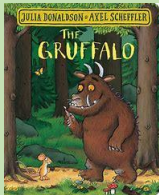

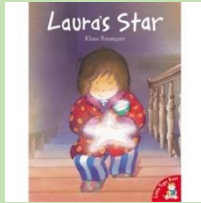

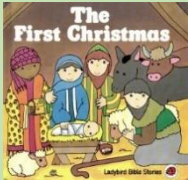
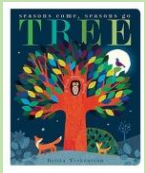


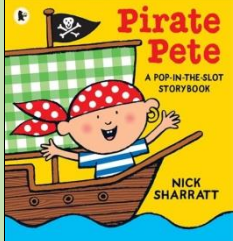
# The big question in Nursery: Why is it good to be me? (senses focus)

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	(PHSCE) Festivals British Values	Understanding the World How we build cultural capital?	Physical Development
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.  <b>Explore, Explorer.</b>	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.  <b>What is an Explorer? History and Geography</b>	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><b>The children will learn what it means to explore on a journey and meet different characters along the way.</b></p> <p><b>Counting objects on the broom as the witch explores and meets new friends on her journey.</b></p>  <p><b>Looking at a familiar story, knowing the sequencing and understanding the animals the brown mouse meets when exploring the woods.</b></p>  <p><b>The children will learn about different landscapes and weathers. They will engage in an immersive outdoor bear hunt to become explorers.</b></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).  <b>Know various Nursery Rhymes and be able to tell a long story.</b>	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.	Harvest Festival Diwali Table etiquette Manners Community  Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'.	We provide children with the experiences to collaborate with others and to broaden children's knowledge and reflect an inclusive ethos. Children have opportunities to share their thoughts and opinions and build positive relationships. Children are given time to reflect upon their own lives and those which are unfamiliar. Children are regularly praised for their achievements and have opportunities to reflect on their own successes. Every adult value the child's ideas and ways of doing things therefore	.Continue developing their movement, balancing riding (scooters, trikes and bikes) and ball skills.  Go up steps, stairs or apparatus using alternate feet. Skip hop, stand on one leg and hold a pose for a game like musical statues.  Show preference for a dominant hand.

<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><b>Materials and their properties – science (seasonal changes). Link Monarchy through nursery rhymes.</b></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><b>In Laura's Star, the children can learn the words shiny and dull, and start thinking about Laura's emotions in the story.</b></p>  <p><b>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.</b></p>  <p><b>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</b></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><b>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</b></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>Identify colours (creating with materials)</p> <p>Materials and their properties: melting ice, what happens when we leave ice outside, on the radiator, in our hands,</p>	<p>Bonfire night – What is bonfire night? Why do we have fireworks and sparklers? (Sparkler safety) Christmas Advent – why do we have an advent calendar? <a href="#">Armistice Day – what is Armistice Day and why do we wear a poppy?</a> Why do Christians perform a Nativity play at Christmas?</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>becoming a partner in each child's learning. All children's imaginative play is supported. Children are encouraged to recognise how and when their behaviour impacts others. Feeling are regularly discussed openly. We celebrate and value cultural, religious and community events and experiences. We encourage children to discuss their own life and compare it with others</p>	<p>Use one handed tools and equipment for example making snips with scissors and paper.</p> <p>Use large muscle movements to wave flags, streamers, paint and mark make.</p> <p>Become increasingly</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><b>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</b></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>Chinese New Year – The Chinese new year story. Queens Jubilee – who is the Queen and why is she special?</p>			

and cold?	Season, Frost, Hot, Cold, Ice, Icicle	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.  <b>Locational study – similarities and differences – History and Geography.</b>	Show fingers up to 5, link numerals and amount (showing the right number of numerals to match the objects)	<p>colder, we get frost and ice). <b>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.</b></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><b>The Wind Blew</b> 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> 	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. <b>Know various Nursery Rhymes, and be able to tell a long story.</b>	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> <p>Make imaginative and complex “small worlds” with blocks and construction kits.</p>	Seasons – Summer, Autumn, Winter and Spring. What are the differences?  Play with one of more other children, extending and elaborating play ideas.		independent as they get dressed and undressed e.g coats, zips, hat, gloves.
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	Number recognition, 0-5, 0-10  Solving problems with numbers up to 5.	 <p>The Three Pigs allows</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		Easter – What is the Easter story and why is it important? Shrove Tuesday Ash Wednesday Mother's Day Traditional tales and their messages to us.		Use a comfortable grip with good control when holding pens and pencils.  Matching their developing physical skills to

