



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	W.C 05.09.22	W.C 12.09.22	W.C 19.09.22	W.C 26.09.22	W.C 03.10.22	W.C 10.10.22	W.C 17.10.22
			Engl	ish			
Class Text	The Colour Monst	er Who's i	n my family?		Only One You	Owl B	abies
	Baseline Children will	Phonics baseline Children will show	Writing Baseline Drawing and doing	RBA Assessment	Reading: Retrieval Listens with	Writing: Inspiration Uses speech and	Writing: Inspiration Uses speech and
Powerful Knowledge Concept and detail	show their understanding of writing their name, drawing for meaning, reading individual letters and sounds.	their understanding of writing their name, drawing for meaning, reading individual letters and sounds.	something they enjoy with their family		increasing recall and shows an understanding of what they have read such as the main events and characters	language forms that are increasingly influenced by what they have read and begins to attempt to record ideas to mimic these.	language forms that are increasingly influenced by what they have read and begins to attempt to record ideas to mimic these.
					Recording our understanding of a story.	Recording information of the story, expressing thoughts and feelings.	Recording information of the story, expressing thoughts and feelings.
	1			hs			
Powerful Knowledge	Baseline	Baseline	RBA Assessment	Number: Number	Number: Counting,	Number: Number	Number: Number
Concept and detail	Children will	Developing an		sense	rounding and estimating	Sense	Sense
	show their	understanding of		Subitising.		Matching numeral	Exploring and
	understanding	numbers and their		Recognising	Children have an	to the amount	composing
	of number	value.		numbers to 5 in	awareness of the	within 10	numbers to 5
	recognition,			familiar patterns.	term estimation		





		matching amount to a number and counting out loud.					and can use the stable order principle to count and check their levels of accuracy. Counting accurately up to 10 and beginning to explore 20. (1:1 correspondence)			
				Found	ation	Subjects				
	Question Driving Learning	V	What makes a family?				How am I unique?			
	Subject	History	History	RSHE		Social	Social	History		
	Discipline					Understanding	Understanding	-	_	
Main Topic	Powerful Knowledge Concept and detail	Baseline Invasion, Struggle and Power	Baseline Invasion, Struggle and Power Who is in my	Families and people who care for me. Developing	Stakes Quiz	Reflection and Growth Developing an	Reflection and Growth Developing an	Local Conceptual Knowledge	Stakes Quiz	Sticky Knowledge Week
۱,	detail	Who is in my	family?	relationships	akes	understanding of	understanding of	Learning about	akes	
air		family?	,	with each	/ Sta	what is important	what is important	ourselves, the	/ St	
Σ				other.	Low	to us and our beliefs.	to us and our beliefs.	people around us and what	Low	
				Talking about				makes us		
				new		Exploring	Exploring	unique.		
				relationships		differences in families.	differences in families.	How are we all		
				in school.		Tallilles.	rannies.	How are we all different and		
								unique?		





u	Subject Discipline	Art	Art	Art	Art	Art	Art	Sticky Knowledge
Minor Topic	Powerful Knowledge Concept and detail	Planning and Exploring Using paint, paint brushes, crayons and pencils to create self-portraits	Planning and Exploring Using paint, paint brushes, crayons and pencils to create self-portraits	Planning and Exploring Using paint, paint brushes, crayons and pencils to create self-portraits	Experimentation Creating Rainbows and identifying and experimenting with colour	Experimentation Creating Rainbows and identifying and experimenting with colour	Experimentation Creating Rainbows and identifying and experimenting with colour	Week
+	Subject Discipline	PSED	Social Understanding	PSED/ PSHE	PSED/ PSHE	PSED/ PSHE	Social Understanding	
Dual Assessment	Powerful knowledge Statement and detail	Managing Transition Transition into Reception	Beliefs Understanding our own life stories through photographs and memories such as birthdays, favourite places or days out	Awareness of relationships Forming positive attachments with adults and friendships with peers	Awareness of relationships Forming positive attachments with adults and friendships with peers	Awareness of relationships Forming positive attachments with adults and friendships with peers	Values Understanding that our values and beliefs is part of what makes us unique	
			C	ommunication and	Language / Phonic	cs .		
	ıl knowledge nt and detail	Listening, attention and understanding /Speaking: Listening and engaging with story times, learning and utilising new vocabulary in	Phonics Baseline Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.





