

Autumn Term

By the end of this term, children will have had the opportunity to explore events in their own lives and compare the present with the past. They will have spent time, sharing things about their own likes and dislikes, as well as telling others about their families and the things they like to do together.

They will have compared their own homes with those of others and looked at how homes were different in the past, thinking about why things have changed. Children will have the opportunity to find out more about things that interest them, as well as experience things that others enjoy. They will have a chance to cultivate and perform their own talents and will show consideration for others when watching them perform. The children will learn to co-operate and work as a class, thinking about the appropriate behaviours for school and how a class can work together to be happy and successful.

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

Themes will evolve over each half term, following children's interests and preferences. 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.

Autumn 1

'Getting to Know You...'

Literacy:

- Begin to learn the sounds made by individual letters;
- Begin to use single letter sounds to blend VC and CVC words;
- Begin to form recognisable letters, using some to represent sounds in their writing;
- Listen to stories and recall main events and characters;
- Make marks and talk about their writing with an adult;
- Use a pencil effectively to make marks and write letters;

Mathematics:

- Begin to count objects, actions and sounds;
- Use counting skills in different contexts and in play;
- Join in with counting rhymes and songs;
- Recognise digits for numbers;
- Subitise numbers to 5;
- Use everyday language to sequence events in their lives and talk about the passing of time;

Communication and Language:

- Learn how to listen to others in different situations and understand why listening is important;
- Have the confidence to speak in front of a familiar group;
- Ask questions of others to find out more;
- Articulate ideas in sentences, talking about events in their lives and their likes and dislikes;
- Describe important events in some detail;
- Talk about their families and things they like to do together;
- Engage in story time and talk about and re tell some familiar stories;

Physical Development:

- Move with increased control and negotiate space;
- Begin to engage in PE sessions and show the control and co-ordination necessary;
- Use a range of tools and resources to successfully create things;
- Sit with good posture on the carpet and at the table;
- Begin to hold and use a pencil effectively to draw lines, pictures and letters;

Personal, Social and Emotional Development:

- Build relationships with the adults in class and the other children;
- See themselves as individuals, recognising similarities and differences between themselves and others;
- Express feelings and considering the feelings of others;
- Work together as a group or a class;
- Understand the need for rules and consider what these should be in a classroom environment;
- Moderate behaviour in different contexts;
- Begin to build resilience when things are difficult;

Understanding the World:

- Describe people who are familiar and important to them;
- Talk about themselves as individuals and as part of families;
- Talk about family members;
- Talk about events in their own lives and compare familiar situations to those in the past;
- Explore the natural world around them by describing using their senses;
- Begin to talk about the seasons and recognise their effect on their environment;

Expressive Arts and Design:

- Develop storylines and narratives in their play;
- Engage in music making activities and perform individually and with others;
- Use resources to create something for a specific purpose;
- Share ideas with others and adapt their plans to be more successful;
- Use role play to explore familiar situations;

Autumn 2

'Then and Now'

Literacy:

- Use their reading and writing skills in independent play;
- Recognise the sounds of single letters;
- Be able to blend short words;
- Recognise some common exception words;
- Form recognisable letters;
- Identify some sounds in words to assist with spelling;
- Talk about their writing with an adult, 'reading' what they have written;
- Understand the role of information texts and engage with these to learn new knowledge;

Mathematics:

- Count actions and objects beyond 10;
- Compare numbers;
- Recognise one more/less than numbers to 10;
- Begin to explore the composition of numbers to 5, using different models and images;
- Join in with number songs and games;
- Use their knowledge of number in independent play;
- Talk about the passing of time and compare other measures;
- Recognise and create patterns with shapes and colours;

Communication and Language:

- Learn new vocabulary and use it throughout the day and in different contexts;
- Be confident to speak in front of a familiar group;
- Take turns to speak, learning about the rules of discussion and conversations;
- Understand the importance of listening to others;
- Ask questions to find out more and check that they have understood information;
- Share their ideas in well-formed sentences, giving some detail and sense for their listener;
- Connect ideas together using 'and' 'because';
- Engage in non-fiction texts, remembering and repeating information learned;

Physical Development:

- Begin to be able to be still and quiet for small amounts of time;
- Negotiate space safely;
- Continue to build gross motor skills needed to join in with PE, dance and gym sessions;
- Negotiate larger apparatus carefully and with co-ordination;
- Be able to use a range of tools (scissors and paintbrushes) during activities;
- Begin to develop handwriting skills, forming some letters correctly and holding the pencil comfortably;

