their name on their own, and some will write part of their name). Know various Nursery Rhymes and be able to tell a long story.	Basic provision Where do things go? What do we do in each area? Becoming independent in each area Explore how things work (science focus)	Being special. Where do we belong? Why is God is an important person to Christians? The lunch time prayer Continue developing positive attitudes about the differences between people.	Sing a large repertoire of songs - My favourite Nursery Rhymes. Building Houses and Drawing self-portraits. – fine motor Name colours when prompted – creating with materials, exploring colours Sort colours – creating with materials Draw lines and shapes – fine motor Paint with a brush to create lines and shapes - fine motor skills. Explore playdough as a sequence of skills – pressing, cutting, pinching, rolling balling.

<p>Autumn 2</p> <p>All that glitters. I can explore, what can I see? (Shiny and dull)</p>	<p>The Children will know the words shiny and dull.</p> <p>Shiny, Dull, Reflect, Dazzle, Sparkle, Glitter.</p>	<p>Nativity play with parents able to watch. Celebrates the children learning what Christmas is and why we perform a Nativity.</p> <p>North Pole breakfast with parents and children. Photographs taken during the breakfast and discussed pictures of understanding how their family is made up and enables children to explain who their family is.</p> <p>Materials and their properties – science (seasonal changes). Link Monarchy through nursery rhymes.</p>	<p>Show finger numbers up to 5 and say one number for each item in order.</p> <p>shapes and weights.</p> <p>Number lines</p> <p>Experimenting with their own symbols and marks as well as numerals.</p>	<p>In Laura's Star, the children can learn the words shiny and dull, and start thinking about Laura's emotions in the story.</p>  <p>In Laura's Christmas Star, the children are already familiar with the characters, and can explore more properties of the star and create their own for a Christmas Tree. We explore words such as dazzle, glitter and sparkle to describe the star. The children also explore the seasonal changes in the book.</p>  <p>The First Christmas teaches children about why we celebrate Christmas, and why we perform a Nativity. The children learn that Jesus lived a long time ago</p> 	<p>Pencil grip (varies, some will be focusing on picking up a pencil using the palmer/pincer grasp, others will focus on the correct tripod grip. Mark making in all areas – gross motor skill and fine motor skills. Writing patterns Name writing (this varies, some will trace their name over yellow pen, others will have the ability to write their name on their own, and some will write part of their name). Letters to Santa – beginning to use some print knowledge that print has meaning and can have different purposes. Few children will begin to learn Phase 1, set 1 phonics.</p> <p>Know various Nursery Rhymes and be able to tell a long story. Understand the key concepts about print: Print has meaning Print can have different purposes</p>	<p>Light box. Torches and reflectors. Dark area Books telling the Nativity story Small world nativity</p>	<p>Nativity story Small world nativity Nativity play Advent calendar Books telling the Nativity story</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Exploration of different instruments.</p> <p>Singing Christmas songs.</p> <p>Mixing and using different colours (creating with materials)</p> <p>Explore paint in different forms and on different surfaces – experimenting with design, texture, and explore a variety of materials)</p> <p>With support use glue to attach materials together (creating with materials, using and exploring techniques and using scissors safely).</p> <p>Exploring printmaking with objects such as sponges (fine motor)</p>
<p>Spring 1 Weather</p> <p>What is it like to be warm</p>	<p>The children will know the difference between hot and cold</p>	<p>Playing in the snow. When playing in the snow and ice, children have access to shovels, spades to clear the snow and</p>	<p>Number rhymes and songs with resources to aid learning.</p> <p>Numicon intro.</p> <p>Matching pairs</p>	<p>In Tree, the children are able to explore the 4 seasons and what happens to the world around us as the seasons change (the weather gets hotter, and</p> 	<p>Pencil grip (varies, some will be focusing on picking up a pencil using the palmer/pincer grasp, others will focus on the correct tripod grip.</p>	<p>Ice in the classroom Cold small world areas. Clothes for different weather</p>	<p>Which places are special and why?</p> <p>Continue developing positive attitudes about</p>	<p>Identify colours (creating with materials)</p> <p>Materials and their properties: melting ice, what happens when we leave it outside, on the radiator, in our hands,</p>

