The	big quest	tion in Nurs	ery: Why is i	t good to be me? (s	enses 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. Term Key Learning Maths Reading Vocabulary Links to KS1					Prayer 2– Thank you God a no Thank you for makin Thank you, God, for Thankyou God so ve Writing Focus Reading focus	ng me fit and w hands to touc		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.	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 obects without the need to count them individually (subitising). Counting back resources, i.e 2 pens, 3 scissors.	Image: Second	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.	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.

Autumn 2			Show finger numbers up to 5 and say one	In Laura's Star, the children can learn the words shiny and dull,	Pencil grip (varies, some will be	Light box. Torches and	Nativity story Small world		Bonfire night – What is bonfire night? Why	becoming a partner in each	
-	The Children	Nativity play with	number for each	and start thinking about	focusing on picking	reflectors.	nativity	Exploration of	do we have	child's learning.	Use one handed
All that	will know the	parents able to	item in order.	Laura's emotions in the story.	up a pencil using	Dark area	Nativity play	different instruments.	fireworks and	All children's	tools and
litters.	words shiny	watch. Celebrates		Lauras Star	the palmer/pincer	Books telling	Advent calendar		sparklers? (Sparkler	imaginative play	equipment for
can	and dull.	the children	shapes and weights.	Eten Rong H	grasp, others will	the Nativity	Books telling	Singing Christmas	safety)	is supported.	example making
explore,		learning what			focus on the	story	the Nativity	songs.	Christmas	Children are	snips with scissors
what		Christmas is and	Number lines		correct tripod grip.	Small world	story		Advent – why do we	encouraged to	and paper.
can I		why we perform	Fun enimenting with	Con L	Mark making in all	nativity	story	Mixing and using	have an advent	recognise how	
see? (Shiny		a Nativity.	Experimenting with their own symbols		areas – gross	nacivity	Continue	different colours	calendar?	and when their behaviour	
and		a reactivity.	and marks as well as	In Laura's Christmas Star, the	motor skill and fine		developing	(creating with	Armistice Day – what	impacts others.	
dull)		North Pole	numerals.	children are already familiar	motor skills.		positive	materials)	is Armistice Day and	Feeling are	
,		breakfast with		with the characters, and can	Writing patterns		attitudes about		why do we wear a	regularly	
		parents and		explore more properties of the	Name writing (this		the differences	Explore paint in different	poppy?	discussed openly.	
		children.		star and create their own for a	varies, some will		between	forms and on different	Why do Christians	We celebrate and	
		Photographs		Christmas Tree. We explore	trace their name		people.	surfaces – experimenting	perform a Nativity	value cultural,	
		taken during the		words such as dazzle, glitter and sparkle to describe the	over yellow pen,			with design, texture, and	play at Christmas?	religious and community	
		breakfast and		star. The children also explore	others will have the			explore a variety of materials)		events and	
		discussed		the seasonal changes in the	ability to write				Become more	experiences. We	
		pictures of		book.	their name on their			With support use glue to	outgoing with	encourage	
		understanding		Laura's Christmas	own, and some will			attach materials	unfamiliar people, in	children to	
	Shiny, Dull,	how their family		Star	write part of their			together (creating with	the safe context of	discuss their own	
	Reflect,	is made up and			name).			materials, using and	their setting.	life and compare	
	Dazzle, Sparkle,	enables children			Letters to Santa –			exploring techniques and		it with others	
	Glitter.	to explain who		Klass Basingst	beginning to use			using scissors safely).			
	0	their family is.		The First Christmas teaches	some print			Exploring printmaking			
				children about why we celebrate Christmas, and why	knowledge that			with objects such as			
				we perform a Nativity. The	print has meaning			sponges (fine motor)			
		Materials and		children learn that Jesus lived a	and can have						
		their properties – science (seasonal		The First Christmas long time	different purposes. Few children will						
		changes). Link		ago	begin to learn						
		Monarchy			Phase 1, set 1						
		through nursery			phonics.						
-		rhymes.		C C Labers Bills Davis @	priorites.						
		,			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			Identify colours			
								(creating with			
Spring 1	The children	Playing in the	Number rhymes	In Tree, the children are able to	Pencil grip (varies,		Which places	materials)	Chinese New Year –		Use large muscle
Neathe	will know the	snow. When	and songs with	explore the 4	some will be	lce in the	are special and		The Chinese new		movements to
	difference	playing in the	resources to aid	TREE seasons and	focusing on picking	classroom	why?	Materials and their	year story.		wave flags,
Mhat is	between hot	snow and ice,	learning.	what happens to	up a pencil using	Cold small		properties: melting	Queens Jubilee –		streamers, paint
What is t like to	and cold	children have		the world around us as the	the palmer/pincer	world areas.	Continue	ice, what happens	who is the Queen		and mark make.
be		access to shovels,	Numicon intro.	seasons change	grasp, others will	Clothes for	developing	when we leave ive	and why is she		Become
varm		spades to clear		(the weather gets hotter, and	focus on the	different	positive	outside, on the	special?		increasingly
		the snow and	Matching pairs		correct tripod grip.	weather	attitudes about	radiator, in our hands,			

