

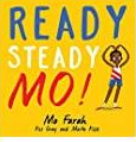







































<p>English Children will be taught...</p> <ul style="list-style-type: none"> To further develop phonological awareness to engage in extended conversations about stories, learning new vocabulary. To explore sounds within the environment and use language to describe them. To play, listen to and describe the sounds of musical instruments and use these to accompany stories. To begin to copy repeated body percussion, as well as listening to a phrase of three sounds and repeat back. To listen and respond to rhymes and find words that rhyme with others. To find words that start with the same sounds. (alliteration) To explore sounds made with our mouths, including investigating pitch and volume. To orally blend and segment simple (CVC) words. <p>Drawing club provocations:</p> <ul style="list-style-type: none"> Owl Babies Elmer The Three Little Pigs Hansel and Gretel Pop eye https://youtu.be/nffXvVVKcLs (animation) Willo the Wisp(the thoughts of moog https://www.youtube.com/watch?v=devz9MVTOE8 (animation) 	<p>Phonics Phase 2: s , a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r Tricky Words: and, to, the, no, go</p> 	<p>Skills related to the Pirton R of the half term: READY Children will be taught...</p> <ul style="list-style-type: none"> To have the equipment they need for school with them. To do tasks at the correct pace so they are ready on time. To be able to dress and undress themselves. To be able to recognise their name and use it to organise their belongings. To be able to listen carefully and understand why listening is important. To be able to stop and listen when they hear the bell ring. To be able to competently and safely use equipment such as pencils and scissors. To be able to reset their learning environment so it and they ready for the next part of the day. To keep their bodies, including their teeth and brains, healthy so they are ready to learn. To link these skills to being positive, safe and ready like Mo. 	<p>Maths Children will be taught...</p> <p>Match, Sort and Compare Step 1 Match objects Step 2 Match pictures and objects Step 3 Identify a set Step 4 Sort objects to a type Step 5 Explore sorting techniques Step 6 Create sorting rules Step 7 Compare amounts</p> <p>Talk About Measure And Patterns Step 1 Compare size Step 2 Compare mass Step 3 Compare capacity Step 4 Explore simple patterns Step 5 Copy and continue simple patterns Step 6 Create simple patterns</p> <ul style="list-style-type: none"> To begin to count objects, actions and sounds. To begin to compare numbers. To begin to subitise patterns e.g dice. To begin to compare length, mass and capacity. To begin to explore shape and patterns in the environment. To begin to select and manipulate shapes in order to develop spatial reasoning skills. 
<p>Art & D&T (EAD) Children will be taught... Artist Focus: Picasso</p> <ul style="list-style-type: none"> To begin to explore, use and refine a variety of artistic effects to express their ideas and feelings. To choose colours for a purpose To explore colour, texture and mixed media To create a self-portrait inspired by a famous artist 	<p>History (Through Understanding the World) Children will be taught...</p> <ul style="list-style-type: none"> To name and begin to describe people who are familiar to us. To comment on images of familiar situations in the past. 	<p>Communication and Language Children will be taught...</p> <ul style="list-style-type: none"> To begin to listen carefully to others and to understand why listening is important in small and large groups. To begin to learn new vocabulary and use it in play. To begin to ask questions about things that interest us. To begin to articulate ideas and thoughts. To begin to engage in story times. To listen carefully to rhymes and songs, paying attention to how they sound. 	
<p>Music (EAD) Children will be taught... Charanga unit: ME</p> <ul style="list-style-type: none"> To begin to move to and talk about music. To begin to sing in a group or alone. To begin to explore and engage in music making and dance, performing solo or in a group. To begin to create collaboratively, sharing ideas, resources and skills. 	<p>Autumn 1 <u>Big Idea/Theme:</u> All about me <u>Enrichment Opportunities:</u> Local area walk and tour of our school. Visits from parents celebrating religious/cultural festivals</p>	<p>RE Children will be taught...</p> <ul style="list-style-type: none"> To begin to talk about members of our immediate families and local community. Beliefs and practices, Symbols and Actions, Sources of Wisdom Let Me Tell You A Story (Beliefs And Practices) Exploring Places, Dress, Food And Music (Symbols And Actions) Jesus' Birthday Story (Sources Of Wisdom) What Is The Best Gift We Can Give? Why Do Christians Perform Nativity Plays At Christmas? (Beliefs And Practices) 	
<p>Science (Through Understanding the World) Children will be taught...</p> <ul style="list-style-type: none"> To begin to explore the natural world around us. To begin to understand the effect of changing seasons. 	<p>Physical Development Children will be taught...</p> <ul style="list-style-type: none"> To begin to refine the fundamental movement skills: walking, crawling, climbing, rolling, jumping, hopping, skipping. To begin to develop overall body strength, co-ordinatic and agility. To begin to develop small motor skills. To begin to know and talk about the different factors that support their overall health and wellbeing. To begin to develop the skills needed to manage the school day successfully: lining up, mealtimes, personal hygiene. <p>Striver: Agility, Space and Movements</p> <p>All children will have daily opportunities to develop their fine motor skills through varied activities designed to strengthen and develop finger dexterity.</p> 	<p>PSED Children will be taught... In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p> <ul style="list-style-type: none"> To develop their self-identity To understand their own feelings and the feelings of others around them To understand that we all play a part in creating a happy and safe classroom environment The importance of kind hands and words To understand their rights and responsibilities 	<p>Computing Children will be taught...</p> <ul style="list-style-type: none"> To completes a simple program on an electronic device To use ICT hardware to interact with age-appropriate computer software, such as smart boards, chrome books and iPads. To create content such as a video recordings, stories and/or draw a picture on screen e.g. draws a picture on the smartboard or records a friend singing using an iPad. 

