



'We shine on our own, but we shine brighter together'

		Autumn			Spring			Summer		
R.E.	Myself	Welcome	Birthday	Celebrating	Gather	ring	Growing	Good News	Friends	Our World
Topic	Me and Community Quee Identity / [Power and Go	/Jungle en Diversity	sic and Celebrations Social Justice	Polar Explore Sustainabl Developmer	e	Gl	arm to Market obalisation/ erdependence	Magic Pencils Human Rights		f this World and Conflict
Experience Days	Local Are Visit to Stan Looking a Visits from members commu	ley Park / t signs various of the	Christmas party Visit to Church	Ice experience on site/ Litter Pickin Chinese New	ng,	F	arm Visit	Visit to an Ar gallery		to the World V Planetarium
Parent Partnership	Stay and Read Library- week Come and cou	ly Int	Stay and Read / Library -weekly Nativity Play Harmony Sharing session	Stay and Red Library- wee Phonics Interv club	ekly	Libr	y and Read / ary – weekly Maths vention club	Stay and Read Library- weekl Parent and child Art club	y Libro	and Read / ary -weekly





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Key Texts	SHE LEADS THE BEADS THE BE	Adas	Lost and Found Oliver Jeffers	Complication from the second s	Painters the same and the same	Aliens in Underpants Save the World Way Back Home
Fab Finish	Make a simple map of the local community	Perform a piece of Music for an audience. Rowan garth – Christmas songs	Make a Polar Bear using recycled materials	Write instructions to grow and care for a vegetable	Make learning resources to send to chn in Sierra Leone	Space dome





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PSED	Introduce children to	Class room rules,	Class room rules,	Class room rules,	Class room rules,	Class room rules,
	each other and teachers	boundaries and	boundaries and	boundaries and	boundaries and	boundaries and
		expectations - Happy	expectations -Dojo/	expectations -	expectations -	expectations -
	Class room rules,	sun/sad cloud system.	House points	Dojo/ House points	Dojo/ House points	Dojo/ House points
	boundaries and	Dojo/ House points				
	expectations -Happy sun/				Encourage children	Encourage children to
	sad cloud system. Dojo/	Encourage children to be	Encourage children to	Encourage children to	to be aware of	be aware of others
	House points	aware of others feelings.	be aware of others	be aware of others	others feelings.	feelings.
			feelings.	feelings.		
		Encourage resilience and			Encourage resilience	Encourage resilience
		perseverance when	Encourage resilience	Encourage resilience	and perseverance	and perseverance when
	Teach hygiene skills such	learning.	and perseverance	and perseverance	when learning.	learning.
	as hand washing before		when learning.	when learning.		
	lunch and after going to					
	the toilet			Health and Well-		
				Being including		
	Learn about themselves			healthy eating		
	as an individual					
CL	Understand how to listen	Understand how to listen	Understand how to	Understand how to	Understand how to	Understand how to
	carefully and why	carefully and why	listen carefully and	listen carefully and	listen carefully and	listen carefully and why
	listening is important.	listening is important.	why listening is	why listening is	why listening is	listening is important.
			important.	important.	important.	





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Learn new	vocabulary.	Learn new vocabulary.				Learn new vocabulary.
			Learn new	Learn new	Learn new	
Use new vo	ocabulary	Use new vocabulary	vocabulary.	vocabulary.	vocabulary.	Use new vocabulary
through the	r day.	through the day.				through the day.
			Use new vocabulary	Use new vocabulary	Use new vocabulary	
Ask questic	nsto find out	Ask questionsto find out	through the day.	through the day.	through the day.	Ask questionsto find out
more and t	o check they	more and to check they				more and to check they
understand	what has	understand what has	Ask questionsto find	Ask questionsto find	Ask questionsto find	understand what has
been said t	o them.	been said to them.	out more and to check	out more and to check	out more and to	been said to them.
			they understand what	they understand what	check they	
Articulate i	deas and	Articulate ideas and	has been said to	has been said to	understand what has	Articulate ideas and
thoughts in	well formed	thoughts in well-formed	them.	them.	been said to them.	thoughts in well-formed
sentences.		sentences.				sentences.
			Articulate ideas and	Articulate ideas and	Articulate ideas and	
Connect on	e idea or	Connect one idea or	thoughts in well-	thoughts in well-	thoughts in well-	Connect one idea or
action to a	rother using a	action to another using	formed sentences.	formed sentences.	formed sentences.	action to another using
range of co	nnectives.	a range of connectives.				a range of connectives.
			Connect one idea or	Connect one idea or	Connect one idea or	
Describe en	vents in some	Describe events in some	action to another	action to another	action to another	Describe events in some
detail.		detail.	using a range of	using a range of	using a range of	detail.
			connectives.	connectives.	connectives.	
Use talk to	help work out	Use talk to help work				Use talk to help work
problems a	nd organise	out problems and				out problems and





