

Subjects	Autumn Term 1 <i>The Hungry Caterpillar</i>	Autumn Term 2 <i>Toy Story</i>	Spring Term 1 <i>Twisted Fairy Tales</i>	Spring Term 2 <i>Out of this World</i> Phonics Focus	Spring Term 2 <i>Superheroes</i>	Summer Term 2 <i>Roar</i>
Immersion and Trips	Picnic	Toy Day Dress up as favourite character Museum trip	Pyjama Day Bedtime Story Sundown Adventure Land	Alien Day – Focused around phonics	Superhero Day	Paradise Wildlife Park
Celebrations / Parental engagement	Gardening with parents	Toy Story Sing-A-Long Great/Grandparents in to share their toys Christmas Singing	Story sharing with parents	Phonics workshop – Parents to create a game to play with their child at home		
English	<u>Key Text/Film: The Hungry Caterpillar</u> I can write my own name and other things such as labels and captions. I can attempt to write short sentences in meaningful contexts. I can write simple sentences which can be read by myself and others. I can say a sentence out loud before I write it down. I can use a capital letter at the start of a sentence. I can sit correctly at the table holding a pencil comfortably and correctly.	<u>Key Text/Film: Toy Story 4</u> I can write my own name and other things such as labels and captions. I can attempt to write short sentences in meaningful contexts. I can write simple sentences which can be read by myself and others. I can spell unknown words using my phonemes. I can leave spaces between words. I can use a capital letter and full stop. I can plan my writing by building a sentence. I can sequence sentences to form a short narrative. I can begin to use adjectives to add detail to my sentences.	<u>Key Text/Film: Range of fairy tales</u> I can attempt to write short sentences in meaningful contexts. I can write simple sentences which can be read by myself and others. I can spell unknown words using my phonemes. I can leave spaces between words. I can use a capital letter and full stop. I can plan my writing by building a sentence. I can sequence sentences to form a short narrative. I can begin to use adjectives to add detail to my sentences. I can use the suffixes –ing, -ed, -er and –est where no change is needed. I can use ‘and’ to join ideas within a sentence.	<u>Key Text/Film: Aliens Love Underpants</u> I can write simple sentences which can be read by myself and others. I can spell unknown words using my phonemes. I can leave spaces between words. I can use a capital letter and full stop. I can plan my writing by building a sentence. I can sequence sentences to form a short narrative. I can begin to use adjectives to add detail to my sentences. I can use the suffixes –ing, -ed, -er and –est where no change is needed. I can use ‘and’ to join ideas within a sentence.	<u>Key Text/Film: Supertato</u> I can write simple sentences which can be read by myself and others. I can spell unknown words using my phonemes. I can leave spaces between words. I can use a capital letter and full stop. I can plan my writing by building a sentence. I can sequence sentences to form a short narrative. I can begin to use adjectives to add detail to my sentences. I can use the suffixes –ing, -ed, -er and –est where no change is needed. I can use ‘and’ to join ideas within a sentence. I may attempt to use other conjunctions.	<u>Key Text/Film: Information Texts/ Dinosaurs Love Underpants</u> I can write simple sentences which can be read by myself and others. I can spell unknown words using my phonemes. I can leave spaces between words. I can use a capital letter and full stop. I can plan my writing by building a sentence. I can sequence sentences to form a short narrative. I can begin to use adjectives to add detail to my sentences. I can use the suffixes –ing, -ed, -er and –est where no change is needed. I can use ‘and’ to join ideas within a sentence. I can sequence events in chronological order.
Maths	<u>Place Value</u> I can count reliably from 1-20 I can count objects in a line	<u>Place Value</u> I can find one more/ one less than a given number.	<u>Place Value</u> I can understand ordinal numbers.	<u>Multiplication and Division Fractions</u> <u>Addition and Subtraction</u>	<u>Number and Place Value</u> <u>Addition and Subtraction</u> <u>Fractions</u> <u>Multiplication and Division</u>	Key areas identified from PiXL testing