<p><u>English</u> Children will be taught..</p> <ul style="list-style-type: none"> To read individual letters by saying the sounds for them. To continue to blend sounds into words, reading short words made up of known letter-sound correspondence. To begin to read common exception words matched to school's phonics programme. To form lower-case and capital letters correctly. To begin to spell words by identifying the sounds and then writing the sound with letter(s). <p>Drawing club provocations:</p> <ul style="list-style-type: none"> Not Now Bernard Lost and Found The Gingerbread Man The Magic Porridge Pot The Snowman (animation) The Wombles Autumn Leaves (animation) <p>https://www.youtube.com/watch?v=4x1OcHcWT7E</p> 	<p><u>Phonics</u> Phase 2: h, b, f, ff, l, ll, s, ss.</p> <p><u>Tricky Words:</u> I, into, her,</p> 	<p>Skills related to the Pirton R of the half term: RESPECTFUL</p> <p>Children will be taught...</p> <ul style="list-style-type: none"> To discuss their differences and similarities. To extend discussions to their beliefs and those of their family. To celebrate festivals and holy days from a range of countries and religions. To understand that all families are not the same. To reflect modern Britain by showing respect to everyone. To engage with texts written from a range of perspectives. To use resources that reflect their local, national and international community. To be respectful of visitors that come to help them learn about their lives and beliefs. To respect their learning environment, resources, friends and the adults at our school. To link these skills to being kind and respectful like Aria taught people to be 	<p><u>Maths</u> Children will be taught...</p> <p>It's Me 1,2,3! Step 1 Find 1, 2 and 3 Step 2 Subitise 1, 2 and 3 Step 3 Represent 1, 2 and 3 Step 4 1 more Step 5 1 less Step 6 Composition of 1, 2 and 3</p> <p>Circles And Triangles Step 1 Identify and name circles and triangles Step 2 Compare circles and triangles Step 3 Shapes in the environment Step 4 Describe position</p> <p>1,2,3,4,5 Step 1 Find 4 and 5 Step 2 Subitise 4 and 5 Step 3 Represent 4 and 5 Step 4 1 more Step 5 1 less Step 6 Composition of 4 and 5 Step 7 Composition of 1-5</p> <p>Shapes With Four Sides Step 1 Identify and name shapes with 4 sides Step 2 Combine shapes with 4 sides Step 3 Shapes in the environment Step 4 My day and night</p> <ul style="list-style-type: none"> To explore the composition of numbers to 3. To link the numeral with its cardinal number value. To begin to understand the 'one more than/one less than' relationship between consecutive numbers. To begin to explore shape and patterns in the environment. To explore the composition of numbers to 5. 
<p><u>Art & D&T (EAD)</u> Children will be taught...</p> <p>Artist Focus: Beatriz Milhazes</p> <ul style="list-style-type: none"> To create art inspired by Beatriz Milhazes To use a variety of 2D shapes to create art To use pencils and pens to carefully add colour to their work 	<p><u>History (Through Understanding the World)</u> Children will be taught...