



Long Term Planning – Class 1 –Y1 &EYFS

Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Paws and Claws		Dungeons and Dragons		Stems and Sunshine	
<p>Reading <i>Focus texts:</i></p> <p><i>A mouse called Julian</i> <i>The tiger who came to tea</i></p> <p><i>Information texts: Autumn</i></p> <p>Autumn Poems: Performing and visualisation</p> <p>Finding out information from internet</p>	<p>Reading <i>Focus texts:</i></p> <p><i>Nursery: The Gruffalo</i></p> <p><i>Grendel- A cautionary tale about chocolate!</i> <i>Stickman</i></p> <p><i>The Story of Diwali</i> <i>The Christmas Story</i></p> <p>Information texts: Winter.</p> <p>National Nursery Rhyme Week</p>	<p>Reading <i>Focus texts:</i></p> <p><i>Whatever Next!</i> <i>Peace at Last</i></p> <p><i>The Chinese New Year Story (25th Jan)</i></p> <p>Information texts: Chinese New Year information books/ websites.</p> <p><i>World Book Day celebrations</i></p>	<p>Reading <i>Focus Texts:</i></p> <p><i>Nursery: Lullabyhullaloo</i></p> <p><i>George and the Dragon</i> <i>On the Way Home</i></p> <p>Information texts: Castles</p>	<p>Reading <i>Focus Texts:</i></p> <p><i>Jack and the Beanstalk</i> <i>The Sunflower that went Flop</i></p> <p>Information texts: Plants and Growing Recipes</p>	<p>Reading <i>Focus Texts:</i></p> <p><i>Nursery: The Very Hungry Caterpillar</i></p> <p><i>Mad about Minibeasts</i> <i>The Bee who Spoke</i> <i>What the ladybird heard</i></p> <p>Information texts: Minibeasts and habitats</p>
<p>Language Competency (Through talk and reading):</p> <ul style="list-style-type: none"> * Developing confidence in talking in a group. * Understanding what good listening is. * Developing ability to listen in different situations. * Participating in small group, class and 1;1 discussions, offering ideas and listening to others. * Making comments about what they have heard. * Developing understanding and ability to use new vocabulary. * Book Talk- front cover, character, picture, words, author, etc. * Describing characteristics * Expressing emotional states and feelings * Language of empathy. 	<p>Language Competency (Through talk and reading) :</p> <ul style="list-style-type: none"> * Book Talk * Dialogue between characters * Giving a response to story * Making connections with own experiences * Developing prediction skills * Developing sustained story-telling skills. * Performing Nursery rhymes to an audience. * Developing understanding of religions from stories (Diwali and Christmas stories) 	<p>Language Competency (Through talk and reading):</p> <ul style="list-style-type: none"> * Book Talk * First person narrative * Sustained story- making * Visualising story setting through illustrations and given descriptive language * Creating new story settings to extend a narrative * Exclamations and questions * Developing understanding of different cultures from stories (Chinese New Year) * Giving instructions to carry out an activity. 	<p>Language Competency (Through talk and reading):</p> <ul style="list-style-type: none"> * Past tense patterned narrative * Precise language, using directional terminology * Language rhythms * Identifying key events in stories * Language to persuade 	<p>Language Competency (Through talk and reading):</p> <ul style="list-style-type: none"> * Sequenced narrative, using adverbials * Lists and ordinal language * Technical language (life cycles) * Performing own riddles to an audience. * Answering 'how' and 'why' questions in response to stories and events. 	<p>Language Competency (Through talk and reading):</p> <ul style="list-style-type: none"> * Statements and questions * Describing human characteristics * Expressing human states/feelings * Making connections with own feelings/ experiences * Recreating and exploring roles and experiences * Developing understanding of different cultures from stories. * Asking questions to clarify understanding * Creating a 'call' and 'response' song