	exchanges with others.		Phonics: Satp	Phonics: i n m d	Phonics: g o c k	Phonics: (ck), e, u, r	Phonics: Consolidation Week
			Comp	uting			
Powerful knowledge statement and detail	Applying Technology Using electronic devices such as the iPad or computer for a specific purpose As part of learning environment	Applying Technology Using electronic devices such as the iPad or computer for a specific purpose As part of learning environment	Applying Technology Using electronic devices such as the iPad or computer for a specific purpose As part of learning environment	Statistics Developing an understanding of the value of number As part of learning environment	Statistics Developing an understanding of the value of number As part of learning environment	Statistics Representing number in different ways As part of learning environment	Statistics Representing number in different ways As part of learning environment
			Mu	ısic			
Powerful knowledge statement and detail	Listening and Evaluating Moving to and talking about music.	Listening and Evaluating Moving to and talking about music.	Listening and Evaluating Moving to and talking about music.	Listening and Evaluating Moving to and talking about music	Listening and Evaluating Moving to and talking about music.	Listening and Evaluating Moving to and talking about music.	Listening and Evaluating Moving to and talking about music.
			P	E			
Outdoor	Developing Technique Using muscle moments to	Developing Technique Using muscle moments to	Developing Technique Using muscle moments to	Developing Technique Developing our fine motor skills	Developing Technique Developing our fine motor skills	Developing Technique Developing our fine motor skills	Developing Technique Developing our fine motor skills





	develop gross motor skills. How do we prepare for	develop gross motor skills. How do we prepare for exercise	develop gross motor skills Different ways of moving in space	Linking movement patterns and changes of speed			
	exercise?	jor exercise	mornig m space				
	Developing	Developing	Performance	Performance	Performance	Performance	Performance
	Technique	Technique	Moving around a	Moving around a	Showing	Showing	Showing
	Using muscle	Using muscle	space in a variety	space in a variety	awareness of the	awareness of the	awareness of the
	moments to	moments to	of ways	of ways	available space	available space	available space
Indoor	develop gross	develop gross	·	,	and others in it	and others in it	and others in it
	motor skills.	motor skills.					
	How do we	How do we prepare					
	prepare for	for exercise					
	exercise?						





	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 2	W.C 31.10.23	W.C 07.11.23	W.C 14.11.23	W.C 21.11.23	W.C 28.11.23	W.C 05.12.23	W.C 12.12.23	W.C 21.12.23
								3 Days
			Eng	glish				
Class Text	Pumpkin	Soup	Our Cla	ss is a family	Му	Hair The Proude	st Blue	
	Reading:	Writing: Purpose	Writing: Purpose	Grammar (writing):	Reading:	Assessment	Assessment	
	Inference and	and audience	and audience	Structure and	Retrieval	Week	Week	Grammar
	deduction	Attempts to write	Attempts to	content	Listens with	Writing:	Writing:	(writing):
	Listens to	short sentences in	write short	Recognition of	increasing recall	Structure and	Structure and	Vocabulary and
	stories with	meaningful	sentences in	Capital and lower	and shows an	Content	Content	spelling
	increasing	contexts.	meaningful	case letters.	understanding of	Uses some clearly	Uses some clearly	They spell words
	attention and		contexts.		what they have	identifiable	identifiable	by identifying
	can deduce	Writing		Understanding that	read such as the	letters to	letters to	sounds in them
	basic	instructions for	Writing	names start with	main events and	communicate	communicate	and writing the
	information	how we made the	instructions for	capital letters and	characters.	meaning,	meaning,	sounds with a
Powerful Knowledge	from pictures.	soup.	how we made	naming the people		representing	representing	letter/letters.
Concept and detail			the soup.	in their class.	Understanding	some sounds	some sounds	
·	Making				the key events	correctly and in	correctly and in	
	pumpkin soup!				and characters	sequence. Writes	sequence. Writes	
					within a story,	their own name	their own name	
					talking about their beliefs and	and other things such as labels.	and other things	
							such as labels,	
					experiences.	captions.	captions.	
						Writing about our	Writing about our	
						own values and	own values and	
						beliefs.	beliefs.	
						Delicis.	Delicis.	
			N.4.	aths				
			IVI	aths				