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

and nose tell me? (taste)	Baking, Bricks, Gingerbread, Twigs, Straw, Sticks. Once upon a time.	(combining ingredients, cooking them) Porridge/gingerbr ead men. Historical links of traditional tales, particularly use of vocabulary 'long ago' 'once upon a time'.Understandi ng story sequencing and start developing	Sizes Counting and measuring ingredients. 4 spoons of flour Positional language, understanding position through words alone 'first' 'then'.	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).	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	Lots of traditional tale books in areas, especially reading and small world.	Continue developing positive attitudes about the differences between people.	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)	Increasingly rules Make health about tooth
		phonological awareness – spotting rhymes in the traditional tales. Properties of materials - Science		 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? 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. 	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.			Remember and sing entire songs, sing the pitch of a tone sung by another person "pitch match". Take part in simple pretend play, using a object to represent something else even though they are not similar.	
				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.	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 Develop phonological awareness, so that they can: Spot and suggest				
					Spot and suggest rhymes, count or clap syllables in a word				

	tasks tasks and
creasingly follow	activities in the
les	setting. For
	example, they
ake healthy choices	decide whether
out toothbrushing.	to crawl, walk or
	run across a
	plank, depending
	on its length and
	width.

C.		F		Fach Direct 1					T . 1911
Summer 1	The children will know	Face painting. Visit to the	Describe a familiar route. Discuss	Each Pirate story encourage the use		Pirate small world	Which stories are special and	Becoming confident	Traditiona food
Pirates	different	Church.	routines and	Pirates Love the key	focusing on picking		why?	using scissors and	Queen's l
	types of	Dress up as a	locations using	vocabul	ary up a pencil using	number	willy:	enhancing scissor use	picnic
What	transport.	pirate day.	words like 'in front'	(Advent	ure, the nalmer/nincer	problems	D ² · 1		pienie
can I		Queen's Birthday.	or 'behind'.	Oceans,	grasp others will	Different	Goliath=	Using props to	Understa
feel?		· · · · · ·		Treasur Clare Fredman and Ben Carl	focus on the	types of	TTO COM	enhance pirate play.	rules in N
(touch)		Oceans and Seas	Compare quantities	Pirate Capta		transport			importan
		- Geography	using language	Pilate and h		out, land,	054	Identify a wider range	
			'more than' 'fewer	A POP-IN-THE-SLOT STORYBOOK Stron		see and air.	and the second s	of colours (creating	
		_	than'.	link t				with materials,	Make hea
	Adventure,			KS1 Ocea	motor skills.	costumes		experimenting with	choices a
	Oceans, Treasure		Talk about and	SHARRATT OCEA		Enhanced	God created all	colour).	drink, act
	Maps, Seas,		explore 2D and 3D	Child	ren livallie witting (tills	provision in	of the creatures	Describe their	toothbrus
	Captain.		shapes (for	will learn to read and creat	varies, some will	the pirate	We need to look	sketches and paintings	
			example, circles,	treasure	trace their name over yellow pen,	ship outside.	after everything for God.	(Creating with	
			rectangles, triangles and	map.	others will have the	Talk about		materials, be able to	
			cuboids) using	Peto	ability to write	what they		share their creations	
			informal and		their name on their		Eid – Who	and explain the	
			mathematical	DUpermurket	own, and some will		celebrates Eid?	process they have	
			language like		write part of their	of		used).	
			'sides', 'corners',		name).	vocabulary.	Continue		
			'straight', 'flat',		Labels	(science focus)	developing	Paint with more than	
			'round'.		Retelling stories		positive	one colour (creating	
					through drawing,		attitudes about	with materials).	
					writing, treasure		the differences		
					maps and clues –		between	Sing the melodic	
					understanding that		people.	shape (moving	
					we read and write			melody, such as up and down, down and	
					from left to right			up) of familiar songs.	
					and start at the top of the page.				
					Understanding			Explore different	
					sequencing.			materials freely, to	
					Some children will			develop their ideas	
					know set 1 and 2			about how to use	
					sounds, and begin			them and what to	
					set 3			make.	
					Know various			Begin to develop	
					Nursery Rhymes,			complex stories using	
					and be able to tell			small world	
					a long story.			equipment like animal	
					Understand all five			sets, dolls and doll houses.	
					key concepts about			nouses.	
					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				

onal British	Choose the right
	resources to carry out their own
's birthday	plan e.g choosing
	a spade to dig out
tanding why	a hole they dug
Nursery are	with a trowel for
ant.	their treasure.
nealthy	
about food,	
activity, and	
rushing.	

Summer 2 Growin g How do things change when they grow?	Roots, Stem, Leaves, Seed, Soil.	Visit to the farm/animals into school Hatching chicks Hatching butterflies. Tadpoles. Living things and their habitats – Plants, Science.	 (Extending and creating ABAB patterns) and noticing errors in patterns. Sorting and making patterns with seeds Combining shapes to make new ones (an arch, a bigger triangle) Begin to describe a sequence of events (real or fictional) using words such as "first" "then" etc. Symmetry 	Image: Second	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'. 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. Some children will know and consolidate set 1, 2 and 3 sounds. Know various Nursery Rhymes and be able to tell a long story.	Life cycle resources Symmetry work Animal number problems Non-fiction books about animals and their young. Plant seeds and care for growing plants Understand the life cycle of an animal and plants. Begin to understand the need to respect and care for the natural environment and all living things (science focus).	Continue developing positive attitudes about the differences between people.	 Create a collage with prepared paper and collage by gluing (fine motor and creating with materials). To attach junk modelling items together (fine motor and creating with materials). E.g Making animal homes using blocks and boxes Use a given skill to manipulate playdough to a given shape (creating with materials). Print with deliberate placement (fine motor and creating with materials). Print with deliberate placement (fine motor and creating with materials). Print with deliberate placement (fine motor and creating with materials). Play instruments with increasing control to express their feelings and ideas. Create their own songs or improvise a song around one they know. End of year performance. Develop their own ideas in decide which materials to use to express them. Join 	Eid – developing respect for other people's values and beliefs. Sports day Show more confidence in new social situations		Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
---	--	--	--	---	---	---	--	--	---	--	--

		We read English	different materials	
		from left to right,	and explore different	
		and top to bottom.	textures.	
		The names of		
		different parts of the		
		book.		
		Page sequencing		
		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'.		
		Engage in		
		extended		
		conversations		
		about stories and		
		learning new		
		vocabulary.		