<p>and nose tell me? (taste)</p>	<p><b>Baking, Bricks, Gingerbread, Twigs, Straw, Sticks. Once upon a time.</b></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><b>Properties of materials - Science</b></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. <b>Know various Nursery Rhymes and be able to tell a long story.</b></p> <p><b>Understand all five key concepts about print:</b> <b>Print has meaning</b> <b>Print can have different purposes</b> <b>We read English from left to right, and top to bottom.</b> <b>The names of different parts of the book.</b> <b>Page sequencing</b></p> <p><b>Develop phonological awareness, so that they can:</b> <b>Spot and suggest rhymes, count or clap syllables in a word</b></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>Increasingly follow rules</p> <p>Make healthy choices about toothbrushing.</p>	<p>tasks tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>
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<p>Summer 1 Pirates</p> <p>What can I feel? (touch)</p>	<p>The children will know different types of transport.</p> <p><b>Adventure, Oceans, Treasure Maps, Seas, Captain.</b></p>	<p>Face painting. Visit to the Church. Dress up as a pirate day. Queen's Birthday.</p> <p><b>Oceans and Seas - Geography</b></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>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>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><b>Know various Nursery Rhymes, and be able to tell a long story.</b></p> <p><b>Understand all five key concepts about print:</b> 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>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>Traditional British food Queen's birthday picnic</p> <p>Understanding why rules in Nursery are important.</p> <p>Make healthy choices about food, drink, activity, and toothbrushing.</p>	<p>Choose the right resources to carry out their own plan e.g choosing a spade to dig out a hole they dug with a trowel for their treasure.</p>
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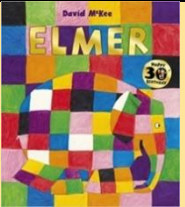
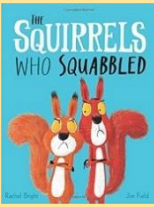
					<p>We read English from left to right, and top to bottom. The names of different parts of the book. Page sequencing</p> <p>Develop phonological awareness, so that they can: Spot and suggest rhymes, count or clap syllables in a word</p> <p>Develop phonological awareness, so that they can: recognise words 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.			
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**The big question in Reception: How can I be a positive member of my class?**

<p><b>Prayer</b>                  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>	<b>EYFS</b>	<b>Aspects</b>	<b>How we build a Cultural Capital</b>
	<b>PSED</b>	<b>Building Relationships</b>	Children are encouraged to work and play cooperatively and take turns with others. We teach children to show sensitivity to their own and others' needs. Children form positive attachments to adults and friendships with peers.
		<b>Managing Self</b>	Children are encouraged to try new activities and show independence, resilience and perseverance in the face of challenge. We teach children to explain the reasons for rules, know right from wrong and try to behave accordingly
		<b>Self-Regulation</b>	We teach children to show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Children learn to work towards simple goals and wait for what they want, controlling immediate impulses. Children learn to stay focussed and follow instructions involving several actions.
	<b>Understanding the world</b>	<b>People and communities</b>	We celebrate and value cultural, religious and community events and experiences. We encourage children to discuss their own life and compare it with others.
		<b>Past and Present</b>	We teach children to talk about the lives of people around them and their roles in society. Children will learn some differences and similarities between things in the past and now drawing on their own experiences and what has been heard from story telling or in class.