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thinking and activities,	organise thinking and	Describe events in	Describe events in	Describe events in	organise thinking and
and to explain how	activities, and to explain	some detail.	some detail.	some detail.	activities, and to explain
things work and why they	how things work and				how things work and
might happen.	why they might happen.	Use talk to help work	Use talk to help work	Use talk to help	why they might happen.
		out problems and	out problems and	work out problems	
Develop social phrases.	Develop social phrases.	organise thinking and	organise thinking and	and organise	Develop social phrases.
		activities, and to	activities, and to	thinking and	
Engage in story times.	Engage in story times.	explain how things	explain how things	activities, and to	Engage in story times.
		work and why they	work and why they	explain how things	
Listen to and talk about	Listen to and talk about	might happen.	might happen.	work and why they	Listen to and talk about
stories to build familiarity	stories to build			might happen.	stories to build
and understanding.	familiarity and	Develop social	Develop social		familiarity and
	understanding.	phrases.	phrases.	Develop social	understanding.
Retell the story, once they				phrases.	
have developed a deep	Retell the story, once	Engage in story times.	Engage in story times.		Retell the story, once
familiarity with the text,	they have developed a			Engage in story	they have developed a
some as exact repetition,	deep familiarity with the	Listen to and talk	Listen to and talk	times.	deep familiarity with the
others in their own words.	text, some as exact	about stories to build	about stories to build		text, some as exact
	repetition, others in their	familiarity and	familiarity and	Listen to and talk	repetition, others in their
Use new vocabulary in	own words.	understanding.	understanding.	about stories to	own words.
different contexts.				build familiarity and	
	Use new vocabulary in	Retell the story, once	Retell the story, once	understanding.	Use new vocabulary in
	different contexts.	they have developed	they have developed		different contexts.





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Listen carefully to rhymes		a deep familiarity	a deep familiarity	Retell the story, once	
and songs, paying	Listen carefully to	with the text, some	with the text, some	they have developed	Listen carefully to
attention to how they	rhymes and songs,	as exact repetition,	as exact repetition,	a deep familiarity	rhymes and songs,
sound.	paying attention to how	others in their own	others in their own	with the text, some	paying attention to how
	they sound.	words.	words.	as exact repetition,	they sound.
Learn rhymes, poems and				others in their own	
songs.	Learn rhymes, poems	Use new vocabulary	Use new vocabulary	words.	Learn rhymes, poems
	and songs.	in different contexts.	in different contexts.		and songs.
Engage in non-fiction				Use new vocabulary	
books,	Engage in non-fiction	Listen carefully to	Listen carefully to	in different contexts.	Engage in non-fiction
	books.	rhymes and songs,	rhymes and songs,		books.
Listen to and talk about		paying attention to	paying attention to	Listen carefully to	
selected non-fiction to	Listen to and talk about	how they sound.	how they sound.	rhymes and songs,	Listen to and talk about
develop a deep familiarity	selected non-fiction to			paying attention to	selected non-fiction to
with new knowledge and	develop a deep	Learn rhymes, poems	Learn rhymes, poems	how they sound,	develop a deep
vocabulary.	familiarity with new	and songs.	and songs.		familiarity with new
	knowledge and			Learn rhymes,	knowledge and
	vocabulary.	Engage in non-fiction	Engage in non-fiction	poems and songs.	vocabulary.
		books.	books.		
				Engage in non-	
		Listen to and talk	Listen to and talk	fiction books.	
		about selected non-	about selected non-		
		fiction to develop a	fiction to develop a		