Personal, Social and Emotional Development:

- Continue to build constructive and positive relationships within the class;
- Be able to adapt behaviour, knowing right from wrong and how to behave in different situations;
- Consider the feelings of others when listening to their ideas and memories;
- Express their own feelings about things;
- Persevere when tasks are challenging;
- Be able to moderate behaviour, with support as necessary;

- Manage their own personal needs such as toileting and handwashing;

Understanding the World:

- Comment on the past, making comparisons between familiar situations then and now;
- Begin to suggest reasons why things have changed;
- Compare settings and characters in stories set in different times;
- Talk with familiar people about changes that have happened during their lifetimes;
- Explore the natural world by making observations using the different senses;
- Continue to see how the seasons affect their local environment;

Expressive Arts and Design:

- Use music, colour and pattern to express ideas;
- Explore the sounds of different instruments;
- Sing as part of a group;
- Perform in front of a familiar audience;
- Use materials for given purposes and find different ways to join and assemble resources;
- Review creations - how could they be improved?
- Use narratives in their independently play;

Spring Term

By the end of this term, children will have explored traditional and more modern, familiar tales, considering the behaviour of characters and the settings where stories take place. They will have had the opportunity to retell and innovate these stories, choosing characters of their own and using their imagination to role play and create their own tales. Children will have the opportunity to ask questions about things that interest them and will have been taught the skills to find and explain some answers. They will have experimented and investigated various ideas such as floating and sinking, melting and growing. Children will have posed questions and worked towards finding answers by using self-chosen resources and methods.

Cultural Capital: children's knowledge of traditional tales in various cultures will improve and they will have the opportunity to explore 'big' ideas and concepts.

Themes will evolve over each half term, following children's interests and preferences. 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.

Spring 1

'Tell Me A Story'

Literacy:

- Read some letter groups that represent one sound;
- Blend sounds into words so that they can read short phrases and sentences;
- Read some common exception words;
- Enjoy a variety of stories and texts, comparing characters, events and settings;
- Re-read familiar books to build up fluency and for enjoyment;
- Write short sentences, some of which can be read by others as well as themselves;
- Change key elements in stories to create their own narratives;

Mathematics:

- Count beyond ten;
- Explore the composition of numbers to 10;
- Add and subtract single digit numbers in different contexts;
- Use shapes to create models and pictures, recognising shape features and developing spatial awareness;
- Compare the length and height of objects using everyday language;
- Begin to understand the relationship between doubling and halving;

Communication and Language:

- Articulate ideas in full sentences;
- Connect ideas together using a range of connectives;
- Engage in story times, showing good listening skills and asking and answering questions about what they have heard;
- Talk about familiar stories;
- Retell familiar stories, using some language from the text and some of their own words and phrases;
- Learn the structure of stories;
- Learn and use the vocabulary of traditional story telling;
- Express opinions about stories;

Personal, Social and Emotional Development:

- Build constructive relationships with adults and other children;
- Work collaboratively to retell and act out stories they have heard;
- Share their own opinions and listen to those of others;
- Think about the actions of characters in stories and infer their reasons for actions and how they might be feeling;
- Work as part of a pair, group or class, moderating behaviour as necessary;
- Show perseverance and resilience when faced with challenges;

Physical Development:

- Continue to develop overall body strength, balance and co-ordination;
- Be able to combine movements with ease, for example when creating dances individually or as part of a group;
- Confidently use a range of apparatus, both indoors and outdoors;
- Be able to use apparatus safely on their own, knowing how to make things safe for themselves and others;
- Continue to develop their fluent handwriting style;

Understanding the World:

- Talk about characters in stories and compare and contrast them;
- Talk about common themes in stories which can be applied to real life e.g bravery, kindness...
- Begin to draw and use simple maps of real and imaginary places;
- Draw pictures of the natural world and their immediate environment, after close observation;
- Recognise the effect of the seasons and talk about the different weathers;

Expressive Arts and Design:

- Create pictures, puppet shows, role play... collaboratively to retell and innovate stories;
- Use a variety of materials for a given purpose;
- Explore different ways of joining and attaching materials;
- Return to work and try to improve and refine ideas;
- Listen to music and use movement and music to help tell a story;
- Develop their own storylines in their play;