</p> <ul style="list-style-type: none"> To talk about members of our immediate families and local community. To compare and contrast characters from stories including those from the past. To think about famous people from the past including Guy Fawkes 	<p><u>Communication and Language</u> Children will be taught...</p> <ul style="list-style-type: none"> To learn rhymes, poems and songs. To listen to and talk about stories to build familiarity and understanding. To engage in story times. To begin to develop social phrases. To begin to use talk to help work out problems in play. To begin to describe events in some detail. 	
<p><u>Music (EAD)</u> Children will be taught...</p> <p>Charanga unit: My Stories</p> <ul style="list-style-type: none"> To begin to listen attentively, move to and talk about music, expressing feelings. To begin to match the pitch and follow a melody when singing in a group or alone. To explore and engage in music making and dance, performing solo or in a group. To begin to create collaboratively, sharing ideas, resources and skills. 	<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;"><u>Big Idea/Theme:</u> The World We Live in</p> <p style="text-align: center;"><u>Enrichment Opportunities:</u> Visit to St Mary's Church</p>		<p><u>RE</u> Children will be taught...</p> <ul style="list-style-type: none"> To begin to understand that some places are special to members of the community. To begin to recognise that people have different beliefs and celebrate special times in different ways. Beliefs and practices, Symbols and Actions, Sources of Wisdom Let Me Tell You A Story (Beliefs And Practices) Exploring Places, Dress, Food And Music (Symbols And Actions) Jesus' Birthday Story (Sources Of Wisdom) What Is The Best Gift We Can Give? Why Do Christians Perform Nativity Plays At Christmas? (Beliefs And Practices) 
<p><u>Science (Through Understanding the World)</u> Children will be taught...</p> <ul style="list-style-type: none"> To begin to understand the effect of changing seasons and talk about their observations. 	<p><u>Physical Development</u> Children will be taught...</p> <ul style="list-style-type: none"> To begin to progress towards a more fluent style of moving, with developing control and grace. To further develop the overall body strength, co-ordination, balance and agility To develop small motor skills to use a range of tools competently e.g. pencil, cutlery. To use core muscle strength to achieve a good posture when sitting at a table/on the floor. To begin to safely use a range of large and small apparatus indoors and outside, alone and in a group. <p>Striver: Ball Skills</p>  <p>All children will have daily opportunities to develop their fine motor skills through varied activities designed to strengthen and develop finger dexterity.</p>	<p><u>PSED</u> Children will be taught...</p> <p>In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p> 	<p><u>Computing</u> Children will be taught...</p> <ul style="list-style-type: none"> To complete a simple program on Mini Mash To use ICT hardware to interact with age-appropriate computer software, such as smart boards, chrome books and iPads. To create content such as a video recording, stories and/or draw a picture on screen e.g. draws a picture on the smartboard or records a friend singing using an iPad. 