Term	Key Knowledge	Learning Experience	Maths	Reading	Writing Focus	RE	Enabling Environments	Art and DT	PE	(PHSCE)	EAD
<b>Theme</b>	<b>Vocabulary</b>	<b>Links to KS1</b>		<b>Key Skills</b>	<b>Reading Focus</b>			<b>Computing</b>	<b>PD</b>	Learning behaviours/Christian values British Values festivals	

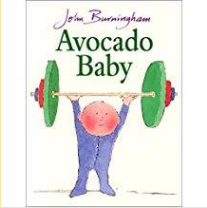
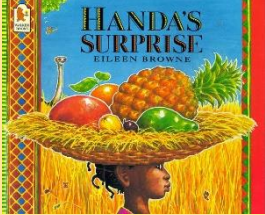
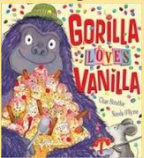


<p>Autumn 1</p> <p><b>Colours What can I see changing ?</b></p>	<p>To know that in Autumn the leaves change colour</p> <p><b>Names of - seasons, months</b></p> <p><b>Colours</b></p> <p><b>Nocturnal</b></p> <p><b>Hibernate</b></p> <p><b>Times of day</b></p>	<p>Walk in the local woods</p> <p>Fire pit</p> <p>Sparklers</p> <p><b>History of Bonfire Night</b></p> <p><b>Guy Fawkes</b></p> <p><b>Seasonal Change</b></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 1<sup>st</sup> 10 letters learnt in RWI m,a,s,t,d,l,n,p,o g</p> <p><b>Engage in story times</b></p> <p><b>Listen to and talk about stories-build up familiarity and understanding</b></p> <p><b>Retell stories use repetition and some of their own words</b></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><b>Colour</b></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><b>Complete a simple programme on electronic divices</b></p>	<p><b>Multiskills (Games)</b></p> <p>Revise and refine fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>• Rolling</li> <li>• Crawling</li> <li>• Walking</li> <li>• Jumping</li> <li>• Running</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p><b>Develop their fine motor skills so that they can use a range of tools competently, safely and competently</b></p> <p><b>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</b></p>	<p>Wellbeing</p> <p>Children will see themselves as a valuable individual</p> <p>Festivals:</p> <p>Bonfire Night- history-a long time ago-what happened how and why</p> <p>Harvest children will learn that Harvest is when the grown food is collected and Harvest festival is traditionally celebrated by Christians to give thanks to God</p> <p>Diwali</p> <p>Children will learn about the Hindu festival of light-through the story of Rama and Sita and use clay to make divas</p>	<p>Cutting practise</p> <p>Using pens/pencils appropriately</p> <p>Elmer story retelling-skills of recall</p> <p>Drawing Elmer-observation skills</p> <p>Hand prints –colour mixing</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes poems and songs</p> <p>Singing colour songs</p> <p>Nursery Rhymes</p> <p>Number rhymes</p> <p>Understand how to hold and play an instrument with care.</p> <p>Explore the different sounds instruments make.</p> <p>Action songs</p> <p>Charanga online music service</p>
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<p>Autumn 2</p> <p><b>Cold Who likes the cold?</b></p>	<p>To know what type of animals live in cold places</p> <p><b>Ocean,waves, antarctic, south pole,melting, environment, climate change</b></p>	<p>Nativity Play</p> <p>Ice in the classroom</p> <p>Christmas Crafts- invite parents</p> <p><b>Geography –oceans and seas</b></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><b>To know that non fiction books tell us facts</b></p> <p><b>Develop a deep familiarity with new knowledge and vocabulary from non – fiction texts</b></p> <p><b>Read individual letters by saying the sounds</b></p> <p><b>Blend sounds into words-orally</b></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><b>Skills-</b> assemble mixed collage including fabric to make own creations</p> <p><b>Use hardware to interact with age appropriate computer software</b></p>	<p><b>Gymnastics</b></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><b>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</b></p>	<p>Express their feelings and consider the feelings of others</p> <p>Lifesavers - What can we use our money for?</p> <p>RSE SESSION</p> <p><b>Democracy</b> themed Sessions:</p> <p>We all have a choice</p> <p>Making it Fair</p> <p>Lifesavers - How does money make us feel?</p> <p><b>Christmas story</b> – Jesus is born and The three wise men from the East</p> <p>Additional Safeguarding themes:</p> <p>Road safety</p> <p>Bonfire night/ Fire Safety</p> <p>Stranger danger (Halloween being safe)</p> <p>Mobile/Online safety – passwords and digital citizen pledge-ICT</p> <p>Festivals:</p> <p>Bonfire Night</p> <p>Diwali</p> <p>Christmas-children learn the true meaning of Christmas and how it is celebrated by Christians</p> <p>Advent-children learn that advent is the count down to Christmas</p> <p>Armistice day-history links learn what happened in war times</p> <p>Nativity-history/RE links</p>	<p>Making Fireworks-develop skills to cut and join materials</p> <p>Splatter pictures-firework patterns- learn new paint techniques</p> <p>Xmas cards and decorations- learn skills of cutting, joining- using small tools</p> <p>Baking for Xmas- learn methods and ingredients needed to make biscuits</p> <p>Learning and performing songs for Xmas concert</p> <p>Perform in front of an audience</p> <p>Percussion</p> <p>Sing echo songs and perform movements to a steady beat.</p> <p>Charanga online music service</p>
<p>Spring 1</p> <p><b>Extinct What happened to the dinosaurs?</b></p>	<p>To know that the world is different since dinosaur times</p> <p><b>Herbivore Carnivore Meteorite Dinosaur names Extinct</b></p>	<p>Parents story time</p> <p>Dinosaur Dig – outdoor sandpit</p> <p><b>Science/Geography Animals incl.humans</b></p> <p><b>What events have caused change?</b></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/ combing 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 correspondence</p> <p>Captions</p> <p>Sentences - using a capital letter and full stop</p> <p><b>Blend sounds into words</b></p> <p><b>With learnt letters</b></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><b>Skills</b></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><b>Hold a pencil effectively in preparation for writing using a tripod grip</b></p>	<p><b>Mutual respect and tolerance</b> – themed lessons</p> <p>Everyone is special</p> <p>Welcome to our class</p> <p><b>Lifesavers-</b> What can we use our money for?</p> <p>Easter Story</p> <p>Additional Safeguarding themes:</p> <p>E-safety including safer internet day</p> <p>Online safety week</p> <p>Stranger danger – keeping safe around animals</p> <p>Managing risks (Keeping safe outside)</p>	<p>Exploring texture-dinosaur skin</p> <p>Painting a dinosaur</p> <p>Fossil rubbings/fossils in sand(dig)</p> <p>Fossil in-prints with playdough</p> <p>Small world scenes</p> <p>Dinosaur eggs</p> <p>Mother's Day cards</p> <p>Topic songs</p> <p>Listen to music and respond by using hand and whole body movements.</p> <p>Charanga online music service</p>