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			deep familiarity with new knowledge and vocabulary.	deep familiarity with new knowledge and vocabulary.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
PD	Revise and define the	Revise and define the	Revise and define the	Revise and define the	Revise and define	Revise and define the
	fundamental movement	fundamental movement	fundamental	fundamental	the fundamental	fundamental movement
	skills they have already	skills they have already	movement skills they	movement skills they	movement skills they	skills they have already
	acquired.	acquired.	have already	have already	have already	acquired,
			acquired.	acquired,	acquired.	·
	Progress towards a more	Progress towards a more	,	,	,	Progress towards a
	fluent style of moving,	fluent style of moving,	Progress towards a	Progress towards a	Progress towards a	more fluent style of
	with developing control	with developing control	more fluent style of	more fluent style of	more fluent style of	moving, with developing
	and grace.	and grace.	moving, with	moving, with	moving, with	control and grace.
			developing control	developing control	developing control	-
	Develop the overall body	Develop the overall body	and grace.	and grace.	and grace.	Develop the overall
	strength, co-ordination,	strength, co-ordination,				body strength, co-
	balance and agility	balance and agility	Develop the overall	Develop the overall	Develop the overall	ordination, balance and
	needed to engage	needed to engage	body strength, co-	body strength, co-	body strength, co-	agility needed to engage





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successfully with future	successfully with future	ordination, balance	ordination, balance	ordination, balance	successfully with future
physical education	physical education	and agility needed to	and agility needed to	and agility needed	physical education
sessions and other	sessions and other	engage successfully	engage successfully	to engage	sessions and other
physical disciplines.	physical disciplines.	with future physical	with future physical	successfully with	physical disciplines.
		education sessions	education sessions	future physical	
Develop their small motor	Develop their small	and other physical	and other physical	education sessions	Develop their small
skills so that they can use	motor skills so that they	disciplines.	disciplines.	and other physical	motor skills so that they
a range of tools	can use a range of tools			disciplines.	can use a range of tools
competently, safely and	competently, safely and	Develop their small	Develop their small		competently, safely and
confidently. Suggested	confidently. Suggested	motor skills so that	motor skills so that	Develop their small	confidently. Suggested
tools:pencils for drawing	tools:pencils for drawing	they can use a range	they can use a range	motor skills so that	tools:pencils for drawing
and writing, paintbrushes,	and writing,	of tools competently,	of tools competently,	they can use a	and writing,
scissors, knives, forks and	paintbrushes, scissors,	safely and confidently.	safely and confidently.	range of tools	paintbrushes, scissors,
spoons.	knives, forks and spoons.	Suggested	Suggested	competently, safely	knives, forks and spoons.
		tools:pencils for	tools:pencils for	and confidently.	
Use their core muscle	Use their core muscle	drawing and writing,	drawing and writing,	Suggested	Use their core muscle
strength to achieve a	strength to achieve a	paintbrushes, scissors,	paintbrushes, scissors,	tools;pencils for	strength to achieve a
good posture when sitting	good posture when	knives, forks and	knives, forks and	drawing and writing,	good posture when
at a table or sitting on	sitting at a table or	spoons.	spoons.	paintbrushes,	sitting at a table or
the floor.	sitting on the floor.			scissors, knives,	sitting on the floor.
		Use their core muscle	Use their core muscle	forks and spoons.	
		strength to achieve a	strength to achieve a		
		good posture when	good posture when		