The b	oig ques	stion in f	Receptio	n: How can I be	a positive mem	ber of my o	class?			
	elp my eyes t				EYFS		Ası	pects		How we bu
Jesus he	ood you sen Ip my ears to help from fa	o hear,		PSED	PSED Building Relationships		elationships	Children are encourag We teach children to positive		
In the w	lp my feet to ay that you p my hands	will show,					Mana	ging Self	Children are encourag perseverance in the f rules, kn	
Jesus m	All things loving, kind and true, Jesus may I be helpful too, Growing everyday closer to you				Self-Regulation		egulation	We teach children to show an others and begin to regulate t towards simple goals and wait f Children learn to stay focussed		
					Understand the work	-	People and	communities	We celebrate and va We encourage ch	
							Past an	d Present	We teach children to society. Children will past and now drawing	learn some diffe
Term	Key Knowledge	Learning Experience	Maths	Reading	Writing Focus	RE	Enabling Environments	Art and DT	PE	(PHSCE) Learning
Theme	Vocabulary	Links to KS1		Key Skills	Reading Focus			Computing	PD	behaviours/C British Values festivals

ouild a Cultural Capital
nd play cooperatively and take turns with others.
ty to their own and others' needs. Children form
o adults and friendships with peers.
activities and show independence, resilience and ge. We teach children to explain the reasons for wron and try to behave accordingly
derstanding of their own feelings and those of behaviour accordingly. Children learn to work what they want, controlling immediate impulses. Ind follow instructions involving several actions.
eligious and community events and experiences. Iss their own life and compare it with others.
e lives of people around them and their roles in fferences, and similarities between things in the

he lives of people around them and their roles in lifferences and similarities between things in the n experiences and what has been heard from story elling or in class.

	EAD
s/Christian values ues	

Autumn 1 Colours What can I see changing ?		Walk in the local woods Fire pit Sparklers History of Bonfire Night Guy Fawkes Seasonal Change	Identifying and saying the numbers 1-10 and ordering and comparing Counting objects and counting out objects Pattern making	Colour names and colour mixing To understand that we are all different and it is ok to be different Celebrating difference in ourselves Courselves To understand about animals that hibernate for the winter Focus on sharing, taking turns, working together Solving problems together	Names-using name cards Tracing over Mark making and giving meaning to marks Letter formation-for 1 st 10 letters learnt in RWI m,a,s,t,d,l,n,p,o g Engage in story times Listen to and talk about stories-build up familiarity and understanding Retell stories use repetition and some of their own words	Why is God special to Christians? God created the universe. The earth and everything in it are important to God. Humans should care for the world.	Basic provision at the start Teaching routines- stopping/start ing Tidy up time Home corner Colour mixing Colour Different media to make colourful pictures, stamping, pastels, paint, paper	Skill- draw a rec ognisable face/figure Sketch/paint a self portrait with more than one colour with the features appropriately placed Create new colour by mixing colours independently Complete a simple programme on electronic divices	Multiskills (Games) Revise and refine fundamental movement skills they have already acquired: Rolling Crawling Valking Jumping Running Hopping Skipping Climbing Progress towards a more fluent style of moving, with developing control and grace Develop their fine motor skills so that they can use a range of tools competently, safely and competently Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons	Wellbeing Children will see themselves as a valuable individual Festivals: Bonfire Night- history-a long time ago-what happened how and why 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 Diwali Children will learn about the Hindu festival of light- through the story of Rama and Sita and use clay to make divas	Cutting practise Using pens/pencils appropriately Elmer story retelling-skills of recall Drawing Elmer-observation skills Hand prints –colour mixing Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes poems and songs Singing colour songs Nursery Rhymes Number rhymes Understand how to hold and play an instrument with care. Explore the different sounds instruments make. Action songs Charanga online music service
--	--	---	--	--	--	---	--	---	--	--	---