			Small dinosaurs in maths area problems using the book 10 dinos	 <p>Topic vocabulary-dinosaur names</p> <p>Letter writing</p>  <p>Rhyming text-children to join in /predict rhyming text</p> <p>Answer questions about a story-develop understanding of story</p>	Read a few common exception words	their ideas-talk with clarity in front of a group	Demonstrate their ideas during play-recognise linking it to the story				Festivals: Shrove Tuesday Ash Wednesday Chinese New Year Mother's Day Chinese new year							
Spring 2	To know the sequence of a traditional story and use new language	World book day Author  Superhero costume day	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>Children will learn why we have pancake day-links to Easter/Lent</p> <p>Learn how to make pancakes-ingredients/ Method-think about the characters- who is the hero/villain?</p> <p>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?</p> <p>Learn about growing cycle-planting and caring for beans</p> <p>Using construction blocks to build castles-problem solve, maths, physical development</p> <p>Using story maps/small world /puppets to retell familiar stories and make up new stories</p>	<p><b>Writing</b></p> <p><b>Letter formation – lower case and capital letters</b></p> <p>Sentences with common exception words</p> <p>Leaving a space between words</p> <p>Reading what they have written with support</p> <p>Information sentences</p> <p>Signs and labels</p> <p>Information posters</p> <p><b>Read simple phrases made up of words with known letter-sound correspondences and a few exception words</b></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.	Christians believe Jesus rose from the dead, giving people hope of a new life.	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><b>Skills</b></p> <p>Create junk models and explain choices of materials-EG 3 pigs houses</p> <p>Paint characters from a story</p> <p>EG red riding hood, Giant, gingerbread man</p> <p><b>Can create content such as a video recording, story and /or draw a picture on a screen</b></p>	Demonstrate strength balance and co-ordination when playing;- move energetically, such as running, jumping, dancing, hopping, skipping and climbing	<p><b>Identify and moderate their own feelings socially and emotionally</b></p> <p><b>E-safety</b></p> <p><b>KS1/LKS2- Caught in the web</b></p> <p><b>Managing hurtful behaviour/ bullying</b></p> <p><b>Lifesavers-</b> How can we look after our money?</p> <p>Additional Safeguarding themes:</p> <p>E-safety including safer internet day</p> <p>Online safety week</p> <p>Stranger danger – keeping safe around animals</p> <p>Managing risks (Keeping safe outside)</p> <p>Festivals</p> <p>Easter- children will learn the true meaning of Easter as Christians</p> <p>Seasons-</p>	<p>Mini beast models</p> <p>Butterfly painting-symmetrical patterns</p> <p>Life cycles cutting and sticking</p> <p>Easter cards</p> <p>Easter cutting and sticking</p> <p>Baking-Easter nests</p> <p>Junk Modelling</p> <p>Topic songs</p> <p>tiny caterpillar...etc</p> <p>Explore singing at different speeds and pitch to create moods and feelings.</p> <p>Charanga online music service</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><b>Gods World</b></p> <p><b>Who are my woodland neighbours?</b></p>	<p>To know the life cycle and sequence of a mini beast</p> <p><b>Insect names</b></p> <p><b>Cocoon</b></p> <p><b>First Next</b></p> <p><b>Then after that</b></p> <p><b>Finally Environment</b></p> <p><b>Habitat</b></p> <p><b>Climate</b></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><b>Writing</b></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><b>Read simple sentences made up of words with known letter/sound correspondence and common exception words</b></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><b>Skills</b></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><b>Can use the internet with adult supervision to find and retrieve information</b></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><b>Individual Liberty Themed lessons – Celebrating the uniqueness of each of us.</b></p> <p>How do I feel?</p> <p>My Many coloured days</p> <p><b>Mental Health</b></p> <p>KS1 – My worries and anxieties</p> <p>My self-esteem and happiness</p> <p><b>LifeSavers-</b> How can we look after our money?</p> <p>Festivals</p> <p>Ramadan</p>	<p>3 little Pigs houses</p> <p>Using straw,sticks, bricks</p> <p>Building/ making castles</p> <p>Making Masks-Mr Wolf</p> <p>Small world story scenes</p> <p>Topic songs</p> <p>Express feelings in music by responding to different moods in a musical score.</p> <p>Charanga online music service</p>
<p>Summer 2</p> <p><b>It's Good to Be Me</b></p> <p><b>How can I be the best I can be?</b></p>	<p>To know there is a difference between healthy and unhealthy foods</p> <p><b>Names of Plants</b></p> <p><b>Vegetables</b></p>	<p>Baking/ Food tasting</p> <p>Warburton's bread makin</p> <p><b>What makes me special</b></p>	<p>Weighing/measuring</p> <p>Size and position</p> <p>Language of money</p> <p><b>Review areas that are weak</b></p>	 <p>Rhyming text-children to hear the rhymes and anticipate them</p> <p>Learn about journeys</p>	<p><b>Writing</b></p> <p><b>Spell words by identifying sounds in them and representing the sounds with a letter</b></p> <p>Sentences using</p>			<p><b>Skills</b></p> <p><b>Food technology</b></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><b>Use a range of small tools , including scissors, paintbrushes and cutlery;_ begin to show accuracy and care when drawing</b></p>	<p><b>Rule of Law – Themed lessons</b></p> <p>Living Together and Getting Along (The Little Red Hen)</p> <p>(My role and the role of others in society)</p> <p>Living Together and Getting Along (What are the Rules?)</p> <p><b>LifeSavers-</b> How does our money help other people?</p>	<p>Feeling, recognising and tasting foods</p> <p>Making fruit cock tail</p> <p>Fruit smoothies</p> <p>Vegetable soup</p> <p>Vegetable/fruit printing</p> <p>Sorting healthy/unhealthy food</p> <p>Making sandwiches</p> <p>Topic songs</p>