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Combine different	Combine different	sitting at a table or	sitting at a table or	Use their core	Combine different
movements with ease and	movements with ease	sitting on the floor.	sitting on the floor.	muscle strength to	movements with ease
fluency.	and fluency.			achieve a good	and fluency.
Confidently and safely	Confidently and safely	Combine different	Combine different	posture when sitting	Confidently and safely
use a range of large and	use a range of large and	movements with ease	movements with ease	at a table or sitting	use a range of large
small apparatus indoors	small apparatus indoors	and fluency.	and fluency.	on the floor.	and small apparatus
and outside, alone and in	and outside, alone and	Confidently and safely	Confidently and safely		indoors and outside,
a group.	in a group.	use a range of large	use a range of large	Combine different	alone and in a group.
		and small apparatus	and small apparatus	movements with	
Further develop and	Further develop and	indoors and outside,	indoors and outside,	ease and fluency.	Further develop and
refine a range of ball	refine a range of ball	alone and in a group.	alone and in a group,	Confidently and	refine a range of ball
skills including: throwing,	skills including:			safely use a range	skills including:
catching, kicking, passing,	throwing, catching,	Further develop and	Further develop and	of large and small	throwing, catching,
batting and aiming.	kicking, passing, batting	refine a range of ball	refine a range of ball	apparatus indoors	kicking, passing, batting
	and aiming.	skills including:	skills including:	and outside, alone	and aiming.
Develop the foundations		throwing, catching,	throwing, catching,	and in a group.	
of handwriting style	Develop the foundations	kicking, passing,	kicking, passing,		Develop the foundations
which is fast, accurate	of handwriting style	batting and aiming.	batting and aiming.	Further develop and	of handwriting style
and efficient.	which is fast, accurate			refine a range of	which is fast, accurate
	and efficient,	Develop the	Develop the	ball skills including:	and efficient.
Further develop the skills		foundations of	foundations of	throwing, catching,	
they need to manage the		handwriting style	handwriting style	kicking, passing,	Further develop the
school day successfully.				batting and aiming.	skills they need to





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		Further develop the skills they need to manage the school day successfully.	which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully.	which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully.	Develop the foundations of handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully.	manage the school day successfully.
Phonics	Review Phase I Rhythm and Rhyme Oral blending and segmenting	Introduce Phase 2 sounds / tricky words	Introduce Phase 3 sounds / tricky words for those chn who are ready to move on. (Chn are split into groups, groups are always flexible)	Continue Phase 3 sounds / tricky words - ensure security in phase 3. (Chn are split into- groups, groups are always flexible)	Introduce Phase 4 sounds / tricky words for those who are ready to move on.	Continue with Phase 4 sounds / tricky words Move on to Phase 5 for those who are ready to move on:





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				(Chn are split into groups, groups are always flexible)	(Chn are split into groups, groups are always flexible)
Literacy	Label using inital sounds. Read and write phase 2 cvc words and captions. Read books linked to phonics phase.	Write phase 2 / 3 words, captions and sentences. Read books linked to phonics phase.	Use phonics knowledge to read and write sentences related to key texts Read books linked to phonics phase.	Use phonics knowledge to read and write sentences related to key texts	Use phonics knowledge to read and write sentences related to key texts





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Maths	Mathematical Fluency	Mathematical Fluency	Mathematical Fluency	Mathematical	Mathematical	Mathematical Fluency
	Project	Project		Fluency	Fluency	
			8 - Number operations			Reinforce previous
	0 - Number operations	5 - Number operations	Number (including	II -	16 - Number	learning across all
	Measurement	Number (including	composition)	Number operations	operations	aspects.
		composition)	Counting and	Number (including	Number (including	
	I - Number operations	Counting and	Comparison	composition)	composition)	
	Number (including	Comparison	Money	Counting and	Counting and	
	composition)	Money	Sets	comparison	comparison	
	Counting and Comparison	Sets	Pattern	-Measurement/Time	-Measurement/Time	
	Money	Pattern	Shape			
	Sets	Shape	Measurement/Time			
	Pattern	Measurement/Time		12 -As Above	17 - As Above	
	Shape		9 - As Above			
	Measurement/Time	6 -As above		13 -As Above	18 - As Above	
			10 -As above			





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	2 - As above 3 -As above 4- As above	7 -As above		14 -As Above 15 -As Above	19 - As Above 20 - As Above	
Understanding of the World	Talk about members of their immediate family and community. Explore the natural world around them. Name people who are familiar to them. Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are	Recognise that people have different beliefs and celebrate special times in different ways.(RE) Explore the natural world around them. Recognise some environments that are different to the one in which they live.	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.	Recognise some environments that are different to the one in which they live. Compare and contrast characters from stories.	Explore the natural world around them. Describe what they see hear and feel when outside.





