


| EYFS  | Autumn 1  | Autumn 2 | Spring 1   | Spring 2 | Summer 1   | Summer 2 |
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| project   | What's so special?  |          | What's the story?  |          | Where am I going?  |          |
|   | <p>In line with the EYFS curriculum, we may adapt the content to suit the interests of the children. Coverage of skills can be adapted to developmental needs of the class. Weekly newsletters will inform you of the exact coverage.</p> <p>Continuous provision is used within the environment throughout the year, allowing children to develop their own ideas alongside adult led themes.</p> <p>Provocations are added to enhance learning.</p> <p>As with other year groups in the school, children are encouraged to understand themselves as learners and develop Effective Lifelong Learning Inventory (ELLI) characteristics: team-work, imagination, stick-ability, challenge and change, problem-solving, strategic, curiosity</p> <p>Each subject leader has curriculum maps that give more detail of the vocabulary development, knowledge for each subject area.</p>  |          |  |          |  |          |
| Possible text to support learning across the curriculum |   |          |  |          |  |          |
|   | Each week there will be a repeated text and a rhyme for the week. Quality text will also be shared daily  |          |  |          |  |          |
| Rhymes  | Popcorn, 5 Green Peas, 5 Little Monkeys, 5 Currant Buns, Chop Chop, Pointy Hat, Leaves are Falling, Cup of Tea  |          | Carrot Nose, I can build a snowman, Pancakes, 10 Green Bottles, 10 in a Bed, 10 Fat Sausages |          | When Goldilocks went to the House of the Bears, I have a little frog, Under a stone, Monkey Babies |          |
| Personal, Social and Emotional Development              | <p>From our first contact we want our families to feel included and for the children to begin to understand what makes them special and unique. This thread links across the year.</p> <p>We have a parent meeting for starters. Then visits to the classroom and home visits in September before they start. In this time we start to build relationships. We want the children to:</p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual</li> <li>Build constructive and respectful relationships and know when to seek adult support.</li> <li>Recognise, name and express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge. Understand the consequences of their own and others behaviours and is sensitive to the ideas of justice and fairness.</li> <li>Identify and moderate their own feelings socially and emotionally- model skills of positive assertion, negotiation and compromise.</li> <li>Think about the perspectives of others, showing flexibility and cooperation</li> <li>Manage their own needs.</li> </ul> <p>We use Jigsaw across the school to deliver our PHSE curriculum. Each session starts with a mindful moment. We teach other well-being strategies too.</p> |          |  |          |  |          |

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| <p>control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p> | <p><b>Jigsaw:</b><br/><b><u>Being me in my world</u></b><br/>I understand how it feels to belong and that we are similar and different.<br/>I can start to recognise and manage my feelings.<br/>I enjoy working with others to make school a good place to be.<br/>I understand why it is good to be kind and use gentle hands.<br/>I am starting to understand children's rights and this means we should all be allowed to learn and play.<br/>I am learning what being responsible means</p> <p><b><u>Celebrating difference</u></b><br/>I can identify something I am good at and understand everyone is good at different things.<br/>I understand that being different makes us all special.<br/>I know we are all different but the same in some ways.<br/>I can tell you why I think my home is special to me.<br/>I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone does or says something unkind.</p> | <p><b>Jigsaw:</b><br/><b><u>Dreams and Goals</u></b><br/>I understand that if I persevere I can tackle challenges.<br/>I can tell you about a time I didn't give up until I achieved my goal.<br/>I can set a goal and work towards it.<br/>I can use kind words to encourage people.<br/>I understand the link between what I learn now and the job I might want to do when I'm older.<br/>I can say how I feel when I achieve a goal and know what it means to feel proud.</p> <p><b><u>Healthy Me</u></b><br/>I understand that I need to exercise to keep my body healthy.<br/>I understand how moving and resting are good for my body.<br/>I know which foods are healthy and not so healthy and I can make good food choices.<br/>I know how to help myself go to sleep and understand why sleep is good for me.