and cold?	Season, Frost, Hot, Cold, Ice, Icicle	<p>build. Clear link to PSED selecting and using resources and activities with help when needed to achieve a goal they have chosen or one that is suggested with them. Additionally, children learn what clothes we wear in winter to play in the cold and snow, and modelling of putting on wellies, zipping up coats, putting on scarf and hat – links to physical development.</p> <p>Locational study – similarities and differences – History and Geography.</p>	<p>Show fingers up to 5, link numerals and amount (showing the right number of numerals to match the objects)</p>	<p>colder, we get frost and ice). The children additionally learn what animals come and go to the tree through each season, and what happens to the leaves on the tree. There are also counting opportunities with the animals in this book.</p> <p>Iris and Isaac teaches the children about locational similarities and differences (History and Geography link to KS1). The children learn identify that there are differences in the location of the book (no houses, we don't have any polar bears), however, similarly, we do get snow.</p>  <p>The Wind Blew allows for counting skills, and enables us to explore what happens to belongings when it is windy. There is good vocabulary for each object, with illustrations to match which adds depth and understanding within the children's knowledge.</p> 	<p>Mark making in all areas – gross motor skill and fine motor skills. Writing patterns Name writing (this varies, some will trace their name over yellow pen, others will have the ability to write their name on their own, and some will write part of their name). Labels – understanding print has different purposes. Some children will consolidate phase 1 set 1 sounds and begin set 2 sounds. Know various Nursery Rhymes, and be able to tell a long story.</p> <p>Understand all five key concepts about print: Print has meaning Print can have different purposes We read English from left to right, and top to bottom. The names of different parts of the book. Page sequencing</p>	Kite making equipment Weather stations	the differences between people.	<p>what happens when we put salt on it? Understanding of the world linked.</p> <p>Draw lines and closed shapes and giving marks meaning (creating with materials, explaining the process and sharing their creations).</p> <p>Independently use glue to attach materials together (creating with materials, fine motor)</p> <p>Exploring various textures (creating with materials)</p> <p>Exploring textures of different weathers e.g snow, hail stones, rain Creating with materials. Some children may independently create snow angels, snow men, pick ice.</p> <p>Respond to what they have heard expressing their thoughts and feelings.</p> <p>Listen with increased attention to sounds (weather based).</p>
Spring 2 Traditional tales What do my taste buds	The children will know the sequence of a traditional story.	Learning about properties of materials and the changes they notice, this is provided through baking opportunities	<p>Number recognition, 0-5, 0-10</p> <p>Solving problems with numbers up to 5.</p>	 <p>The Three Pigs allows children explore and know the</p>	Pencil grip (varies, some will be focusing on picking up a pencil using the palmer/pincer grasp, others will focus on the correct tripod grip.	Small world traditional tales. Home corner as a traditional tale setting.	Which stories are special and why? Why do Christians put a cross in an Easter Garden? Easter story	<p>Make imaginative and complex "small worlds" with blocks and construction kits.</p>

<p>and nose tell me? (taste)</p>	<p>Baking, Bricks, Gingerbread, Twigs, Straw, Sticks. Once upon a time.</p>	<p>(combining ingredients, cooking them) Porridge/gingerbread men. Historical links of traditional tales, particularly use of vocabulary 'long ago' 'once upon a time'. Understanding story sequencing and start developing phonological awareness – spotting rhymes in the traditional tales.</p> <p>Properties of materials - Science</p>	<p>Sizes Counting and measuring ingredients. 4 spoons of flour...</p> <p>Positional language, understanding position through words alone 'first' 'then'.</p>	<p>sequencing of a traditional story. It further links to properties of materials, and allows the children to learn which material are stronger than others (twigs, sticks, bricks).</p>  <p>Goldilocks and the Three Bears enables children to learn size vocabulary (small, medium, big) and further learn properties of materials (beds and chairs – soft, hard, just right). The children can explore baking through this story (making porridge). What do my taste buds and nose tell me? How does the porridge smell, how does the porridge taste?</p>  <p>The Gingerbread man explores baking and properties of materials for each ingredient in the gingerbread man. Additionally, the children will be able to familiarise themselves with the sequencing of the book.</p> <p>Each traditional tale in this term allows for counting the animals in the story. Three pigs, three bears and the animals chasing the gingerbread man.</p>	<p>Mark making in all areas – gross motor skill and fine motor skills. Writing patterns Name writing (this varies, some will trace their name over yellow pen, others will have the ability to write their name on their own, and some will write part of their name). Labels Word banks to support writing of familiar stories. Writing in role play areas – understanding that we read and write from left to right and start at the top of the page. Some children will consolidate set 1 and 2 sounds. Know various Nursery Rhymes and be able to tell a long story.</p> <p>Understand all five key concepts about print: Print has meaning Print can have different purposes We read English from left to right, and top to bottom. The names of different parts of the book. Page sequencing</p> <p>Develop phonological awareness, so that they can: Spot and suggest rhymes, count or clap syllables in a word</p>	<p>Lots of traditional tale books in areas, especially reading and small world.</p>	 <p>Continue developing positive attitudes about the differences between people.</p>	<p>Explore playdough moving through a sequence of skills: pressing, pinching, cutting, rolling, balling and creating shapes with dough using cutters. (Fine motor) Explore print making with a wider variety of objects such as vegetables and sponge shapes (creating with materials)</p> <p>Remember and sing entire songs, sing the pitch of a tone sung by another person “pitch match”.</p> <p>Take part in simple pretend play, using a object to represent something else even though they are not similar.</p>
----------------------------------	--	--	--	---	---	---	---	--

