

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school theme Other possible lines of interest/inquiry	<p>Heroes and Villains</p> <p><b>Geog-</b> Know that we live in England Talk about physical geography of Bridlington- vocab beach, cliff, sea Talk about features of their own immediate environment <b>History-</b> Talk in group about past and present events in own life. Recognise and describe special times/events Know about similarities and differences between themselves and others in the community. Local heroes</p> <p>Autumn, hibernation, light (natural and manmade) Festivals and celebrations</p>	<p>Heroes and Villains</p> <p><b>Art-</b> Andy Warhol- Pop art use and explore a range of mark making materials. Explore colour and pattern Figure drawings</p> <p><b>DT-</b> design and make a superhero vehicle To design an appropriate product for a given target group. To investigate the properties of different materials. To talk about why they have been chosen for a purpose.</p> <p><b>Science-</b> notice that babies grow into adults. Name and draw basic parts of the human body associated with senses. Name at least three animals that would be found in Yorkshire. Understand that some animals eat plants and some eat meat.</p>	<p>Colours of the World</p> <p><b>Geog-</b> Know that there are other countries in the world other than our own. Know similarities and differences in relation to places. <b>History-</b> Answer how and why questions. Know that information can be retrieved from books/ICT Develop an understanding of change over time. Question why things happen and give reasons</p> <p>Winter, hot and cold, ice</p>	<p>Colours of the World</p> <p><b>DT-</b> Food- Mexico Work hygienically to chop, peel and grate Sort foods according to their basic food groups</p> <p><b>Art-</b> Create a carnival inspired mask/cape- When printing use a range of objects to create a simple pattern The carnival of the animals.</p> <p><b>Science-</b> Understand that all plants have roots and be able to discuss this. Be able to talk about the needs of a plant to survive.</p> <p>Life cycles. Discuss the features of different environments and make verbal and pictorial observations.</p>	<p>Beyond my Window</p> <p><b>Geog-</b> Devise and create story maps based on books. <b>History-</b> Give at least three reasons why lives were different in the past. Use everyday language relating to time. Ask questions. Describe main events in story.</p> <p><b>Science-</b> Explain that objects feel different and this means they are made from different things.</p> <p>Floating and sinking Forces</p>	<p>Beyond my Window</p> <p><b>Art-</b> Vincent Van Gogh- stimulus Sunflowers/ Eric Carle- book illustrations When creating collage, arrange and glue materials on to a background.</p> <p>Take digital photographs of their work.</p> <p><b>DT-</b></p> <p>Leaf Bowls- experiment with malleable materials to create a desired effect.</p>
Key texts, poems and rhymes	<p>Ruby`s Worry Little Red Hen Three little pigs/Little Red Riding Hood (Villain-wolf) Journey: The most famous wolf in the west. Waiting for wolf NF-Wolves, minibeasts Supertato- various stories Burglar Bill Super worm Usain Bolt Bonfire night/Diwali</p>		<p>Leaf Tin forest Monkey Puzzle. There`s a Rang-Tan in my bedroom The Queens Orang-utan Orang-utan- A day in the rainforest canopy Facts about the Bornean Orang-utan Carnival of the animals The amazing life cycles of plants Bloom</p>		<p>Stardust Beegu Marvellous moon map Noah and the space ark We re going on a...adapted versions Books illustrated by Eric Carle Papa, please get the moon for me</p>	
Communication and Language	Understand how to listen carefully and why listening is important	Ask questions to find out more and to check	Articulate their ideas and thoughts in well-formed sentences.	Describe events in some detail.	Listen to and talk about stories to build	Retell the story, once they have a developed a deep familiarity with

	Engage in story times  Learn new vocabulary Use new vocabulary through the day.	they understand what has been said to them Develop social phrases Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs	Connect one idea to another using a range of connectives Engage in non-fiction books Listen to and talk about selected nonfiction books to develop a deep familiarity with new knowledge and vocabulary.	Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen	familiarity and understanding  Listen to and talk about selected nonfiction books to develop a deep familiarity with new knowledge and vocabulary.	the text: some as exact repetition and some in their own words. Use new vocabulary in different contexts.
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally		Think about the perspectives of others. Manage their own needs.	
Physical Development	Further develop the skills they need to manage the school day successfully: - lining up and queuing, personal hygiene, mealtimes	Revise and refine the fundamental movement skills they have already acquired: - rolling - - walking - - running - - skipping - crawling - - jumping - - hopping - - climbing	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity - sensible amounts of 'screen time' healthy eating having a good sleep routine tooth brushing being a safe pedestrian	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Progress towards a more fluent style of moving, with developing control and grace
	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Develop overall body-strength, balance, co-ordination and agility.					
Literacy	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.	Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Re-read what they have written to check that it makes sense

		matched to the school's phonic programme.				
Form lower-case and capital letters correctly.						
Spell words by identifying the sounds and then writing the sound with letter/s.						
Mathematics	Match and Sort Compare amounts Representing, composition 1, 2, 3	Representing numbers to 5 1 more and 1 less	Introducing zero Comparing numbers to 5 Composition of 4&5 6,7,8 Making pairs	Combining 2 groups 9&10 Comparing numbers to 10 Bonds to 10	Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away	Doubling Sharing and grouping Even and odd Deepening understanding Patterns and relationships
	Compare size, mass, capacity Exploring pattern	Circles and triangles, position language Shapes with 4 sides Time	Compare mass Compare capacity Length & Height	Time 3d shape Pattern	Spatial reasoning Match, rotate, manipulate Compose and decompose	Spatial reasoning Visualise and build Mapping
Understanding the World	Talk about members of their immediate family and community Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.
	Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.					
Expressive Arts and Design	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses.
<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>						