<p>Writing Possible Texts Class Text Examples of recounts</p> <p>Reception *Understanding that spoken sounds (phonemes) can be represented by letters (graphemes). *Begin to represent some spoken sounds in words using the appropriate letter.</p> <p>VPG Y1 *Oral composition of sentences and attempting to write each word in sentence *Separate words using spaces * Write captions and sentences with word spaces and phonetically plausible spelling. *Begin to use capital letters at beginning of sentences and full stops to demarcate end of sentence. *Oral composition of sentences with co-ordinating conjunction, 'and' and beginning to use this in written sentences.</p> <p>Writing Outcomes *A detailed recount of a personal experience * Narrative, sequenced sentences based on re-tell of class text *A letter from story character</p>	<p>Writing Possible Texts Class Text Examples of letters Examples of diary entries</p> <p>Reception * Begin to spell words using Fred talk & Fred fingers Beginning to write VC and CVC words with known sounds. *Oral composition of sentences.</p> <p>VPG Y1 *Oral composition of sentences with co-ordinating conjunction, 'and' and beginning to use this in written sentences. * Write captions and sentences with word spaces and phonetically plausible spelling. *Begin to sequence sentences to form short narratives. *Separate words using spaces *Use capital letters at beginning of sentences and full stops to demarcate end of sentence.</p> <p>Writing Outcomes *A clear set of instructions *A simple narrative based on class text *A diary entry based on class text</p>	<p>Writing Possible Texts: Class Text Examples of instructions</p> <p>Reception * Begin to spell words using Fred talk & Fred fingers Beginning to write VC and CVC words with known sounds. *Oral composition of sentences. *Beginning to write captions/ short sentences.</p> <p>VPG Y1 *Write captions and sentences with word spaces and phonetically plausible spelling. *Begin to sequence sentences to form short narratives. *Separate words using spaces *Use capital letters at beginning of sentences and for proper nouns and pronoun I. *Use full stops at end of sentences. *Begin to use question marks to punctuate questions in writing.</p> <p>Writing Outcomes *A discussion text *A simple narrative based on class text *A recount of an activity- a sound walk around school/ local area</p>	<p>Writing Possible Texts: Class Text Examples of non-chronological reports Examples of invitations</p> <p>Reception * Spell words using Fred talk & Fred fingers Beginning to write VC and CVC words with known sounds, including words with digraphs. *Write some CEW *Oral composition of sentences. *Beginning to write captions/ short sentences.</p> <p>VPG Y1 *Write captions and sentences with word spaces and increasingly accurate spelling. *Begin to sequence sentences to form short narratives. *Separate words using spaces. *Use capital letters at beginning of sentences and for proper nouns and pronoun I. *Use full stops at end of sentences. *Begin to use exclamation marks to punctuate exclamations in writing.</p> <p>Writing Outcomes * An informative fact file, based on topic (shared class work) * A persuasive invitation *A simple narrative based on class text.</p>	<p>Writing Possible Texts Class Text Examples of instructions, eg seed packets.</p> <p>Reception * Spell words using Fred talk & Fred fingers *Write VC and CVC words with known sounds, including words with digraphs. *Write some CEW *Begin to write words with more than 1 syllable. *Oral composition and writing sentences.</p> <p>VPG Y1 *Use suffixes to show plural nouns *Use compound words in writing *Use pre-fix 'un' to change meaning of verbs and adjectives.</p> <p>Writing Outcomes *A set of clear instructions to carry out an activity successfully, eg planting seeds. *A simple explanation text</p>	<p>Writing Possible Texts Class Text Examples of poetry Examples of diary entries</p> <p>Reception * Spell words using Fred talk & Fred fingers *Write VC and CVC words with known sounds, including words with digraphs. *Write some CEW *Begin to write words with more than 1 syllable. *Oral composition and writing sentences.</p> <p>VPG Y1 *Use suffixes to show plural nouns *Use compound words in writing *Use pre-fix 'un' to change meaning of verbs and adjectives. *Use question marks and exclamation marks in writing.</p> <p>Writing Outcomes *An entertaining list poem based on class text *A narrative based on class text * A detailed recount of school visit</p>
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<p>Maths Reception</p> <ul style="list-style-type: none"> *Recites numbers in order *Counting sets objects, actions and sounds. *Subitise small quantities in familiar patterns *Use 5 frames to explore composition of small quantities *Count out a smaller number form a larger group. *Begin to link the number symbol with it's cardinal value. *Count orally beyond 10 *Explore the composition of numbers 2,3,4. <p>Measures:</p> <ul style="list-style-type: none"> *Uses everyday language and compares length, weight and capacity <p>Y1</p>	<p>Maths Reception</p> <ul style="list-style-type: none"> * Use 10 frames to re-enforce tens structure of number system. *Conceptual subitising to 6. *Compare sets and use language 'more than' 'less than' 'fewer' 'the same as' and 'equal to.' *Makes groups of objects of the same quantity *Begin to record in different ways- tallies, dots and using numeral cards. *Explore the composition of numbers to 5. <p>Shapes:</p> <ul style="list-style-type: none"> *Select, rotate and manipulate shapes <p>Measures</p> <ul style="list-style-type: none"> *Uses everyday vocabulary to describe and compare time 	<p>Maths Reception</p> <ul style="list-style-type: none"> * Compares numbers * Understands the one more/ one fewer relationship between consecutive numbers <p>Shapes</p> <ul style="list-style-type: none"> *Recognises and selects simple geometric shapes in construction and block play <p>Y1</p> <p>Place value:</p> <ul style="list-style-type: none"> *Read and write numbers to 20 in numerals and words <p>Fractions</p> <ul style="list-style-type: none"> *Recognise, find and name a half as one part of two equal parts of an object, shape or quantity. 	<p>Maths</p> <ul style="list-style-type: none"> *Counts groups of manipulatives accurately using 1:1 correspondence *Uses numerals/ graphic representations to record number problems *Recites number names forwards and backwards <p>Y1</p> <p>Algebra</p> <ul style="list-style-type: none"> *Solve one step problems that involve addition & subtraction, using concrete objects and pictorial representations, and missing number problems. <p>Measure</p> <ul style="list-style-type: none"> *Compare, describe and solve practical problems for length and height; mass; capacity and volume. 	<p>Maths</p> <ul style="list-style-type: none"> *Understands the relationship between a group of objects and the corresponding number *Accurately counts up to 10 fixed objects *Recognises numerals to 10 *Places numerals to 10 in order *Creates 5 in different ways *Recognises up to 5 objects without counting *Recalls number bonds to 5 <p>Y1</p> <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> *Describe position, direction and movement, including half, quarter and three-quarter turns. 	<p>Maths</p> <ul style="list-style-type: none"> * <p>Y1</p> <p>Measure:</p> <ul style="list-style-type: none"> *Measure and begin to record length and heights; mass & weight; capacity & volume; temperature