<p>Summer 1 Pirates</p> <p>What can I feel? (touch)</p>	<p>The children will know different types of transport.</p>	<p>Face painting. Visit to the Church. Dress up as a pirate day. Queen's Birthday.</p> <p>Oceans and Seas - Geography</p>	<p>Describe a familiar route. Discuss routines and locations using words like 'in front' or 'behind'.</p> <p>Compare quantities using language 'more than' 'fewer than'.</p>	<p>Each Pirate story encourages the use of the key vocabulary (Adventure, Oceans, Treasure, Maps, Seas, Captain) and has a strong link to KS1 Oceans and Seas. Children will learn to read and create a treasure map.</p>   	<p>Pencil grip (varies, some will be focusing on picking up a pencil using the palmer/pincer grasp, others will focus on the correct tripod grip. Mark making in all areas – gross motor skill and fine motor skills. Writing patterns Name writing (this varies, some will trace their name over yellow pen, others will have the ability to write their name on their own, and some will write part of their name). Labels Retelling stories through drawing, writing, treasure maps and clues – understanding that we read and write from left to right and start at the top of the page. Understanding sequencing. Some children will know set 1 and 2 sounds, and begin set 3</p>	<p>Pirate small world Pirate number problems Different types of transport out, land, see and air. Pirate costumes Enhanced provision in the pirate ship outside.</p> <p>Talk about what they see, using a wide range of vocabulary. (science focus)</p>	<p>Which stories are special and why?</p>  <p>God created all of the creatures We need to look after everything for God.</p> <p>Eid – Who celebrates Eid?</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Becoming confident using scissors and enhancing scissor use</p> <p>Using props to enhance pirate play.</p> <p>Identify a wider range of colours (creating with materials, experimenting with colour).</p> <p>Describe their sketches and paintings (Creating with materials, be able to share their creations and explain the process they have used).</p> <p>Paint with more than one colour (creating with materials).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses.</p>
	<p>Adventure, Oceans, Treasure Maps, Seas, Captain.</p>		<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language like 'sides', 'corners', 'straight', 'flat', 'round'.</p>		<p>Know various Nursery Rhymes, and be able to tell a long story.</p> <p>Understand all five key concepts about print: Print has meaning Print can have different purposes We read English from left to right, and top to bottom. The names of different parts of the book. Page sequencing</p>			

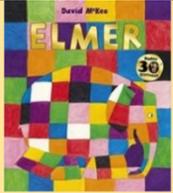
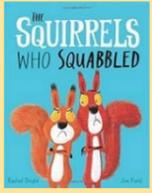
					<p>Develop phonological awareness, so that they can: Spot and suggest rhymes, count or clap syllables in a word Develop phonological awareness, so that they can: recognise words with the same initial sound such as 'money' and 'mother'.</p>			
<p>Summer 2 Growing</p> <p>How do things change when they grow?</p>	<p>The children will know the life cycle of an animal.</p>	<p>Visit to the farm/animals into school Hatching chicks Hatching butterflies. Tadpoles.</p> <p>Living things and their habitats – Plants, Science.</p>	<p>(Extending and creating ABAB patterns) and noticing errors in patterns. Sorting and making patterns with seeds</p> <p>Combining shapes to make new ones (an arch, a bigger triangle)</p> <p>Begin to describe a sequence of events (real or fictional) using words such as "first" "then" etc.</p> <p>Symmetry</p>	<p> Baby animals</p> <p>introduces a non-fiction text and shows children the growth of different animals from being born and introduces the correct nouns for the animals.</p> <p> The very hungry caterpillar. Life cycle of a caterpillar turning into a butterfly. The predictability of the text enables children to join in, it further enhances knowledge about days of the week and counting.</p> <p> Bog baby introduces habitats and what happens when an animal is removed from their natural habitat and what they need to survive.</p>	<p>Some children will be able to write some or all of their name. Some children may write some letters accurately. Some children may begin to use some print and letter knowledge for example writing 'm' for mummy. Initial letter sounds and simple words Phase 1 and 2 phonics. Lists, labels and other writing for purpose. Word banks inside and outside.</p> <p>Some children will know and consolidate set 1, 2 and 3 sounds. Know various Nursery Rhymes and be able to tell a long story.</p> <p>Understand all five key concepts about print: Print has meaning Print can have different purposes</p>	<p>Life cycle resources Symmetry work Animal number problems Non-fiction books about animals and their young.</p> <p>Plant seeds and care for growing plants</p> <p>Understand the life cycle of an animal and plants.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things (science focus).</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Create a collage with prepared paper and collage by gluing (fine motor and creating with materials).</p> <p>To attach junk modelling items together (fine motor and creating with materials). E.g Making animal homes using blocks and boxes</p> <p>Use a given skill to manipulate playdough to a given shape (creating with materials).</p> <p>Print with deliberate placement (fine motor and creating with materials).</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs or improvise a song around one they know. End of year performance.</p> <p>Develop their own ideas and decide which materials to use to express them. Join</p>

