

### Maths- Number-Space, shape measure

- \* Use familiar characters from stories to count objects
- \* Discuss pattern, size, shape
- \* Use everyday objects and practical resources to order and sort numbers to 10 and beyond
- \* Use familiar stories to sort out and sequence events
- \* Look at and identify shapes in familiar stories use correct names and vocabulary
- \* Compare lengths, heights and capacity using characters and events from stories

### Literacy- writing, reading

- \* Read familiar and favourite stories as a class
- \* Use pictures, characters and scenes from familiar stories to write sentences
- \* Use characters from stories to promote discussions including using speech bubbles
- \* Use characters to identify phonetic sounds and
- \* Play phase 1 phonetic sound games
- \* Introduce phase 2 phonics

### Communication and Language

- \* Talk about the features of familiar stories
- \* What/who is your favourite character and why?
- \* identify and discuss meaning of different and challenging words in our stories
- \* Describe appearance of characters
- \* Join in with retelling familiar stories and rhymes

# Circus

Autumn Term 1



### Understanding the World, people, Technology

- \* Talk about the different environments where the story characters live, families and homes.
- \* Make small world play construction using variety of wooden and plastic construction-children to use camera to take pictures
- \* Talk about self-own home/environment /my five senses-fruit eating-handa's surprise
- \* discuss healthy eating and how to be healthy/physically fit
- \* Look at our community environment-how will it change?-take pictures throughout the year of changes to our environment-school, pond, local environment

### Physical Development

- \* Use malleable materials to make shapes and tell stories
- \* Re-tell stories-using gestures and body movements using text mapping and other methods
- \* Use various outdoor apparatus, bikes to promote large movement-scissors, paintbrush and water for fine movements

### Personal Social

#### Emotional

- \* Talk about how we feel when we read these stories?
- \* How do the characters feel? Why?
- \* What do we want to learn this year?
- \* Safeguarding and anti-bullying issues

### Expressive Arts and Design

- \* Have a variety of fabrics and materials to make dens, homes and familiar settings
- \* Use various fabrics and role play costumes to support imaginative play
- \* Exploring mixing colours and shading using various paints and textures
- \* Exploring elements of instruments, loud, soft quick slow

### Maths- Number-Space, shape measure

- \* Use various objects for counting sorting, weighing and comparing
- \* Sequence/order familiar events in stories
- \* Use sensory trays with numbers 1-10 and beyond
- \* Use balances to explore weighing various shiny objects
- \* Explore the elements of writing and reading numbers in various environments and activities

### Literacy- writing, reading

- \* Read and act out stories from various cultures
- \* Use common events and characters to begin to form sentences by writing letters to cultural and celebratory figures
- \* Write and design celebrations cards
- \* Listen to poems and identifying common words and sounds

### Communication and Language

- \* Begin to represent and respond to ideas and emotions through activities that develop creative ideas
- \* Begin to talk about our families and how we celebrate
- \* Express preferences and opinions about stories and events in our lives



# Celebrations

Autumn Term 2



### The World

- \* To recognise why events happened and what happened as a result.
- \* To explore how we celebrate and who we celebrate with-recall past events in lives
- \* Explore how people from other cultures celebrate
- \* Look at important events in our lives and how we commemorate them-family photos, videos- using technology to share memories
- \* Discuss safety- firework night

### Physical Development

- \* Use various glowing, sparkly materials to explore Fireworks Night, Diwali, new year
- \* To explore space, level, direction and speed
- \* Develop control by linking movements with music to create a series of changing body shapes and pathways

### Personal Social Emotional

- What it means to be me!
- What makes me special?
- How are others special?
- How I celebrate, how others celebrate

### Expressive Arts and Design

- Use materials and fabrics of various textures to explore re-enacting cultural festivals
- \* Use powder paints and textured paints to explore creating pictures
- \* Explore various instruments and songs from various cultures and religions.