	<p>I can count actions and objects without physically touching them. I can represent numbers using fingers, marks and pictures. I can recognize numerals up to 20. I can order numbers up to 20. I can write numbers to 20.</p> <p><u>Addition</u> I can say a number that is one more and one less than a given number. I can combine two or more quantities to find the total. I can recognise and name the + and = sign.</p> <p><u>Subtraction</u> I can count backwards on a number line or a number stick. I can recognise and name the – and = sign.</p>	<p>I can match numbers and quantities. I can read and write numbers to 20. I can compare quantities. I can locate numbers on a number line.</p> <p><u>Measures - Money</u> I can demonstrate that £1 has a greater value than pennies. I can know and name different coins. I can recognise and know the value of different coins and notes. I can add and subtract money.</p> <p><u>Geometry – Shape</u> I can select a particular named shape. I can use mathematical names and ‘flat’ 2D shapes. I can use familiar objects and common shapes to create and recreate patterns. I can recognise and name common 2D shapes. I can recognise shapes in different orientations and sizes. I can make models, patterns and pictures using construction kits and everyday material. I can identify and make patterns,</p>	<p>I can compare numbers up to 20. I can make 10. I can make 10 and count on (CPA). I can partition and recombine numbers to 20 into 10s and 1s.</p> <p><u>Addition</u> I can add with number bonds to 10. I can know all number bonds to 10. I can use the inverse.</p> <p><u>Subtraction</u> I can break numbers into parts. I can subtract with number bonds. I can subtract by taking away. I can make a family of number sentences.</p> <p><u>Measures – Time</u> I can order and sequence familiar events. I can use everyday language related to time. I can measure short periods of time in different ways. I can tell the time to the hour.</p> <p><u>Measure – Length and Capacity and Weight</u> I can use everyday language to compare quantities and objects, I can order two items by mass. I can order two or three items by length or height, I can order items by capacity.</p>	<p><u>Measures – Time – Half Past</u></p>		
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Science	<p><u>Working Scientifically</u> I can ask simple questions I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I have found out. I can use simple data to answer questions.</p> <p><u>Seasonal Changes - Autumn</u> I can observe and comment on changes in seasons.</p> <p><u>Plants</u> I can name a variety of plants. I can name parts of a plant.</p>	<p><u>Working Scientifically</u> I can ask simple questions I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I have found out. I can use simple data to answer questions.</p> <p><u>Everyday Materials</u> I can distinguish between an object and the material it is made from. I can explain the materials that an object is made from. I can name wood, plastic, glass, metal, water and rock. I can describe the properties of everyday materials. I can group objects based on the materials they are made from.</p>	<p><u>Working Scientifically – Broad Bean Experiment</u> I can ask simple questions I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I have found out. I can use simple data to answer questions.</p> <p><u>Plants</u> I can name a variety of plants. I can name parts of a plant. I can name parts of a tree</p> <p><u>Seasonal Changes – Winter</u> I can observe and comment on changes in seasons.</p>		<p><u>Humans</u> I can name the parts of the body that I can see. I can link the correct part of the human body to each sense.</p>	<p><u>Working Scientifically</u> I can ask simple questions I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I have found out. I can use simple data to answer questions.</p> <p><u>Animals and Humans</u> I can name a variety of animals. I can classify and name animals by what they eat. I can sort animals into categories. I can sort living and non-living things.</p>
Computing	<p><u>Information Technology</u> I can use a camera.</p> <p><u>Digital Literacy</u> I can technology safely.</p>	<p><u>Algorithms and programming - Beebots</u> I can create a series of instructions. I can plan a journey for a programmable toy.</p>	<p><u>Information Technology</u> I can use a camera.</p>	<p><u>A safe computer user</u> I can follow the school's internet rules. I can use the internet for learning, making choices when navigating through sites. I can recognise advertising on websites and learn to ignore them.</p>	<p><u>A safe computer user</u> I know that bookmarking is a quick way to find sites again quickly. I can begin to evaluate websites and know that everything on the internet isn't always true. I know that it is not always possible to copy some text</p>	<p><u>Information Technology</u> I can create digital content. I can store digital content. I can retrieve digital content.</p>