	ul Knowledge t and detail	Number: Number sense Numbers to 10 and composition	Number: Number sense Understanding the language and finding one more or less of a given number	Number: Number sense Ordering numbers and comparing values	Making connections Position and Direction Using technic language to desi the position of	d al cribe	Making connections: Position and Direction Using technical language to describe the direction to get to a specific location	Making connections: Geometry Exploring shape, patterns and number of objects	Making connections Geometry Shape recogni of 2D shape Properties of shapes.	tion	Making connections: Geometry Recognising, extending and creating repeated patterns
				F	oundation Sub	jects					
	Question Driving Learning		Where do	we live?			Do we all o	celebrate the same th	nings?		
	Subject Discipline	Geography	Geography	RSHE	RSHE		Social Understanding	Social Understanding	Drama		
Main Topic	Powerful Knowledge Concept and detail	Global Significance Knowing where they live and key features of our community. Visiting landmarks in our community.	Global Significance Knowing where they live and key features of our community. Visiting landmarks in our community.	Families & People Who Care for Me Being a member of the community Gatley and what this means. Our role in our community.	Families & People Who Care for Me Developing a sense of responsibility to where we live. Our role in our community.	Low Stakes Quiz	Values Developing an understanding that we all have different beliefs and values that are important to us. Exploring different beliefs and religions.	Values Developing an understanding that we all have different beliefs and values that are important to us. Exploring different beliefs and religions.	Performanc e Performing as part of a cast in front of an audience Production	Low Stakes Quiz	Curriculum Evaluation Week





	Subject	Drama	Drama	Drama	Drama	Drama	Drama	Drama	
	Discipline								
Minor Topic	Powerful Knowledge Concept and detail	Creating Engaging in dramatic play using stories and other stimuli Production	Creating Engaging in dramatic play using stories and other stimuli Production	Creating Engaging in dramatic play using stories and other stimuli Production	Creating Engaging in dramatic play using stories and other stimuli Production	Rehearsal Responding positively to simple performance directions from an adult (eg. "Speak louder.")	Rehearsal Responding positively to simple performance directions from an adult (eg. "Speak louder.")	Performance Performing as part of a cast in front of an audience Production	
						Production	Production		
	Subject Discipline	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
	Powerful	Exploring	Exploring	Exploring	Exploring emotions	Managing	Managing	Managing	Managing
	Knowledge	emotions and	emotions and	emotions and	and developing self-	challenges	challenges	challenges	challenges
	Concept	developing self-	developing self-	developing self-	awareness.				
٦	and detail	awareness.	awareness.	awareness.	Children necessies	Shows confidence	Shows confidence	Shows confidence	Shows
Je		Children	Children	Children	Children recognise and understand that	in trying new	in trying new	in trying new	confidence in
Sn		recognise and	recognise and	recognise and	they have different	activities with	activities with	activities with	trying new
es		understand that	understand that	understand that	feelings and	little encouragement.	little encouragement.	little encouragement.	activities with little
Dual Assessment		they have	they have	they have	emotions, and show	encouragement.	encouragement.	encouragement.	encouragement.
 		different	different feelings	different feelings	an openness in				encouragement
l in		feelings and	and emotions,	and emotions,	discussing examples				
		emotions, and	and show an	and show an	of when they have				
		show an	openness in	openness in	felt a certain				
		openness in	discussing	discussing	emotion.				
		discussing	examples of when	examples of					
		•	•	when they have					
		examples of when they have	they have felt a certain emotion.	when they have					