Spring 2

"This is Our World"

Literacy:

- Read phrases and sentences linked to phonic knowledge;
- Recognise some common exception words;
- Be able to talk about what they have read, showing an understanding;
- Write sentences, captions and labels that can be read by themselves and others;
- Write with a fluent handwriting, forming most letters correctly;
- Use writing for a purpose, to inform others about the world;

Mathematics:

- Count beyond ten, starting to recognise the patterns of the number system;
- Understand odds and evens;
- Be able to add and subtract single digit numbers in different contexts;
- Use number language in their independent play opportunities;
- Recognise coins and how money is used;
- Compare numbers using different vocabulary;
- Begin to know some number bonds by heart;

Communication and Language:

- Learn new vocabulary and use throughout the day in different contexts;
- Ask questions about what they have heard, to ensure they have understood;
- Express their own ideas and understanding using well-formed sentences;
- Use talk to try to work out problems and work co-operatively to find solutions;
- Try to explain why some things might happen;
- Connect ideas using a range of connectives;
- Engage with non-fiction texts, finding out more about things that interest them;
- Talk about events in their own lives and listen to others when they share their experiences;

Physical Development:

- Complete physical challenges with increasing control and co-ordination;
- Negotiate space safely;
- Think about their own safety and that of others when independently using apparatus;
- Develop small motor skills to be able to use equipment such as scissors, knives and forks etc;
- Be a safe pedestrian and understand the rules of road safety;

Understanding the World:

- Draw information from a simple map;
- Become more familiar with the world map;
- Recognise some similarities and differences between life in this country and life in other countries;
- Talk about their immediate environment, using their senses;
- Recognise animals and plants that are in this country and those that grow in other countries;
- Understand the needs of animals and how they choose their habitats to suit these;
- Recognise different climates in the world and how these affect the plants and animals;

Personal, Social and Emotional Development:

- Express their own feelings and opinions and respect those of others;
- Think about the perspectives of others;
- Explain ideas in enough detail to share with partners or in a group;
- Understand the rules of discussion - listening, responding and questioning as well as contributing;
- Show perseverance when things are a challenge;
- Negotiate and co-operate with others to find a common way of completing a task, sometimes compromising with adult support as necessary;
- Show compassion and understanding for others in our world;

Expressive Arts and Design:

- Children will notice features of the natural world and try to match colours, textures, shapes etc in their own work;
- Mix colours to achieve desired effects;
- Work independently, in pairs and with groups to create pieces;
- Explore the use of music and dance to express feelings and emotions;
- Respond to music and works of art;

Summer Term

By the end of this term, children will have explored the world around them by comparing their own local environment with countries around the world.

Children will use maps, globes, atlases and computer programmes to find different environments and compare their conditions and the plants and animals that live there. Children will explore their own communities and look for everyday 'heroes' living there, finding people who help us everyday as well as exploring the role of fictitious superheroes in stories. Children will spend time thinking about their own futures and their aspirations.

Cultural Capital: children's knowledge about people and cultures in their own setting and around the world, will improve and they will be able to see similarities and appreciate differences between themselves and other cultures and communities.

Themes will evolve over each half term, following children's interests and preferences. 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

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Community

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Summer 1

'I wonder...'

Literacy:

- Be able to blend longer words using taught phonic sounds;
- Recognise an increasing range of common exception words;
- Recognise more digraphs and trigraphs;
- Be able to read simple sentences and captions independently;
- Talk about information that has been read and show understanding and comprehension;
- Write short sentences and captions;
- Begin to use full stops and capital letters in the correct places;
- Spell more words which are phonetically plausible;

Mathematics:

- Recall number bonds to 10;
- Play games which involve partitioning and recombining sets to make numbers;
- Understand the relationship between 1 more/1 less;
- Think about measures such as length, weight and capacity when comparing objects;
- Add and subtract single digit numbers and record workings;
- Use shapes to investigate ideas about properties and features;
- Recognise and create patterns;

Communication and Language:

- Understand how to listen carefully to help learn and retain information;
- Learn new vocabulary related to different topics, and use to help explain what happens, suggesting why things happen;
- Articulate ideas clearly in well-formed sentences;
- Ask questions to find out more about things that interest them;
- Engage in non-fiction texts and show understanding by using information to form simple explanations;
- Use talk to work out how to solve problems and organise activities;
- Connect ideas using different connectives;
- Re-read information texts to build a better knowledge of new topics;