### Maths- Number-Space, shape measure

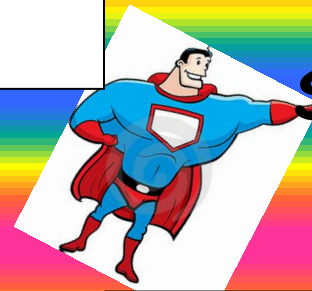
- \*Count reliably at least 1-10-20 objects, Estimate and check by counting
- \*Compare and order numbers - 1 more & 1 less, 1<sup>st</sup>, last
- \*Read and write numbers 0 to 10 and beyond
- \*Relate addition to counting on
- \*Understand subtraction as 'take away'
- \*Solving problems through talking and stories
- \*Pairs of numbers that total 10, 20
- \*2D and 3D shapes - patterns, pictures, models
- \*Measures - weight, length, capacity

### Literacy- writing, reading

- \*Design and name superhero
- \*Characters - superheroes and villains
- \*Comic style writing
- \*Predicting story endings
- \*Stories with familiar settings
- \*Superhero stories
- \*Recipes - 'Superhero power potion'
- \*Planning and writing a superhero story
- \*Phonics - phases 2, 3 and 4

### Communication and Language

- \*Identify how we think characters feel in stories and why
- \*To use comparative language appropriately in group discussions
- \*Begin to link our ideas with connectors
- \* To listen to various stories and be able to ask/answer questions about events
- \*Explore using instructional and positional language



# Superheroes



Spring Term 1

### The World

- \*To talk about our five senses - Mad science workshop 'Superhero powers'
- \*To know the external parts of the body
- \*To group living things by differences and similarities
- \*To investigate the best material to strengthen superhero skeletons and make superhero capes
- \*To learn how to keep healthy
- \*To know the difference between living and non-living things

### Physical Development

- \* Use apparatus and various resources to explore
- \*Gymnastics -travelling
- Outdoors - ball skills

### Personal Social Emotional

- \*To agree on class rules
- \*To know we are all different and to accept those differences
- \*To identify own and others feelings
- \*Care for the local environment, keeping it safe
- \*To know how to keep healthy and safe around medicines

### Expressive Arts and Design

- \*Use instruments to show that sounds get fainter as they travel away from source
- \*Explore various fabrics to encourage imaginative role play
- \* Superhero bodies and drawings
- \*Superhero moving picture - sliders and levers
- \*Design and make superhero capes

### Maths- Number-Space, shape measure

- \*Begin to record thinking of calculations using pictures and drawings.
- \*Begin to explore measurement with various non-standard tools
- \*Continue to develop counting sustaining number and say numbers one more and one less
- \*Explore timing of events, time of year, day, night and begin to discuss and sequence events
- \*exploring capacity

### Literacy- writing, reading

- \* Identify familiarities/differences in stories, language, characters and events
- \* Use familiar characters and events to talk write sentences
- \* Use small world play to encourage story talk
- \* Story maps
- \*Identify descriptive and WOW words

### Communication and Language

- \*Talk about common fairytale language, vocabulary
  - \*Looking at patterns in text, rhymes, repeating sentences
  - \*Identify common characters/ characteristics/events
  - \*Roleplay/acting out story
  - \*Freeze frames
  - \*Reading/writing simple words
- Sequencing

### The World

- \*Look at our own community and the events that we share locally
- \*Look at the various forms of houses, castles, cottages and their features look at the homes in our community
- \* Use 2 simple computer games and programs to explore pattern and colour
- \* Use Purple mash on computers to make connections to stories
- \*ICT stories
- \*Making props, houses and puppets to tell stories (DT)
- \* Science investigations



# Once upon a time

Spring Term 1

### Physical Development

- \* Use various movements to retell stories as a class
- \* Explore 'Once upon a time' sensory tables
- \*Use songs and sequencing movements to actions and music
- \*Explore sustaining positions using muscles
- \*Discuss how we keep safe at school

### Personal Social Emotional

- \*Discuss our families and other routines and way of life
- \*Circle time - understanding that we all do things differently and begin to show understanding for others

