

Literacy:

Environmental print
Objects of reference, transition slides, photographs and symbols.
Animal stories and songs.
Topic vocabulary.
Listening to simple stories with increasing attention and recall.
Learning to retell familiar stories using puppets/props.
Learning to read simple books and use symbols in mark making.
Use symbols, pictures, mark making and letters to represent key events/characters from stories.
Writing descriptions of animals – adjectives.

Mathematics:

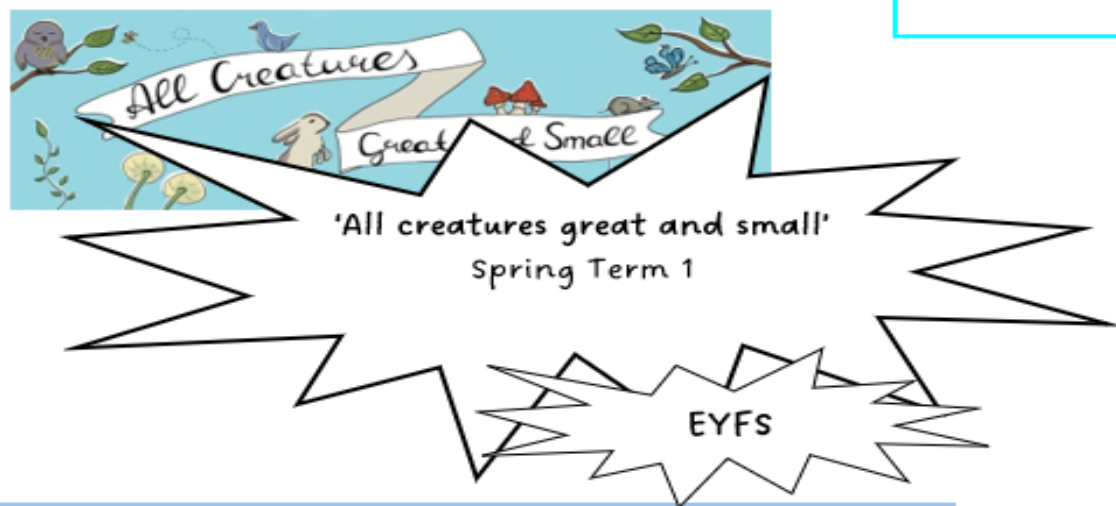
Joining in with counting sequences, to and from 10.
Recognition of numerals – related to personal experience e.g. house number, age.
Learning to recognise size, becoming familiar with the language of size and use appropriately.
Simple measuring height/weight – animals.
Language of size big, bigger, biggest, small, smaller, smallest.
Counting groups of objects to match numerals.
Learning the names of common shapes and recognising these within images.
Recognising and creating patterns – animal patterns.

Expressive Art and Design:

Exploring animal sounds in play.
Using small world toys and scenes with increasing imagination – beginning to create simple narratives in play.
Small world play – farm, jungle, under the sea. Role play – vet, pet shop.
Beginning to use puppets and props to retell familiar stories.
Using different media forms to create simple animal pictures.
Exploring texture in artwork and learning how these can be used for design purposes e.g., feathers, wool.
Steven Brown – rainbow animals.
Easter crafts.

Understanding the World:

Celebrations – Chinese New Year, pancake day.
Animal habitats, similarities and differences with the UK.
Minibeasts – metamorphosis/life cycles.
Exploring local environment and learning about animals who live near us.
Making observations about the movement, behaviour and sounds of animals.
Learning about the needs of animals and how to care for them.
Learning about special animals such as therapy dogs, service animals and how to interact with them appropriately.



Personal, Social and Emotional Development:

Engage in simple play with others, taking turns and using learnt skills to keep play going for a longer period.
Demonstrate friendships and special relationships at school.
Developing a greater sense of self, enjoys helping with tasks, takes on daily responsibilities.
Becoming more independent, managing personal needs and belongings.
Aware of class rules and usually follows these with minimal adult support.
Showing care and concern for others and for living creatures around us. Looking after animals, pets.

Communication and Language:

Listening to topic-based songs and rhymes, joining in with actions and sounds.
Listen to topic related stories with increasing attention and focus.
Developing, using and responding to new topic related vocabulary in adult directed activities and own play – animal names, habitats, pets, farm, wild, ocean, lake and zoo animals.
Begin to answer who, what and where questions.
Links to festivals – children's own experiences – Chinese New Year, easter, pancake day, family pets, trips to farm, zoo etc.
Join in with short conversations with at least one other/lasting one exchange.
Use gesture to support speech (as appropriate).
Develop understanding of simple and contrasting concepts.