<p>Place value: *Comparison of quantities and measures *Introduction to whole and parts & part-part-whole *Composition of numbers 0-5 *Composition of numbers 6-10</p> <p>Add and subtract: *Additive structures-aggregation and partitioning *Additive structures-augmentation and reduction *Addition and Subtraction-strategies within 10</p> <p>Length: Compare and describe items, using language long/ short; longer/ shorter; tall/ short; taller/ shorter.</p> <p>Mass & Capacity</p>	<p>Y1 Place value: *Composition of numbers 20-100 * Composition of numbers 11-19</p> <p>Multiply and divide: Count in multiples of 2,s 5, 10s</p> <p>2D shape</p> <p>Time: *Sequence events in chronological order using language (eg before, after, first, next, today, yesterday, tomorrow, morning, afternoon, evening) *Recognise and use language relating to dates, including days of the week, months and years.</p>	<p>*Recognise, find and name a quarter as one of 4 equal parts of an object, shape and quantity. Property of shape</p> <p>Money *Recognise and know the value of different denominations of coins and notes</p>	<p>Time *Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Mass & Capacity</p>		
<p style="text-align: center;">Science</p> <p>EYFS:</p> <ul style="list-style-type: none"> ➤ Explore the natural world around them, making observations and drawing pictures of animals and plants <p>Year1</p> <p style="text-align: center;">Animals including Humans</p> <ul style="list-style-type: none"> ➤ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, including pets ➤ Identify and name a variety of common animals that are carnivores, omnivores and herbivores ➤ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<p style="text-align: center;">Science</p> <p>EYFS:</p> <ul style="list-style-type: none"> ➤ Understand some important processes and changes in the natural world around them, including changing states of matter. <p>Year 1:</p> <p style="text-align: center;">Everyday Materials</p> <ul style="list-style-type: none"> ➤ Distinguish between an object and the material it is made from ➤ Identify and name a variety of everyday materials, including wood, plastic ➤ Describe the simple physical properties of a variety of materials 	<p style="text-align: center;">Science</p> <p>EYFS:</p> <ul style="list-style-type: none"> ➤ 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. <p>Year !:</p> <p style="text-align: center;">Plants</p> <ul style="list-style-type: none"> ➤ . Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ➤ Identify the basic structure of a variety of flowering plants, including trees. 			