<p>English Children will be taught...</p> <ul style="list-style-type: none"> To begin to read some letter groups that each represent one sound and say sounds for them. To begin to read books to build up confidence in word reading. To read common exception words matched to school's phonics programme. To form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with letter(s). <p>Drawing Club writing provocations:</p> <ul style="list-style-type: none"> A Dark Dark Tale Colour Monster Little Red Riding Hood Goldilocks and the Three Bears Mr Ben – Zoopkeeper https://youtu.be/NN-xmyjbMSU (animation) The magic roundabout- bubbles <p>https://www.youtube.com/watch?v=k5EkFuH436Q&list=PLRrFnCPN_OdtWGYfsAKb6ZpKtsO41BPBb&index=8 (animation)</p> 	<p>Phonics Phase 3: j, v, w, x, y, z, zz, qu</p> <p>Tricky Words: me, be, he, my, by, she</p> 	<p>Skills related to the Pirton R of the half term: RESILIENT</p> <p>Children will be taught...</p> <ul style="list-style-type: none"> To be able to separate from significant others quickly and calmly. To be able to brush themselves off and carry on after minor bumps and falls. To understand that unkind words are hurtful but that they can ignore them. To know that if their creations don't turn out as they hoped they can try again. To be confident to explore and have a go at new things. To believe that the harder they try the easier things will become. To link these skills to being positive and resilient like Gerald. 	<p>Maths Children will be taught...</p> <p>Alive In 5!</p> <p>Step 1 Introduce zero Step 2 Find 0 to 5 Step 3 Subitise 0 to 5 Step 4 Represent 0 to 5 Step 5 1 more Step 6 1 less Step 7 Composition Step 8 Conceptual subitising to 5</p> <p>Mass And Capacity</p> <p>Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity</p> <p>Growing 6,7,8!</p> <p>Step 1 Find 6, 7 and 8 Step 2 Represent 6, 7 and 8 Step 3 1 more Step 4 1 less Step 5 Composition of 6, 7 and 8 Step 6 Make pairs-odd and even Step 7 Double to 8 (find a double) Step 8 Double to 8 (make a double) Step 9 Combine 2 groups Step 10 Conceptual subitising</p> <ul style="list-style-type: none"> To explore the composition of numbers to 6. To link the numeral with its cardinal number value. To recall number bonds for numbers 0-8. To subitise using early addition. To compare mass and capacity. 
<p>Art & D&T (EAD) Children will be taught...</p> <p>Artist Focus: Henry Moore</p> <ul style="list-style-type: none"> To use playdough and clay to make 3D models To use different materials to create sculptures 	<p>History (Through Understanding the World) Children will be taught...</p> <ul style="list-style-type: none"> To compare and contrast characters, settings, problems and solutions from traditional tales and other cultures. 	<p>Geography (Through Understanding the World) Children will be taught...</p> <ul style="list-style-type: none"> To begin to recognise some environments that are different to where we live. To begin to draw information from a simple map. 	<p>Communication and Language Children will be taught...</p> <ul style="list-style-type: none"> To learn rhymes, poems and songs. To begin to retell stories; some as exact repetition and some in their own words, with increasing recall. To talk to help work out problems and organise thinking and begin to explain how things work. To further develop social phrases. To begin to connect one idea to another using connectives. To begin to ask questions to find out more. To begin to engage in non-fiction texts and begin to develop new knowledge. 
<p>Music (EAD) Children will be taught...</p> <p>Charanga Unit: Everyone!</p> <ul style="list-style-type: none"> To watch and talk about dance and performance art, expressing feelings. To listen attentively, move to and talk about music, expressing feelings and responses. To explore and engage in music making and dance, performing solo or in a group as part of PE lessons. To increasingly match the pitch and follow a melody when singing in a group or alone. To create collaboratively, sharing ideas, resources and skills. 	<p style="text-align: center;">Spring 1</p> <p style="text-align: center;"><u>Big Idea/Theme:</u> Journeys</p> <p><u>Enrichment Opportunities:</u> Visits from parents and local emergency services, Hitchin Librarian, Visit to local area to see how it has changed since Winter, World book day,</p>		<p>RE Children will be taught...</p> <ul style="list-style-type: none"> To recognise that people have different beliefs and celebrate special times in different ways. Identity and Belonging, Sources of Wisdom, Symbols and Actions Exploring Wedding Ceremonies (Identity And Belonging) Creation, Awe And Wonder Of The Natural World (Sources Of Wisdom) Remembering Jesus At Easter (Sources Of Wisdom) Why Do Christians Put A Cross In An Easter Garden? (Symbols And Actions) 
<p>Science (Through Understanding the World) Children will be taught...</p> <ul style="list-style-type: none"> To explore the natural world and describe what we see, hear and feel whilst outside. To further understand the effect of changing seasons. 	<p>Physical Development Children will be taught...</p> <ul style="list-style-type: none"> To develop control and grace when moving and overall body strength. To further develop small motor skills to use a range of tools competently e.g. pencils, paintbrushes, scissors, cutlery. To improve core muscle strength to achieve good posture. To combine different movements with ease and fluency. To know and begin to talk about the different factors that support overall health and wellbeing e.g. tooth brushing. To refine the fundamental movement skills already acquired. <p>Striver: Dance (Fairytales)</p>  <p>All children will have daily opportunities to develop their fine motor skills through varied activities designed to strengthen and develop finger dexterity.</p>	<p>PSED Children will be taught...</p> <p>In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p> 	<p>Computing Children will be taught...</p> <ul style="list-style-type: none"> To develop digital literacy skills by being able to access, understand and interact with a range of technologies, including those used at home such as mobile phones and smart speakers. To safely use the internet with adult supervision to find and retrieve age-appropriate information of interest to them. 

