



“At Oakdale Primary School we want each child in Early Years to develop a love of learning so they can reach their full potential in an engaging, safe and nurturing environment.”

Our curriculum is enriched by the children and their interests taking account of the needs of the cohort. The characteristics of effective learning are crucial so are threaded through the whole curriculum ensuring the children are prepared in all ways for future learning. Our Oakdale core values are Challenge, Care, Respect, Aspiration and Collaboration. Our curriculum will allow us to embed these values in a nurturing and inclusive way.						
	Autumn 1	Autumn 2 -	Spring 1-	Spring 2-	Summer 1	Summer 2
Characteristics of Effective learning – Introduce and develop	Playing and Exploring <ul style="list-style-type: none"> Engaging Exploring Having a go Playing with familiar 		Active Learning <ul style="list-style-type: none"> Motivation Being involved Resilience Perseverance Achieving Enjoyment Predicting 	Creative and Critical Thinking <ul style="list-style-type: none"> Having their own ideas Making links Working with ideas Evaluate Develop strategies 	Year 1 ready <ul style="list-style-type: none"> Develop independence Guided/Independent activities – more focused time 	
Themes Main Lines of Enquiry Key events Historical/influential people	All about me Family Nursery Rhymes	Around the World Our continent of the week Christmas Around the world Africa – not covered Antarctica – hot and cold – missing part of the curriculum – builds to year 2 Europe – Italy -p and c – not covered until ks2 Diwali and Fireworks Anti Bullying	We are all Superheroes People and Communities Fire Brigade Supertato Pancake Day Florence Nightingale Mary Seacole Peel – Police Man China covered for Chinese New Year.	Imagination Town Castles – maps Space Pirates – map drawing Topic lesson on boats Chinese New Year Easter Mothers’ Day Eid Book day Neil Armstrong Tim Peake	Great and Small Dinosaurs – Minibeasts – maps – contrasting environments - UTW The Golden Egg– eggs, Jack and the Beanstalk Anti Bullying – revisit Eid (dependent on calander) Mary Anning	Land and Sea Under the Sea Zoo animals Farm animals Fathers’ Day Transition to Year 1 David Attenborough Steve Backshall
Fairytale of the term	Variety of Nursery Rhymes (orally rehearsing and choral speaking) Story dough	The Gingerbread Man (CVC words/can go around the world)	Goldilocks and the Three Bears (Link to real life heroes and Maths)	Rapunzel	Jack and the Beanstalk (Consolidate measurement and shape.)	The Three Little Pigs (Own version of story using pictures and simple sentences)

Key texts More books may be chosen to suit topics and interests of cohort	Humpty Dumpty Hey Diddle Diddl Insy Winsy Spider Little Miss Muffett Colour Monster	Selection of stories from different continents The Christmas Story The Jolly Christmas Postman Letters to Felix	Supertato The Jolly Postman Mr Wolf's Pancakes	Whatever Next The Pirates Next Door Aliens love Underpants	That's not my dinosaur The Hungry Caterpillar Jim's Beanstalk Jasper's Beanstalk Harry and the Dinosaurs	Supermarket Zoo Tiddler/Rainbow Fish What the Ladybird Heard at the Farn We're going on a Bear Hunt Non fiction writing
Drawing club	Insy Winsy Spider Spin, , flood, spout, climb,	The Gingerbread Man Leap, soggy, mocking, accelerate, cunning, disappointed	Goldilocks and the Three Bears Demolish, guzzle, slumber, piping hot, perfect, cramped Supertato Villain, hero, mission, disaster, demolish, distress, emergency, guarded, livid	Rapunzel Riches, curse, terrible, clamber, ascend, descend, despair Whatever Next Spectacular, shocking, thrilled, courageous, zooming	Jack and the Beanstalk Clambering, booming, descending, glittering, enormous, shocking, creeping, chopping, Harry and the Dinosaurs Prehistoric, habitat, herbivore, carnivore, omnivore, palaeontologist, extinct, discover	The Three Little Pigs Taunting, construct, sturdy, flimsy, celebrate, scarper, obliterate Rainbow Fish Jealous, camouflage, scary, contented, generous, unique, beautiful
Core text	Selection of Nursery Rhymes	The Jolly Christmas Postman	Supertato	10 Little Pirates	What the Ladybird Heard	Supermarket Zoo
Non fiction focus	All about me	Atlas, Non fiction country books	When I grow up book	Castles – non fiction focus	FX Guru Eggs and chicks	The Sea Book Habitats
Communication and Language	Understand why listening is important. Learn new vocabulary. Engage in storytime. Join in with repeated phrases.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times	.Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts
Through the year	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and song			Use new vocabulary in different contexts	
Personal, Social and Emotional Development PSHE unit	New routines Turn taking Building new relationships with peers and staff.	Tolerance of new friends. Manage their own needs. Develop the confidence and self-belief to participate in a whole class performance – perform to parents – Christmas songs, Citizenship 2 – My world	Express their feelings and consider the feelings of others. Understanding of school values and behaviour systems.	Identify and moderate their own feelings socially and emotionally. Perform in a class assembly to parents and classes in school	Think about the perspectives of others. Show resilience and perseverance in the face of challenge.	Talking about change and managing big transitions. Supporting others using our experiences.