	felt a certain emotion.		felt a certain emotion.					
			Communica	ation and Language	/ Phonics			
Powerful knowledge statement and detail	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others. Phonics:	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.
	Phonics: h, b, f, ff Red Words: The, l	Phonics: L, II, ss Red Words: He, she, is	Phonics: j, v, w Red Words: To, go, of, as	x, y, z Red Words: We, are, you, into	Phonics: Consolidation Week	Phonics: Consolidation Week of Red Words	Phonics: Consolidation Week of Red Words	Phonics: Consolidation Week
				Computing				
Powerful knowledge statement and detail	Logical and Computational Thinking Understands a range of	Logical and Computational Thinking Understands a range of	Logical and Computational Thinking Understands a range of	Logical and Computational Thinking Understands a range of commands and	Designing and Evaluating Represents their ideas, thoughts and feelings using	Designing and Evaluating Represents their ideas, thoughts and feelings using	Designing and Evaluating Represents their ideas, thoughts and feelings using	





	commands and	commands and	commands and	instructions. Can	technology in	technology in	technology in	
	instructions.	instructions. Can	instructions. Can	suggest their own	different ways	different ways	different ways	
	Can suggest	suggest their own	suggest their	instructions.	(e.g.	(e.g.	(e.g.	
	their own	instructions.	own instructions.	As part of learning	photographs,	photographs,	photographs,	
	instructions.	As part of	As part of	environment	drawings)	drawings)	drawings)	
	As part of	learning	learning		As part of	As part of	As part of	
	learning	environment	environment		learning	learning	learning	
	environment				environment	environment	environment	
				Music				
	Vocal	Vocal Performance	Vocal Performance	Vocal Performance	Vocal Performance	Vocal Performance	Vocal Performance	
	Performance	Remembering and	Remembering and	Remembering and	Remembering and	Remembering and	Remembering and	
	Remembering	singing entire songs	singing entire	singing entire songs	singing entire songs	singing entire songs	singing entire songs	
	and singing entire	with diction,	songs with diction,	with diction, matching	with diction,	with diction,	with diction,	
	songs with	matching the pitch	matching the pitch	the pitch of a tone	matching the pitch	matching the pitch	matching the pitch	
Powerful knowledge	diction, matching	of a tone sung by	of a tone sung by	sung by another	of a tone sung by	of a tone sung by	of a tone sung by	
statement and detail	the pitch of a	another person.	another person.	person.	another person.	another person.	another person.	
	tone sung by	another person.						
	another person.	Songs for our	Songs for our	Songs for our	Songs for our	Songs for our	Songs for our	
		production.	production.	production.	production.	production.	production.	
	Songs for our	production.						
	production.							
				PE				
	Competing and	Competing and	Competing and	Competing and	Competing and	Competing and	Competing and	Competing and
	Collaborating	Collaborating	Collaborating	Collaborating	Collaborating	Collaborating	Collaborating	Collaborating
	Participating in	Participating in	Participating in	Participating in simple	Participating in	Participating in	Participating in	Participating in
Outdoor	simple team	simple team games	simple team games	team games and	simple team games	simple team games	simple team games	simple team
	games and listens	and listens to the	and listens to the	listens to the ideas of	and listens to the	and listens to the	and listens to the	games and listens
	to the ideas of	ideas of others	ideas of others	others	ideas of others	ideas of others	ideas of others	to the ideas of
	others							others
	Analysing and	Analysing and	Analysing and	Analysing and	Analysing and	Analysing and	Analysing and	Analysing and
Indoor	Evaluating	Evaluating	Evaluating	Evaluating	Evaluation	Evaluating	Evaluating	Evaluating
	Suggesting an	Suggesting an	Suggesting an	Suggesting an	Suggesting an	Suggesting an	Suggesting an	Suggesting an
	improvement	improvement about	improvement	improvement about	improvement about	improvement about	improvement about	improvement





about so	omeone's	someone's	about someone's	someone's	someone's	someone's	someone's	about someone's
perfo	rmance	performance	performance	performance	performance	performance	performance	performance