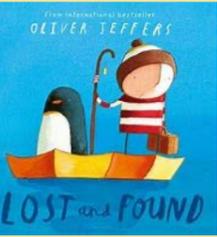
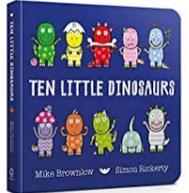
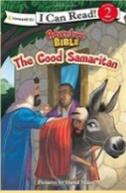
					<p>We read English from left to right, and top to bottom. The names of different parts of the book. Page sequencing</p> <p>Develop phonological awareness, so that they can: Spot and suggest rhymes, count or clap syllables in a word</p> <p>Develop phonological awareness, so that they can: recognise words with the same initial sound such as 'money' and 'mother'.</p> <p>Engage in extended conversations about stories and learning new vocabulary.</p>			different materials and explore different textures.
--	--	--	--	--	---	--	--	---

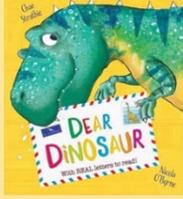
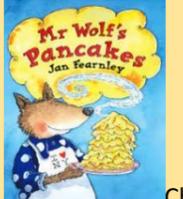
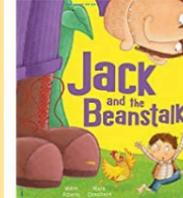
The big question in Reception: How can I be a positive member of my class?

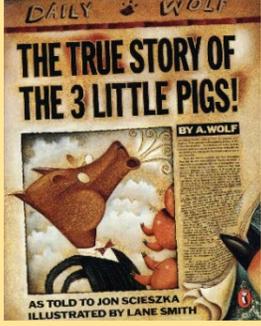
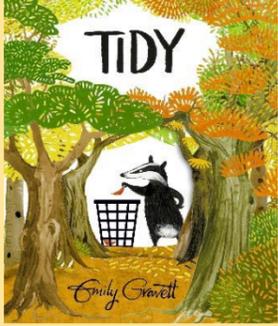
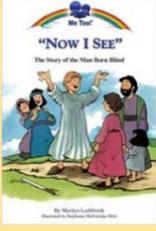
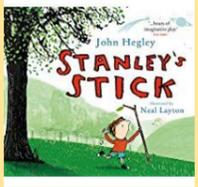
<p>Prayer Jesus help my eyes to see, all the good you send to me, Jesus help my ears to hear, Calls for help from far and near, Jesus help my feet to go, In the way that you will show, Jesus help my hands to do, All things loving, kind and true, Jesus may I be helpful too, Growing everyday closer to you</p>	EYFS	Aspects	
	PSED	Building Relationships	Children are encouraged to form positive attachments to others.
		Managing Self	Children are encouraged to show perseverance in the face of challenges, know right from wrong, follow rules, know right from wrong. Children can explain how they feel about their experiences at school. Children learn to make choices about what foods are.
		Self-Regulation	We teach children to share with others and begin to regulate their emotions towards simple goals and tasks. Children learn to stay focused.
	Understanding the world	People and communities	We celebrate and value diversity. We encourage children to be kind to others.
		Past and Present	We teach children to take part in society. Children will learn about the past and now drawing pictures, telling or in class.

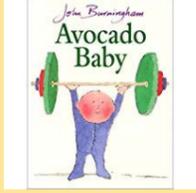
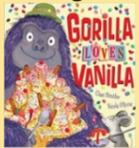
Term	Key Knowledge	Learning Experience	Maths	Reading	Writing Focus	RE	Enabling Environments	Art and DT	PE
Theme	Vocabulary	Links to KS1		Key Skills	Reading Focus			Computing	PD