<ul style="list-style-type: none"> ➤ Identify, name, and draw the basic parts of the human body and say which part is associated with each sense. 	<ul style="list-style-type: none"> ➤ Compare and group together a variety of everyday materials on the basis of their physical properties. 	
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Working Scientifically

Asking simple questions and recognising they can be answered in different ways
 Observing closely, using simple equipment
 Performing simple tests
 Identifying and classifying
 Using observations and ideas to suggest answers to questions
 Gathering and recording data to help in answering questions
 Seasonal Changes

EYFS: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
 Observe changes across the four seasons
 Observe and describe weather associated with the seasons and how day length varies.

Geography	Geography	Geography
<p>EYFS</p> <ul style="list-style-type: none"> ➤ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <p>Year 1</p> <ul style="list-style-type: none"> ➤ Use simple observational skills to study the geography of school and grounds (human and physical features) ➤ Use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p>What is my place like? My Geography Home and School – Location and description. Physical and human features of area. Link their homes with other places in their local environment. Suggest ideas for improving the school environment. Focus: Fieldwork and observational skills. Basic maps. Locate where we live on map of United Kingdom</p>	<p>EYFS</p> <ul style="list-style-type: none"> ➤ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <p>Year 1</p> <ul style="list-style-type: none"> ➤ Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas. <p>What can I find? Me and my corner of the world Focus: fieldwork and observational skills; basic maps; aerial photographs; make simple maps and plans; construct basic symbols in a key</p>	<p>EYFS</p> <ul style="list-style-type: none"> ➤ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps <p>Year 1</p> <ul style="list-style-type: none"> ➤ Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas. <p>What is my country like? UK countries, capitals and seas and landmarks Focus: locations, map skills, basic atlas introduction/ development; aerial photographs</p>

Use basic geographical vocabulary to refer to:

Key physical features- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
Key human features- city, town, village, factory, farm, house, office, port, harbour and shop

