

By the end of this term, children will be able to talk about themselves and the things that make them unique. They will be able to listen to others and respond to the things that they say. They will be able to speak in front of familiar people and will work on expressing their ideas clearly using a growing vocabulary. Children will explore how to live a healthy lifestyle and will understand the need for a varied diet and a range of exercise. They will take part in adventurous activities and try new tasks with growing confidence. Children will be able to talk about their families and special times that they spend with them. They will explore the traditions and beliefs of other people and be able to tell others about times that have been important to them, giving reasons to help others understand. Children will explore the different seasons in the environment around them and begin to recognise how their surroundings change as the year progresses. They will ask questions and work to find answers together. As a class, children will learn how to co-operate with others and be part of a larger group, with routines and rules.

Cultural Capital: children's knowledge about people and events of significance will increase as they share their own experiences with others and explore the celebrations and special times of other people.

Challenges which follow the interests of the children will be planned within each topic and recorded on short term, weekly planning. These will be matched to the individual children and their next steps.

Diversity

Develop children's knowledge understanding and empathy of other cultures outside of Grateley and the local areas.

Engaged

We want children to be engaged learners, to develop their own learning and enquiring minds.

Community

Develop children's knowledge understanding of the people living in the Grateley area, where each member provides something of value.

Maths- Number-Space, shape measure

- * Recognise numbers that have a personal importance such as ages and birthdays;
- * Count objects up to 10 and above and begin to recognise the correct numerals;
- * Add two small groups of objects together;
- * Talk about time and sequence events of their day and in their lives;
- * Sort objects using everyday language related to size;

Literacy- writing, reading

- * Write simple captions and labels to explain their ideas about themselves;
- * Give meaning to the marks they make and talk about their writing with others;
- * Listen to stories and use characters and events to help them recognise sounds and write simple phrases;
- * Work on rhyming strings;
- * Play phase 1 phonetic sound games;
- * Introduce phase 2 phonics;

Communication and Language

- * Use the past tense to talk about events that have happened to them in their lives;
- * Listen to the ideas of others and respond;
- * Explore the meaning and sounds of new words;
- * Be able to stick to a theme when sharing ideas and link their thoughts to sharing the own likes and dislikes and comparing to others;

Autumn Term 1

We are Bear Class!

Understanding the World, people, Technology

- * Talk about the different environments where they/story characters live, their families and homes;
- * Look for similarities and differences between themselves and others/characters in stories;
- * Talk about self-own home/environment /my five senses;
- * 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 models;
- * Re-enact stories and events in their lives using role play and text mapping;
- * Use various outdoor apparatus, bikes to promote large movement-scissors, paintbrush and water for fine movements;
- * Hygienically prepare food to share with others;

Personal Social

Emotional

- * Talk about things they like and dislike and talk about themselves in positive terms;
- * Try new activities and say why they like some more than others;
- * Share their ideas in a familiar group;

Expressive Arts and Design

- * Have a variety of fabrics and materials to make dens, homes and familiar settings;
- * Construct something with a given purpose in mind;
- * Make simple models and paintings of events, people and objects important to them;
- * Try out different joining techniques to make simple puppets;
- * Exploring elements of instruments, loud, soft, quick, slow;

Maths- Number-Space, shape measure

- * Sequence and order familiar events in their lives and in stories;
- * Explore and describe everyday objects and shapes and use these in repeating patterns;
- * Describe and name different parcels using the names of 3D shapes and simple mathematical terms;
- * Use the language of 'more' and 'fewer' when comparing groups of objects;
- * Use objects to add and subtract single digit numbers and count on or back;

Literacy- writing, reading

- * Read and act out stories from various cultures
- * Find out information about different celebrations using books and computers;
- * Attempt to write short sentences about different celebrations and special times;
- * Show their understanding when talking about what they have read with others;

Communication and Language

- * Begin to talk about our families and how we celebrate - use language to imagine or recreate roles and experiences in play;
- * Express preferences and opinions about stories and events in our lives;
- * Develop narratives by linking ideas and events;

Autumn Term 2

Special Times

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 and join in with family celebrations;
- * 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;

Physical Development

- * Experiment with different ways of moving;
- * Show control and co-ordination in large and small movements;
- * Use simple tools to change materials and handle equipment effectively, including pencils;

Personal Social Emotional

- * To talk about how they and others celebrate special times;
- * Ask questions of others and recognize that not all children have the same special occasions;

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;
- * Combine materials in different ways to create cards/costumes/banners to celebrate with;
- * Explore various instruments and songs from other cultures and religions;

By the end of this term, children will have listened to a range of familiar and new stories and texts and will be able to talk about the characters and their actions. They will be able to map out stories to sequence important events and begin to see how these relate to each other. They will be able to use puppets and props to retell stories confidently in front of a familiar audience and they will be able to listen and sustain concentration. Children will have explored the different homes in their local community and compared these, using the correct vocabulary to label the different types of buildings. They will explore the outside environment and be able to talk about the features they see. They will recognise their local community and different roles people play in it. Children will explore how plants grow and ask questions and use simple scientific enquiries to try to find answers.

