

Golden Threads

Communication and language, personal social and emotional development, physical development, understanding the world and expressive arts and design.

	<u>Autumn 1 (7 weeks 3 days)</u>	<u>Autumn 2 (7Weeks)</u>	<u>Spring 1 (6 weeks)</u>	<u>Spring 2 (5 weeks)</u>	<u>Summer 1 (6 weeks)</u>	<u>Summer 2 (6 weeks 4 days)</u>
Theme	<u>All About Me</u>	<u>People Who Help Us/Superheroes</u>	<u>Traditional Tales</u>	<u>Amazing Animals</u>	<u>Marvellous Minibeasts</u>	<u>Seaside</u>
Lit	2 weeks 3 day - Routines, expectations of provision and phase 1 phonics. Non-fiction (2 weeks) Labelling signs.. Narrative (3 weeks) Story with patterned language The Little Red Hen	Narrative Max Information text - Busy people. Poetry - Super worm	Narrative Three Little Pigs Need to really know and understand the plotlines of the fairy tales. Who are the characters and key events? Non-fiction Instructions Poetry Innovate Ba Ba Black Sheep	Narrative Tiger who came to tea. Tiger footprints and food left on the carpet. Non-fiction Poster - Tiger or different jungle animal. Poetry Down in the Jungle	Narrative - Matitisse snail Non-fiction Information booklet about a spider Poetry There is a spider in the bathroom.	Narrative Billy Bucket Sally and the Limpet Non-fiction Recount - Sea Life Centre Poetry Sand
WOW		Little Lancashire Village Visit from the police		Blackpool Zoo		Sea Life Centre - ½ a day Look at the trams, beach and tower etc.

<p>ELGs</p>	<p>People culture and communities - Describe their immediate environment using knowledge from observation. (Classroom focus) Mapping the classroom with shapes etc.</p> <p>Project about where people come from etc. Look at religions etc. Children to create a little booklet</p>	<p>Past and present - Lives of people around them roles in society</p> <p>People culture and communities - Describe their immediate environment using knowledge from observation. In Nelson we have... (fire station, police station etc)</p>	<p>Art and design Both learning objectives - Instructions make a house for little pigs.</p> <p>PSED - Food topic DT - link to the traditional tales. Healthy eating - what was in little red riding hood's basket.</p> <p>Past and present - Talk about the lives of people around them and their roles in society.</p>	<p>Natural world - making observations and drawing pictures of animals. Changing states of matter - jelly for the tiger.</p> <p>Past and present - Similarities and differences between past and now - dinosaurs then - no dinosaurs now.</p> <p>People culture and communities - Describe their immediate environment using knowledge from observation. Map the zoo - look at maps of the zoo.</p>	<p>Natural world - Explore the natural world.. Know some similarities and differences between environments. Compare jungle environments and minibeasts</p> <p>Expressive arts - both</p>	<p>People culture and community similarities and differences between life in this country and other countries</p> <p>Compare places you go on holiday and the foods you might eat there</p> <p>Past and present - seashores in the past -Transport</p>
<p>RE <i>Questf</i> <i>ul RE</i></p>	<p>Why are we all different and special? Inc. other faiths: Islam (EYFS 1 4 + 1 sessions)</p>	<p>How do Christians celebrate Jesus birthday? Inc other faiths: Hinduism (Diwali - teach at appropriate time in</p>	<p>What stories did Jesus hear when he was a child? (EYFS 5 3 sessions)</p>	<p>Why did Jesus tell stories? EYFS 6 4 sessions</p> <p>Why do</p>	<p>What makes a place holy? inc. other faiths Islam, Judaism (EYFS 9 4+2 sessions)</p>	<p>What is prayer? inc. other faiths: Islam, Judaism (EYFS 10 4+2 sessions)</p>

