

'Learn, Pray, Care & Play'

"Love one another as Jesus loved us" (John 13 v 34-35)

Anything in italics is a learning opportunity or link that is too good to miss! It shouldn't be any more than a lesson or part of a lesson as it is an enhancer to the driver.

Thresholds and Concepts to help with progression. Planting and gardening – from the Lancashire learning science in the outdoors

Climate change and sustainability - from the Lancashire learning science in the outdoors

Diverse Role Models

Representative author:	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Jospeh Coelho <i>'Luna loves...'</i> <i>'If all the World Were...'</i>						
CORE TEXTS	The Colour Monster	Little Owl and the star ; The Nativity	The Naughty Bus	Jasper's Beanstalk	Supertato	The Gingerbread Man
LITERACY Reading & Comprehension	Segmenting/ Rhyming/ Alliteration Features of a book	Phase 2 & blending	Phase 3 & reading simple sentences	Phase 3+ & reading simple sentences Non-Fiction Books	Phase 3+ & reading sentences using phase 3 sounds	Becoming a confident reader Recipes Instructions

	Black History Month – Joseph Coelho					
LITERACY Writing	Name practising / Distinguishing between marks / Emergent writing	Chop & write CVC words / Talk for writing	Breaking flow of speech into words / To orally compose sentences	Labelling / Writing different texts for a purpose	Sentence formations	Punctuation
MATHEMATICS Number	Matching & Sorting /Comparing amounts	Representing, comparing and composition of numbers to 5	Growing 6,7,8 Making pairs / Combining 2 groups	Building 9 & 10 Number bonds to 10	Building numbers beyond 10 Adding / taking away Counting patterns	Doubling / Sharing Even & Odd
MATHEMATICS Numerical Patterns	Comparing size, mass & capacity / Patterns	2d shapes Positional language / Time	Length & Height	3d shapes / patterns	Spatial Reasoning	Spatial Reasoning / Consolidation
LISTENING, ATTENTION & UNDERSTANDING	Listening games	Building on attention	Ability to respond / make relevant comments / Articulate ideas	Develop purposeful conversations	Questions in a range of contexts	Respond and answer questions
SPEAKING	Speaking clearly / Songs & rhymes Show & Tell	Expressing ideas about feelings and experiences	Developing questioning	Uses tenses	Reasoning & offering explanations	Narratives

UTW People, Culture & Communities Global Neighbours	<i>Class charity</i> <i>Communication</i>	Christmas celebrations from around the world <i>Respect/ Describe</i>	<i>Chinese New Year</i> / Mapping <i>Mapping/ enquiry</i>	/	/	Preparing for Year 1 / Mapping <i>Mapping/ Fieldwork</i>
UTW The Natural World	Our Bodies Autumn <i>Describe / vocabulary</i> <i>Marie Curie</i>	Senses Winter <i>Explore/ observe</i> Starting sounds.- STEM	Materials / Floating & Sinking <i>Questioning/ explain/ test</i>	New life / Life cycles / Spring <i>Equipment and measures</i> Animal Adventures - STEM	Plants <i>Cress</i>	Animals/minibeasts Summer <i>Research/ compare</i> Rainbow Collectors – STEM <i>Plant lettuce to use in Yr1</i>
UTW Past & Present	Our Families <i>Describe</i>			When I was a baby... <i>Recall/ chronology</i>		What are our favourite celebrations (Hajj – BFC) <i>Respect / Describe</i>
RE	I am special Islam – names Muslims give to God	Christmas Hinduism – candles at Diwali	Stories Jesus Heard/ Stories Jesus told	Easter	Special places Islam - mosque	Prayer/ Special times Islam – how do Muslims pray?