<br/>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.<br/>I know what a stranger is and how to stay safe if a stranger approaches me.</p> | <p><b>Jigsaw:</b><br/><b><u>Relationships</u></b><br/>I can identify some of the jobs I do in my family and how I feel like I belong.<br/>I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends.<br/>I am starting to understand the impact of unkind words.<br/>I can use calm me time to manage my feelings.<br/>I know how to be a good friend.</p> <p><b><u>Changing Me</u></b><br/>I can name parts of my body.<br/>I can tell you some things I can do and foods I can eat to be healthy.<br/>I understand that we all grow from babies to adults.<br/>I can express how I feel about moving to Year One.<br/>I can talk about my worries and/or the things I can look forward to about being in Year One.<br/>I can share my memories about the best bits of this year in Reception.</p> |
| <p><b>Physical Development</b><br/><b>Gross Motor:</b> - 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.</p>   | <p>Physical skills are linked across the curriculum whenever possible. Children use both indoor and outside learning environments daily. As well as this we have 2 hours of planned PE. We use Val Sabin scheme which then progresses across the school.</p>   |   |   |
|   | <p><b>Early assessment of skills</b><br/>Can we run, jump, cross midline, balance, use space, hop, skip, climb?<br/>Learn how to use the hall space<br/>Listen to instructions carefully<br/>Start and stop when asked<br/>Talk about healthy snack choices and know that this is part of keeping fit and healthy</p> <p><b>Gross motor Write Dance sessions</b><br/><b>Term 2 games – unit 1 Beanbags</b><br/>Develop skill with beanbags and start to develop some control<br/>Follows instructions</p>  | <p><b>Games (Val Sabin)</b><br/><b>unit 2 - using a ball</b><br/>roll and receive the ball<br/>pass a ball around my body<br/>Pat and bounce the ball down<br/>Throw and catch high and low<br/>Steer with my feet<br/>Aim at a target<br/>Aim my throw at a partner<br/>Kick and dribble</p> <p><b>Unit 3 –quoits and hoops</b><br/>Step in and out, jump over, move around the outside of a hoop</p>  | <p>Games – unit 4 ropes, bats and balls<br/>Travel with the rope<br/>Balance the ball on a bat<br/>Hit the ball on the ground with the bat<br/>Hit the ball to a partner<br/>Aiming games<br/>Gym- Travelling taking weight on different body parts<br/>Take weight on feet, hands and feet, slide, jump<br/>Sideways rolling<br/>Balance and travel<br/>Use of apparatus</p>   |

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|  | <p>Travels around the hall safely. Changing directions<br/>         Shares equipment safely<br/>         Knows that exercise can help us to stay fit and healthy<br/>         Dance (Val Sabin):<br/>         Follow my Feet</p>   | <p>Hula –hoop around different body parts<br/>         Roll the hoop<br/>         Aim<br/>         Throw and catch the quoit<br/>         Pass the quoit around my bosy<br/>         Play aiming games<br/>         Dance (Val Sabin) Unit 2<br/>         Icicles and water<br/>         Angry Elephant<br/> <b>Gym (Val Sabin)</b>– Stretching and curling/<br/>         Travelling<br/>         Use of different footwork<br/>         Use of direction and space<br/>         Move in different ways<br/>         Travel over/ under/ through</p> | <p>Practise for Sports Day<br/>         FUNs skills</p>  |
| <p><b>Fine Motor</b><br/>         Hold a pencil effectively in preparation for fluent writing- using a tripod grip in almost all cases<br/>         Use a range of small tools, including scissors, paint brushes and cutlery<br/>         Begin to show accuracy and care when drawing</p>  | <p>To find our starting points we do Write Dance screening and look at how we use a variety of tools.<br/>         Write Dance sessions<br/>         Dough Disco sessions<br/>         Provision will link to fine motor skills where possible<br/>         Playdough with a range of tools<br/>         Tweezers/ snipping with scissors<br/>         Introduce safe use of a range of tools in class and as part of forest sessions</p>  | <p>Write Dance screening 2 + sessions<br/>         Handwriting is part of phonic sessions<br/>         Flapping<br/>         Cutting around things with scissors<br/>         Continue to work on skills with tools<br/>         Use of tools in forest sessions – hammer/ peeler</p>  | <p>Handwriting sessions linked to ULS<br/>         Accurate cutting with scissors<br/>         Safe and accurate use of a range of tools</p> |