Locational and directional language

Identify seasonal and daily weather patterns in the UK

History	History	History
<p>EYFS:</p> <ul style="list-style-type: none"> ➤ Know about similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p>Year 1:</p> <ul style="list-style-type: none"> ➤ Develop awareness of the past, using common words and phrases relating to the passing of time ➤ Describe and explain changes within living memory <p>My History - Toys</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> • To sequence events and recount changes: Place 3 toys in chronological order; create own time line from baby- toddler-now • Vocabulary: old, new, a long time ago • Timeline and ordering- ages of toys <p>Historical Interpretation</p> <ul style="list-style-type: none"> • Relate their account of experience and listen to those of others <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Answer questions using artefacts, photographs and accounts from people • Describe some simple similarities and differences between artefacts • Sort artefacts from then and now • Oral history accounts <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> • Identify the main differences between old and new objects • Celebration of events because of what happened a long time ago- Guy Fawkes; Remembrance Day 	<p>EYFS:</p> <ul style="list-style-type: none"> ➤ Understand the past through settings, characters and events encountered in books and storytelling. <p>Year 1:</p> <ul style="list-style-type: none"> ➤ Events beyond living memory that are significant nationally or globally ➤ Significant historical events, people and places in their own locality <p>Castles</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> • Place known events and objects in chronological order • Use common words and phrases relating to the passing of time <p>Historical Interpretation</p> <ul style="list-style-type: none"> • Relate their account of an event and understand that others may give a different version <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Find answers to some simple questions about the past from simple sources of information • Ask and answer relevant basic questions about the past. <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> • Identify some similarities and differences between ways of life in different periods. 	<p>EYFS:</p> <ul style="list-style-type: none"> ➤ Talk about the lives of people around them and their roles in society <p>Year 1:</p> <ul style="list-style-type: none"> ➤ The lives of individuals in the past who have contributed to national or international achievements <p>The life and work of Nurturing Nurses- Florence Nightingale and Mary Seacole</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> • To sequence events and recount changes within living memory • To use common words and phrases relating to the passing of time <p>Historical Interpretation</p> <ul style="list-style-type: none"> • Relate their account of an event and understand that others may give a different version <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Find answers to some simple questions about the past from simple sources of information <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> • Understand key features of events • Develop understanding of how current issues affect human behaviour • Explain how some people have helped us live better lives
<p align="center">Art - Self-portraits</p> <p><u>Objectives / Skills</u> <u>Reception and Y1</u></p> <ul style="list-style-type: none"> ➤ Drawing using line, texture and pattern ➤ Paint mixing- secondary colours, hair and skin tones, dark and light <p><u>In addition, Y1 will:</u></p>	<p align="center">Art - Investigating Materials (related to topic work or following children's own interests)</p> <p><u>Objectives / Skills</u> <u>Reception and Y1</u></p> <ul style="list-style-type: none"> ➤ Manipulating materials- folding, tearing, cutting, pleating ➤ Join materials in appropriate ways for task ➤ Colour materials 	<p align="center">Art - What is sculpture?</p> <p><u>Objectives / Skills</u> <u>Reception and Y1</u></p> <ul style="list-style-type: none"> ➤ Investigate sculpture through the work of Antony Gormley by: ➤ Drawing- lines, texture, shape and space ➤ Collage- shape, texture and colour ➤ Sculpture- joining materials ➤ Photography