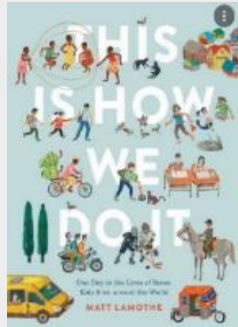
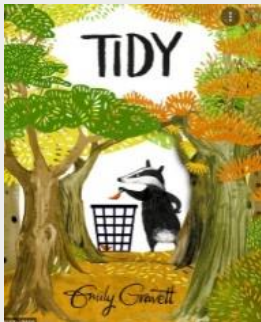
<p><b>Fruit Food types life cycle of plant Tasting- likes dislikes</b></p>	<p><b>Comparing locations</b></p>	<p>g</p>	<p>Imagination- children to imagine and create own ideas To learn about children who live in different places in the world-different cultures learn and taste different types of fruit-healthy 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><b>Re-read books at their reading level to build up confidence in word reading, fluency, prosody, understanding and enjoyment</b></p>			<p>Children will learn to make healthy choices</p> <p><b>Using a microwave to change the state of different food types Taking photos of foods we have made</b></p>		<p>Additional safeguarding themes: Food danger awareness Water safety – when visiting seaside – keep safe on the beach Keeping our bodies healthy Sun safety- using sunscreen/hats Father's Day</p>	<p>Experiment performing songs and music together with body movements to a steady beat.</p> <p>Charanga online music service</p>
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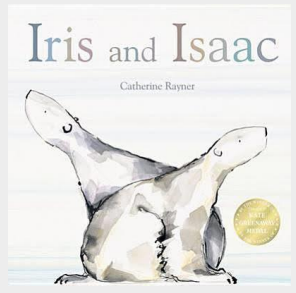