Physical Development:

Animal movements and yoga.
Dressing and undressing, buttons and fastenings.
Using playground equipment with increasing skill.
Dough activities, fine-motor activities – threading, cutting, weaving.
Mark making – noticing the marks made using a variety of mm tools.
Developing finger strength to manipulate a wider range of fine motor tools.
Pre-writing shapes, lines, circles and squares.

Characteristics of Effective Learning:

Observation of.
Pupils' interest in the world around them.
Pupils' curiosity about animals in the environment.
Pupils' investigative skills and developing attention to detail.
Pupils' problem-solving skills, learning through trial and error and making simple links between their experiences.

Literacy:

Environmental print
Objects of reference, transition slides, photographs and symbols.
Stories from around the world.
Learning to use texts for different purposes – factual reading.
Learning to retell familiar stories using puppets, props and repetitive language.
Beginning to record observations of the world around them using pictures, symbols and letters.
Use symbols, pictures, mark making and letters to represent key events from own experiences and stories.

Mathematics:

Counting groups of objects finding totals to 10 and beyond.
Writing recognisable numerals to 5 and then 10.
Develop an interest in numbers and using them to solve everyday problems.
Recognise size, become familiar with the vocabulary of size and use appropriately when talking about size.
Simple measuring using non-standard units.
Begin to understand and use positional language.
Time – timetables, travel time. Days of the week, months of the year.

Expressive Art and Design:

Exploring transport sounds in play.
Using small world toys and scenes with increasing imagination – learning to create simple narratives in play. Small world play; garage, train set, boat play in water tray.
Using puppets and book props to retell familiar topic-based stories.
Use of different media forms to create simple landscapes - David Hockney – Landscapes/Poolscapes.
Exploring new textures in artwork and using these for design purposes – e.g., sand, cellophane, natural materials.
Role play – airport, travel agents, bus, train
Printing, using transport toys to experiment with marks.

Understanding the World:

Geography – exploring the wider world, looking at the wider world.
Exploring modes of transportation, how could we get to some of these other countries.
Celebrations from around the World – Easter, Eid al-Fitr, Passover, Cinco de Mayo, Eurovision, explore how these are celebrated in other countries.
Beginning to use technology to record observations – photographing findings.



'Oh the places we will go'
Spring Term 2

EYFS

Physical Development:

Dressing and undressing-clothes for different weather and places (role play).
Using playground equipment with increasing skill, travelling in a variety of ways.
Mark making – developing hand dominance and use of pincer grip when mark making.
Using pre-writing shapes in mark making activities.
Developing finger strength to use a variety of fine motor tools effectively.

Personal, Social and Emotional Development:

Learning to take turns and share with peers without adult support.
Playing in pairs or as part of a small group for 2-10 minutes co-operatively.
Showing care and concern for others, beginning to recognise and accept/tolerate difference and diversity.
Develop a greater sense of self, begin to express own interests, wants and choices.
Develop self-identity and responsibility – starting to help adults with daily tasks and jobs.
Packing for a trip – what clothes would we need for different places.

Communication and Language:

Listening to, exploring and experimenting with environmental sounds during story activities.
Developing, using and responding to new topic related vocabulary – talking about own experiences of journeys. (single words/two-word phrases with greater confidence). Topic vocabulary – geographical language, place names, country names. Recall – discussing trips taken in school.
Answer who, what and where questions.
Listen to stories with increasing attention and recall.
Join in with short conversations, lasting at least two exchanges with at least one other. Use facial expression and body language to support communication.
Able to sit and complete simple activities for up to five minutes.

Characteristics of Effective Learning:

Observation of:
Pupils' interest in the world around them, other countries and cultures.
Pupils' curiosity about modes of transportation and celebrations in other countries.
Pupils' investigative skills and developing attention to detail.
Pupils' problem-solving skills – learning to make predictions based on prior experience and to reflect on achievements.

English

- Role play, comic strip moral stories
- write captions, speech bubbles or narratives.
- Posters, newspaper
- Explore the names of different superheroes by clapping the syllables and listening for initial sounds.

