

Maths- Number-Space, shape measure

- * Use familiar characters from stories to count objects
- * Discuss pattern, size, shape
- * Use everyday objects and practical resources to order and sort numbers to 10 and beyond
- * Use familiar stories to sort out and sequence events
- * Look at and identify shapes in familiar stories use correct names and vocabulary
- * Compare lengths, heights and capacity using characters and events from stories



Literacy- writing, reading

- * Read familiar and favourite stories as a class
- * Use pictures, characters and scenes from familiar stories to write sentences
- * Use characters from stories to promote discussions including using speech bubbles
- * Use characters to identify phonetic sounds and
- * Play phase 1 phonetic sound games
- * Introduce phase 2 phonics

Communication and Language

- * Talk about the features of familiar stories
- * What/who is your favourite character and why?
- * identify and discuss meaning of different and challenging words in our stories
- * Describe appearance of characters
- * Join in with retelling familiar stories and rhymes

We are Amazing

Autumn Term 1



Understanding the World, people, Technology

- * Talk about the different environments where the story characters live, families and homes.
- * Make small world play construction using variety of wooden and plastic construction-children to use camera to take pictures
- * Talk about self-own home/environment /my five senses-fruit eating-Handa's surprise/Avocado Baby
- * discuss healthy eating and how to be healthy/physically fit
- * Look at our community environment-how will it change?-take pictures throughout the year of changes to our environment-school, pond, local environment

Physical Development

- * Use malleable materials to make shapes and tell stories
- * Re-tell stories-using gestures and body movements using text mapping and other methods
- * Use various outdoor apparatus, bikes to promote large movement-scissors, paintbrush and water for fine movements

Personal Social Emotional

- * Talk about how we feel when we read these stories?
- * How do the characters feel? Why?
- * What do we want to learn this year?
- * talk about us
- * Things we like/dislike
- * Things we are good at.

Expressive Arts and Design

- * Have a variety of fabrics and materials to make dens, homes and familiar settings
- * Use various fabrics and role play costumes to support imaginative play
- * Exploring mixing colours and shading using various paints and textures
- * Exploring elements of instruments, loud, soft quick slow

Maths- Number-Space, shape measure

- * Use various objects for counting sorting, weighing and comparing
- * Sequence/order familiar events in stories
- * Use sensory trays with numbers 1-10 and beyond
- * Use balances to explore weighing various shiny objects
- * Explore the elements of writing and reading numbers in various environments and activities

Literacy- writing, reading

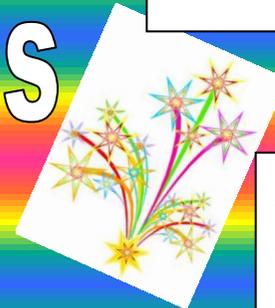
- * Read and act out stories from various cultures
- * Use common events and characters to begin to form sentences by writing letters to cultural and celebratory figures
- * Write and design celebrations cards
- * Listen to poems and identifying common words and sounds

Communication and Language

- * Begin to represent and respond to ideas and emotions through activities that develop creative ideas
- * Begin to talk about our families and how we celebrate
- * Express preferences and opinions about stories and events in our lives

Celebrations

Autumn Term 2



The World

- * To recognise why events happened and what happened as a result.
- * To explore how we celebrate and who we celebrate with-recall past events in lives
- * Explore how people from other cultures celebrate
- * Look at important events in our lives and how we commemorate them-family photos, videos- using technology to share memories
- * Discuss safety- firework night

Physical Development

- * Use various glowing, sparkly materials to explore Fireworks Night, Diwali, new year
- * To explore space, level, direction and speed
- * Develop control by linking movements with music to create a series of changing body shapes and pathways

Personal Social Emotional

- What it means to be me!
- What makes me special?
- How are others special?
- How I celebrate, how others celebrate

Expressive Arts and Design

- Use materials and fabrics of various textures to explore re-enacting cultural festivals
- * Use powder paints and textured paints to explore creating pictures
- * Explore various instruments and songs from various cultures and religions.