Ausene Basena Basene Basena Basene Basene Basene Basene Basene Basene Basene	A t	Tallara	Netto the Dise	tal an effective at		F	Chuistiana	Ametic and all		Communication	Former and the infer diversion of	Making Einstein des dasselage ability
A startic Startic <td>Autumn</td> <td></td> <td>Nativity Play</td> <td>. –</td> <td>Remember Remember</td> <td></td> <td></td> <td></td> <td></td> <td>-</td> <td></td> <td>· ·</td>	Autumn		Nativity Play	. –	Remember Remember					-		· ·
Gold Biole Bi	Z		lea in tha		The Fireford Covernoer			world areas	—	-	5	
Notes Instant	Cold				The second second	· · · · · · · · · · · · · · · · · · ·		Pooks about	-		otners	
Normality			Classi OOIII	-	By Deborah Webb						Lifesavers - What can we use	
Basel Control Consigned function Consigned function <th< td=""><td></td><td>places</td><td>Christmas</td><td></td><td></td><td>Labels- to go</td><td></td><td>ammais</td><td>creations</td><td></td><td></td><td></td></th<>		places	Christmas			Labels- to go		ammais	creations			
Verture Operation monitorie monitorie <thm< td=""><td></td><td></td><td></td><td>-</td><td></td><td></td><td></td><td>Nativity small</td><td></td><td></td><td>cut money for</td><td></td></thm<>				-				Nativity small			cut money for	
etc., package package package<		Ocean.way				Lists-for Xmas	coning			_	RSE SESSION	
Nature: Nature: Constraints Description Descripion Descripion Des					-	Understand	Christians	world				<u> </u>
sub- construc- binster		· ·	parente		Ŭ	lists go down		Christmas in			Democracy themed Sessions:	<u> </u>
polemental and sear unary statisty and statisty			Geography							Use their core muscle		_
Euler India ora		pole,meltin			Learn about Guy Fawkes and		that he was born	corner		strength to achieve a good		
Spring Network Network Network Network Network Network Network Network Spring Spring <th< td=""><td></td><td>g,</td><td>and seas</td><td>Finds one</td><td>The Bonfire Plot</td><td></td><td>as a baby in</td><td></td><td></td><td></td><td>Making it Fair</td><td>Learning and performing songs</td></th<>		g,	and seas	Finds one	The Bonfire Plot		as a baby in				Making it Fair	Learning and performing songs
Jelmate Into bases Ones less Percent from the original and memory in the original and the original and memory in the origin and memory in the original and memory in the original and memory		environemt	Monarchy-	more and	The international bestaller OLIVER JEFFERS		Bethlehem	Maths	Use hardware	table or sitting on the floor	Lifesavers - How does	for Xmas concert
Image: Image: <td></td> <td>, climate</td> <td>links to</td> <td>ones less</td> <td>C and the second second</td> <td></td> <td></td> <td>problems</td> <td>to interact</td> <td></td> <td></td> <td>Perform in front of an audience</td>		, climate	links to	ones less	C and the second			problems	to interact			Perform in front of an audience
kink kink induce of the three weights in the area of the controls in the area of the control in		change	nursery	from a group				involving	with age		-	Percussion
Special To know Margin Marging Configured in an ending in the contrast in the contr			rhymes and	of up to 10		-		presents	appropriate		-	
Image: Note: A set of the s			Nativity-					Elf workshop	computer		from the East	movements to a steady beat.
Spring To know Parts Index Inspace Constraints Constraints Constraints Spring To know For start To know For start For start For start Spring To know For start For start For start For start Spring To know For start For start For start For start Spring To know For start For start For start For start Spring To know For start For start For start For start Spring To know For start For start For start For start Spring To know For start For start For start For start Spring To know For start For start For start For start Spring To know For start For start For start For start Spring To know For start For start For start For start Spring To know For start For start For start For start Spring To know For start For start For start For start Spring To know F			kings			-			software			
Series To documentation Cardis-writing world Cardis-writing world Cardis-writing biolity Cardis-writing world Cardis-writing biolity Cardis-writ				shapes	LOSTansFOUND						Additional Safeguarding	Charanga online music service
SpringTensorFind the sequenceCold and to counting in the sequenceCalibian time sequenceCold and to counting in sequenceCold and to counting in sequenceCold and shety sequenceBonte rapit/ Fire Setz Strange dange (Millinger)20 now that the south and there are different types of perspring-termanol to the how they live.To how that there are different types of perspring-termanol the south and the south and 					To discover that there are							
Spring No. No.											-	
Spring 1 To know that have a spring 2 on get 1 all young 1 participations To know the participations To know the participations To know the participations Spring 2 on get 1 all young 1 participations<						names						
Image: series of the series												
Image: bit is and												
Image: space spac					(internating							
Image: service of the service of t					Penguins							
Image: bit is											pledge-ICI	
Image: bit is					3A						Factivals	
Image: bit is												
Image: bit in the second sec					and the second se	—					0	
Image: Barbon of the construction of the construct						-						
Principal Image: Selence of Solution solution solution solution solutionParents that the different dimes solution solution solution solutionFind the the solution solutionRead individual letters by saying the sounds orallyDimes solutionSkills solution the solution solutionTeam GamesMark advent is the count down to Orisitans Advent-children learn that advent is the count down to OrisitansSpring 1 that the word is solution a counting or or how his solution solution solution solutionFind the trans special to the solution to the solution and using language of advent solution solution or or how his solution or or advent to poly counting or or advent to poly counting or or advent solution to poly counting or or advent sol												
Image: Part of the proving											—	
Spring 1 To know Parents Find the story time Find the total amount of binosaur Private story time story time Find the story time since Parents Find the total amount of binosaur Find the story time since Find the story time total amount of binosaur Find the story time since Find the total amount of binosaur Thyming text-children to binosaur Numbers to 10- counting the dinosaur I am special to Christians Dinosaur story time story time to Christians Find the total amount of been observed to Christians I am special to Christians Dinosaur to Christians Find the times and price to the total books Find the transpecial to Christians Early content to the total books Find the transpecial to Christians Find the times and price to the total books Find the transpecial to Christians transpecial to Christiansto Chri						Read individual						
Image: Spring 1 d to that that the happene d to fain sandpitParents story time binosaur s?Find the total mount of objects in timesFind the total anguage of adding and to 10Private short phrases with text-children to objects in two groupsI am special. story time phrases with that are special to christmasSkills mansesTeam Games Combine different mount of objects in two groupsMutual respect and to shape short sandpitExtone the total anguage of adding and to 10Write short phrases with text-special textI am special. Stories those to christmasSkills mount of consideration to shape short to shape short to shape short adding and to 10Parents text counting back-1 text meanse counting text meanse counting the the fifterence consideration to officier the fifterence counting the the fifterence counting the the fifterence counting the the fifterence counting the the fifterence counting the the fifterence counting the the fifterence counting the the fifterence counting the the fifterence counting the the fifterence counting the the the fifterence counting the the fifterence counting the the fifterence counting the the the fifterence counting the the the the fifterence counting the <td></td> <td></td> <td></td> <td></td> <td>how they live.</td> <td>letters by saying</td> <td></td> <td></td> <td></td> <td></td> <td>Advent-children learn that</td> <td></td>					how they live.	letters by saying					Advent-children learn that	
Image: spring 1To know that the show of 1s incosaur shappend d to flar to sames examesParents to tal amount of of dinosaur shappend d to flar or samesFind the total amount of of dinosaur shappend d flerence that messFind the total amount of total amount of of dinosaur shappend dinosaur shappend dinosaur shappend timesFind the total amount of of dinosaur or samesFind the total amount of of dinosaur or more is pecial total amount of of dinosaur shappend timesFind the total amount of total amount of of dinosaur shappend total total or samesFind the total total total amount of of dinosaur shappend total total manuesFind the total total total total total total total total total total corresponden e e shaftsParents total <b< td=""><td></td><td></td><td></td><td></td><td></td><td>the sounds</td><td></td><td></td><td></td><td></td><td>advent is the count down to</td><td></td></b<>						the sounds					advent is the count down to	
Image: space of the space of											Christmas	
Image: consider the second state in the second sta											Armistice day-history links	
Image: Normal stateImage: Normal stateImage: Normal stateImage: Normal stateNativity-history/RE linksNativity-history/RE linksNativity-histo												
Spring 1 To know that the story time world is story rime world is story rime world is story relate to the tare and predict rhyming text-children to hear and predict rhyming text-children to the rhyming text-children to hear and predict rhyming text-children to hear and predict rhyming text-children to hear and predict rhyming text-children to the rhyming text-children to the rhyming text-children transformation to the rhyming text-children transformation to thear and treary text to the rhyming text transformation to thear an						orally						
kat he word is different dinosaur s? story time words since times story time since times total vordic since sanditi total manuat of big-since since times total manuat of big-since since since times total manuat of big-since since times total manuat of big-since since times thy ming text-children to manuat since times phyming text-children to hear and pirclict rhyming text orresponden captions phyming text-children to hear and pirclict rhyming text orresponden captions Stories those that are special to christons Paint and draw things tat have benobserve with increasing detail with colubrers Combine different mowements with ease and fuery tolerance-theme diessons theore special social right caption (different the social right caption to christon Paint and draw things tat have problems Combine different mowements tolerance-theme diessons that are special binosaur Paint and draw things tat have problems Combine different thore special social special social right caption to stape, size colubrers Combine different thore special to christons Dissaur problems Dissaur to christons Paint and draw things tat have problems Combine different thore special thore special to christons Paint and draw things tat have problems Combine different thore special to christons Dissaur to christons Dissaur to christons Dissaur thore special to christons Dissaur thore special to christons Dissaur to christons Dissaur to christons Dissaur to christons Dissaur to christons Dissaur to christons<												
world is the timesused classesummang deredimendent of objects in two groups and using outdoor sanditmang and predimendent of the objects in two groups and using and using <br< td=""><td>Spring 1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>-</td><td></td></br<>	Spring 1										-	
Extinct different Dinosaur Dinosaur Dinosaur Objects in text Instruction protect in the protect			story time			1						-
What happene Dig - dinosaur Dig - outdor sandpit Dig - outdor and using sandpit Objects in vex topic volus and using and using sandpit New topic volus and using sandpit New topic volus and using and using sandpit New topic volus and using and using sandpit New topic volus and using and using subtracting. Adding- animals New topic volus and using subtracting. Adding- to 10 Numbers to 10- counting to 10 Correspondence caption Maths problems using a capital to 10 With increasing problems using a capital letter and full to 0 Maths problems using a capital to 10 With increasing problems Hold a pencil effectively to shape, size, colour and pattern. Hold a pencil effectively to shape, size, colour and pattern. Lifesavers-What can we use our money for? Fossil in-prints with playdough Small world scenes Vint (increasing problems Adding- to shape, size, colour and pattern. Maths problems with increasing problems Hold a pencil effectively in shape, size, colour and pattern. Hold a pencil effectively to shape, size, colour and pattern. Lifesavers-What can we use our money for? Fossil in-prints with playdough mode and whole body using and and whole body movements. In combing to to increasing novements Maths problems With increasing problems Maths problems With increasing problems Maths problems <td>Extinat</td> <td></td> <td>Dinessur</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>-</td> <td></td> <td></td> <td>_</td>	Extinat		Dinessur						-			_
happene dinosaur s? dinosaur times outdoor sandpit outdoor sandpit two groups and using language of ography Animals Numbers to 10- counting back-1 ess than to 10 Contenspondence e Problems capitons detail with consideration to shape, size, colum and pattern. Hold a pencil effectively in preparation for writing using a tripod grip Lifesavers- What can we use our money for? Small world scenes Dinosaur eggs Kerbiver Meteorite Dinosaur names Extinct Science/Ge ography Animals adding and subtracting. Adding- to 10 Image of back-1 instracting. Adding- to 10 Image of back-1 instracting. Adding- t				objects in	text	letter/sound	to Christians.			nuency	welcome to our class	
d to the dinosaur s? times sand pit and using language of ography Adding- Adding- Adding- Adding- Carrivore Neteorite Dinosaur names Ettinct sand pit and using language of ography Adding- Adding- Adding- Carrivore Neteorite Dinosaur names Ettinct Numbers to 10- counting back-1 less than to 10 per pack-1 less than to 10 per pack-1 to 10 per pack-1 less than to 10 <td></td> <td></td> <td>•</td> <td>two groups</td> <td>New topic vocabulary</td> <td>correspondenc</td> <td></td> <td></td> <td>-</td> <td>Hold a pencil effectively</td> <td>Lifesavers, What can we use</td> <td></td>			•	two groups	New topic vocabulary	correspondenc			-	Hold a pencil effectively	Lifesavers, What can we use	
dinosaur s? Science/Ge ography Animals adding and adding and subtracting. Animals back-1 adding and subtracting. Animals Captions Captions to 10 Captions to source to source using a tripod grip Easter Story Mother's Day cards Herbivore Carnivore Meteorite Dinosaur names Extinct Counting (here) Counting (here) <td></td> <td></td> <td></td> <td>and using</td> <td>Numbers to 10- counting</td> <td>е</td> <td>I Can Read!</td> <td></td> <td></td> <td>-</td> <td></td> <td></td>				and using	Numbers to 10- counting	е	I Can Read!			-		
adding and s? Science/Ge ography Animals adding and subtracting. Adding- canivore less than to 10 <		annes	Junupit	language of	back-1	Captions	Sthe Good Samaria				car money for :	
Image: bit incl.humans Adding- Image: bit incl.humans Additional Safeguarding Image: bit incl.humans Image: bit incl.humans Image: bit incl.humans Additional Safeguarding Image: bit incl.humans			Science/Ge		less than 🕴 😳 🙅 🕘 🧕	Sentences -				asing a cuboa Bub	Easter Story	thether s buy curus
Animals Adding- counting Counting Counting Counting Counting Counting Topic songs Listen to music and respond by What on/ finding the Story relate to us Story relate to us To learn how his Story relate to us Noteenite E-safety including safer Using hand and whole body Internet day the Story relate to us Not using and envice Not using and envice Not using hand and whole body Internet day the Story relate to us Not using and envice Not using and envice Not using and envice Kith learn With learn Not use Kith learn Use Not use<				-			CARS	688			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
Herbivore Carnivore Meteorite Dinosaur names Extinct incl.humans What events have caused change? counting on/finding the difference between/ combing counting on/finding the difference between/ combing stop stop themes: To learn how his story relate to us in our lives themes: Extinct Listen to music and respond by using hand and whole body movements. What binosaur names Extinct counting on/finding the change? counting on/finding the change? stop To learn how his story relate to us in our lives To learn how his story relate to us in our lives Charanga online music service Charanga online music service				-							Additional Safeguarding	Topic songs
Carnivore Meteorite Dinosaur names Extinct What events have fue on/finding the difference between/ combing on/finding the difference between/ combing On/finding the difference between/ combing To learn how his story relate to us in our lives E-safety including safer into words With learnt Children will using hand and whole body movements.		Herbivore		-			President and Pr					
Meteorite Dinosaur names Extinct events have caused change? the difference between/ combing the difference between/ combing Blend sounds into words With learth letters story relate to us in our lives internet day movements. Meteorite Dinosaur names Extinct the difference between/ combing the difference between/ combing the difference between/ combing Meteorite difference between/ combing Blend sounds into words With learth letters story relate to us in our lives internet day Movements.				0	 Mike Browniow - Simoa Rickerty 						E-safety including safer	
Dinosaur names Caused change? difference between/ combing difference between/ combing into words in our lives How can we be a good helper? Children will Online safety week Charanga online music service				· · · · · · · · · · · · · · · · · · ·		Blend sounds						
names change? between/ With leart How can we be a good helper? Extinct combing rouns rouns four can we be a good helper? Stranger danger – keeping safe around animals		Dinosaur	caused								-	Charanga online music service
Extinct combing letters good height / Children will safe around animals round anaging risks (Keeping safe		names	change?									
wianaging risks (Reeping sale		Extinct										
				-		letters						
learn to express outside)				groups			learn to express				outside)	