| <p><b>Communication and Language</b><br/> <b>Listening, Attention and Understanding</b> -<br/>         Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding<br/>         Hold conversation when engaged in back-and-</p> | <p>Our environments are well-considered and carefully constructed at Alexander Hosea. They take into account many aspects of research including 'Closing the Word Gap' – Alex Quigley and Communication Friendly Spaces- Elizabeth Jarman. There are many layers of planning that support communication and language development. Spaces are considered so that children have opportunities to talk in different social groupings including pairs. Vocabulary development is planned and considered for each area of the curriculum. Children are given time to develop their ideas and staff scaffold learning by watching carefully, interacting to encourage children to explain their ideas, then will add to and where possible extend vocabulary and pose ideas to extend the child's ideas.<br/>         We work closely with a Speech and Language Therapist and where concerns arise, consult parents and seek advice.</p> <p>When children come to school we make observations so that we can see what they know and can do<br/>         Environment set up to encourage lots of different opportunities for social interactions<br/>         Children are encouraged to listen in different situations: listening and responding to friends when they are playing, listening to a story one to one or in a small group, listening to a story as part of a large group<br/>         Children will be encouraged to join in with refrains.<br/>         Children will be encouraged to retell known stories.<br/>         Adults will ask questions<br/>         Review sessions form an important part of developing the children as learners. Children will be encouraged to start to talk in a group about their learning.</p> |  |  |

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| <p>forth exchanges with their teacher and peers.</p> <p><b>Speaking</b> –<br/>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;<br/>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;<br/>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p>Understand how to listen carefully and why listening is important</p> <p>Develop social phrases</p> <p>Learn rhymes, poems and songs</p> <p>Listen carefully to rhymes and songs, playing attention to how they sound</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Understands question words who, what, when, where, how, why etc</p> <p>Ask questions to find out more</p>   | <p>Retell the story, once they have developed a deep familiarity with the text; some exact repetition and some in their own words</p> <p>Continue to develop new knowledge and vocabulary</p> <p>Explain their learning in sentences</p> <p>Answer how, why questions about their learning choices</p> <p>Develop an audible voice when speaking to a group</p> <p>Develop a storyline with others as part of their role play</p> | <p>Explain their learning using well-composed sentences</p> <p>Speak in an audible voice using complex sentences</p> <p>Listen to class discussions and add comments and ask relevant questions to clarify their understanding</p> <p>Engage in back and forth discussions with their peers and with adults</p> |
| <p><b>Literacy</b></p> <p><b>Comprehension</b> -<br/>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary<br/>Anticipate ,where appropriate, key events in stories<br/>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.</p> <p><b>Word Reading</b><br/>Say a sound for each letter in the alphabet and at least 10 digraphs<br/>Read words consistent with their phonic</p>                                   | <p>Recognise their name</p> <p>Listens to and joins in with stories, rhymes and poems</p> <p>Joins in with repeated refrains and anticipates events and phrases</p> <p>Understand that print has meaning, can have different purposes and that we read left to right in English</p> <p>Engage in extended conversations about stories</p> <p>Uses vocabulary and forms of speech that are influenced by their experiences of reading</p> <p>Continues a rhyming string and identifies alliteration</p> <p>Share several books daily</p> <p>Start Unlocking Letters and Sounds (ULS)</p> <p>Helicopter stories – tell a story and act it out</p> <p>Take home a book to share and related book from ULS</p> <p>Retell stories</p> <p>Read cvc words</p> | <p>Read simple phrases and sentences</p> <p>Retell well-known stories with increasing accuracy using some repeated phrases and some made up</p> <p>Group reading sessions developing reading skills and ‘book talk’</p> <p>Engage with fiction, non-fiction, rhymes and poems within the setting</p>  | <p>Understands story structure including settings, events and characters</p> <p>Use non-fiction books as a way to find out things they want to know</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>                    |
| <p> Unlocking Letters and Sounds (detailed progression available). This will also add detail to reading and writing progressions</p>   |  |   |   |



