

YR 2021/22		Autumn Woodland Adventures Childhood Now and Then	Spring Space Rangers! Let's Go Fly a Kite.	Summer Down at the Bottom of the Garden Commotion in the Ocean
Enrichment		Dalby Forest	Launch pad film	Seaside trip - rock pooling
Prime	Communication and Language	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.</p>	<p>Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Develop social phrases. Engage in story times. Listen to and talk about stories. Retell the story, once they have developed a deep familiarity with the text; Use new vocabulary in different contexts. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect idea using a range of connectives. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Retell the story, once they have developed a deep familiarity with the text; some as exact rep and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
	Personal, social and Emotional	<p>Me and my future 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.</p>	<p>Becoming an active citizen 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.</p>	<p>Moving on 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.</p>
	Physical development	<p>Dance - BBC Let's Move - The Gruffalo Revise and refine the fundamental movement skills they have already acquired: walking, jumping, running, hopping, skipping. Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Combine different movements with ease and fluency. 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. Develop the foundations of a handwriting. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Gymnastics, Games Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, hopping, skipping, climbing Develop small motor skills so they can use a range of tools competently, safely and confidently. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop the foundations of a handwriting. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, having a good sleep routine. being a safe pedestrian Further develop the skills they need to manage the school day successfully.</p>	<p>Athletics 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. Combine different movements with ease and fluency. 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. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing</p>

Specific	Literacy	<p>Owl Babies, Gruffalo – 1st half The Jolly Christmas Postman, Christmas & Winter poems – 2nd half 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. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Aliens love Underpants, Whatever Next, Space Non-fiction– 1st Traditional Tales – 2nd half 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 matched to school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Write short sentences with words with known letter-sound correspondences.</p>	<p>The Tiny Seed, Jasper's Beanstalk – 1st Commotion in the ocean, ocean non-fiction – 2nd half Read simple phrases and sentences made up of words with known letter-sound correspondences. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. 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</p>
	Mathematics	<p>Topic based counting, shape & measure Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. Compare weight.</p>	<p>Topic based counting, shape & measure Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length.</p>	<p>Topic based counting, shape & measure Count objects, actions and sounds. Subitise. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare capacity.</p>
	Understanding of the world	<p>Use senses to explore woodlands – 1st Jolly Postman map making, Childhood Now and Then – 2nd half Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</p>	<p>Materials – rockets & space suits – 1st Seasons, weather patterns (hot and cold countries) – 2nd Half Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>Plants – wildlife garden – 1st Ocean habitats – 2nd Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>
	Expressive art and design	<p>Woodland Materials/Natural Art Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their Feelings & responses. Watch dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Kite Art, Space and seasons music Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Transient art/ Design & make minibeast homes, Oceans sounds sea shanties Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas. Create collaboratively sharing ideas, resources and skills. Listen attentively, move & talk about music Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making</p>
	RE	<p>Understanding of the World 1.8 Who am I? – What does it mean to belong? – 1st half 1.3 + F2 Why does Christmas matter to Christians? 2nd Half Understand that some places are special to members of their community. 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.</p>	<p>1.7 -Who is Muslim and What do they Believe? 1st half 1.5 + F3 - Why does Easter matter to Christians? Understand that some places are special to members of their community. 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.</p>	<p>1.9 – What make some places sacred to believers? – 1st half F1 – Creation (Why is the word 'God' so important to Christians?) Understand that some places are special to members of their community. 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.</p>