Spring 2	To know	World book	Small dinosaurs in maths area problems using the book 10 dinos	Topic vocabulary-dinosaur names Letter writing Description Rhyming text-children to join in /predict rhyming text Answer questions about a story-develop understanding of story	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	Home corner	Skills		Festivals: Shrove Tuesday Ash Wednesday Chinese New Year Mother's Day Chinese new year	Mini beast models
Spring 2 Heroes and Villains Can villains be heroes?	to know the sequence of a traditional story and use new language Story language Once upon a time Character names Hero Villain Evil Nasty Saviour Friendly Happily ever after	World book day Author Superhero costume day Science- living things and their habitats Animals /humans	Subtracting- counting backwards/fi nding the difference between/ph ysically taking away Separating amounts into unequal and equal groups (sharing/divi sion) Sticks- measuremen t and counting pairs	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 To learn about how 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	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 Read simple phrases made up of words with known letter-sound correspondenc es and a few exception words	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.	reflects a traditional tale Role play- dressing up area-children to take on different roles Story baskets Story baskets Small world- story telling using dolls/puppets	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 Can create content such as a video recording, story and /or draw a picture on a screen	Demonstrate strength balance and co-ordination when playing;- move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Identify and moderate their own feelings socially and emotionally <i>E-safety</i> <i>KS1/LKS2- Caught in the</i> <i>web</i> <i>Managing hurtful</i> <i>behaviour/ bullying</i> Lifesavers- 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- children will learn the true meaning of Easter as Christians Seasons-	Mini beast models Butterfly painting-symmetrical patterns Life cycles cutting and sticking Easter cards Easter cutting and sticking Baking-Easter nests Junk Modelling Topic songs tiny caterpillaretc Explore singing at different speeds and pitch to create moods and feelings. Charanga online music service

