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| AOL/Learning | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Communication Language and Literacy  *French Themes* | **Listening, Attention and Understanding and Speaking** To be able to have a back and forth conversation of at least 2 exchanges.  Rhyming familiar stories and nursery rhymes – joining in, exploring rhyming words.  Show and tell in small group with adult modelling speaking first.  Makaton with Mr Tumble each week learning signs.  Rhyming familiar stories and nursery rhymes – joining in, exploring rhyming words, intonation and volumes.  Speaking and Listening games.  *Bonjour*  *Ça va?*  *Frere Jacques*  *Un lion jaune*  *Counting to 5*  *Alouette* | | **Listening, Attention and Understanding and Speaking** To use the new vocabulary I hear when retelling stories including the story of Chinese New Year and The Easter Story. Show and Tell using tapestry to whole class.  Longer traditional tales, Winnie the Pooh and Fairy tales.  Exploration of story and descriptive language.  NELI Programme begins.  *Toutes les couleurs*  *(4 colours)*  *Counting to 10*  *Promenons nous* | | **Listening, Attention and Understanding and Speaking**  Whilst engaged in an activity children can hold a conversation with a friend. Eg whilst colouring  To ask questions to find out more. Story telling to the whole class.  Audio books – Spotify Once upon a time series with folloup questions.  Listening to music and drawing, what did it inspire you to draw? What did the music make you think of?  *La meteo*  *Meunier tu dors*  *Four animals*  *Sur le pont D’Avignon*  *Boules* | |
| Personal Social Emotional Development –following The Cambridgeshire Scheme  *RSHE Kapow themes* | **Beginning and belonging –** Our new class, likes and dislikes, classroom rules,  **My family and friends –** being a good friend, what happens when you fall out, making up again,  **My Emotions –** Recognising and showing emotions, how emotions can affect other people.  ***Family and Relationships*** *– My family, my friends, following classroom rules, different celebrations*  ***Health and wellbeing*** *– Handwashing, Dental care, emotions through real experiences and circle time, body language, meditation as part of yoga*  ***Safety and the changing body*** *– Safety in the classroom, around the village,*  ***Citizenship*** *– Classroom rules creation and signing of them, Different rules for different places, story time voting, Different celebrations and cultures from around the world (see UTW).*  ***Identity*** *– What I like/dislike and interests respecting others choices, beliefs, ideas or values.* | | **Identity and diversity** – similarities and differences between our class members in their families, homes, cultures and beliefs, learning to show respect and value others ideas.  **Me and My World –** People who help to look after us, how can we look after people and environments, local neighbourhood.  ***Families and Relationships****– teamwork, different celebrations*  ***Health and Wellbeing*** *– Exercise, a healthy diet, meditation*  ***Safety and the changing body*** *– Using ipads safely, medicines can help us doctor role play, vet role play, baby clinic role play, changes they have experienced growing from a baby,*  ***Citizenship*** *– Classroom rules, Different rules for different places, story time voting, Different celebrations and cultures from around the world (see UTW).*  ***Identity*** *– What I like/dislike and interests respecting others choices, beliefs, ideas or values.* | | **My body and growing up –** How to value and look after our bodies, naming the body parts, what can our bodies do,  **Keeping safe –** understanding safe and unsafe, assessing risk, personal safety, good and bad secrets, road safety, medicines,  **Healthy lifestyles –** making healthy choices with food, drink, exercise, sleep and rest, hygiene,  ***Families and Relationships*** *– different celebrations*  ***Health and wellbeing*** *– Drinking water, sunsafety, meditation*  ***Safety and the changing body*** *– helping others get first aid,*  ***Citizenship*** *– Classroom rules, Different rules for different places, story time voting, Different celebrations and cultures from around the world (see UTW).*  ***Economic Wellbeing*** *– Recognising money is exchanged for goods, role play shops, cafes.*  ***Transition*** *– Own likes, dislikes and interests to share with the new teacher.*  ***Identity*** *– What I like/dislike and interests respecting others choices, beliefs, ideas or values.* | |
| Physical Development  *PE Sessions* | **Gross motor skills** – learn to ride the school bikes, use the sweeping brushes to strengthen the muscles in shoulders and core. Use the spades safely to dig in the soil.  **Fine motor skills** – thread the beads to make a string pattern. Use the wide crayons and whiteboard pens to draw lines, pictures and attempt letters. Use the large paint brushes to explore making marks on the pages.  *FUNdamentals, Dance, Gymastics, SAQ* | | **Gross motor skills** – learn to climb the trees at forest school. To learn to play a variety of parachute games and circle games.  **Fine motor skills** – to use a needle and thread to sew into and out of the binka. Use the tweexers to pick up a variety of items. Use a thinner crayon and whiteboard pen to confidently make marks, patterns and pictures. Use the paint brushes to paint pictures with detail.  *Sportshall Athletics, Boccia, SAQ, Invasion Games* | | **Gross motor skills** – be able to travel across climbing equipment, natural climbing spaces with control and coordination considering safety of themselves and others. Using the climbing equipment at the park, hall, and at forest school. Be able to ride a school bike changing speed and direction as needed. Move in response to music or a game such as running, jumping, hopping, skipping.  **Fine motor skills** – Use the tripod grip (in most cases) with mark making materials. Use the scissors safely and with control. Use the saws and hammers safely and with control at forest school. Create patterns using the hamma beads. Plait three threads to make a friendship bracelet. Use the cotton buds to paint pictures with fine details.  *OAA Multiskills, FUNdamentals, Multiskills athletics* | |