<ul style="list-style-type: none"> ➤ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ➤ To explore differences and similarities within the work of artists from different times and cultures. ➤ To begin to use a sketchbook to gather ideas for artwork. ➤ To use pencil to develop sketches. ➤ To use a variety of tools to add colour to sketches (paint / pastel / crayon / coloured pencil). ➤ To explore the use of line, colour and shape. ➤ To review what they and others have done and say what they think about it. ➤ To identify what they might change in future work. 	<ul style="list-style-type: none"> ➤ Collect and sort fabrics ➤ Weave materials <p><u>In addition, Y1 will:</u></p> <ul style="list-style-type: none"> ➤ Use a range of materials and a variety of tools creatively to design and make products ➤ Record and explore ideas from first hand observation, experiences and imagination ➤ To review what they and others have done and say what they think about it. ➤ To identify what they might change in future work. ➤ Use a sketchbook to gather and collect ideas and artwork. 	<p><u>In addition, Y1 will:</u></p> <ul style="list-style-type: none"> ➤ Ask and answer questions about starting points of their work and develop their ideas. ➤ Explore differences and similarities in the work of artists from different times and cultures. ➤ Continue to develop the use of the sketchbook to explore and review ideas. ➤ To review what they and others have done and say what they think about it. ➤ To identify what they might change in future work.
<p style="text-align: center;">DT</p> <p style="text-align: center;">Design, make and evaluate a structure linked to topic work or children’s own interests.</p> <p><u>Year 1</u> With support, collaboratively</p> <ul style="list-style-type: none"> -Design purposeful, functional and appealing products based on design criteria -Generate, develop, model and communicate ideas in a variety of ways. -Make using a range of tools and equipment. -Select from a wide range of materials and components. -Explore and evaluate a range of existing products -Evaluate own ideas and products against the design criteria. -Build structures, exploring how that can be made stronger, stiffer and more stable. 	<p style="text-align: center;">DT</p> <p style="text-align: center;">Design, make and evaluate a product that has mechanisms, linked to topic work or children’s own interests.</p> <p><u>Year 1</u> With support, collaboratively</p> <ul style="list-style-type: none"> -Design purposeful, functional and appealing products based on design criteria -Generate, develop, model and communicate ideas in a variety of ways. -Make using a range of tools and equipment. -Select from a wide range of materials and components. -Explore and evaluate a range of existing products -Evaluate own ideas and products against the design criteria. -Explore and use mechanisms, for example, levers, wheels, sliders and axles in products. 	<p style="text-align: center;">DT</p> <p style="text-align: center;">Preparing healthy snacks.</p> <p><u>Year 1</u> With support, collaboratively</p> <ul style="list-style-type: none"> -Use the basic principles of a healthy and varied diet to prepare a variety of healthy snacks. -Understand where food comes from.
<p style="text-align: center;">Physical Development</p> <p style="text-align: center;">Move with Max: In the Wood</p> <ul style="list-style-type: none"> • Follow instructions • Develop spatial awareness • Perform balances • Move in a variety of ways <ul style="list-style-type: none"> • Negotiate space • Handle equipment: picking up, controlling and releasing <ul style="list-style-type: none"> • Work with a partner and take turns 	<p style="text-align: center;">Physical Development</p> <p style="text-align: center;">Move with Max: Up in Space</p> <ul style="list-style-type: none"> • Perform basic gymnastics shapes. • Respond to a stimulus • Spatial Awareness. <input type="checkbox"/> Travel in a variety of ways, avoiding obstacles. <input type="checkbox"/> Handle equipment whilst moving <input type="checkbox"/> Throw for accuracy <input type="checkbox"/> Select a path of travel <input type="checkbox"/> Travel at speed, avoiding obstacles 	<p style="text-align: center;">Physical Development</p> <p style="text-align: center;">Move with Max: Jack and the Incredible Meanstalk</p> <ul style="list-style-type: none"> • Negotiate space safely and successfully. • Explore different body positions- thin shapes and wide shapes. <ul style="list-style-type: none"> • Throw towards a target with power and accuracy Negotiate space, changing speed and direction safely <ul style="list-style-type: none"> • Handle and transport equipment. • Travel with control in a variety of ways and at different levels.