	What makes a good friend? (EYFS 8 4 sessions)	calendar) (EYFS 4 3+1 sessions)	Why did Jesus tell stories? (EYFS 6 4 sessions)	Christians believe Easter is all about love? (EYFS 7 4 sessions)		
Maths	<u>Red Rose Maths</u> Unit 1, 2, 3, 4.- - Numbers to 4.	<u>RR Maths</u> Units 5,6,7,8,9,10 - Numbers to 10.	<u>RR Maths</u> Unit 11 Counting and Comparing Unit 12 Partitioning Unit 13 Addition and Subtraction Unit 14 Comparing Measures Unit 15 Sorting and Patterning	<u>RR Maths</u> Unit 16 Shape Unit 17 Addition and Subtraction Unit 18 Multiplication and Division Unit 19 Space Unit 20 Time	<u>RR Maths</u> Unit 21 Counting, Comparing and Ordering Unit 22 Numbers to 20 Unit 23 Measures (Length, Mass and Capacity) Unit 24 Money Unit 25 Shape and Sorting	<u>RR Maths</u> Unit 26 Multiplication and Division Unit 27 Space and Pattern Unit 28 Time Unit 29 Addition and Subtraction Unit 30 Numbers to 20
PSED	See themselves as a valuable individual. Build constructive and respectful relationships. Express feelings and consider those of others.	Show sensitivity to others' needs and feelings. Think about the perspectives of others. Manage their own needs – e.g. dressing, hygiene, staying safe.	Work and play cooperatively and take turns. Identify and moderate their own feelings socially and emotionally.	Show care and concern for living things. Understand how their actions can affect others. Build positive relationships with	Take turns and share ideas. Show persistence when exploring challenges. Understand how to care for living things and their	Show understanding of their own feelings and regulate behaviour accordingly. Set and work towards simple

	Show resilience and perseverance in the face of challenge.		Show resilience and perseverance.	peers.	environments.	goals. Show sensitivity to others' needs.
PD	Develop overall body strength, coordination, balance and agility. Confidently and safely use large and small apparatus. Develop fine motor control using tools such as pencils and scissors. Manage their own needs independently.	Develop strength and coordination through outdoor play. Use one-handed tools and equipment safely. Negotiate space and obstacles safely, demonstrating strength and coordination.	Use tools effectively and safely. Develop fine motor precision for cutting, sticking and joining. Move energetically, such as running, jumping, and balancing.	Refine movements to develop control and coordination. Use small tools, including scissors and paintbrushes, with increasing accuracy. Confidently move in different ways (creeping, jumping, crawling).	Use tools with increasing control. Develop balance and coordination through outdoor play. Confidently handle small apparatus.	Confidently and safely negotiate space and obstacles. Demonstrate strength, balance, and coordination. Manage self – dressing, eating, hygiene.
UTW	Talk about members of their family and community. Draw information from a simple map (e.g. classroom map). Recognise that people have different beliefs and celebrate special times in different ways.	Talk about the lives of people around them and their roles in society. Understand that some places are special to members of their community (fire station, police station, etc.).	Talk about similarities and differences between things in the past and now. Recognise environments from stories and compare them with their own.	Understanding the World The natural world – observing and comparing animals. Explore the natural world around them. Recognise similarities and differences between animals. Draw information from a simple	Explore and talk about different plants and animals. Understand the need to respect and care for the natural environment. Know some similarities and differences between the natural world and contrasting	Talk about past and present seaside experiences. Compare life in different places and countries. Understand similarities and differences between environments.

				map (e.g. zoo map).	environments.	
EA&D	Explore, use and refine a variety of artistic effects to express ideas and feelings. Create collaboratively, sharing ideas and resources. Sing familiar songs and experiment with sound and movement.	Develop storylines in pretend play. Explore a range of media and materials to represent real and imagined characters. Perform songs or rhymes linked to theme.	Use drawing, painting and sculpture to share ideas. Develop storylines in pretend play. Explore instruments and sound effects for storytelling.	Explore artistic effects to express ideas (animal textures/patterns) . Sing and move to music inspired by animals. Create collaboratively on group art pieces.	Explore artistic techniques using different media. Create dances or movements inspired by minibeasts. Use imagination to invent characters and settings.	Create collaboratively, sharing ideas and materials. Use materials to design and make seaside scenes. Perform songs or dances reflecting theme.