| Literacy  (supported teaching with English LTP)  *Phonics* | **Comprehension and word reading** – To be able to read some Keywords, trickywords and to be able to say the phoneme for each of the 19 graphemes. To be able to tell a story using characters names and story language with a lilac book. To be able to blend to read simple sentences in a Phase 2 level book and re read fluently. Class reading, Guided Group Reading, Individual Reading.  Writing – To be able to write letters to communicate meaning using a capital letter for the beginning and people’s names. To be able to write a very simple sentence using finger spaces and a full stop which can be read using phonics.  **Writing** own names, family members names, Writing about themselves using “I can”, writing I spy sentences using “I can see”, writing lists, writing birthday cards, party invitations, writing letters to Santa with support.  *Phase 1 Orally blending and Segmenting CVC words*  *Phase 2 learning to read and write CVC words with first 19 sounds. Read some tricky words.* | | **Comprehension and word reading** – To be able to read more keywords, trickywords and to be able to say the phoneme for each of the phase 2 and 3 graphemes. To be able to answer questions about what is happening in response to what they have just read. To be able to predict what might happen next. To be able to blend to read sentences in a Phase 3 level book and re read fluently.  **Writing** - To be able to write a simple sentence using finger spaces and a full stop which can be read using phonics. Information and fact writing, creating a class book all about animals. Writing cards, writing menus, taking orders.  *Phase 3 Learning to read and write words with consonant and vowel digraphs and trigraphs in. Read some tricky words. Phase 2 consolidation as needed.* | | **Comprehension and word reading** – To be able to read all Foundation Stage keywords, trickywords and to be able to say the phoneme for each of the phase 2 and 3 graphemes. To be able to answer questions about what is happening in response to what they have just read. To be able to predict what might happen next. To be able to give opinions on what they have read. To be able to use the text to find and answer questions. To be able to blend to read sentences in a Phase 3/4 level book and re read fluently.  **Writing** – To be able to write a simple story which can be read by themselves and others using phonics and some correct spellings. Story swop games, writing a diary about the chicks development, Creating a story map to create their own story or retell a familiar story.  *Phase 4 Learning to read and write words with adjacent consonants, multisyllabic words and a variety of vowel digraphs. Read tricky words. Phase 3 consolidation as needed.* | |
| Maths  Following White Rose | **Getting to know you** – counting in and around the classroom, match and sort, Comparing size, mass and quantity, Making simple patterns  **Its me 123** – representing and comparing 123, composition of 123, circles and triangles, cylinders, prisms and pyramids, spatial awareness  **Light and Dark –** numbers to 5, one more and one less, shapes with 4 sides, Time, | | **Alive in 5 –** Introducing Zero, Comparing numbers to 5, composition of numbers 4 and 5, Compare mass, comparing capacity,  **Growing 6, 7, and 8 –** 6, 7 and 8, making pairs, Composition of 6, 7, 8, Combining two groups, Length and Height, Time,  **Building 9 and 10 –** 9 and 10, comparing numbers to 10, Bonds to 10, 3D shapes, Patterns, | | **To 20 and Beyond –** consolidating key skills, Building numbers to 10, Counting patterns beyond 10, spatial reasoning,  **First then and now –** Consolidating key skills, adding more, Taking away, Spatial Reasoning,  **Find my Pattern –** Doubling, Sharing and grouping, Even and odd, Spatial reasoning,  **On the Move –** Consolidating key skills through problem solving, Patterns and relationships, Spatial reasoning, | |
| Understanding the World  ***RE*** *Themes – following HPS scheme of learning* | **Past and Present –** My family, how I celebrate – show and tell, Remembrance day looking at old photos, looking at their last birthday pictures,  **People, culture and communities –** Diwali, Christmas, bonfire night, similarities and differences between celebrations, have a sense of belonging to the foundation class and discuss what we do,  **The Natural world –** Explore the natural world around them including forest school. Develop a good understanding of what happens at Autumn, including weather, trees, animals, people’s behaviour and plants.  *F1 Which stories are special and why? Believing*  *F3 Which places are special and why? Expressing*  *Christianity, Judaism, Hinduism, Islam* | | **Past and Present –** How I have grown up, the changing seasons,  **People, culture and communities –** Looking at life in other countries from around the world using Google Earth and other rich resources, describing similarities and differences  **The Natural world –** Begin to draw pictures of plants and animals they have observed and use these to share their knowledge. Develop a good understanding of what happens in Winter and Spring including weather, trees, animals, people’s behaviour and plants.. Explore the changes which happen to water when it is exposed to different temperatures. Explore floating and sinking objects, with the gingerbread man boats.  *UC Why is the word God so important to Christians? Believing*  *UC Why do Christians put a cross in the Easter Garden? Expressing*  Christianity, | | **Past and Present –** Seaside holidays from the past thinking about own memories and further back using family photos,  **People, culture and communities –** Exploring more of our local community who are our neighbours, visits to the library, shop and church.  **The Natural world -** Explore the changes which happen to other materials when they are exposed to different temperatures through cooking or melting. Looking at climate change and the impact it has on the polar bears, the amazon and learn what they can do to help – Greta book. . Develop a good understanding of what happens in Summer including weather, trees, animals, people’s behaviour and plants..  *F5 Where do we belong? Living*  *F6 What is special about our world? Living*  Christianity, Hinduism, Islam | |
| Expressive Arts and Design  *Music following Leicester-Shire Schools Music Service* | **Creating with materials and Being imaginative and expressive** Self portraits in a variety of media. Artists – Andy Warhol, Frieda Kahlo, Vincent Van Gogh.  Exploring the creative area resources, junk modelling and joining techniques.  Mixing colours – Elmer.  Enjoy joining in with familiar and new songs.  Explore the musical instruments.  Using items to support imaginary play.  D & T – investigate, materials, features, tell me what you did and why, adults modelling the design build test and evaluate process during play  ***Pulse –*** *Initiate movement to music recognising pulse, keep steady pulse with accuracy, explore and respond to short and long sounds.*  ***Voice -*** *Sing songs which contain a range of notes, perform actions to accompany songs.* | | **Creating with materials and Being imaginative and expressive** Camouflage and animal patterns, symmetry, adding colour and detail to our creations.  Natural world as an inspiration. Vincent Van Goghs sunflowers, Henry Moore Sculptures, Eric Carle The very hungry caterpillar collage art work.  Enjoy and share their personal thoughts about different types of music.  Begin to move in a variety of ways to the music.  Using items to support imaginary play.  D & T – Plan, improvements, tell me what happened and why, What do you want to happen? Adults modelling the design build test and evaluate process during play  ***Rhythm –*** *Explore and create rhythms, suggest symbols to represent rhythms, keep a steady pulse, recognise changes in tempo,*  ***Pitch –*** *Recognise and control changes in timbre, tempo, pitch and dynamics, vocally and with instruments. Broadly sing in tune, create music suggesting symbols to represent sounds, comment on and respond to variety of sounds.* | | **Creating with materials and Being imaginative and expressive**  Creating texture for a reason, creating a seaside scene by adding elements.  Eric Carle The Seahorse collage art work.  Using creative materials to make a small world area eg, zoo or farm. Creating design drawings of what they plan to create.  Perform songs and dances to their friends.  Build stories around objects.  D & T – design, evaluate, tell me what you want to do, why, show me your ideas, will they work, test them, did it work? Adults modelling the design build test and evaluate process during play  ***Technology structure and form –*** *explore and change sounds and music through play and technology, comment and respond to recordings and own voice, create music suggesting symbols to represent sounds, demonstrate an understanding of musical structure.*  ***20th Century –*** *To comment and respond to recorded music from different traditions, genres, styles and times.* | |
| Potential topics/High Quality **Texts** | **Me!**  Birthdays/Elmer/So much/ All are welcome  Harvest | **Autumn**  After the storm – Percy the Park keeper  Diwali/Bonfire Night/ Christmas | **Winter**  One Snowy Night -Percy the Park keeper  Chinese New Year | **Spring**  Springtime with Roo. | **Spring**  The Secret Path -Percy the Park keeper | **Summer/ I am an expert!**  The treasure hunt -Percy the Park keeper  Sharing a shell |
| **Wow moments**! Planned enrichments/ School events | Sage’s birthday party  Making willow balloons  Trips to the library  Walks around the village  Harvest assembly | Visitors to help celebrate Diwali  Remembrance service at church  Bonfire Night  Trip to the panto  Santa visit  Christmas Parties  Letters to Santa post  Decoration hunt in the village  Carol singing | Begin baking  Snow day! | Egg hunts  Easter service at church | Class trip to the farm  Happy chick company bring the eggs | KS 1 and EYFS Beach day celebration |
| **CARE Code** opportunities | Cooperation – we are a team, we work together to be happy and safe at school | Respect – Respect others in school, school rules, | Awareness – How do you feel what do you need? How to ask for help. | Awareness – How to spot others who need help? How to help them. | Enjoyment – What do you enjoy? How do you know? How can you tell if someone else is enjoying something? | Enjoyment – How to share other’s enjoyment sensitively. |
| **Parental** Involvement | Birthdays at my house  My favourite book  My family photo album  Summer photos for display  Phonics workshop  Harvest assembly | Celebrating Halloween at home  Christmas at my house  Nativity songs  Christmas Craft afternoon  Children in need  Nativity  Parents Evening | World Book Day  Mothers Day  Snow day! How do you celebrate?  Lent and pancake day how do you celebrate? | Parents Evening  Easter service  How do you celebrate Easter? | Fathers Day  Chicks development | Open evening  Share our learning journeys |