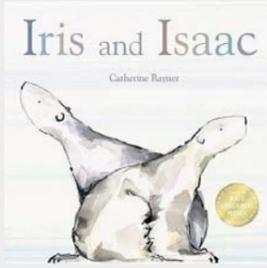
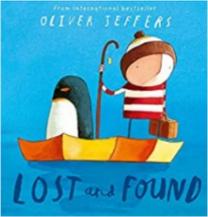
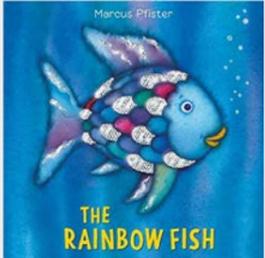
<p>Autumn 1</p> <p>Colours What can I see changing?</p>	<p>To know that in Autumn the leaves change colour</p> <p>Names of - seasons, months</p> <p>Colours</p> <p>Nocturnal</p> <p>Hibernate</p> <p>Times of day</p>	<p>Walk in the local woods</p> <p>Fire pit</p> <p>Sparklers</p> <p>History of Bonfire Night</p> <p>Guy Fawkes</p> <p>Seasonal Change</p>	<p>Identifying and saying the numbers 1-10 and ordering and comparing</p> <p>Counting objects and counting out objects</p> <p>Pattern making</p>	 <p>Colour names and colour mixing</p> <p>To understand that we are all different and it is ok to be different</p> <p>Celebrating difference in ourselves</p>  <p>To understand about animals that hibernate for the winter</p> <p>Focus on sharing, taking turns, working together</p> <p>Solving problems together</p>	<p>Names-using name cards</p> <p>Tracing over</p> <p>Mark making and giving meaning to marks</p> <p>Letter formation-for 1st 10 letters learnt in RWI m,a,s,t,d,l,n,p,o g</p> <p>Engage in story times</p> <p>Listen to and talk about stories-build up familiarity and understanding</p> <p>Retell stories use repetition and some of their own words</p>	<p>Why is God special to Christians?</p> <p>God created the universe. The earth and everything in it are important to God.</p> <p>Humans should care for the world.</p>	<p>Basic provision at the start</p> <p>Teaching routines-stopping/starting</p> <p>Tidy up time</p> <p>Home corner</p> <p>Colour mixing</p> <p>Colour</p> <p>Different media to make colourful pictures, stamping, pastels, paint, paper...</p> <p>-</p>	<p>Skill- draw a recognisable face/figure</p> <p>Sketch/paint a self portrait with more than one colour with the features appropriately placed</p> <p>Create new colour by mixing colours independently</p> <p>Complete a simple programme on electronic devices</p>	<p>Multiskills (Games)</p> <p>Revise and refine fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • Rolling • Crawling • Walking • Jumping • Running • Hopping • Skipping • Climbing <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and competently</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>
--	--	---	--	---	--	---	--	---	--

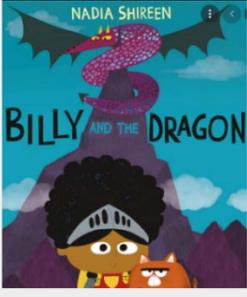
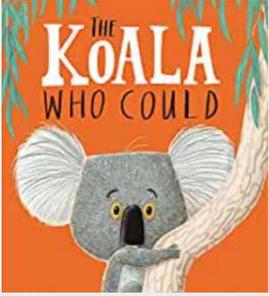
<p>Autumn 2</p> <p>Cold Who likes the cold?</p>	<p>To know what type of animals live in cold places</p> <p>Ocean,waves, antarctic, south pole,melting, environment, climate change</p>	<p>Nativity Play</p> <p>Ice in the classroom</p> <p>Christmas Crafts- invite parents</p> <p>Geography –oceans and seas</p> <p>Monarchy- links to nursery rhymes and Nativity- kings</p>	<p>Identifying numbers 1-20 and ordering and comparing</p> <p>Using the language of more and fewer to describe amounts/two sets.</p> <p>Finds one more and ones less from a group of up to 10 objects.</p> <p>2D and 3D shapes</p>	 <p>To understand why we celebrate bonfire night and how it is celebrated</p> <p>Learn about Guy Fawkes and The Bonfire Plot</p>  <p>To discover that there are cold and hot countries in the world</p> <p>Talk about journeys</p> <p>Friendship</p>  <p>Find out that there are different types of penguins-learn about habitats, foods, where and how they live.</p>	<p>Form lower case letters correctly</p> <p>Write Labels- to go with a picture</p> <p>Lists-for Xmas</p> <p>Understand lists go down the page-1 word under the other</p> <p>Letters-to Santa-emergent writing-giving meaning to marks-letter shapes</p> <p>Cards-writing names</p> <p>To know that non fiction books tell us facts</p> <p>Develop a deep familiarity with new knowledge and vocabulary from non – fiction texts</p> <p>Read individual letters by saying the sounds</p> <p>Blend sounds into words-orally</p>	<p>Christians celebrate Jesus birth and advent for Christians is a time for getting ready for Jesus coming</p> <p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem</p>	<p>Arctic small world areas</p> <p>Books about animals</p> <p>Nativity small world</p> <p>Christmas in the home corner</p> <p>Maths problems involving presents</p> <p>Elf workshop</p>	<p>Skills- assemble mixed collage including fabric to make own creations</p> <p>Use hardware to interact with age appropriate computer software</p>	<p>Gymnastics</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical disciplines including dance ,gymnastics, sport and swimming</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>
<p>Spring 1</p> <p>Extinct What happened to the dinosaurs?</p>	<p>To know that the world is different since dinosaur times</p> <p>Herbivore Carnivore Meteorite Dinosaur names Extinct</p>	<p>Parents story time</p> <p>Dinosaur Dig – outdoor sandpit</p> <p>Science/Geography Animals incl.humans</p> <p>What events have caused change?</p>	<p>Find the total amount of objects in two groups and using language of adding and subtracting.</p> <p>Adding-counting on/ finding the difference between/ combining groups</p>	<p>rhyming text-children to hear and predict rhyming text</p> <p>New topic vocabulary</p> <p>Numbers to 10- counting back-1 less than to 10</p> 	<p>Write short phrases with known letter/sound correspondences</p> <p>Captions Sentences - using a capital letter and full stop</p> <p>Blend sounds into words</p> <p>With learnt letters</p>	<p>I am special. Stories those that are special to Christians.</p>  <p>To learn how his story relate to us in our lives</p> <p>How can we be a good helper?</p> <p>Children will learn to express</p>	<p>Dinosaur small world</p> <p>Dinosaur books</p> <p>Maths problems involving dinosaurs</p> <p>Dinosaur egg</p>	<p>Skills</p> <p>Paint and draw things that have been observed with increasing detail with consideration to shape, size, colour and pattern.</p>	<p>Team Games</p> <p>Combine different movements with ease and fluency</p> <p>Hold a pencil effectively in preparation for writing using a tripod grip</p>