### Expressive Arts and Design

- \*Use materials and fabrics of various textures to explore re-enacting stories
- \*Use paints and various medium to explore creating pictures and characters
- \*Explore various instruments and songs for various stories
- \*role playing characters, events and retelling favourite parts
- \*models and sculptures through clay and malleable tools



### Maths- Number-Space, shape measure

- \*Count objects in irregular environments, while walking, playing and begin to mentally tally and record numbers
- \*Begin to estimate objects in various environments
- \*Begin to record weather charts
- \*Explore the use of numbers in various environments and begin to consolidate number formation
- \*exploring capacity using non-standard units of measurement
  
- \* Science investigations

### Literacy- writing, reading

- \*Explore descriptive words related to weather
- \*Write persuasive letters to the weather man
- \*Use phonics to make weather maps and label
- \*Use our local environment to make maps and label what we see
- \*Make stories about activities we take part in and things we want to do

### Communication and Language

- \*To be able to ask questions about our local environment-and think about responses
- \*To begin to express opinions about local environment
- \*Talk about people what help us and how
- \*Look at how our local community has changed and discuss changes-looking at past and present

# Our world



Summer one

### The World

- \*Explore how the school environment changes
- \* Explore our outside environment- plants, growing in the school garden
- \*Look at houses in our local environment
- \*Explore our environment- Map making real and imaginary landscapes
- \*Discuss transportation in our local environment
- \*Explore the people that help us in our local community

### Physical Development

- \*Explore large and small scale movements in various places within the school
- \*Discuss travelling safely
- \*Welly walks around the local community
- \*Discuss how we prepare ourselves for weather changes.

### Personal Social

#### Emotional

- \* Investigate how the seasons/weather may affect daily routines and our feeling.
- \*Explore how we have changed
- \*Discuss what the changes mean for us and adjustments we must make

### Expressive Arts and Design

- \*Environmental art projects
- \*Using various natural and man-made objects
- \*Use instruments to represent elements of the weather and seasons
- \*Listen to weather sounds and songs about elements of the season
- \*\*models and sculptures through clay and malleable tools

### Maths- Number-Space, shape measure

- \*Consolidating counting and exploring various ways of constructing numbers through stories, imaginative play, small world and interactive play
- \*Explore properties of 2D and 3D shapes
- \*Create and talk about various patterns using colours, materials, shapes and sizes
- \*Discuss and explore halving and doubling in groups, shapes, numbers through imaginative, small world play and drawings
- \*exploring capacity using standard and non-standard units of measurement

### Literacy- writing, reading

- \* exploring our local environment, asking questions and recording our findings in an exploring journal
- \*talk about local environment changes, how has it changed, record
- \*Read and discuss various 'exploring' stories- e.g. Going on a Bear Hunt, Harry and the Dinosaurs-looking for patterns
- \*Use sentence structures to record our ideas

### Communication and Language

- \*Discuss what we know about exploring
- \*Identify words in stories and information books- discuss meanings and consolidate understanding
- \*Listening to sounds in various environments and discuss how they are different and how they change-forest, class, city-discussion

### The World

- \*Look at our community environment-how has it changed? Why?
- \*Make a list of what things we need as explorers.
- \*Talk about our own exploration experiences
- \*Explore various environments, habitats, animals and concepts and the people and animals that belong and work
- \*Science investigations



# Explorers

Summer Term 2

### Physical Development

- \*Consolidate knowledge of ourselves and healthy bodies
- \*Use various large and small tools and resources in our play
- \* outdoor apparatus and field walks and games

### Personal Social Emotional Changes-

- \*look at how our environment has changed and why?
- \*Look at how we have changed and why?
- \*Explore how we keep ourselves healthy-maintaining cleanliness

### Expressive Arts and Design

- \*Use our knowledge to explore creating various environments and animals using a variety of paints, pastels, fabrics, of various textures
- \*Compose and record simple songs using various instruments
- \*Sing simple familiar songs and linking them to music, movement and lyrics.
- \*\*models and sculptures through clay and malleable tools