	<p>Myself and Relationships 1 – Beginning and Belonging (NB, GFG)</p> <ul style="list-style-type: none"> • How am I special and what is special about other people in my class? • What have I learnt to do and what would I like to learn next? • How do we welcome new people to our class? • What can I do to make the classroom a safe and happy place? • How can I play and work well with others? • How can I respect the needs of others? • How does my behaviour make other people feel? 	<ul style="list-style-type: none"> • Who are the people who help to look after me and my school • How can I help to look after my school? • How can I help to care for my things at home? • Where do I live and what are the different places and features in my neighbourhood? • Who are the people who live and work in my neighbourhood including people who help me? • How can we look after the local neighbourhood and keep it special for everybody? • What do animals and plants need to live and how can I help to take care of them? • What is money and why do we need it? • How do we save money? 	<p>Myself and My Relationships 3 – My emotions</p> <p>My Emotions (C, R, GTBM)</p> <ul style="list-style-type: none"> • Can I recognise and show my emotions? • Can I recognise emotions in other people and say how they are feeling? • Do I know what causes different emotions in myself and other people? • How do I and others feel when things change? • Do I know simple ways to make myself feel better? • How can I help to make other people feel better? <p>HSL 2 – Staying safe Keeping Safe (Including Drug Education)</p> <ul style="list-style-type: none"> • What do I think I have to keep safe from? • How do I know if something is safe or unsafe? • Do I understand simple safety rules for when I am at home, at school and when I am out and about? • Can I say ‘No!’ if I feel unsure about something and it does not feel safe or good? • Can I ask for help and tell people who care for me if I am worried or upset? • Who are the people who help to keep me safe? 	<p>Citizenship 2 – Diversity and Identity</p> <p>Identities and Diversity</p> <ul style="list-style-type: none"> • Who are the people in my class and how are we similar to and different from each other? • Who are the different people who make up a family? • What things are especially important to my family and me? • What are some of the similarities and differences in the way people including families live their lives? • How can we value different types of people including what they believe in and how they live their lives? • How do we celebrate what we believe in and how is this different for different people? <p>HSL 3 – Healthy eat and safe lifestyles</p> <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • What things can I do when I feel good and healthy? • What can’t I do when I am feeling ill or not so healthy? • What can I do to help keep my body healthy? • Do I understand why food and drink are good for us? • Do I understand what exercise is and why it is good for us? • Do I understand why rest and sleep are good for us? 	<p>MMR 2 - My family and friends</p> <p>My Family and Friends - Including Anti-bullying (GOFO, SNTB)</p> <ul style="list-style-type: none"> • Who are my special people and why are they special to me? • Who is my family and how do we care for each other? • What is a friend? • How can I be a good friend? • How do I make new friends? • How can I make up with friends when I have fallen out with them? • How does what I do affect others? • Do I know what to do if someone is unkind to me? 	<p>HSL1 – My body and growing up</p> <p>My Body and Growing Up</p> <ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? • How am I learning to take care of myself and what do I still need help with? • Who are the members of my family and trusted people who look after me? • How do I feel about growing up?
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Physical Development Skills are ongoing and cumulative through the year with more challenge given e.g. gym equipment layouts	<p>Develop the overall body strength, co-ordination, balance and agility using equipment in the outside provision. (Gross motor skills)</p> <p>Finger Gym Scissor/pencil control (Fine motor skills)</p> <p>Learn to put coats and shoes on independently. Personal hygiene skills.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Finger Gym Scissor/pencil control (Fine motor skills)</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming</p> <p>Finger Gym Scissor/pencil control (Fine motor skills)</p>	<p>Combine different movements with ease and fluency Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Finger Gym Scissor/pencil control (Fine motor skills)</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>
	<p>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. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p>					
Literacy inc phonics Comprehension <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i>	<p>Learn and respond to a variety of Nursery Rhymes. Having a favourite story/rhyme. Understanding part parts of a book and how to read from left to right. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short</p>	<p>Recall facts from a series of stories. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are</p>	<p>Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making for LAs. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front</p>