English Children will be taught...

- To read some letter groups that each represent one sound and say sounds for them.
- To read books to build up confidence in word reading, improving fluency, understanding and enjoyment.
- To read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words.
- To begin to write short sentences with words with known sound-letter correspondence.

Drawing Club provocations:

- You Can't Call an Elephant in an Emergency
 - Doctorsaurus
 - The Ugly Duckling
 - Billy Goats Gruff
- Captain Pugwash – Monsters ahoy <https://youtu.be/NN-xmyjbMSU> (animation)
- BananaMan <https://www.youtube.com/watch?v=DyyNsaNKUyw> (Animation)



Phonics

Phase 3: ch, sh, th, ng, ai, ee, igh, oa, oo (long and short)

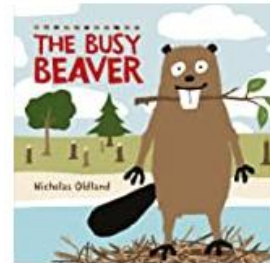
Tricky Words: they, we, are



Skills related to the Pirton R of the half term: RESPONSIBLE

Children will be taught...

- To show and explain recycling within the classroom.
- To explore nature and care for the animals and plant life in their outdoor environment.
- To provide opportunities to visit the allotment and grow fruit and vegetables.
- To understand that at Forest School they leave their environment as they found it.
- To have discussions about recycling and saving water/energy, using a range of resources to support these discussions.
- To work with the Pirton Eco Warriors to reduce their environmental impact.
- To link these skills to keeping our planet safe, being kind and being responsible like Beaver.



Maths

Length, Height and Time

Step 1 Explore length
Step 2 Compare length
Step 3 Explore height
Step 4 Compare height
Step 5 Talk about time
Step 6 Order and sequence time


Building 9 And 10

Step 1 Find 9 and 10
Step 2 Compare numbers to 10
Step 3 Represent 9 and 10
Step 4 Conceptual subitising to 10
Step 5 1 more
Step 6 1 less
Step 7 Composition to 10
Step 8 Bonds to 10 (2 parts)
Step 9 Make arrangements of 10
Step 10 Bonds to 10 (3 parts)
Step 11 Doubles to 10 (find a double)
Step 12 Doubles to 10 (make a double)
Step 13 Explore even and odd

Explore 3-D Shapes


Step 1 Recognise and name 3-D shapes
Step 2 Find 2-D shapes within 3-D shapes
Step 3 Use 3-D shapes for tasks
Step 4 3-D shapes in the environment
Step 5 Identify more complex patterns
Step 6 Copy and continue patterns
Step 7 Patterns in the environment

- To recite numbers in order to ten.
- To count to 10.
- To explore the composition of numbers to 10.
- To recall some number bonds for numbers 0-10.
- To compare length, height and time.
- To explore shape and patterns in the environment.
- To continue, copy and create repeating patterns.