Summer 1 Gods World Who are my woodlan d neighbo urs?	To know the life cycle and sequence of a mini beast Insect names Cocoon First Next Then after that Finally Environme nt Habitat Climate	Caterpillar's / Butterfly Hatching experience Tropical world Science Living things and habitats animals/hu mans	Doubling and halving Problem solving Use everyday language and understand the concept of capacity/ distance/ time	Control of the story of the story of the story of the story characters hero/villain Use of construction resources to make houses- develop problem solving skills-Discover the best materials for building- science investigations Void the story characters hero/villain Use of construction resources to make houses- develop problem solving skills-Discover the best materials for building- science investigations Void the story characters for find out about different mini beasts-habitats, life cycles, where they are in the food chain similarities /differences Observation skills Void the story of the story o	Writing Story maps Narrative writing sentences- developing a handwriting style- fast/efficient and accurate Joining sentences with 'and' Re-reading what they have written Read simple sentences made up of words with known letter/sound correspondenc e and common exception words	God created the universe. The earth and everything in it are important to god. Humans should care for the world.	Mini beast collecting kits Symmetry Recycling centre-sorting Stick and natural resources in pattern/art areas. Healthy foods in role play - Cafe Trying different foods Writing in all areas	Skills 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 Can use the internet with adult supervision to find and retrieve information	Athletics Preparation for sports Day Confidently use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body- strength, balance co- ordination and agility	Individual Liberty Themed lessons – Celebrating the uniqueness of each of us. How do I feel? My Many coloured days Mental Health KS1 – My worries and anxieties My self-esteem and happiness LifeSavers- How can we look after our money? Festivals Ramadan	3 little Pigs houses Using straw,sticks, bricks Building/ making castles Making Masks-Mr Wolf Small world story scenes Topic songs Express feelings in music by responding to different moods in a musical score. Charanga online music service
Summer 2 It's Good to Be Me How can I be the best I can be?	To know there is a difference between heathy and unhealthy foods Names of Plants Vegetables	Baking/ Food tasting Warburton's bread makin What makes me special	Weighing/m easuring Size and position Language of money Review areas that are weak	Rhyming text- children to hear the rhymes and anticipate them Learn about journeys	Writing Spell words by identiying sounds in them and representing the sounds with a letter Sentences using			Skills Food technology Children will safely use and explore tools and techniques needed for food handling and baking	Negotiate space and obstacles safely, with consideration for themselves and others Use a range of small tools , including scissors, paintbrushes and cutlery;_ begin to show accuracy and care when drawing	Rule of Law – Themed lessons 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?) Lifesavers- How does our money help other people?	Feeling, recognising and tasting foods Making fruit cock tail Fruit smoothies Vegetable soup Vegetable/fruit printing Sorting healthy/unhealthy food Making sandwiches Topic songs