Maths

- Length and Height
- Mass and Capacity

Expressive Art and Design

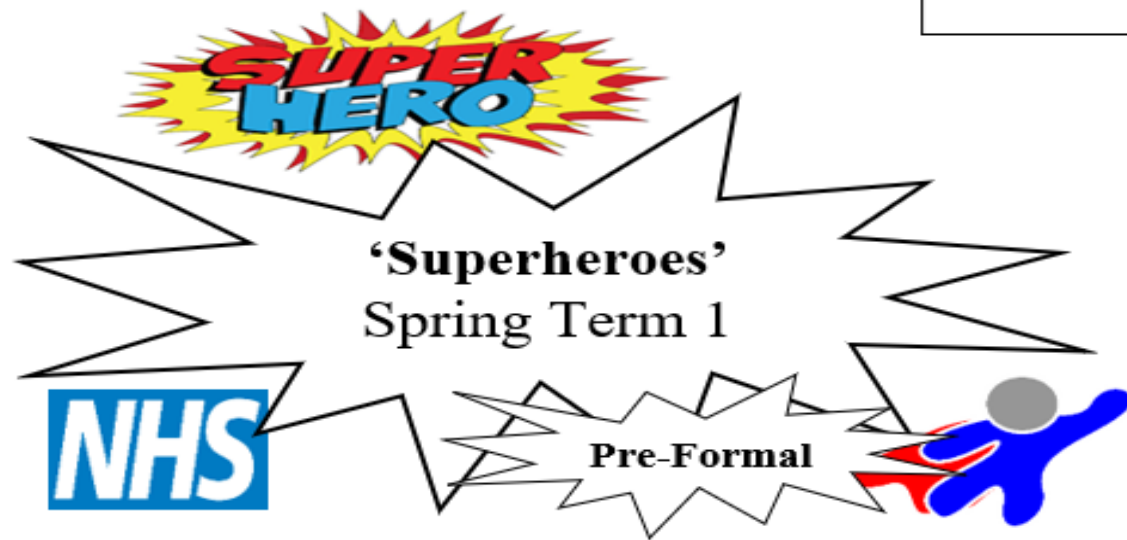
- Superhero prints
- Superhero masks
- 3D Superhero themed pop art
- make a superhero mask
- make a superhero cape
- Make superhero vehicles in your junk-modelling area

Life skills

- Table manners

Understanding the World

- Who helps us at school?
- Discuss the wider community- librarian, first aiders.
- Exploring the wider community
- Talk about the lives of people around them and their roles in society.



Physical Development

Large equipment – developing, overall body strength, balance, coordination and agility.

Dressing and undressing

Focus on large muscle movements, in preparation for writing.

Negotiate space and obstacles safely, with consideration for themselves and others

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Personal, Social and Emotional Development

Meeting and experiencing new people and social situations (community helpers)

Building confidence meeting new adults (community helpers)

Real world role play- bus top, shop, mechanics, doctor etc.

Communication and Language

Discussions of people who help us and what they do for us in

Listening and responding to questions and comments in discussions.

What I would like to be when I grow up'

Using talk in circle time to organise and clarify thinking and feelings

English

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter
- Rhyming words and phrases
- Read and listen to a range of different nursery rhymes, learning the actions.
- Create our own class book

Maths

- Multiplication and Division
- Fractions
- Position and Direction

Life skills

Money

Expressive Art and Design

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Remember and sing entire songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas

Understanding the World

Describe what they see, hear and feel whilst outside.

Compare and contrast characters from stories, including figures from the past.

Understand the effect of changing seasons on the natural world around them.