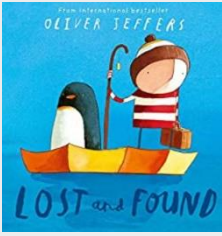
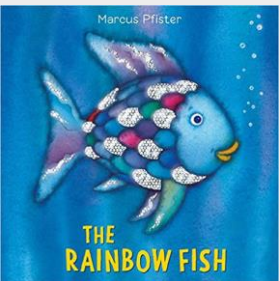
## The big question in Year 1: Who am I, who can I be and how do I belong?

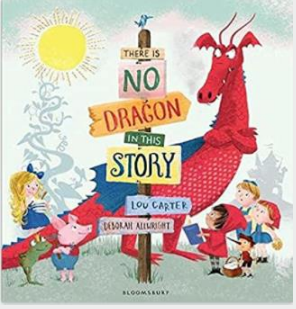
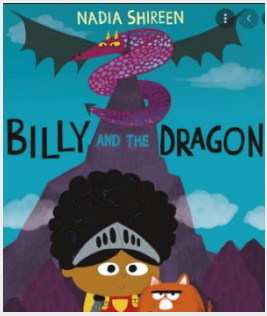
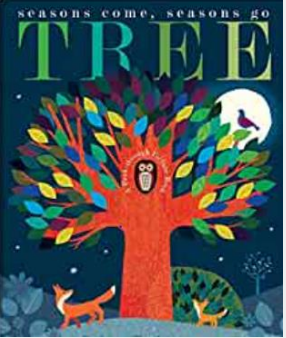
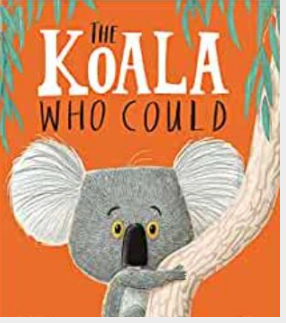
Children will have an understanding of what the future can bring for them. They will learn about different roles that people have in life and think about what that role will be for them. They will build on prior knowledge and learn to be curious and ask questions in order to discover more about themselves. They will begin to find out what they are good at and what they enjoy and learn to use their skills to help them improve and progress.

### 1 prayer


Bless all the people who love me dear God  
 And bless all the people I love.  
 Help us to help one another each day  
 And make earth like Heaven above.  
 Amen.