Cultural Capital: children's knowledge about people and events of significance will increase as they learn about the different roles that people play in their local community and recognise how their surroundings and environment have changed over time and how we adjust to this.

Challenges which follow the interests of the children will be planned within each topic and recorded on short term, weekly planning. These will be matched to the individual children and their next steps.

Diversity

Develop children's knowledge understanding and empathy of other cultures outside of Grateley and the local areas.

Engaged

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Community

Develop children's knowledge understanding of the people living in the Grateley area, where each member provides something of value.

Maths- Number-Space, shape measure

- * Explore measurements of weight, length, height and capacity - measure and order;
- * Continue to develop counting skills to 20 and saying one more or less than a number;
- * Use skills of estimation to estimate and then check quantities and amounts;
- * Solve problems using doubling, halving and sharing;
- * Start to record in simple pictures and number sentences;
- * Explore the timing of events and be able to sequence events (real and imagined);

Literacy- writing, reading

- * Recognise similarities and differences between different stories, characters and events;
- * Story map and orally rehearse familiar stories before writing simple narratives;
- * Begin to use story language and be more descriptive;
- * Use puppets, role play and small world to encourage story talk through play;
- * Phonics phase 2 and 3;

Communication and Language

- * Talk about story language and look for common vocabulary;
- * Answer 'how' and 'why' questions about stories they have heard;
- * Role play and act out familiar stories;
- * Anticipate what might happen in stories and ask questions about what they read and have read to them;
- * Sequence events and sentences;

Tell Me A Story

Spring 1

The World

- * Talk about their own community and the settings in stories;
- * Compare various forms of homes in the village and in familiar stories (houses, castles, cottages...)
- * Use computer programmes to draw illustrations to familiar stories and record oral storytelling;
- * Make props and puppets to support in the retelling of stories;
- * Investigate materials and ask questions - answer with simple scientific investigations;

Physical Development

- * Use various movements to retell stories;
- * Use songs and dance to tell stories;
- * Use tools appropriately, including pencils for writing;
- * Use indoor and outdoor apparatus with care and safety;

Personal Social Emotional

- * Think about their own and others' actions in the class and in stories;
- * Recognise that behaviour has an effect on others and that some behaviour is not acceptable;
- * Listen to the ideas of others negotiate in group play to help retell stories;

Expressive Arts and Design

- * Use songs and instruments to help retell stories in an exciting way;
- * Explore the use of different materials for a given purpose;
- * Role play characters and events, retelling favourite parts of stories;
- * Create models and sculptures using malleable materials and by joining different materials;

Maths- Number-Space, shape measure

- * Explore the use of numbers in different environments and consolidate number formation;
- * Count objects in the environment and record amounts;
- * Measure the height of plants and compare;
- * Measure capacity of water;
- * Record information in graphs and answer questions about more/less;
- * Solve problems in different contexts using addition, subtraction, doubling, halving and sharing;

Literacy- writing, reading

- * Write captions and labels about the things we find in our environment and the weather, using our phonic knowledge;
- * Write sentences that can be read by others about our preferences and reasons;
- * Write narratives in different settings and environments;
- * Enjoy a range of texts;
- * Find information from texts and computers;

Communication and Language

- * Ask questions about the local environment;
- * Compare environments and express preferences and opinions;
- * Talk about our community and people who help us and carry out different roles;
- * Look at our environment and community and see how it has changed over time;
- * Ask older people questions on a topic;

Out in the Wild!

Spring 2

The World

- * Explore the school environment e.g. plants, the grounds...
- * Talk about people who work in our community and how they can help us;
- * Use beebots and 2simple programmes to map and give instructions;
- * Create and label maps of the local area;
- * Ask scientific questions about plants and work together to find answers;

Physical Development

- * Talk about safety when walking around the local environment;
- * Show control and co-ordination with large and small movements;
- * Look at the different activities we can carry out associated with different weathers;

Personal Social Emotional

- * Talk about changes around us and how they make us feel;
- * Recognise how changing weather can change our daily routines;
- * Talk about how external changes affect us and how we adjust to these;
- * Talk about how we have changed;

Expressive Arts and Design

- * Use natural materials to create pictures and sculptures with colour and texture;
- * Recognise the difference between natural and man-made materials;
- * Use colour in response to weather;
- * Listen to weather sounds and songs and use art and movement to represent these;

By the end of this term, children will have learnt about the qualities that make somebody a hero, and explored people in their own community and in the world of fiction, that are considered heroes. They will have experienced a range of texts including stories, short films and comic strips. They will have created their own characters and retold their own narratives through role play, technology and writing. Children will have explored the local area and looked for the habitats of different animals, thinking about how the needs of animals are met in the wild. Children will compare their own environment and the animals that live there, with other less familiar places in the world. They will ask questions and use information texts and computers to help them find answers. They will begin to use the world map to find the different places where animals live and will be able to give and follow directions. Children will create art work using different materials and use their knowledge of colour, texture, materials and tools to produce this.