Art & D&T (EAD) Children will be taught...


Artist Focus: Jim Henson



- To make simple puppets and use these as props in their role play
- To develop more complex storylines in play.
- To explore, use and refine a variety of artistic effects to express their ideas and feelings.
- To create collaboratively, sharing ideas, resources and skills.
- To return to and build on their previous learning, refining ideas and developing their ability to represent them.


History (Through Understanding the World) Children will be taught...

- To compare and contrast characters from stories including those from the past.




Communication and Language Children will be taught...

- To learn rhymes, poems and songs.
- To listen carefully to others and to understand why listening is important.
- To begin to use new vocabulary in different contexts.
- To use talk to help work out problems and organise thinking and explaining how things work and why they might happen.
- To describe events in some detail.
- To engage in non-fiction texts and begin to develop new knowledge.



Music (EAD) Children will be taught...

Charanga unit: Our World



- To watch and talk about dance and performance art, expressing feelings and responses.
- To listen attentively, move to and talk about music, expressing feelings and responses.
- To increasingly match the pitch and follow a melody when singing in a group or alone.


Spring 2

Big Idea/Theme: People and communities

Enrichment Opportunities: Visits from parents and local emergency services, Hitchin Librarian, Visit to local area to see how it has changed since Winter, World book day,


RE Children will be taught...

- To talk confidently about members of our immediate families and communities.
- To understand that some places are special to members of the community.
- To recognise that people have different beliefs and celebrate special times in different ways.
- Identity and Belonging, Sources of Wisdom, Symbols and Actions
- Exploring Wedding Ceremonies (Identity And Belonging)
- Creation, Awe And Wonder Of The Natural World (Sources Of Wisdom)
- Remembering Jesus At Easter (Sources Of Wisdom)
- Why Do Christians Put A Cross In An Easter Garden? (Symbols And Actions)



Science (Through Understanding the World) Children will be taught...


To further understand the effect of changing seasons.



Physical Development Children will be taught...

- To further revise and refine fundamental movements e.g. walking, jumping, hopping.
- To begin to develop the foundations of a handwriting style that is fast, accurate and efficient.
- To combine different movements with ease and fluency.
- To confidently and safely use apparatus as part of a group and alone.
- To further develop the skills needed to manage the school day successfully: lining up, mealtimes, personal hygiene.


Striver: Gymnastics and Balance



All children will have daily opportunities to develop their fine motor skills through varied activities designed to strengthen and develop finger dexterity.

PSED Children will be taught...


In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.



- How exercising and physical activity keeps our bodies healthy
- How to make healthy food choices
- How sleep can impact how our bodies feel

Computing Children will be taught...

- To develop digital literacy skills by being able to access, understand and interact with a range of technologies, including those used at home such as mobile phones and smart speakers.
- To safely use the internet with adult supervision to find and retrieve information of interest to them.



English Children will be taught...


- To read some letter groups that each represent one sound and say sounds for them.
- To re-read books to build up confidence in word reading, improving fluency, understanding and enjoyment.
- To write short sentences with words with known sound-letter correspondence.
- To use a capital and a full stop when writing sentence.
- To re-read what is written to check that it makes sense.