Physical Development:

- Be able to use a range of large wheeled apparatus, safely and with control;
- Take time to sometimes be still and quiet;
- Approach problems in a safe and organised way;
- Take part in risk assessments with the teacher, thinking about their own and others' safety;
- Use a pencil effectively to write in a fluent and clear handwriting style;
- Understand why screen time should be limited for our wellbeing;

Personal, Social and Emotional Development:

- Recognise themselves as a valuable individual who is listened to within the class;
- Show an interest in topics chosen by others;
- Express their own preferences and opinions;
- Be respectful of others' opinions;
- Moderate behaviour to enable them to work as part of a pair, group, class, team....
- Be able to wait their turn and understand that they cannot always have what they want immediately;
- Be resilient in the face of challenges and look forward to trying new activities and testing ideas;

Understanding the World:

- Recognise the work of people in their community/in the past, who have helped to build knowledge;
- Recognise changes in technology over time and begin to think of reasons why this has happened;
- Explore the natural world around them using observations, drawings, simple tests;
- Describe what they see happening around them, using correct vocabulary for natural things such as plants and animals;
- Recognise the effect humans can have on the natural world;

Expressive Arts and Design:

- Work independently, in pairs and with groups to create pieces;
- Explore the use of music and dance to express feelings and emotions;
- Respond to music and works of art;
- Create artwork inspired by their investigations e.g. shadow puppets, erupting volcanoes....
- Use different tools and techniques to create works with a purpose in mind;
- Revisit and review work, making improvements and refinements;

Summer 2

'Here Comes a Hero!'

Literacy:

- Know the sounds for individual letters and a number of digraphs and trigraphs;
- Be able to use phonic sounds to blend words, enabling children to read longer sentences and texts;
- Recognise an increasing number of common exception words;
- Engage in information texts and talk about what they have read or heard;
- Enjoy a range of stories and find common themes;
- Write sentences using a full stop and capital letter;
- Use known letter sounds to help with spelling;

Mathematics:

- Recall number bonds for numbers up to 10;
- Count beyond 10, recognising the patterns of the number system;
- Compare amounts, quantities and objects;
- Use positional language to describe where things are;
- Apply number skills and calculating skills to different contexts;
- Recognise and create patterns using colours and shapes;
- Rotate and manipulate shapes to build spatial reasoning;

Communication and Language:

- Use new vocabulary throughout the day;
- Ask questions to find out more about what they have heard and to check understanding;
- Express ideas in well-formed sentences, including enough detail for their listener;
- Use the correct tense to talk about events;
- Engage in storytimes by listening and asking and responding to questions;
- Talk about stories and recognise different themes in stories such as bravery, kindness...
- Engage in non-fiction text, reading simpler versions for themselves;
- Engage in discussions about what they have read or heard, taking turns and responding to others;

Personal, Social and Emotional Development:

- See themselves as a valuable individual;
- Recognise the role of others in their lives and how other people can help them;
- Find simple ways to help others;
- Show consideration and understanding for others' feelings;
- Show resilience and perseverance when faced with challenges, drawing on heroes from history and fiction;
- Understand different emotions and reactions to different situations;
- Moderate behaviour to suit different circumstances;

Physical Development:

- Understand some of the factors that contribute to their health and wellbeing;
- Take part in physical exercise that causes them to be out of breath;
- Recognise healthy eating options and make decisions about the food they eat;
- Understand the need for good personal hygiene, managing own needs whilst in the classroom;
- Understand the need for rules and take part in daily routines such as lining up and handwashing;

Understanding the World:

- Talk about people in their family and their community, recognising the different roles they play;
- Recognise how familiar things have changed from the past;
- Compare and contrast real and fictional characters;
- Explore the natural world around them and recognise the effects humans can have on the world;
- Talk about the seasons and how their immediate environment changes through the year;

Expressive Arts and Design:

- Work collaboratively as a team to express ideas and complete design challenges;
- Use a variety of materials and tools to create work;
- Revisit ideas and creations and try to evaluate and refine;
- Use others' ideas to help with the organisation of activities;
- Include narratives and act out situations during role play;
- Use colour and music to express ideas about characters and set mood and tone for stories and dances;