Cultural Capital: children's knowledge about different places in the world will increase as they explore the different habitats of animals using pictures, videos and texts. They will speak to people who have travelled to these places and ask questions to find out more. By doing this, they will recognise that different environments and cultures exist in the world and they will look for similarities and differences.

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Diversity

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Community

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Maths - Number - Space, shape, measure

- * Count objects up to 20 reliably and in different arrangements;
- * Solve problems involving doubling, halving and sharing;
- * Use the vocabulary of addition and subtraction of numbers to 20 and begin to count on and back;
- * Name common 2D and 3D shapes and use shapes and objects to make repeating patterns;
- * Measure distances, weight and time using non-standard units;
- * Find one more/less than a quantity of items;

Literacy - writing, reading

- * Use phonics to decode and write simple sentences, lists, potion recipes;
- * Label and write captions about their own superheroes;
- * Talk about the stories they read and discuss characters and how they act;
- * Use pictures to plan simple stories;
- * Sequence comic style writing;
- * Think about words and language that suit their superhero stories;
- * Read the writing to others and discuss;

Communication and Language

- * Talk about events and feelings in stories and discuss why characters act as they do;
- * Answer questions about what they read and link ideas with simple conjunctions verbally;
- * Listen to stories and to others' ideas and respond appropriately;
- * Use directions and instructions to explain what they need others to do or where they need others to go;

Here Comes a Hero!

Summer 1

The World

- * Recognise similarities and differences in places and people;
- * Relate the idea of a 'hero' into their own everyday community;
- * Know the parts of the body and the senses;
- * Explore materials for given purposes such as hero capes or equipment;
- * Talk about light and dark and recognise how shadows are made;
- * Recognise the use of ICT in the world and choose simple programs for given purposes;

Physical Development

- * Work on their own personal best;
- * Use apparatus safely;
- * Perform movements and sustain exercises in a 'superhero camp';

Personal, Social, Emotional

- * Identify feelings of themselves and others;
- * Recognise how to keep themselves safe in different situations;
- * Be brave to try new activities and talk about which they like or don't like;
- * Pay attention to the ideas and emotions of others;

Expressive Arts and Design

- * Use a range of instruments to explore emotion;
- * Use different tools for given purposes - making capes, creating potions, moving pictures;
- * Experiment with colours and materials to create different logos and patterns;
- * Print repeating patterns by creating tiles with 2D shapes;

Maths - Number - Space, shape, measure

- * Reliably count up to 20 objects and explore number using different resources and play;
- * Use practical resources to add and subtract;
- * Be able to say one more or less than a number;
- * Tally amounts, construct simple graphs and answer questions about data;
- * Talk about the size and quantity of objects and use comparative language;
- * Solve problems in context using numbers to 20, doubling and halving;
- * Begin to record their work and counting in ways they can explain;

Literacy - writing, reading

- * Record questions about the local environment and less familiar settings;
- * Write simple instructions and directions to navigate around different environments;
- * Through role play, write postcards and diary entries using sentences and recognizable words;
- * Write clear information sentences and captions to explain their findings about animals and environments;
- * Explore stories about animals in different habitats;
- * Use texts to find out information;

Communication and Language

- * Collect language associated with exploring and clarify meanings of new words;
- * Use the past tense to recount imaginary explorations during play;
- * Discuss what they know about different animals and environments, listening to others' ideas as well;
- * Listen to the sounds of different animals and different habitats and recognise how they differ/are similar;

Who lives here?

Summer 2

The World

- * Close observations of animals and how they grow (class butterflies) and change;
- * Recognise the different habitats in our local environment and explore the animals that live there;
- * Talk about their own adventures and visits to different environments;
- * Use of ipads and cameras to record their findings;
- * Understanding the needs of animals and how important it is to meet these;

Physical Development

- * Explore different movements to move like animals;
- * Be able to move around, through and over apparatus safely;
- * Recognise how to maintain healthy bodies;

Personal, Social, Emotional

- * Talk about likes and dislikes;
- * Explore how we have changed through the year;
- * Discuss how we feel about things changing;
- * Listen to and consider the ideas and opinions of others;

Expressive Arts and Design

- * Use natural resources to create works of art;
- * Explore different materials and their textures to create animal collages;
- * use musical instrument to imitate and represent animal sounds;
- * Learn simple songs and put actions to them;