				<ul style="list-style-type: none"> • Send and receive objects • Send and receive with a partner. • Work as a team • Move/ dance to a given stimulus 	
<p align="center">PSHE & RSE</p> <p>Family & Relationships</p> <ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help support each other • Making friendships <p>Health and well-being</p> <ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene 		<p align="center">PSHE & RSE</p> <p>Citizenship</p> <p>Responsibility:</p> <ul style="list-style-type: none"> • Rules • Caring for others- animals • The needs of others <p>Community:</p> <ul style="list-style-type: none"> • Similar, yet different • Belonging <p>Democracy</p> <ul style="list-style-type: none"> • Democratic decisions <p>Health and well-being</p> <ul style="list-style-type: none"> • Go over hand washing & personal hygiene <p>Economic well-being</p> <ul style="list-style-type: none"> • Introduction of money (link to Maths) • Looking after money • Banks and building societies • Saving and spending 		<p align="center">PSHE & RSE</p> <p>Safety and the changing body</p> <ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help keep us safe <p>Health and well-being</p> <ul style="list-style-type: none"> • Sun safety • Allergies • People who help us stay healthy <p>Economic Well-being</p> <p>Career and aspirations</p> <ul style="list-style-type: none"> • Jobs in schools 	
<p align="center">Music Hey you!</p> <p align="center"><u>Year N, R & 1</u></p> <p>- How pulse, rhythm and pitch work together.</p> <p>- Learn about voices, singing notes of different pitches (high and low)</p>	<p align="center">Music Rhythm in the Way We Walk and Banana Rap</p> <p align="center"><u>Year N, R & 1</u></p> <p>- Pulse, rhythm and pitch, rapping, dancing and singing</p> <p>- Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm</p>	<p align="center">Music In the Groove</p> <p align="center"><u>Year N, R & 1</u></p> <p>- How to be in the groove with different styles of music.</p> <p>- Learn to start and stop singing when following a leader</p>	<p align="center">Music Round and Round</p> <p align="center"><u>Year N, R & 1</u></p> <p>- Pulse, rhythm and pitch in different styles of music</p>	<p align="center">Music Your Imagination</p> <p align="center"><u>Year N, R & 1</u></p> <p>- Using your imagination.</p>	<p align="center">Music Reflect, Rewind and Replay</p> <p align="center"><u>Year N, R & 1</u></p> <p>- The history of music, look back and consolidate your learning, learn some of the language of music</p>

<p>R.E. Special Times:</p> <ul style="list-style-type: none"> • Harvest, inc Harvest in a Church • What do Christians believe about God? • Finding out about Shabbat 	<p>R.E. Special Times:</p> <ul style="list-style-type: none"> • Christmas Story • Christmas celebrations in Church- carols, nativity, etc. • Why gifts are given at Christmas. 	<p>R.E. Special Books:</p> <ul style="list-style-type: none"> • The Bible • Qur'an • Torah <p>Stories about Jesus (YN): Jesus and Zacchaeus Jesus calming the storm</p> <p>Stories Jesus told (YR): Lost sheep Lost Coin</p> <p>Y1- Why is Jesus special to Christians?</p>	<p>R.E. Special Times</p> <ul style="list-style-type: none"> • Easter celebrations in Church • The Easter story 	<p>R.E. Special Places (YN & YR)</p> <ul style="list-style-type: none"> • Christian baptism • Special buildings and worship there- the Church, mandir, synagogue, Buddhist Rupa 	<p>R.E. Y1- What can we find out about Buddhism?</p>
<i>Visits/ Visitors</i>	<i>Visits/ Visitors</i>	<i>Visits/ Visitors</i>	<i>Visits/ Visitors</i>	<i>Visits/ Visitors</i>	<i>Visits/ Visitors</i>
	Local environment walk	Durham Castle		Visit to park with parents/ carers- picnic	Butterfly World, Preston Park Environmental walk- looking for insects.

Parental involvement:

Over the course of the year, parents and carers will be invited to a variety of meetings and events to find out about and share their children's learning. These will include:

- A reading meeting to find out about our school's approach to teaching letter sounds and how you can support at home.
- Coming in to see a Literacy and a Maths session.
- Stay and Play sessions to work alongside your child on their chosen activities.
- Invitations to come and see children's Learning Journals and workbooks.
- Parents meetings to celebrate and review children's progress. Parents will receive a progress report prior to meetings.
- Wow vouchers- to share what children have achieved beyond school.
- Invitations to come and see performances, such as our Christmas concert and World Book Day celebrations.