	Harvest					
EA&D Creating with materials	Exploring art processes & techniques / Self portraits Art processes and techniques	Design & make Christmas Decorations / Christmas Art Design/ make	Exploring colour & texture / Colour mixing Aesthetic Awareness	Observational Art / Artists Observational/ physical skill	Printing / Baking Nadiya Hussain Tools and equipment/ safety	Using tools & equipment / Constructing & joining materials Cecelia Vicuña Explore/ Design/ Evaluate
EA&D Being imaginative & expressive	Ring games / Number songs Singing	Christmas show / songs Performing & appraising	Musical instruments from around the world Making music/ performing and appraising Tony Allen – afrobeat drumming	High / low sounds Making music/ tempo & beat	Matching movements to music Tempo & beat	Class Assembly Tempo / beat
PE / GROSS MOTOR	Fundamental skills / Body strength / Co-ordination	Fundamental skills / Apparatus / Movement of body parts	Dance / Co-ordination	Spatial awareness / different ways of	Gymnastics / ways of travelling	Gymnastics / using body parts to travel

	To travel in a variety of ways Yoga – to develop strength and co-ordination	To balance with control	To perform gymnastic rolls Yoga – to develop strength and co-ordination	moving / using equipment Dance – to match movements to music To throw under/over arm	Using equipment To jump and land appropriately	Fundamental skills assessment To climb safely using apparatus
FINE MOTOR	Movement of body parts / Strength Lines / Patterns	Pencil grip / Manipulate and Control / Drawing	Use tools safely & competently	Letter formation	Control of writing equipment	/
PSED	Caring & respectful relationships	Mental well-being & Physical health / Fire Safety	Internet safety / Road Safety	Families & People who care for me / Being Safe	Health Education	Living in the wider world / Preparing for Year 1
VISITORS	/	Vicar	Musicians – links with Anwar and Indian drumming	Mr Owens – Planting / People who help us	/	Burnley Faith Centre – Muslim visitor Meeting New Teacher

Throughout the curriculum children's interests, community and school events will be facilitated.

Confident Readers	Numeracy	Effective Communicator	Creativity	Social Skills	Thinking Skills
Phonics – has to be taught in KS1 everyday – 30 mins as a separate session from Literacy (also separate from Guided Reading) until all children have a firm knowledge. KS2 Grammar lessons to be taught everyday using Grammar for Writing as a basis. Foster a love of reading Opportunities to choose their own books using the school library and change them when they have been read. Engage in shared/whole class reading every day. Take part in Guided Reading every week including comprehension questions. Use a working wall and displays to promote and demonstrate a range of literature.	Mental Maths and times tables– to be taught and strategies practised every day. Open –ended problem solving to take place every fortnight to develop investigative, reasoning and logical skills. Use a working wall to demonstrate strategies and show the more able the next step in their learning. Opportunities to use maths in the real world including the outdoor environment. When appropriate, children should have access to equipment and this should be interactive. Children should be able to verbalise the methods and strategies that they are using.	Y1-6 – ‘Big Write’ every fortnight on a Friday. Writing title to go home the Friday prior to be planned by pupils and put on the website with example targets. EYFS – the Big Talk and the Big Write in the summer term. Take part in Guided Writing once a fortnight. Levelled writing to take place once a term to inform pupils and teachers about their standard of writing and how it can be improved. An opportunity to edit pieces of writing with a partner or as an individual. To write for different purposes and audiences in a range of formats. Weekly Spelling tests in KS2 (in Y3 once letter and sounds are completed) on a Friday and the children need to be informed of their results. Handwriting linked to spellings and use of the scheme. To access speaking and listening through role play and drama. To communicate in different situations and to understand the process of presentation.	Key skills to be taught to enable children to have the confidence to explore with different media and in a range of situations. Provide the correct stimulus to engage the children. Create a culture where everyone's ideas are accepted, respected and developed. Children to have the opportunity to engage in outdoor learning. Open ended, challenging and practical tasks.	To respect the opinion and feelings of others. To work as a team and be able to share with and support each other. To understand different social situations and adapt. To help others. To always use their manners. Opportunity for all children to be able to share their work and celebrate their success	To encourage and develop independent thinking To ‘have a go’ and not fear failure. To develop questioning and answering skills. To retain and build on previous knowledge.