Drawing Club Provocations:

- The Gruffalo
- Penguin
- The Golden Goose
- Rumpelstiltskin
- The Pink Panther

<https://www.youtube.com/watch?v=59IKdaXX6Eo&t=164s> (animation)


- Bagpuss The Old Mans Beard https://youtu.be/Zbll_ccJVa8 (animation)



Phonics


Phase 3: ar, or, ur, ow, oi, ear, air, ure, er

Tricky Words: you, all, was, give




Skills related to the Pirton R of the half term: RESOURCEFUL

To understand that problems are okay.
 To know that solving problems helps to grow their brain.
 To believe they can solve problems in different ways.
 To know and respect that others might have different ideas about how to solve a problem.
 To consider if the ideas they have are safe.
 To think about if the ideas they have are realistic.
 To work out if they have the resources they need to solve problems.
 To link these skills to be positive and resourceful like Floyd.



Maths

To 20 And Beyond!
 Step 1 Build numbers beyond 10 (10 -13)
 Step 2 Continue patterns beyond 10 (10-13)
 Step 3 Build numbers beyond 10 (14-20)
 Step 4 Continue patterns beyond 10 (14-20)
 Step 5 Verbal counting beyond 20
 Step 6 Verbal counting patterns




How Many Now
 Step 1 Add more
 Step 2 How many did I add?
 Step 3 Take away
 Step 4 How many did I take away?

Manipulate, Compose and Decompose
 Step 1 Select shapes for a purpose
 Step 2 Rotate shapes
 Step 3 Manipulate shapes
 Step 4 Explain shape arrangements
 Step 5 Compose shapes
 Step 6 Decompose shapes
 Step 7 Copy 2-D shape pictures
 Step 8 Find 2-D shapes within 3-D shapes

- To reliably count beyond 10.
- To compare numbers.
- To select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Art & D&T (EAD) Children will be taught...


Artist Focus: Kandinsky



- To make patterns using various mixed media
- To spot patterns in famous works of art


Geography (Through Understanding the World) Children will be taught...

- To recognise some similarities and differences between life in this country and life in other countries.
- To recognise some environments that are different to the one in which we live.
- To draw information from a simple map.




Communication and Language Children will be taught...

- To learn rhymes, poems and songs and stories from other cultures.
- To continue to listen carefully to others and to understand why listening is important.
- To use newly learnt vocabulary in different contexts.
- To ask questions to find out more and check understanding.
- To articulate ideas and thoughts in full sentences.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.



Music (EAD) Children will be taught...

Charanga Unit: Big Bear Funk




To listen attentively, move to and talk about music, expressing feelings and responses.
 To increasingly match the pitch and follow a melody when singing in a group or alone.
 To create collaboratively, sharing ideas, resources and skills.
 To return to and build on their previous learning, refining ideas and developing their ability to represent them.

Summer 1

Big Idea/Theme: Animals

Enrichment Opportunities: The Mill @ Hatfield, visits from parents to talk about Eid, animal visitors.


RE Children will be taught...



- Human Responsibility and Values, Justice and Fairness, Ultimate Questions, Prayer, Worship and Reflection
- Sacred Spaces, Simple Prayers And Time To Reflect (Prayer, Worship And Reflection)
- Treating The World Fairly-Taking Responsibility (Human Responsibility And Values, Justice And Fairness)
- God And Other Big Questions (Ultimate Questions)
- By the end of EYFS the religious and theologically literate pupil should:** Share their family traditions and the joy of celebrations, beginning to explore those of other belief communities. Respond through talk, gesture and play about religious stories, objects, people and practices. Use some basic religious vocabulary and use their imagination and curiosity to develop their interest in the world around them.

Science (Through Understanding the World) Children will be taught...


- To understand the effect of changing seasons on the natural world.
- To explore the natural world and describe what we see, hear and feel whilst outside.



Physical Development Children will be taught...

- To further develop and refine a range of ball skills: throwing, catching, kicking, rolling, passing, batting, aiming, dribbling.
- To develop confident, competence, precision and accuracy when engaging in activities that involve a ball.
- To develop control and grace when moving and overall body strength.
- To develop the foundations of a handwriting style that is fast, accurate and efficient.
- To improve core muscle strength to achieve good posture.
- To engage successfully with physical education sessions.