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| <p>knowledge by soundblending<br/>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.<br/><b>Writing</b><br/>Write recognisable letters, most of which are correctly formed<br/>Spell words by identifying sounds in them and representing the sounds with a letter or letters<br/>Write simple phrases and sentences that can be read by others.</p>   | <p><b>sounds</b> s a t p<br/>i n m d<br/>g o c k<br/>c k e u r<br/>h b f ff<br/>l l ss</p> <p><b>words</b> the<br/>to into<br/>no I<br/>go</p> <p>words ending with 's'</p>  | <p><b>sounds</b> j v w x<br/>y z zz qu<br/>ch sh th ng<br/>ai ee igh oa<br/>oo ar or ur</p> <p><b>words</b> me<br/>we be<br/>he she<br/>was you<br/>they all</p> <p>words with 'ing'</p>  | <p><b>sounds</b> ow oi ear air<br/><b>words</b> are<br/>my<br/>ure er<br/>her<br/>revisit and review</p>  | <p>Revisit and consolidate phase 3 through this term</p> | <p><b>CVCC</b> and <b>CCVC</b> words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2</p> <p>words to read: said, have, like, so, do, come, some, were, there, little, one, when, out, what</p> | <p><b>CCVC</b> words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3<br/>Teach blending of polysyllabic <b>CVCC</b> and <b>CCVC</b> words<br/>Teach blending of <b>CCVC</b> words</p> |
|   | <p>Mark-making<br/>Lists/ menus/ labelling models<br/>Writing name<br/>Learning to place letters in writing<br/>Write cvc words<br/>Model features of a list<br/>Add words to their pictures<br/>Model taking orders in a mud kitchen</p>  | <p>Write phrases and simple sentences<br/>Learn to write some common exception words<br/>Draw plans and write words<br/>Write sentences within provision linked to their play</p>   | <p>Write simple phrases and sentences that can be read by others including some common exception words<br/>Develop stamina to write longer pieces of writing.<br/>Model making a book<br/>Model making a recipe in the mud kitchen</p>  |  |   |   |
| <p><b>Maths</b><br/><b>Number</b><br/>Have a deep understanding of number to 10, including the composition of each number<br/>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.<br/><b>Numerical Patterns</b> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities</p> | <p>See separate plan</p>   |   |   |  |   |   |
|   | <p>Number: Match and Sort<br/>Compare Amounts Representing 1, 2, 3<br/>Comparing 1, 2, 3<br/>Composition 1, 2, 3<br/>Representing numbers to 5<br/>1 More and Less</p> <p>Measure, Shape and Spatial Thinking:<br/>Compare size.<br/>Mass and capacity.<br/>Explore pattern Circles and Triangles Positional language<br/>Shapes with 4 sides<br/>Time</p> | <p>Number:<br/>Introducing Zero<br/>Comparing numbers to 5<br/>Composition of 4 and 5 6.<br/>7 &amp; 8 Making pairs<br/>Combining 2 groups 9 &amp; 10<br/>Comparing numbers to 10<br/>Bonds to 10</p> <p>Measure, Shape and Spatial Thinking:<br/>Compare Mass Compare Capacity<br/>Length &amp; Height Time<br/>3D shape<br/>Pattern</p> | <p>Number:<br/>Building Numbers Beyond 10<br/>Counting Patterns Beyond 10<br/>Adding More Taking Away<br/>Doubling Sharing &amp; Grouping<br/>Even &amp; Odd<br/>Deepening Understanding<br/>Patterns &amp; Relationships</p> <p>Measure, Shape and Spatial Thinking:<br/>Spatial Reasoning 1, 2, 3, 4<br/>Match, Rotate &amp; Manipulate<br/>Compose &amp; Decompose<br/>Visualise &amp; Build Mapping</p> |  |   |   |

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| <p>up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>   |   |   |   |
| <p><b>Expressive Arts and Design</b><br/>         Creating with materials: -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -Share their creations, explaining the process they have used; -Make use of props and materials when role playing characters in narratives and stories. Being imaginative and Expressive: -Invent, adapt and recount narratives and stories with peers and their teacher; -Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and try to move in time with music.</p> | <p><b>Paint and print focus</b><br/>         Get used to continuous provision and become independent with squeezing paint, using glue etc.<br/>         Draw ourselves and our families<br/>         Explore paints and paint from memory and using a reference<br/>         Introduce printing skills<br/>         Leaf prints<br/>         Found object printing to make a picture – fireworks<br/>         Learn how to use glitter for effect<br/>         Drizzle and drip glue, sprinkle glitter<br/>         Introduce collage skills<br/>         How many different leaf colours can you find?<br/>         Can you make their colour?<br/>         Leaf rubbings<br/>         What do you see? (science link)</p> <p>Kandinsky/ Klimt / Yoyai Kusama shape pictures</p> | <p><b>3D focus</b><br/>         Teach techniques of joining to make recycled models (DT link)<br/>         Use for effect when painting and drawing<br/>         Space picture with added collage<br/>         Teach using fine brushes to add detail<br/>         Drawing from imagination and memory</p> <p>Van Gogh – Starry Night provocation</p> | <p>Digital focus<br/>         Continue continuous provision plus<br/>         Picture making with background and added collage item<br/>         Draw with a scientific eye using a range of media including lens, pencils, pastel, watercolours<br/>         Use a range of brushes</p> <p>Matisse –The Snail provocation<br/>         Van Gogh - Sunflowers</p> |