Term	Theme	Learning Experience / Hook	Maths	Reading	Writing Focus	Science	RE	History/ Geography	Computing	Art/DT	Music	PE	(PHSCE) Learning behaviours/Christian values British Values	MFL French –La Jolie Ronde
Autumn 1	What makes me special?	Walk around school grounds / explore local area  Making a small world rainforest using plants/ fake grass/ dark tent and heater	Place Value Addition and subtraction	  	Fact file all about me  Information Poster on how to care for the forest	Animals Including Humans	What do Christians believe God is like? (GOD)	Geography Focus- Human and Physical features of my locality and where I live Comparison to Amazon Rainforest	We are treasure hunters	ART: Pablo Picasso <i>Stand-alone study (faces)</i> Pencil, watercolour and pastel	Charanga music service scheme  'Hey You!'	Multiskills (Games)	Wellbeing  Festivals: Bonfire Night Harvest Diwali	Birthdays (Lesson 1,2,3)

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	 	<p>Polar Bears- retelling the story</p> <p>Descriptive writing – non chronological report</p>	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 service scheme  'Rhythm in the way we walk' and 'Banna Rap'  Nativity Play performance- how can I use my voice?	Gymnastics	<p>Lifesavers - What can we use our money for? RSE SESSION</p> <p><b>Democracy</b> themed Sessions: We all have a choice Making it Fair Lifesavers - How does money make us feel? <b>Christmas story</b> – Jesus is born and The three wise men from the East</p> <p>Additional Safeguarding themes: Road safety Bonfire night/ Fire Safety Stranger danger (Halloween being safe) Mobile/Online safety –passwords and digital citizen pledge-ICT</p> <p>Festivals: Bonfire Night Diwali Christmas Advent Armistice day Nativity</p>	Reacting to food items (Lesson 4,5,6,7)
Spring 1	What is an explorer?	Suitcase left in classroom full of objects – who is the explorer? Where might they be going?	Place Value Multiplication Division Fractions	 	<p>Story Writing</p> <p>Letter</p>	Properties and materials	Who am I? What does it mean to belong?	History focus- Captain James Cook	We are painters	ART: ART: Andy Goldsworthy Jack and the Beanstalk/ The Giant Turnip <i>Sculpture – natural materials</i>	Charanga music service scheme  'In the Groove'	Net and Wall (Games)	<p><b>Mutual respect and tolerance</b> – themed lessons Everyone is special Welcome to our class</p> <p><b>Lifesavers</b>- What can we use our money for?</p> <p>Easter Story</p> <p>Additional Safeguarding themes: E-safety including safer internet day Online safety week Stranger danger – keeping safe around animals Managing risks (Keeping safe outside)</p> <p>Festivals: Shrove Tuesday Ash Wednesday Chinese New Year Mother's Day Chinese new year</p>	Learning everyday language through song (Lesson 8,9,10)

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 service scheme 'Round and Round'	OAA Archery	<b>E-safety</b> <b>KS1/LKS2- Caught in the web</b> <b>Managing hurtful behaviour/ bullying</b> <b>Lifesavers-</b> How can we look after our money?  Additional Safeguarding themes: E-safety including safer internet day Online safety week Stranger danger – keeping safe around animals Managing risks (Keeping safe outside)  Festivals Easter Seasons	Emotions (11,12 recap 23,24)
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 service scheme 'Your Imagination'	Athletics (Sports day prep)	<b>Individual Liberty Themed lessons – Celebrating the uniqueness of each of us.</b> How do I feel? My Many coloured days  <b>Mental Health</b> KS1 – My worries and anxieties My self-esteem and happiness  <b>LifeSavers-</b> How can we look after our money?  Festivals Ramadan	Numbers and patterns (Lesson 16,17,18,19)



Summer 2	How can I look after my world?	Go on a walk around school grounds-picking up plastic litter		 	<p>Information Text / poster</p> <p>Story Writing - recount</p>	Seasons	What is the good news that Jesus brings? (GOSPEL)	Geography focus - Climates Daily weather changes	We are celebrating	DT: food technology	Charanga music service scheme  'Reflect, Rewind and Replay'	Strike and Field.	<p><b>Rule of Law – Themed lessons</b>  Living Together and Getting Along (The Little Red Hen)  (My role and the role of others in society)  Living Together and Getting Along (What are the Rules?)  <b>Lifesavers</b>- How does our money help other people?</p> <p>Additional safeguarding themes:  Food danger awareness  Water safety – when visiting seaside – keep safe on the beach  Keeping our bodies healthy  Sun safety- using sunscreen/hats  Father’s Day</p>	Participating in playground games (Lesson 25,26,27)
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## 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 their locality and geographical processes, and the lives of historical figures. They will know how people have influence on the world and how we should appreciate what we have. They will understand how it is important to be thankful for the natural world, understanding that what we do matters and we can change things for the better.