<p><i>Anticipate (where appropriate) key events in stories.</i> <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p>	<p>stories, learning new vocabulary.</p>	<p>words made up of known letter– sound correspondences. Enjoys an increasing range of books</p>	<p>a few common exception words matched to LW. Build enjoyment for reading and have a variety of texts.</p>	<p>increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Role play area to develop reading as well as in provision.</p>	<p>cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>
<p>Word Reading</p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> <i>Read words consistent with their phonic knowledge by sound-blending.</i> <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p>	<p>Phonic Sounds: See Little Wandle Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: See Little Wandle Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: See Little Wandle Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with digraph and trigraphs, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p>Phonic Sounds: See Little Wandle Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds: See Little Wandle Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were</p>	<p>Phonic Sounds: See Little Wandle Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters End of term assessments Transition work with Year 1 staff</p>
<p>Writing</p> <p><i>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> <i>Write simple phrases and sentences that can be read by others.</i></p>	<p><i>Read individual letters by saying the sounds.</i> <i>Begin to form lower case letters correctly</i> Name writing activities. <i>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</i></p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence/ cvc words</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Non fiction questions for People who help us. Oracy focus.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – Character descriptions. Free writing using small world props to engage.</p>	<p>Writing lists and simple phrases. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger-spaces. Form all lower-case and capital letters correctly. Rhyming words. Oracy focus – retelling the story and sequencing.</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Innovation of familiar texts Using familiar texts as a model for writing own stories.</p>

<p>Main writing piece - Other pieces to be utilised through topic.</p>	<p>Baseline assessment. Name writing</p>	<p>Label country or flag Name writing Assessment piece</p>	<p>When I grow up I want to be... Begin morning sentences</p>	<p>Pancake ingredients</p>	<p>What would I put in my bucket? Name writing Assessment piece Begin handwriting line books.</p>	<p>Write about zoo trip Name writing Assessment piece</p>
<p>Maths Subitising</p>	<p>perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds.</p>	<p>continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements.</p>	<p>increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns.</p>	<p>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p>	<p>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different number.</p>
<p>Cardinality, ordinality and counting</p>	<p>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</p>	<p>continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count.</p>	<p>continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number</p>	<p>continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20.</p>	<p>continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different number.</p>

	<p>have opportunities to develop an understanding that anything can be counted, including actions and sounds</p> <p>explore a range of strategies which support accurate counting.</p>					
Composition	<p>see that all numbers can be made of 1s</p> <p>compose their own collections within 4.</p>	<p>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</p> <p>explore the composition of numbers within 5.</p>	<p>continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</p> <p>explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</p> <p>begin to see that numbers within 10 can be composed of '5 and a bit'.</p>	<p>explore the composition of odd and even numbers, looking at the 'shape' of these numbers</p> <p>begin to link even numbers to doubles</p> <p>begin to explore the composition of numbers within 10.</p>	<p>explore the composition of 10.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different number.</p>
Comparison	<p>understand that sets can be compared according to a range of attributes, including by their numerosity</p> <p>use the language of comparison, including 'more than' and 'fewer than'</p> <p>compare sets 'just by looking'</p>	<p>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</p> <p>compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts</p>	<p>continue to compare sets using the language of comparison, and play games which involve comparing sets</p> <p>continue to compare sets by matching, identifying when sets are equal</p> <p>explore ways of making unequal sets equal.</p>	<p>compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p>	<p>order sets of objects, linking this to their understanding of the ordinal number system.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different number.</p>
Shape, shape and measure (using white rose and practical activities)	<p>Talk about measure and patterns –</p> <p>Visualise, build and map</p> <p>Explore in provision</p>	<p>Circles and triangles</p> <p>Shapes with 4 sides</p> <p>White Rose autumn term.</p>	<p>Explore 3-D shapes</p> <p>Manipulate, compose and decompose</p> <p>Draw emergency vehicles using shapes with 4 sides.</p>	<p>Mass and capacity</p> <p>Magic potions using different amount of water.</p> <p>Weight of things to go in the rocket – link to gravity.</p> <p>Shape castles and rockets – 2d shape vocabulary</p>	<p>Length, height and time</p> <p>Link to Jim's Beanstalk and Jack's Beanstalk.</p> <p>Visualise, build and map</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts.</p>