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| <p><b>DT</b></p>   | <p>Use different kits to build and talk about what we have made.<br/>Use lego, wooden blocks, mobile, large building materials outside</p>  | <p>Teach joins to make models with recycled items<br/>Design and make becomes part of expectation when doing linked learning<br/>Design and make superhero gadgets<br/>Design and make fruit salad/ kebabs</p>  | <p>Make things for stories – eg. beds for bears</p>   |
|  |   | <p>Flange/ L brace / split pin/ tabs/ hole punch and string joints</p>  |   |
| <p><b>music</b></p>  | <p>Me! Charanga<br/>Learn songs for Christmas nativity<br/>Add sound effects to stories and role play using instruments or body percussion<br/>Understand how to create sounds and use sounds intentionally to make music in a range of ways<br/>Taps to the pulse/beat of music, taps out simple repeated rhythms and taps out syllables<br/>Play instruments with control to play loud/quiet (dynamics) and fast/slow (tempo)<br/>Perform music making solo or in groups showing control to hold and play instruments appropriately. Lead or be led by others in their music making (conductor)</p> | <p>Describe the sounds of instruments<br/>Distinguish and describe how sounds can be made and changed<br/>Listen attentively, move to and talk about music, expressing their feelings and responses.<br/>Understand how to create sounds and use sounds intentionally to make music in a range of ways<br/>Understand how to create sounds and use sounds intentionally to make music in a range of ways<br/>Taps to the pulse/beat of music, taps out simple repeated rhythms and taps out syllables<br/>Play instruments with control to play loud/quiet (dynamics) and fast/slow (tempo)<br/>Perform music making solo or in groups showing control to hold and play instruments appropriately</p> | <p>Play simple tuned instrument (glockenspiel)<br/>Sing in a group or solo, increasingly matching the pitch and following the melody<br/>Understand how to create sounds and use sounds intentionally to make music in a range of ways<br/>Add sound effects to stories and role play using instruments or body percussion<br/>Taps to the pulse/beat of music, taps out simple repeated rhythms and taps out syllables<br/>Play instruments with control to play loud/quiet (dynamics) and fast/slow (tempo)<br/>Perform music making solo or in groups showing control to hold and play instruments appropriately. Lead or be led by others in their music making (conductor)</p> |
| <p><b>Dance/ drama</b></p>   | <p>Role play – home<br/>Mud kitchen<br/>Explore dance in PE with Val Sabin units<br/>Look at clips of Diwali Dance and discuss what we notice<br/>Make up dances in pairs</p>   | <p>Role play – rocket<br/>Take on role acting out traditional stories<br/>Explore and learn how to move in a variety of ways mirroring and patterns/sequences<br/>Look at Chinese Dance clips and talk about body movements</p>   | <p>Role play<br/>Use loose parts to make vehicles and develop storylines with friends<br/>Make up dances with patterns, use of height, matching movements to the music</p>  |
| <p><b>Understanding the World</b><br/>People, Culture &amp; Communities (RE) -Know some sims/diffs between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> | <p><b>Which times are special and why?</b><br/>How and why do we celebrate special and sacred times?<br/><b>Why are festivals important to religious communities?</b><br/>Use photos of families in journals to discuss people who are special to them<br/>Ask families to share pictures of celebrations – birthdays, Eid, Christmas, Diwali, Sukkot</p>   | <p>After our visit to the church, share videos of other religious buildings and have photos in block area<br/><b>Which stories are special and why?</b><br/>Retell religious stories, making connections with personal experience<br/>Discuss how we feel about these stories<br/>Possible stories:<br/>David and Goliath<br/>Calming of the Storm<br/>Rama and Sita</p>  | <p><b>What is special about our world?</b><br/>Discuss the wonders about the world<br/>Talk about things that people do to mess it up<br/>Discuss good things that religious communities do to help the world<br/>Re-tell religious stories about looking after our world</p>   |