Maths- Number-Space, shape measure

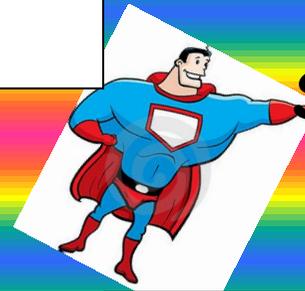
- *Count reliably at least 1-10-20 objects, Estimate and check by counting
- *Compare and order numbers - 1 more & 1 less, 1st, last
- *Read and write numbers 0 to 10 and beyond
- *Relate addition to counting on
- *Understand subtraction as 'take away'
- *Solving problems through talking and stories
- *Pairs of numbers that total 10, 20
- *2D and 3D shapes - patterns, pictures, models
- *Measures - weight, length, capacity

Literacy- writing, reading

- *Design and name superhero
- *Characters - superheroes and villains
- *Comic style writing
- *Predicting story endings
- *Stories with familiar settings
- *Superhero stories
- *Recipes - 'Superhero power potion'
- *Planning and writing a superhero story
- *Phonics - phases 2, 3 and 4

Communication and Language

- *Identify how we think characters feel in stories and why
- *To use comparative language appropriately in group discussions
- *Begin to link our ideas with connectors
- * To listen to various stories and be able to ask/answer questions about events
- *Explore using instructional and positional language



Superheroes



Spring Term 1

The World

- *To talk about our five senses - Mad science workshop 'Superhero powers'
- *To know the external parts of the body
- *To group living things by differences and similarities
- *To investigate the best material to strengthen superhero skeletons and make superhero capes
- *To learn how to keep healthy
- *To know the difference between living and non-living things

Physical Development

- * Use apparatus and various resources to explore
- *Gymnastics -travelling
- Outdoors - ball skills

Personal Social Emotional

- *To agree on class rules
- *To know we are all different and to accept those differences
- *To identify own and others feelings
- *Care for the local environment, keeping it safe
- *To know how to keep healthy and safe around medicines

Expressive Arts and Design

- *Use instruments to show that sounds get fainter as they travel away from source
- *Explore various fabrics to encourage imaginative role play
- * Superhero bodies and drawings
- *Superhero moving picture - sliders and levers
- *Design and make superhero capes

Maths- Number-Space, shape measure

- *Begin to record thinking of calculations using pictures and drawings.
- *Begin to explore measurement with various non-standard tools
- *Continue to develop counting sustaining number and say numbers one more and one less
- *Explore timing of events, time of year, day, night and begin to discuss and sequence events
- *exploring capacity

Literacy- writing, reading

- * Identify familiarities/differences in stories, language, characters and events
- * Use familiar characters and events to talk write sentences
- * Use small world play to encourage story talk
- * Story maps
- *Identify descriptive and WOW words

Communication and Language

- *Talk about common fairytale language, vocabulary
 - *Looking at patterns in text, rhymes, repeating sentences
 - *Identify common characters/ characteristics/events
 - *Roleplay/acting out story
 - *Freeze frames
 - *Reading/writing simple words
- Sequencing

The World

- *Look at our own community and the events that we share locally
- *Look at the various forms of houses, castles, cottages and their features look at the homes in our community
- * Use 2 simple computer games and programs to explore pattern and colour
- * Use Purple mash on computers to make connections to stories
- *ICT stories
- *Making props, houses and puppets to tell stories (DT)
- * Science investigations



Spring Term 1

Physical Development

- * Use various movements to retell stories as a class
- * Explore 'Once upon a time' sensory tables
- *Use songs and sequencing movements to actions and music
- *Explore sustaining positions using muscles
- *Discuss how we keep safe at school

Personal Social Emotional

- *Discuss our families and other routines and way of life
- *Circle time - understanding that we all do things differently and begin to show understanding for others