		Look at shapes we can see. Link to shapes of the world.	Sort shapes and think about how to use in which situation.		Measuring – how tall are we? Giant footprints, comparing dinosaurs. Day and night Daily routine Patterns of shapes and objects	
Understanding the World	Talk about members of their family. Explore the natural world around them. Understand new vocabulary.	Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Recognise some environments that are different to the one in which they live.	Draw information from a simple map. Understand that some places are special to members of their community. Name and describe people who are familiar to them.	Recognise some similarities and differences between life in this country and life in other countries. Talk about members of their immediate family and community.	Explore the natural world around them.
Science	<p>Humans Sort images of people according to their characteristics.</p> <p>hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman • bald,</p>	<p>Seasonal changes How does a snowman change as it melts?</p> <p>spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers, hibernate, migrate, snowflake</p> <p>Materials including changing materials – ice How does popcorn made in a microwave compare</p>	<p>Humans Sort images of people according to their characteristics. <i>Researching using secondary sources</i> <i>Find out information from visitors (dentist, nurse etc.).</i></p> <p><i>Pattern seeking</i> Are taller children faster? <i>Are taller children stronger?</i></p> <p>hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall,</p>	<p>Seasonal changes Which clothes are suitable for each season? How does a puddle change over time? How does the natural world change with the seasons?</p> <p>spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers, hibernate, migrate, snowflake</p> <p>Forces</p>	<p>Animals exc humans <i>Carnivores, herbivores and omnivores.</i></p> <p><i>Living things and their habitats</i> <i>Minibeasts maps</i> Name and describe plants and animals they find in the school grounds. Look for minibeasts in different areas of the school grounds. Look for plants in different areas of the school grounds.</p> <p>plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see,</p>	<p>Animals exc humans Jungle , zoo, polar, desert and ocean Habitats names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice, environment, polar regions, ocean, camouflage</p> <p>Seasonal change Which clothes are suitable for each season? How does a puddle change over time? How does the natural world change with the seasons?</p>

	<p>elderly, wrinkles, male, female, freckles</p> <p>Seasonal changes Which clothes are suitable for each season? How does a puddle change over time? How does the natural world change with the seasons?</p> <p>spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers, hibernate, migrate, snowflake</p> <p>Materials including changing materials Encourage children to test that their model is fit for purpose and that the materials are suitable. Encourage children to compare and describe how materials change over time and in different conditions.</p> <p>slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak (Scientific investigations – materials)</p>	<p>to popcorn made on a fire? How quickly do ice cubes melt in different areas of the playground? How are pizza bases different when made with different flours? How does a loaf cook differently in different tins? How do cupcakes cook if they have different amounts of mixture? How does the block of ice change over time? How does a snowman change over time? How does cake mixture/bread dough change as it is cooked?</p> <p>slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak (Scientific investigations – materials)</p>	<p>small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman • bald, elderly, wrinkles, male, female, freckles</p> <p>Seasonal changes Which clothes are suitable for each season? How does a puddle change over time? How does the natural world change with the seasons?</p> <p>spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers, hibernate, migrate, snowflake</p> <p>Sound How does rain sound different when it lands in different containers? Listen to the siren of an emergency vehicle as it approaches and moves away.</p> <p>sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder,</p>	<p>How many cubes/small plastic animals can fit in different 'boats'? Compare how cars move down ramps/gutters. Compare how wheels turn when sand or water is poured through. Compare how objects fall. Compare how objects fall with and without parachutes. Compare how different balls bounce. Compare how things move when blown. Compare how a marble moves through different liquids. Compare how different paper aeroplanes fly.</p> <p>float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce force, rotate, solid, liquid, gravity</p> <p>Earth and Space Make and testing air-propelled rockets to find out which is the 'best'. Find simple patterns in how light levels and temperature change with the movement, or obscuring of, the Sun. Find out about the Solar System, stars and space travel. Find out about nocturnal animals.</p>	<p>name of a contrasting environment e.g. beach, forest environment</p> <p>Seasonal changes <i>Babies and their young</i></p> <p>spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers, hibernate, migrate, snowflake</p> <p>Light Compare the shape of shadows made by different objects. Which objects/materials make dark shadows? How do the Sun and shade change during the day? How does a toy's shadow change during the day? Find out about shadows. Find out about rainbows.</p> <p>Sun, sunny, light, shadow, shady, clouds, torch, see-through, non-see-through, source, light source casting a shadow, pale, dark, transparent, opaque</p>	<p>spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers, hibernate, migrate, snowflake</p>
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			high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar, source, crescendo, vibration, pitch	Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float sunrise, sunset, astronaut, astronomer, constellation, orbit, nocturnal, slow-motion, magnify		
RE <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i>	What makes people special? All about me and what we believe. How are we special? Learning about ourselves. Harvest The Lost Sheep	What is Christmas? Diwali Christmas Look at religious buildings as a landmark. Creation story	How do people celebrate? Moses – 10 commandments Look at religious people – celebrations. The Good Samaritan	What is Easter? Eid – Islam (Year 1) Easter – link to Year 1. Can you get to Heaven on a rocket? The parable of the talent	What makes places special? Church visit Religious places Mustard seed story David and Goliath	What can we learn from stories? Noah's ark – stories from the bible Jonah and the Whale Noah's Ark Look at various stories
History and Geography	Where do you live? House Near and far Field work	Direction Continent Language World Globe Nationality Country	Vocab – Past Present Future Next year Old New Same Different Similar Event Memory remember	<i>How old is it?</i> <i>Similar</i> <i>Different</i> <i>Jobs they had.</i>	Vocab – Past Present Future Next year Old New Same Different Similar Event A long time ago Past <i>exist</i> <i>not exist</i> <i>fossils</i> <i>present</i>	Direction Continent Language World Globe Nationality Country
	Field work put in to every term - journey WWW in mornings – Geog focus					

Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Sing in a group.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Art linking to different countries.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Watch and talk about dance and performance art, expressing their feelings and responses	Listen attentively, move to and talk about music, expressing their feelings and responses.	Explore and engage in music making and dance, performing solo or in groups.
Art	<p>Marvellous Marks</p> <p>Outcome – display drawing of faces in colour</p> <p>Drawing Hard, long, rough, short, smooth, soft, straight, thick, thin, wavy, circle, curve, line, long, squiggly, zig zag, chalk, drawing, felt tip, wax crayons, observational, self portrait, artist</p> <p>Lets get crafty – lesson 3 – Joining materials</p>	<p>Paint my world</p> <p>Artist study-Megan Coyle</p> <p>Outcome – Whole class piece</p> <p>Painting Dab, dot, shiny, silky, slimy, slippery, smooth, squelchy, sticky, wet, feathers, flower bed, grass, leaves, mix, pine cones, pattern, texture, twigs, happy, sad, excited, worried, sleepy, fast, slow, loud, quiet, transient, collage, fixed, not fixed, permanent, temporary, collage, portrait, rip, tear, stick, glide, splat, stroke, splatter, swish, wipe</p> <p>Lets get crafty – lesson 4 paper dragon</p>			<p>Lets get crafty – lesson 5 and 6 – Tissue paper flowers</p>	<p>3d creation station</p> <p>Outcome – Painted animal sculpture (habitat)</p> <p>Sculpture 3d, bark, collage, landscape, leaves, petals, seeds, pots, clay, sculpture, design, join, pinch, flatten, roll, smooth, squash, evaluate, model, reflect, design</p>
DT	<p>Soup – Lesson 1 – Fantastic fruit and vegetables</p>	<p>Soup – Lesson 2-6 Link to Around the World.</p>	<p>Junk Modelling</p> <p>Outcome – design and make an emergency vehicle</p> <p>Join, stick, cut, bend, slot, smooth, bendy, bumpy, scissors. Blades, handle, snip, cut, squeeze, thumb, fingers, elbow, bubble wrap, cooked pasta, tin</p>	<p>Structure – Boats</p> <p>Outcome –make a boat</p> <p>Waterproof, material, dry, absorb, leak, prediction, variable, fair test, experiment, investigate, float, sink, types of ship, sail, anchor, mast, hull, crows nest, , junk, helm</p>	<p>Textiles – Bookmarks</p> <p>Outcome –make a class tapestry</p> <p>-friendship bracelet</p> <p>Weave, push, pull, thread, through, under, over, pattern, back, front, needle,</p>	

			foil, playdough, straws, paper clip, rubber band, measure, lift, shorter, longer, thick, thicker, thickest, cork, evaluate, model, reflect, design, temporary			
Engagement opportunities			Visitors for each job			Farm visit
How it will work	Drawing club Story Non fiction Mixed through the units					