<u> </u>			 		 			
	Fruit	Comparing	Imagination- children to	polysyllabic		Children will	Additional safeguarding	Experiment performing songs
	Food types	locations	imagine and create own	words		learn to make	themes:	and music together with body
	life cycle of		ideas	Posters		heathy choices	Food danger awareness	movements to a steady beat.
	plant		To learn about children who	Recipes/Lists			Water safety – when visiting	
	Tasting-		live in different places in the				seaside – keep safe on the	Charanga online music service
	likes		world-different cultures	Re-read books			beach	
	dislikes		learn and taste different	at their reading		Using a	Keeping our bodies healthy	
			types of fruit-healthy choices	level to build		microwave to	Sun safety- using	
			Learn the names of	up confidence		change the	sunscreen/hats	
			unfamiliar wild animals	in word		state of different food	Father's Day	
				reading,				
			John Burningham Avoçado			types Taking photos		
			👔 Baby 🔔	fluency,		of foods we		
				prosody,		have made		
				understanding				
				and enjoyment				
		g	Learn that stories are					
			fictional-not true-make up					
			our own stories					
			To relate to the characters-					
			link back to heroes/villains					
			Handa's Surprise Uter Have					
			Tasting avocadoes					
			GORILIA					
			Rhyming texts- children to					
			hear the rhymes in the story-					
			make predictions					
			throughout the story					
			Make lists of rhyming words					
			Make rhyme books					

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.