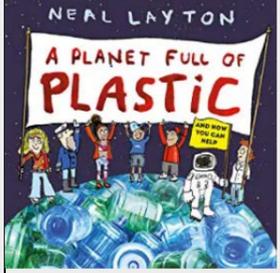
			<p>Small dinosaurs in maths area problems using the book 10 dinos</p>  <p>Topic vocabulary-dinosaur names Letter writing</p>  <p>Rhyming text-children to join in /predict rhyming text Answer questions about a story-develop understanding of story</p>	<p>Read a few common exception words</p>	<p>their ideas-talk with clarity in front of a group Demonstrate their ideas during play-recognise linking it to the story</p>				
<p>Spring 2</p> <p>Heroes and Villains Can villains be heroes?</p>	<p>To know the sequence of a traditional story and use new language</p> <p>Story language Once upon a time Character names Hero Villain Evil Nasty Saviour Friendly Happily ever after</p>	<p>World book day Author</p> <p>Superhero costume day</p> <p>Science-living things and their habitats Animals /humans</p>	<p>Subtracting-counting backwards/finding the difference between/physically taking away Separating amounts into unequal and equal groups (sharing/division) Sticks-measurement and counting pairs...</p>	 <p>Children will learn why we have pancake day-links to Easter/Lent Learn how to make pancakes-ingredients/ Method-think about the characters- who is the hero/villain? Recognise characters from other traditional tales/nursery rhymes</p>  <p>To learn about how different characters take on a different role in the story-Who is the hero who is the villain? Learn about growing cycle-planting and caring for beans Using construction blocks to build castles-problem solve, maths, physical development Using story maps/small world /puppets to retell familiar stories and make up new stories</p>	<p>Writing Letter formation – lower case and capital letters Sentences with common exception words Leaving a space between words Reading what they have written with support Information sentences Signs and labels Information posters</p> <p>Read simple phrases made up of words with known letter-sound correspondences and a few exception words</p>	<p>Easter is very important in the bible, Jesus showed that he was willing to forgive all people even for putting him on the cross.</p> <p>Christians believe Jesus rose from the dead, giving people hope of a new life.</p>	<p>Home corner reflects a traditional tale Role play-dressing up area-children to take on different roles Story baskets Small world-story telling using dolls/puppets traditional tales Story mapping-sand Language prompts-topic vocabulary</p>	<p>Skills Create junk models and explain choices of materials-EG 3 pigs houses Paint characters from a story EG red riding hood, Giant, gingerbread man</p> <p>Can create content such as a video recording, story and /or draw a picture on a screen</p>	<p>Demonstrate strength balance and co-ordination when playing;- move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>