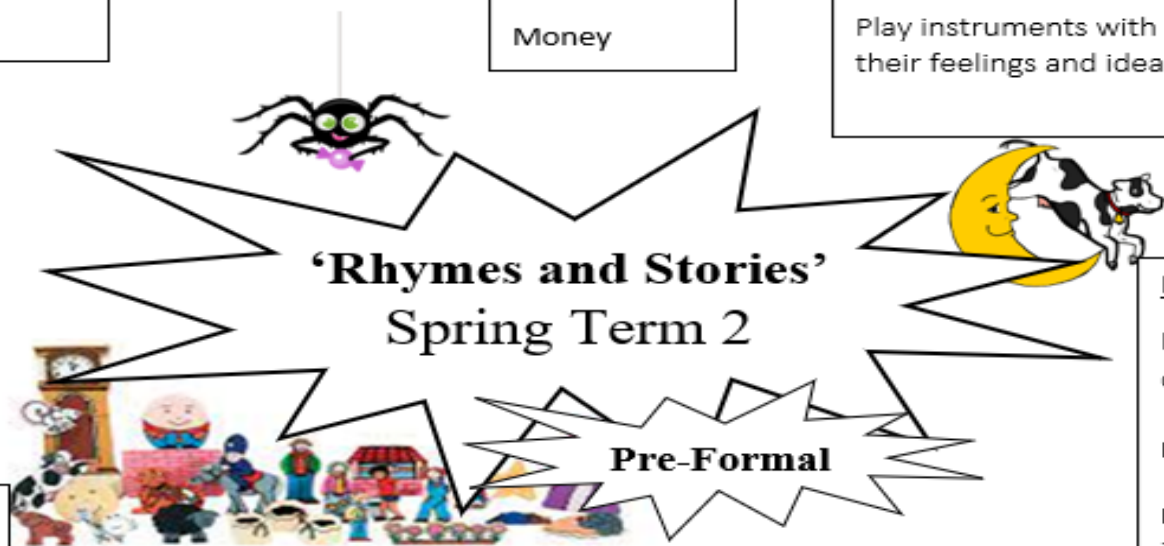
Personal, Social and Emotional Development

Learning about healthy eating including tooth brushing.

Begin to build constructive and respectful relationships.

Increasingly follow rules, understanding why they are important.

Express their feelings and begin to consider the feelings of others



Communication and Language

Repeating rhymes

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities.

Develop social phrases.

Engage in story times.

Listen to and talk about stories to build familiarity and understanding.

Retelling a short story

Physical Development

Moving to music, collaborative dance and independent.

Dressing and undressing

Focus on large muscle movements, in preparation for writing.

Negotiate space and obstacles safely, with consideration for themselves and others

Demonstrate strength, balance and coordination when playing

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

English

- **Phonics**- Daily Monster Phonics lessons linked to their ability.

-**Fiction**- Alternative character version based on the text 'Super Millie and the super school day'

Maths

Following the White Rose Scheme linked to their ability.

DT

Textiles: Creating superhero capes and masks using templates and joining techniques.

Life skills

Table manners

History

Real Life Superheroes:
Florence Nightingale, Edward Jenner, William Wilberforce, Lilian Badler, Historic adventurers

Geography

-To begin to name and locate the 5 oceans.

-To begin to name and locate the 7 continents on a world map.

'Superheroes' Spring Term 1



KS1



ICT

Moving a robot

Science Everyday Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties

PE

Swimming
Multi Skills – Bat and Ball

Music

-Pitch and Tempo- theme superheroes action music

Art

Painting
Create self-portraits and portraits of superheroes

RE –

Which places and times are special? Why?

PSHEE-

Belonging to a Community – what rules are, caring for others' needs, looking after the environment

English

- **Phonics**- Daily Monster Phonics lessons linked to their ability.

-**Poetry**- Recite familiar poems and rhymes by heart.
Vocabulary and rhyming words and language patterns.

DT

Structure: Reinforcing structures e.g. 3 little pigs house

Maths

Following the White Rose Scheme linked to their ability.

Life skills

Money

Geography

To begin to name and locate the 5 oceans.

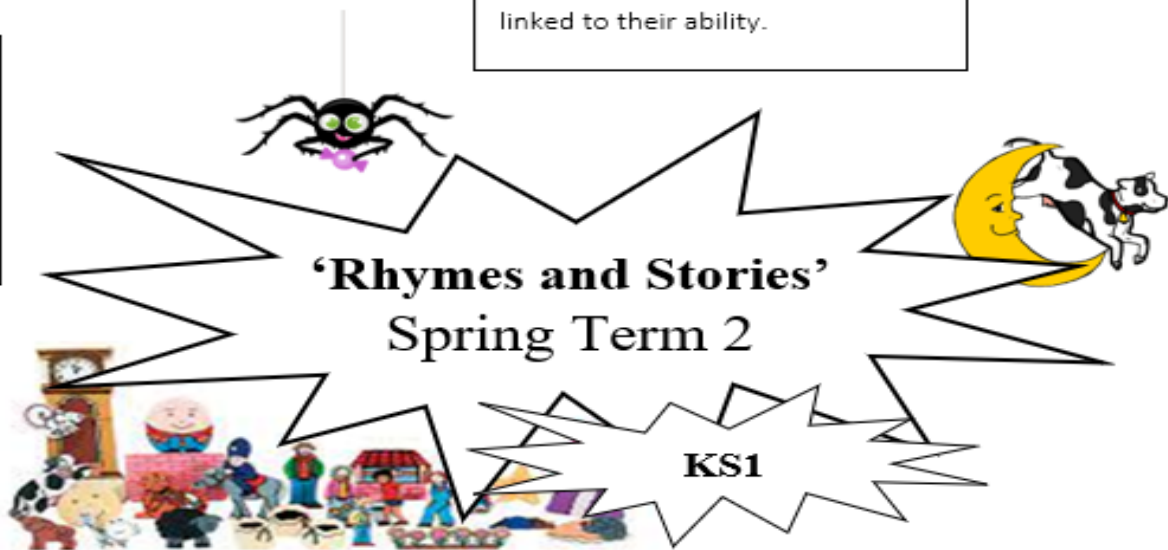
-To begin to name and locate the 7 continents on a world map.