				Information Technology I can use a website.	and pictures from the internet. Information Technology I can use a website.	
History	I can explain how I have changed since I was born.	Old and New Toys I can ask and answer question about old and new objects. I can spot old and new things in a picture. I can give examples of things that were different when my grandparents were children.			Old and New I can spot old and new things in a picture. I can ask and answer question about old and new objects. Past and Present I can use phases like past and present, now and then. Famous People I can talk about someone famous who was born or lived near out town. I know why there is a monument to a famous person or event in the town centre.	Past and Present I can use phases like past and present, now and then.
Geography			Weather I can keep a weather chart and answer questions about the weather.	The World I can name the four countries in the UK and locate them on a map. I can point to the equator, North and South pole on an atlas and globe. I can name the four main directions on a compass – North, South, East and West.	I can explain where I live and tell someone my address.	Hot and Cold I can sort animals based on if they live in a hot or cold place. I can explain the clothes that I would wear in hot and cold places.
D&T	Cooking – Fruit Kebabs I can cut food safely. I can explain to someone else how I want to make my product. I can make a simple plan before making.	Toy Car I can use my own ideas to make something. I can make a product that moves. I can make my model stronger. I can make a simple plan before making.	Cooking -		Cooking -	Make a dinosaur with a moving mouth I can make a simple plan before making. I can make a product that moves. I can describe how something works.

Art & Design	I can create a repeating pattern in print. I can name the primary and secondary colours.		I can create moods in art work. I can show how people feel in painting and drawings.			I can use pencils to create lines of different thickness in drawings. I can cut, roll and coil materials.
Music		Singing I can use my voice to speak, sing and chant. I can clap short rhythmic patterns. I can follow instructions about what to sing.	I can use instruments to perform. I can respond to different moods in music. I can choose sounds to represent different things.	I can say whether I like or dislike a piece of music.		I can choose sounds to represent different things. I can make a sequence of sounds.
PE/Games						
RE	Our key question is: 'What makes a Christian special?' Harvest Festival	Our key question is: 'What is Christmas and Advent?' Christmas Story	Our key question is: 'What makes Judaism special?'	Our key question is: 'What is a Jewish Festival?'	Our key question is: 'What do Christian and Jewish stories tell us?'	
SMSC / PSHE	1.	2.	3.	4.		
Learning Outdoors	English Reading Area – insect, plant books Story stones Alphabet Spelling the Days of the Week – Using a range of mediums Maths Making numbers using natural resources. Ordering numbers. Number recognition Days of the Week Measure Caterpillars with non-standard measurement Topic Looking after plants Spotting the insects attracted to the plants Planting plants Digging to find insects	English Reading Area – Toy books Role Play – Toy story characters Story Stones Maths Topic Junk Modelling Toys Sorting materials New and Old Toys to explore – can they sort?	English Reading Area – Fairy Tales Role Play – each week different story Fairy tale stones to orally create their own stories Dressing up Maths Topic Building houses that the Three Little Pigs could live in? – Link back to materials	English Reading Area – The world, alien books Phonics games Spelling the Days of the Week – Using a range of mediums Maths Topic Maps Chalks to draw own maps	English Reading area – Superhero books, helpful hero books Dressing up Alphabet Maths Topic Planting seeds Planting plants Looking after the plants	English Reading area – dinosaur books, animal books Spelling the Days of the Week – Using a range of mediums Maths Topic Tuff Spot – animals/dinosaur habitat Sorting animals Fishing Digging for dinosaur bones

	Colour stones to make repeating pattern caterpillars					
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