				 <p>Learn about story characters hero/villain Use of construction resources to make houses- develop problem solving skills-Discover the best materials for building- science investigations</p>					
<p>Summer 1</p> <p>Gods World</p> <p>Who are my woodland neighbours?</p>	<p>To know the life cycle and sequence of a mini beast</p> <p>Insect names</p> <p>Cocoon</p> <p>First Next Then after that Finally Environment Habitat Climate</p>	<p>Caterpillar's / Butterfly Hatching experience</p> <p>Tropical world</p> <p>Science Living things and habitats animals/humans</p>	<p>Doubling and halving</p> <p>Problem solving</p> <p>Use everyday language and understand the concept of capacity/distance/time</p>	 <p>Non-fiction texts tell us facts</p> <p>To find out about different mini beasts-habitats, life cycles, where they are in the food chain</p> <p>Similarities /differences</p> <p>Observation skills</p>  <p>To learn about looking after the environment- what can we do to help?</p>	<p>Writing</p> <p>Story maps</p> <p>Narrative writing</p> <p>sentences-developing a handwriting style-fast/efficient and accurate</p> <p>Joining sentences with 'and'</p> <p>Re-reading what they have written</p> <p>Read simple sentences made up of words with known letter/sound correspondence and common exception words</p>	<p>God created the universe. The earth and everything in it are important to god. Humans should care for the world.</p> 	<p>Mini beast collecting kits</p> <p>Symmetry</p> <p>Recycling centre-sorting</p> <p>Stick and natural resources in pattern/art areas.</p> <p>Healthy foods in role play - Cafe</p> <p>Trying different foods</p> <p>Writing in all areas</p>	<p>Skills</p> <p>Print with deliberate placement to create a pattern or image and describe the skills used - using vocabulary-press, paint, paper, pattern, symmetry, repeating pattern, shape names</p> <p>Can use the internet with adult supervision to find and retrieve information</p>	<p>Athletics</p> <p>Preparation for sports Day</p> <p>Confidently use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance co-ordination and agility</p>
<p>Summer 2</p> <p>It's Good to Be Me</p> <p>How can I be the best I can be?</p>	<p>To know there is a difference between healthy and unhealthy foods</p> <p>Names of Plants Vegetables</p> <p>What makes me special</p>	<p>Baking/ Food tasting</p> <p>Warburton's bread makin</p> <p>What makes me special</p>	<p>Weighing/measuring</p> <p>Size and position</p> <p>Language of money</p> <p>Review areas that are weak</p>	 <p>Rhyming text-children to hear the rhymes and anticipate them</p> <p>Learn about journeys</p>	<p>Writing</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter</p> <p>Sentences using</p>			<p>Skills</p> <p>Food technology</p> <p>Children will safely use and explore tools and techniques needed for food handling and baking</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery; begin to show accuracy and care when drawing</p>

	<p>Fruit Food types life cycle of plant Tasting- likes dislikes</p>	<p>Comparing locations</p>		<p>Imagination- children to imagine and create own ideas To learn about children who live in different places in the world-different cultures learn and taste different types of fruit-healthy choices Learn the names of unfamiliar wild animals</p>  <p>Learn that stories are fictional-not true-make up our own stories To relate to the characters-link back to heroes/villains</p>  <p>Tasting avocados</p>  <p>Rhyming texts- children to hear the rhymes in the story-make predictions throughout the story Make lists of rhyming words Make rhyme books</p>	<p>polysyllabic words Posters Recipes/Lists</p> <p>Re-read books at their reading level to build up confidence in word reading, fluency, prosody, understanding and enjoyment</p>			<p>Children will learn to make healthy choices</p> <p>Using a microwave to change the state of different food types Taking photos of foods we have made</p>	
--	--	--	--	--	--	--	--	---	--

Autumn 2	How can I understand the world around me?	Dogs Trust Visit – how to take care of your pet Eureka!	Place Value Addition and subtraction	 	Polar Bears- retelling the story Descriptive writing – non chronological report	Animals Including Humans	Why does Christmas matter to Christians? (INCARNATION)	Personal History Timelines/ family trees	We are TV chefs	DT: Textiles Sock Hand Puppet – product to sell at xmas fair	Charanga music ser scheme 'Rhythm in way we wa and 'Banna Nativity P performa how can I my voice?
Spring 1	What is an explorer?	Suitcase left in classroom full of objects – who is the explorer? Where might they be going?	Place Value Multiplicatio n Division Fractions	 	Story Writing Letter	Properties and materials	Who am I? What does it mean to belong?	History focus- Captain James Cook	We are painters	ART: ART: Andy Goldsworthy y Jack and the Beanstalk/T he Giant Turnip Sculpture – natural materials	Charanga music ser scheme 'In the Gro

Spring 2	How do I belong?		Place Value Multiplication Division Fractions	 	Information text about self – what are you good at Invitation	Properties and materials	Why does Easter matter to Christians? (SALVATION)	History focus- The gunpowder plot – Guy Fawkes	We are collectors	DT: model making	Charanga music scheme 'Round and Round'
Summer 1	What seasonal changes do I see?	Growing butterflies Meanwood Valley Farm	Measurement and Geometry Addition and Subtraction Multiplication and division	 	Non-chronological report Poetry	Plants	Who is a Muslim and what do they believe?	Geography Focus Mapping Landscapes Seasons	We are storytellers	ART: Chosen artist based on skills gaps in learning.	Charanga music scheme 'Your Imagination'

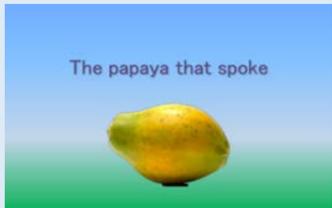
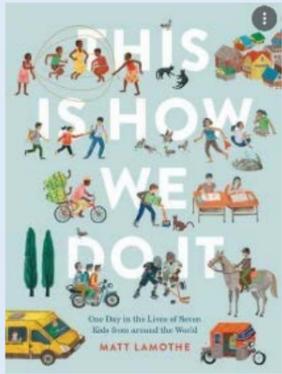
<p>Summer 2</p>	<p>How can I look after my world?</p>	<p>Go on a walk around school grounds- picking up plastic litter</p>		 	<p>Information Text / poster</p> <p>Story Writing - recount</p>	<p>Seasons</p>	<p>What is the good news that Jesus brings? (GOSPEL)</p>	<p>Geography focus - Climates Daily weather changes</p>	<p>We are celebrating</p>	<p>DT: food technology</p>	<p>Charanga music ser scheme</p> <p>'Reflect, Rewind and Replay'</p>
-----------------	---------------------------------------	--	--	---	--	----------------	--	---	---------------------------	----------------------------	--