Expressive Arts and Design

- *Use materials and fabrics of various textures to explore re-enacting stories
- *Use paints and various medium to explore creating pictures and characters
- *Explore various instruments and songs for various stories
- *role playing characters, events and retelling favourite parts
- *models and sculptures through clay and malleable tools

Once upon a time



Maths- Number-Space, shape measure

- *Count objects in irregular environments, while walking, playing and begin to mentally tally and record numbers
- *Begin to estimate objects in various environments
- *Begin to record weather charts
- *Explore the use of numbers in various environments and begin to consolidate number formation
- *exploring capacity using non-standard units of measurement

- * Science investigations

Literacy- writing, reading

- *Explore descriptive words related to weather
- *Write persuasive letters to the weather man
- *Use phonics to make weather maps and label
- *Use our local environment to make maps and label what we see
- *Make stories about activities we take part in and things we want to do

Communication and Language

- *To be able to ask questions about our local environment-and think about responses
- *To begin to express opinions about local environment
- *Talk about people what help us and how
- *Look at how our local community has changed and discuss changes-looking at past and present

Our world



Summer one

The World

- *Explore how the school environment changes
- * Explore our outside environment- plants, growing in the school garden
- *Look at houses in our local environment
- *Explore our environment- Map making real and imaginary landscapes
- *Discuss transportation in our local environment
- *Explore the people that help us in our local community

Physical Development

- *Explore large and small scale movements in various places within the school
- *Discuss travelling safely
- *Welly walks around the local community
- *Discuss how we prepare ourselves for weather changes.

Personal Social

Emotional

- * Investigate how the seasons/weather may affect daily routines and our feeling.
- *Explore how we have changed
- *Discuss what the changes mean for us and adjustments we must make

Expressive Arts and Design

- *Environmental art projects
- *Using various natural and man-made objects
- *Use instruments to represent elements of the weather and seasons
- *Listen to weather sounds and songs about elements of the season
- **models and sculptures through clay and malleable tools

Maths- Number-Space, shape measure

- *Consolidating counting and exploring various ways of constructing numbers through stories, imaginative play, small world and interactive play
- *Explore properties of 2D and 3D shapes
- *Create and talk about various patterns using colours, materials, shapes and sizes
- *Discuss and explore halving and doubling in groups, shapes, numbers through imaginative, small world play and drawings
- *exploring capacity using standard and non-standard units of measurement

Literacy- writing, reading

- * exploring our local environment, asking questions and recording our findings in an exploring journal
- *talk about local environment changes, how has it changed, record
- *Read and discuss various 'exploring' stories- e.g. Going on a Bear Hunt, Harry and the Dinosaurs-looking for patterns
- *Use sentence structures to record our ideas

Communication and Language

- *Discuss what we know about exploring
- *Identify words in stories and information books- discuss meanings and consolidate understanding
- *Listening to sounds in various environments and discuss how they are different and how they change-forest, class, city-discussion

The World

- *Look at our community environment-how has it changed? Why?
- *Make a list of what things we need as explorers.
- *Talk about our own exploration experiences
- *Explore various environments, habitats, animals and concepts and the people and animals that belong and work
- *Science investigations



Explorers

Summer Term 2

Physical Development

- *Consolidate knowledge of ourselves and healthy bodies
- *Use various large and small tools and resources in our play
- * outdoor apparatus and field walks and games

Personal Social Emotional Changes-

- *look at how our environment has changed and why?
- *Look at how we have changed and why?
- *Explore how we keep ourselves healthy-maintaining cleanliness

Expressive Arts and Design

- *Use our knowledge to explore creating various environments and animals using a variety of paints, pastels, fabrics, of various textures
- *Compose and record simple songs using various instruments
- *Sing simple familiar songs and linking them to music, movement and lyrics.
- **models and sculptures through clay and malleable tools