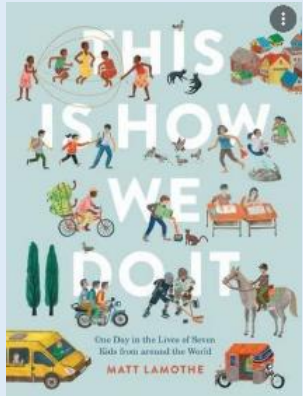
### Year 2 Prayer

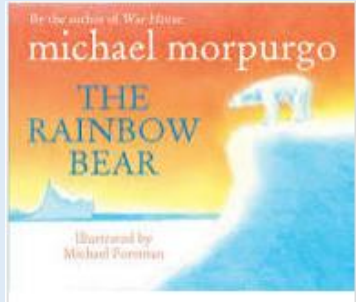



Thank you, for the beautiful world you made for us to live in.

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	PE	(PHSCE) Learning behaviours/Christian values British Values	MFL
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>	Charanga music service scheme 'Hands, Feet Heart	Invasion Games	Wellbeing  Festivals: Bonfire Night Harvest Diwali	Stories and songs (Lesson 1,2,3,4)
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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	Charanga music service scheme  'Ho Ho Ho'  Nativity Play performance-how can I use my voice?	Gymnastics Dance	Lifesavers - What can we use our money for? RSE SESSION  <b>Democracy</b> themed Sessions: We all have a choice Making it Fair Lifesavers - How does money make us feel? <b>Christmas story</b> – Jesus is born and The three wise men from the East  Additional Safeguarding themes: Road safety Bonfire night/ Fire Safety Stranger danger (Halloween being safe) Mobile/Online safety – passwords and digital citizen pledge-ICT  Festivals: Bonfire Night Diwali Christmas Advent Armistice day Nativity  Festivals: Shrove Tuesday Ash Wednesday Chinese New Year Mother's Day Chinese new year	Colours (Lesson 5,6,7,8)
Spring 1	How can I look after the world around me and save our seas?		Place Value Multiplication 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	Charanga music service scheme 'I Wanna Play in a Band'	Net and Wall	<b>Mutual respect and tolerance</b> – themed lessons Everyone is special Welcome to our class  <b>Lifesavers</b> - What can we use our money for?  Easter Story  Additional Safeguarding themes: E-safety including safer internet day Online safety week Stranger danger – keeping safe around animals Managing risks (Keeping safe outside)	Playground games (Lesson 10,11,12)

Spring 2	How do events have cause and 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	Charanga music service scheme Zootime	OAA Archery and Fencing	<b>E-safety</b> <b>KS1/LKS2- Caught in the web</b> <b>Managing hurtful behaviour/ bullying</b> <b>Lifesavers-</b> How can we look after our money?  Additional Safeguarding themes: E-safety including safer internet day Online safety week Stranger danger – keeping safe around animals Managing risks (Keeping safe outside)  Festivals Easter Seasons	At the fruit shop (Lesson 15,16,17,18)
Summer 1	How do I belong and care for the world I live in?	Growing butterflies  Rodley Nature reserve	Measurement and Geometry Addition and Subtraction Multiplication 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.	Charanga music service scheme  'Friendship Song'	Athletics Invasion games	<b>Individual Liberty Themed lessons – Celebrating the uniqueness of each of us.</b> How do I feel? My Many coloured days  <b>Mental Health</b> KS1 – My worries and anxieties My self-esteem and happiness  <b>LifeSavers-</b> How can we look after our money?  Festivals Ramadan	Exploring dance (Lesson 20,21,22,23)