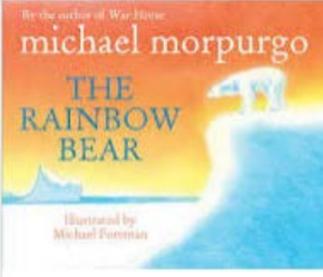
The big question in Year 2: How do we change the world around us? Why should we care for our world?

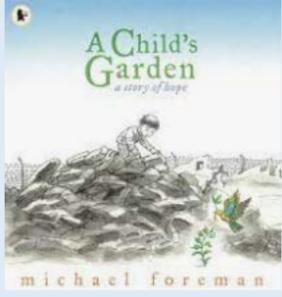
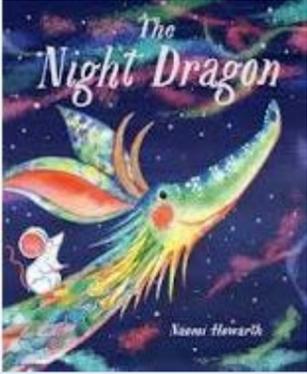
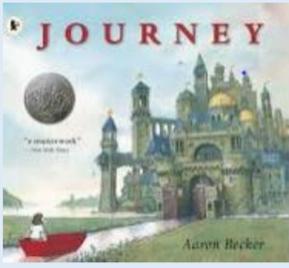
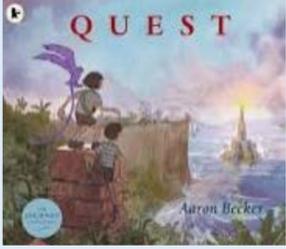
Children will develop their understanding of belonging and how to look after the world they live in. They will have an understanding of natural and geographical processes, and the lives of historical figures. They will know how people have influence on the world and how to appreciate what we have. They will understand how it is important to be thankful for the natural world, understand how we can change things for the better.

Year 2 Prayer

Thank you, for the beautiful world you made for us to live in.
Please help us to take care of it and think about the things we can reuse.
Help us to look after the world well for the people who will live in it after us.
Amen

Term	Theme	Learning Experience	Maths	Reading	Writing Focus	Science	RE	History/ Geography	Computing	Art/DT	Music
Autumn 1	How can I understand the world and my place in it?	Walk around school grounds – recap prior knowledge on human and physical features Tropical world Roundhay Salts Mill trip to see David Hockneys work?	Place Value Addition and subtraction	 	Re-telling story Non-chronological report	Animals including humans (focus on diet and healthy living)	Who made the world? (CREATION)	Geography Focus - Human and Physical features of the landscape, reading maps and comparing areas	We are astronauts	ART: David Hockney <i>How can we appreciate the natural world?</i> <i>Watercolour and oil/pastel – Drawing and Painting</i>	Charismatic music scheme 'Hand Heart
)				

Autumn 2	How can I look after myself?	Dogs Trust Visit – how to take care of your pet Nativity	Place Value Addition and subtraction	 	Non-chronological report on polar bears News report	Animals Including Humans (focus on diet and healthy living)	Why does Christmas matter to Christians? (delving deeper) (INCARNATION)	History Focus- Who is a monarch?	We are game testers	DT: Food Technology Product Cakes- design and make - Christmas theme	Char musi sche 'Ho H Nativ perfo how my v
Spring 1	How can I look after the world around me and save our seas?		Place Value Multiplicati on Division Fractions	 	Persuasive text Informative poster / text	Properties and materials	How should we care for the world and why does it matter?	Geography Focus- Oceans and Seas	We are photographers	ART: Kandinsky Printing	Char musi sche 'I Wa in a f

Spring 2	How do events have cause change?	Planting a seed and growing plant together as a class over term— looking for the first shoot to bring hope (a child's garden link)		 	Setting description Written description of dragon in a story	Properties and materials	Why does Easter matter to Christians ? (Delving Deeper) (SALVATION)	History Focus- Great Fire of London	We are researchers	DT: Model Wooden Houses Design and Make a house – Wooden Houses Great Fire of London	Char musi sche Zooti
Summer 1	How do I belong and care for the world I live in?	Growing butterflies Rodley Nature reserve	Measureme nt and Geometry Addition and Subtraction Multiplicati on and division	 	Diary entry Creating a story	Living things and their habitat	What is Judaism?	Geographical skills The world The United Kingdom Climates Weather	We are detectives	ART: Chosen artist based on skills gaps in learning.	Char musi sche 'Frien