<u>1 prayer</u>

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		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	<image/>	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 Stand-alone study (faces) 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 understan d the world around me?	Dogs Trust Visit – how to take care of your pet Eureka!	Place Value Addition and subtraction	<image/> <image/> <image/>	Polar Bears- retelling the story Descriptive writing – non chronological report	Animals Including Humans	Why does Christmas matter to Christians ? (INCARNA TION)	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?	Gymnastic s	Lifesavers - What can we use our money for? RSE SESSION Democracy themed Sessions: We all have a choice Making it Fair Lifesavers - How does money make us feel? Christmas story – 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 Diwalli Christmas Advent Armistice day Nativity	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 Multiplicatio n Division Fractions	Image: Contract of the	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 Goldsworth y Jack and the Beanstalk/T he Giant Turnip Sculpture – natural materials	Charanga music service scheme 'In the Groove'	Net and Wall (Games)	Mutual respect and tolerance – themed lessons Everyone is special Welcome to our class Lifesavers- 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) Festivals: Shrove Tuesday Ash Wednesday Chinese New Year Mother's Day Chinese new year	Learning everyday language through song (Lesson 8,9,10)

Spring 2	How do I belong?				Information text about self – what are you good at	Properties and materials	Why does Easter matter to Christians ? (SALVATI ON)	History focus- The gunpowder plot – Guy Fawkes	We are collectors	DT: model making	Charanga music service scheme 'Round and Round'	OAA Archer
			Place Value Multiplication Division Fractions	NADIA SHIREEN BILLY AND THE DRAGON	Invitation							
Summer 1	What seasonal changes do I see?	Growing butterflies Meanwood Valley Farm	Measuremen t and Geometry Addition and Subtraction Multiplicatio n and division	seasons come, seasons ge	Non- chronological report	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'	Athletic (Sports prep)
				KOALA WHO COULD	Poetry							

ics s day Individual Liberty Themed lessons – Celebrating the uniqueness of each of us. How do I feel? My Many coloured days Mental Health KS1 – My worries and anxieties My self-esteem and happiness LifeSavers- How can we look after our money? Festivals Ramadan	ery	E-safety KS1/LKS2- Caught in the web Managing hurtful behaviour/ bullying Lifesavers- 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)
		lessons – Celebrating the uniqueness of each of us. How do I feel? My Many coloured days Mental Health KS1 – My worries and anxieties My self-esteem and happiness LifeSavers- How can we look after our money? Festivals	patterns (Lesson

Summer 2	How can I look after my world?	Go on a walk around school grounds- picking up plastic litter		The b0ma	Information Text / poster	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.	Rule of Law – Themed lessons 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?) Lifesavers- How does our money help other people? 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	Participating in playground games (Lesson 25,26,27)
-------------	---	--	--	----------	------------------------------	---------	--	--	-----------------------	------------------------	---	----------------------	--	--

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

Year 2 Prayer

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

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.

Autom 1How can understan world world and wylace hypicaci rear prior bindiversion hand bysicaci hous and bysicac	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
Hockneys work? Work?		understan d the world and my place	around school grounds – recap prior knowledge on human and physical features Tropical world Roundhay Salts Mill trip to see David Hockneys	Addition and		story Non- chronological	including humans (focus on diet and healthy	made the world? (CREATIO	Human and Physical features of the landscape, reading maps and comparing	astronaut	Hockney How can we appreciate the natural world? Watercolour and oil/pastel – Drawing and	music service scheme 'Hands, Feet		Wellbeing Festivals: Bonfire Night Harvest	Stories and songs (Lessor 1,2,3,4

Autumn 2	How can I look after myself?	Dogs Trust Visit – how to take care of your pet Nativity	Place Value Addition and subtraction	<image/> <image/>	Non- chronological report on polar bears	Animals Including Humans (focus on diet and healthy living)	Why does Christmas matter to Christians ? (delving deeper) (INCARNA TION)	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 Democracy themed Sessions: We all have a choice Making it Fair Lifesavers - How does money make us feel? Christmas story – 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 Diwalli 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 Multiplicati on Division Fractions	<image/> <image/>	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 photogra phers	ART: Kandinsky Printing	Charanga music service scheme 'I Wanna Play in a Band'	Net and Wall	Mutual respect and tolerance – themed lessons Everyone is special Welcome to our class Lifesavers- 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)	Playgro und games (Lesson 10,11,12)

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)		<image/> <image/>	Setting description Written description of dragon in a story	Properties and materials	Why does Easter matter to Christians ? (Delving Deeper) (SALVATI ON)	History Focus- Great Fire of London	We are researche rs	DT: Model Wooden Houses Design and Make a house – Wooden Houses Great Fire of London	Charanga music service scheme Zootime	OAA Archery and Fencing	E-safety KS1/LKS2- Caught in the web Managing hurtful behaviour/ bullying Lifesavers- 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	Measureme nt and Geometry Addition and Subtraction Multiplicati on and division	<image/> <image/>	Diary entry Creating a story	Living things and their habitat	What is Judaism?	Geographical skills The world The United Kingdom Climates Weather	We are detective s	ART: Chosen artist based on skills gaps in learning.	Charanga music service scheme 'Friendship Song'	Athletics Invasion games	Individual Liberty Themed lessons – Celebrating the uniqueness of each of us. How do I feel? My Many coloured days Mental Health KS1 – My worries and anxieties My self-esteem and happiness LifeSavers- How can we look after our money? Festivals Ramadan	Explorin g dance (Lesson 20,21,22 ,23)

Summer 2	How can I look after living things and their habitats?	Butterfly world – tropical world – links with science and topic	CHRIS PACKHAM	Recount	Living things and their habitats	What makes some places sacred to believers?	Geographical skills The world Landscapes and features The United Kingdom Climates Weather	We are zoologists	DT : clay modelling	Charanga music service scheme Reflect, Rewind and Replay	Strike and Field Invasion games	Rule of Law – Themed lessons 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?) Lifesavers- How does our money help other people? Additional	At the seaside (Lesson 24,25,26 ,27)
			BUG HOTEL	Instructions								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	