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|   | <p>Look for similarities cards, presents, light, fireworks, food. Discuss differences and build the idea that we are all unique and special.</p> <p><b>Have greater understanding about why certain events are being celebrated;</b></p>  | <p>Mohammed and the Camel</p> <p><b>Recognise that people have different beliefs and celebrate special times in different ways; Start to show an interest in different occupations and ways of life;</b></p>   |   |
| <p><b>People, Culture &amp; Communities (Geography)</b> -Explain some sims/diffs between life in this country and life in other countries, drawing on knowledge from stories, NF texts and maps.</p>  | <p>Use photos of class bear out near the children's houses on home visit to discuss where we live</p> <p>Discuss places that Santa will need to visit</p> <p><b>Talk about people that are helpful to them both, from within their family and from outside their family.</b></p> <p><b>Show increased interest in the lives of people who are familiar to them</b></p> <p>Begin to understand that not everyone celebrates the same things</p>  | <p>Family members/ community members come in and talk about their jobs</p> <p>Read 'Town Mouse and Country Mouse' and discuss village/ town</p> <p>Visit Wickwar church and then discuss other things about our village after our walk.</p> <p><b>Draw information from a simple map; Recognise some similarities and differences between life in this country and life in other countries</b></p> <p><b>Talk about members of their immediate family and community;</b></p> | <p>Look at atlases and maps to find places mentioned in our stories</p> <p>Describe their immediate environment using knowledge from what they see, discussions, stories and non-fiction text and maps.</p> <p>Know some similarities between cultures and communities in this country</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on their knowledge from stories, non-fiction text and maps where appropriate.</p> |
| <p><b>Past &amp; Present (History)</b> - Talk about the lives of the people around them and their roles in society; - Know some sims/diffs between things in the past and now, drawing on their experiences and what has been read in class; -Understand the past through settings, characters and events encountered in books read in class and storytelling</p> | <p>Remember and talking about significant events in their own experiences, e.g. birthday;</p> <p>Know and understand that their grandparents are older than their parents;</p> <p>Begin to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago';</p> <p>Begin to understand that some familiar stories were set in a time before they were born.</p>   | <p>Recognise and describe special times or events for family or friends, e.g. Eid, christening, Christmas;</p> <p>Begin to compare and contrast characters in stories about the past;</p> <p>Understand that people celebrated events like Eid and Christmas before they were born;</p> <p>Use appropriate language to describe the past, such as, 'in the past</p>  | <p>Look at artefacts – teddies from when we were babies</p> <p>Make a 'guess the baby' display (Jigsaw link)</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>                  |
| <p><b>The Natural World (Science)</b> -Describe their immediate environment using knowledge from observation, discussion, stories, NF texts and maps. -Explore the natural world around them, making observations and drawing pictures of animals and plants; -Know some sims/diffs between the natural world around them and contrasting</p>                     | <p>The children will do weekly outside learning/ forest sessions each week. Their attention will be drawn to the changing seasons, the wonder of nature around them. They will learn to respect their environment and develop skills of close observation alongside other outside learning skills. They will become knowledgeable about the trees, plants and creatures that live in the school grounds. Throughout the year we will take advantage of the wonders the weather provides so when the cobwebs are hung with dew or the grass thick with frost for example, we will take a walk with our magnifiers.</p> |  |   |
|   | <p>Learn about what we can compost after snack time.</p> <p>What do you recycle at home?</p> <p>Know that we can recycle tins, glass, paper, cardboard, plastic to help our world</p>   | <p>Know that water turns into ice</p> <p>Put water out overnight on a frosty day. Observe that changes.</p> <p>Make some natural icy decorations with berries, sticks and leaves trapped.</p>  | <p>Observe disappearing puddles on a sunny day</p> <p>Explore floating and sinking.</p> <p>What will make a good boat?</p> <p>Would a tiger really come to tea? Which animals make good pets?</p>   |