History

Travel and Transport through time

Science Everyday Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties



ICT

Moving a robot

PE

Gymnastics
Invasion Games

Art

Digital Art

Kandinsky inspired shape pictures of fantasy places.

- PSHEE -

Media Literacy and Digital Resilience – using the internet and digital devices, communicating online

Money and Work – strengths and interests, jobs in the community

Music

Orchestral instruments (Theme: Traditional stories)

RE

Which places and times are special? Why?

English

- **Feature Text:** 'The Animals of Farthing Wood' by Colin Dann.

Narrative: Dilemma stories and animal fables.

Poetry: The Jabberwocky

Non-Fiction: Letters

Music

- Pitch and Timbre: low and high/quiet and loud
- Percussion instruments

Maths

- Following the White Rose curriculum linked to their ability level.

DT

Food: Sandwich snacks-creating a healthy sandwich

History

The Windrush Generation Children will learn why Britain invited immigrants from Commonwealth Nations.

ICT

Sequencing sounds

RE

How and why do we celebrate special times?



'King of the Food Chain'

LSK2



Life skills

Kitchen skills
Money

PSHEE & Citizenship

Belonging to a Community – the value of rules and laws, rights, freedoms and responsibilities

Media Literacy and Digital Resilience – how the internet is used, accessing information online

Money and Work – different jobs and skills, job stereotypes, setting personal goals

Geography

- Children can map the world locating the North and South poles, Northern and Southern Hemisphere.
-Explore hot and cold places in relation to the Equator.
-Introduction to grid references.

Science Animals Including Humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Plants

- Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

PE

Invasion Games – Football
Gymnastics – Movement
Swimming
Net & Wall Games – Fundamentals

Art

Sculpture

Use sketchbooks to design a Gaudi inspired lizard, creating with paper patterns first then leading on to clay lizard. *Artist - Gaudi*

English

Key Text: 'The Explorer' by Katherine Rundell
Themes: Unlikely friendships, Amazon, survival, aeroplanes

Narrative: Character descriptions and adventure stories

Non-Fiction: Postcards and letter writing.

Poetry: An emotional Menagerie

Maths

- Following the White Rose Maths curriculum matched to their ability

Spanish

Pets

Geography

- Children will develop place knowledge by studying the countries and key human and physical characteristics of North America.
- Children will be able to use a compass and six-eight figure grid reference on a map.
- Compare similarities in the characteristics between a region in North America and the UK, identifying physical and human characteristics.

Music

-Traditional and cultural music

RE

Why do people pray?

History

- Studying Native American history and comparing it to British history
- Study the different Native American tribes
- Ancient Mayan Civilization Study

DT

Food:
American dishes and food culture.

PE

Swimming
Invasion Games –
Basketball
Net & Wall Games –
Tennis
Rock Climbing

Science Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Animals Including Humans

- Describe the changes as humans develop to old age.

PSHEE & Citizenship

- Belonging to a Community – protecting the environment, having compassion towards others

Media Literacy and Digital Resilience – how information online is targeted, different media types – their role and impact

Money and Work – identifying job interests and aspirations, what influences career choices, workplace stereotypes

ICT

Variables in games

Life skills

Bike skills
Money

Art

Digital Art
Pupils will create digital pop art in the style of Andy Warhol.

Artist Focus – Andy Warhol

'The Americas' Spring Term

UKS2