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	Describe what they see, hear and feel when outside. Understand that some places are special to their community. Recognise that people have different beliefs and celebrate special times in different ways.	different to the one in which they live.	Understand the effect of changing seasons on the natural world around them.	Describe what they see feel and hear when outside. Understand the effect of changing seasons on the natural world around them.		
Computing	Use cameras in a range of situations.	Use cameras in a range of situations. Use an ipad to record a video.	Use cameras in a range of situations. Use an ipad to record a video	Online safety Week with Smartie the Penguin	Use cameras in a range of situations. Use a robot toy to program and follow directions	Use cameras in a range of situations. Use a robot toy to program and follow directions.





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Expressive Art	Create collaboratively sharing	Explore use and refine a	Explore use and refine a	Return to and build on	Explore use and refine a	Return to and build on their
•	ideas resources and skills.	variety of artistic effects to	variety of artistic effects to	their previous learning	variety of artistic effects	previous learning refining
and Design		express their ideas and	express their ideas and	refining ideas and	to express their ideas and	ideas and developing their
	Listen attentively, move to and	feelings	feelings. <mark>E</mark>	developing their ability to	feelings.E	ability to represent them.
	talk about music expressing			represent them.		
	their feelings and responses.	Return to and build on their	Return to and build on their		Create collaboratively	
	(Music)	previous learning refining	previous learning refining		sharing ideas resources	Create collaboratively sharing
		ideas and developing their	ideas and developing their	Create collaboratively	and skills.	ideas resources and skills.
	Watch and talk about dance	ability to represent them.	ability to represent them.	sharing ideas resources		
	and performance art expressing			and skills.		
	their feelings and responses.	Create collaboratively sharing	Create collaboratively		Listen attentively, move	Listen attentively, move to and
	(Music)	ideas resources and skills.	sharing ideas resources and	Listen attentively, move to	to and talk about music	talk about music expressing
			skills.	and talk about music	expressing their feelings	their feelings and responses.
	Sing in a group or on their own	Listen attentively, move to and		expressing their feelings	and responses. (Music)	(Music)
	increasingly matching the pitch	talk about music expressing	Listen attentively, move to	and responses. (Music)		
	and following the melody.	their feelings and responses.	and talk about music		Watch and talk about	
	(Music)	(Music/Ada's violin)	expressing their feelings and		dance and performance	Watch and talk about dance
			responses. (Music)	Watch and talk about	art expressing their	and performance art
	Explore and engage in music	Watch and talk about dance		dance and performance art	feelings and responses.	expressing their feelings and
	making a dance, performing solo	and performance art	Watch and talk about dance	expressing their feelings	(Music/ Chinese New	responses. (Music/ Chinese
	or in groups.	expressing their feelings and	and performance art	and responses. (Music/	Year)	New Year)
		responses. (Music)	expressing their feelings and	Chinese New Year)		
	Develop storylines in their		responses. (Music/ Chinese		Sing in a group or on	Sing in a group or on their
	pretend play.		New Year)		their own increasingly	oun increasingly matching the
		Sing in a group or on their			matching the pitch and	pitch and following the
		own increasingly matching the	Sing in a group or on their	Sing in a group or on their	following the melody.	melody. (Music)
		pitch and following the	own increasingly matching	own increasingly matching	(Music)	
		melody. (Music)		the pitch and following the		
				melody. (Music)		





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		Develop storylines in their pretend play. Explore and engage in music making a dance, performing solo or in groups.	the pitch and following the melody. (Music) Develop storylines in their pretend play. Explore and engage in music making a dance, performing solo or in groups.	Develop storylines in their pretend play. Explore and engage in music making a dance, performing solo or in groups.	Develop storylines in their pretend play. Explore and engage in music making a dance, performing solo or in groups.	Develop storylines in their pretend play. Explore and engage in music making a dance, performing solo or in groups.
DT	Textile house cushion	Make an instrument	Recycled polar bear	Vegetable soup	Make a magic paint brush	Make a parachute to protect the alien egg.
MFL (Spanish)						
Music	IN HARMONY	IN HARMONY	IN HARMONY	IN HARMONY	IN HARMONY	IN HARMONY
PE	Gymnastics	Dance	Body management	Speed, agility, travel	Manipulation and coordination	Cooperate and solve problems
RSE	Journey in Love: Social	Journey in Love: Social	Journey in Love: Physical	Journey in Love: Physical	Journey in Love: Emotional	Journey in Love: Emotional