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| <p>environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Know that we need to turn the tap off when we wash our hands to save water<br/>(At the summer visit to the classroom, give them a pot, sunflower seed and compost and ask them to grow it over the summer.<br/>Which sunflower grew the tallest?<br/>Sort leaves for different characteristics in the Autumn – length, shape, size, colour<br/>Find seeds in different plants – tomatoes, sunflower seed head, corn, pumpkin<br/>Observe changes as apple core decays, corn gets hard<br/>Experience different textures and develop a vocabulary to describe them – hard, soft, squishy, furry, hairy, bumpy, smooth<br/>Sort collections of things and say why they can be together.<br/>What makes it stick? Experience magnets. Sort the things that stick and don't. Talk about their thinking.<br/>Talk about things they observe<br/>Have a greater awareness of seasonal change<br/>Ask questions about what they see and observe</p> | <p>What makes a good birds nest?<br/>Can you make a shelter for Incy that will keep him dry?<br/>What material will you use to make a good...?<br/>Know the names of materials – cardboard, plastic, foil, paper, crepe paper.<br/>Talk about the properties of these materials as we use them for junk modelling<br/>Experience ice and experiment with salt, bicarbonate of soda with it.<br/>Observe the changes in Topaz garden as Winter changes to Spring.<br/>Plant some bulbs and watch for them shooting.<br/>Make bird feeders and feed the birds on the trees outside the window<br/>Watch the birds and learn the names of our common visitors – robin, sparrow, blue tit, great tit, blackbird<br/>Talk about why things happen and how they word<br/>Describe what they see, hear, feel when they are observing inside and outside<br/>Start to understand the effects of seasonal change on the natural world around them<br/>Understand more about growth and decay over time<br/>Understand that some environments are different from the one they live in</p> | <p>Zoolab visit. Observe animals on our visit<br/>Name the parts of a plant – stem, leaf, root, petal<br/>Draw with a scientific eye – butterfly, other small creatures<br/>Make shadow drawings on a sunny day.<br/>Watch caterpillars turn into butterflies.<br/>Know that insects have 6 legs.<br/>Know that spiders have 8 legs.<br/>Name the parts of an insect – head, body, leg, thorax, antennae, wing (if they have one)<br/>Identify worm, woodlouse, spider, bee, ant, ladybird as creatures that commonly live in Topaz class garden.<br/>Name the parts of a cat or dog – leg, body, head, ears, tail<br/>Know how to these animals need to be cared for<br/>Name the seasons of the year – Autumn, Winter, Spring, Summer.<br/>Is our garden good for a butterfly?<br/>Plant some flowerers together and watch them grow<br/>Show a curiosity in the natural world and make observations including drawing pictures of animals and plants<br/>Know some similarities and differences between the natural world around them and contrasting environments, drawing on knowledge from things that have been read to them<br/>Understand some important processes and changes in the natural world around them including the seasons and changing states.</p> |
| <p><b>Visits and trips (cultural capital)</b></p>   | <p>Hedgehog rescue lady from Yate<br/>Reverend Russel<br/>Nativity play<br/>Post letters to Santa/ hot chocolate in the café<br/>Santa visit<br/>Redwood outdoor centre/ Westonbirt<br/>Stall at Christmas fair<br/>Weekly forest skills sessions</p>   | <p>Dentist<br/>Local PCSO<br/>Aspirations week – visitors talking about their jobs<br/>Chinese New Year music workshop<br/>Star-gazing event<br/>Bedtime stories<br/>World Book Day event</p>   | <p>South Glos music service – Beat Bus<br/>Butterfly hatching<br/>Zoo Lab visit<br/>Walk to stream in Lower Woods<br/>Weekly forest skills sessions<br/>Visit from Wootton cat rescue<br/>Visit from the local bee-keeper</p>   |

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|                            | Taste apples/plums from the local orchard.<br>Which one is your favourite?<br>Make a crumble to take home.            | Weekly forest skills sessions  | Visit from the Wickwar Environment Action Group to help us with our new orchard.   |
| <b>Parents as Partners</b> | Home visits<br>Weekly newsletter/ link with Evidence Me<br>Parent/ teacher meetings<br>Journal share<br>Nativity Play | Parent/ teacher meetings<br>Weekly newsletter/ link with Evidence Me<br>Journal share<br>Big Book Share<br>Encourage bird watching at home and taking part in the 'The Big Bird Watch' | Journal share<br>Weekly newsletter/ link with Evidence Me<br>Singing / music concert showcasing our learning from the year |