Striver: Catching and Throwing



All children will have daily opportunities to develop their fine motor skills through varied activities designed to strengthen and develop finger dexterity.


PSED Children will be taught...

In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.



Computing Children will be taught...

- To access to a range of technologies, both digital and non-digital
- To explore different technologies through play



English Children will learn to...

Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing - 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; - Write simple phrases and sentences that can be read by others

Drawing Club Provocations:

- The Very Hungry Caterpillar
 - Rosie's Walk
- The Enormous Turnip
- Jack and the Beanstalk
- The Clangers and the Giant Plant
<https://www.bbc.co.uk/iplayer/episode/b060kszr/clangers-series-1-7-the-giant-plant> (animation)
 - The Good Dinosaur
<https://www.youtube.com/watch?v=mw2bflODOZ4> (animation)



Phonics
Phase 4: Adjacent consonants and consolidations, cvcc, ccvc, ccvcc, cccvc, ccvcc
Tricky Words: said, have, like, so, do, come, were, there, little, one, when, out, what

Bug Club Phonics

Skills related to the Pirton R of the half term: REFLECTIVE

- To understand that they are all different and have different interests and abilities, and that is okay.
- To know they are learning, they are on the way to becoming experts.
- To understand that it is okay to make mistakes.
- To think about how they might do things differently next time.
- To believe that they, and their creations, don't need to be perfect.
- To have the confidence to know that if they practice, they will get better.
- To link these skills to being positive and reflective like Ramon.

Maths

Sharing And Grouping
 Step 1 Explore sharing
 Step 2 Sharing
 Step 3 Explore grouping
 Step 4 Grouping
 Step 5 Even and odd sharing
 Step 6 Play with and build doubles

Visualise, Build And Map
 Step 1 Identify units of repeating patterns
 Step 2 Create own pattern rules
 Step 3 Explore own pattern rules
 Step 4 Replicate and build scenes and constructions
 Step 5 Visualise from different positions
 Step 6 Describe positions
 Step 7 Give instructions to build
 Step 8 Explore mapping
 Step 9 Represent maps with models
 Step 10 Create own maps from familiar places
 Step 11 Create own maps and plans from story situations

Make Connections
 Step 1 Deepen understanding
 Step 2 Patterns and relationships

Consolidation
Number - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Art & D&T (EAD) Children will be taught...

Artist Focus: Giuseppe Arcimboldo

- Use a variety of mixed media to create a collage inspired by a famous work of art



History (Through Understanding the World) Children will be taught...

Past and Present - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Geography (Through Understanding the World) Children will be taught...

People, Culture and Communities - Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Communication and Language Children will be taught...

Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Music (EAD) Children will be taught...

Charanga Unit: Reflect, Rewind and Replay

Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music



Summer 2

Big Idea/Theme: Growing and Changing

Enrichment Opportunities: Local area visit to see how it has changed since Autumn Term, Standalone Farm, Growing butterflies from caterpillars, Visits from parents and grandparents

RE Children will be taught...

People, Culture and Communities - 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;

Sacred Spaces, Simple Prayers And Time To Reflect (Prayer, Worship And Reflection)

Treating The World Fairly-Taking Responsibility (Human Responsibility And Values, Justice And Fairness)
 God And Other Big Questions (Ultimate Questions)

By the end of EYFS the religious and theologically literate pupil should: Share their family traditions and the joy of celebrations, beginning to explore those of other belief communities. Respond through talk, gesture and play about religious stories, objects, people and practices. Use some basic religious vocabulary and use their imagination and curiosity to develop their interest in the world around them.

Science (Through Understanding the World) Children will be taught...

The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Physical Development Children will be taught...

Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Striver: Athletics

PSED Children will be taught...In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge

Computing Children will be taught...

- To access to a range of technologies, both digital and non-digital
- To explore different technologies through play