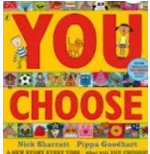
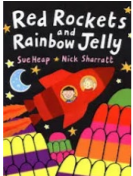

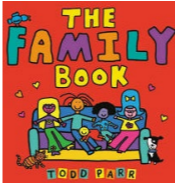


Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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# Communication and language

<p>Listening and attention Asking questions</p> <p>Introduce a wide range of vocabulary</p> <p><b>Rising Stars Vocabulary Scheme</b></p> <ol style="list-style-type: none"> <li>1. Can you follow instructions?</li> <li>2. How do we talk about size?</li> </ol>	<p>Focus on understanding – following instructions and answering how and why questions</p> <p>Introduce a wide range of vocabulary</p> <p><b>Rising Stars Vocabulary Scheme</b></p> <ol style="list-style-type: none"> <li>1. How do animals move?</li> <li>2. How do we talk about objects we have made?</li> <li>3. Can we ask and answer questions?</li> <li>4. Where is it?</li> <li>5. Which words help to tell stories?</li> </ol>	<p>Focus on speaking – speak in front of other to demonstrate awareness of listeners needs, work on correct use of past, present and future tenses when talking about events and develop own narratives.</p> <p>Introduce a wide range of vocabulary</p> <p><b>Rising Stars Vocabulary Scheme</b></p> <ol style="list-style-type: none"> <li>1. How do you feel?</li> <li>2. How are the fish moving?</li> <li>3. What are the characters like?</li> <li>4. Similar and opposite words in nursery rhymes</li> <li>5. How can we measure different things?</li> </ol>
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# Personal, Social and Emotional Development

<p><b>Jigsaw focus</b> Being me in my world</p> <p><b>No outsider book</b> You choose</p>  <p><b>Value and Learning behaviour</b> Friendship Motivation/aspiration</p>	<p><b>Jigsaw focus</b> Celebrating differences (including anti-bullying)</p> <p><b>No outsider book</b> Red rockets</p>  <p><b>Value and learning behaviour</b> Fairness/justice Collaboration</p>	<p><b>Jigsaw focus</b> Dreams and Goals</p> <p><b>No outsider book</b> Blue Chameleon</p>  <p><b>Value and learning behaviour</b> Contribution Self-evaluating</p>	<p><b>Jigsaw focus</b> Relationships</p> <p><b>No outsider book</b> The Family book</p>  <p><b>Value and learning behaviour</b> Loyalty Resilience</p>	<p><b>Jigsaw focus</b> Healthy me</p> <p><b>No outsider book</b> Momma, Man and Me</p> <p><b>Value and learning behaviour</b> Courage Focus</p>	<p><b>Jigsaw focus</b> Changing me</p> <p><b>No outsider book</b> n/a</p> <p><b>Value and learning behaviour</b> Forgiveness Curiosity</p>
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# Physical Development

<b>Real PE Unit :</b> Coordination and Footwork  Gymnastics	<b>Real PE Unit:</b> Dynamic balance to agility Static balance	<b>Real PE Unit:</b> Dynamic balance Static balance	<b>Real PE Unit:</b> Coordination – ball skills Counter balance – with a partner	<b>Real PE Unit:</b> Coordination – sending and receiving Agility – reaction/response	<b>Real PE Unit:</b> Agility – ball chasing Static balance – floor work
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# Phonics

<b>Phase 1:</b> Phonological awareness  <b>Phase 2</b>  Set 1: s,a,t,p Set 2: i,n,m,d	<b>Phase 2</b>  Set 3: g,o,c,k Set 4: ck, e, u, r Set 5: h,b,f,ff,l,ll,ss  <b>HFW:</b> the,to,go,no,i,into	<b>Phase 2 recap</b>  <b>Phase 3</b> Set 6: j,v,w,x Set 7: y,z,zz,qu  Ch,ar,sh,or,th (thin/then) ur,er,ng,ow,ai  <b>HFW</b> He,she,we,me,be,was,you, they,all,are,my,her	<b>Revisit:</b> (ch,ar,sh,or,th,ur,er,ng,ow,ai)  <b>Phase 3</b>  Oi,ee,ear,igh,air,oa,ure,oo (boot/look)  <b>HFW</b> He,she,we,me,be,was,you,they, all,are,my,her	<b>Phase 3</b> cvcc ccvc ccvcc + multisyllabic words  <b>Phase 4</b> <b>Initial/beginning blends</b> Bl, br, gl, gr, dr Cl, cr, fl, fr St, sp, sl, sw, sn Tr, tw  <b>End blends</b> Ft, pt, lt, lp Nd, nt, nk, mp Sp, st  <b>HFW (tricky):</b>  Said, have, like, so, do, some, come, were, there, little, one, when, out, what	<b>Revision – Phase 3 with Phase 4</b>  <b>Revise all HFW</b>  <b>HFW (tricky):</b>  Said, have, like, so, do, some, come, were, there, little, one, when, out, what
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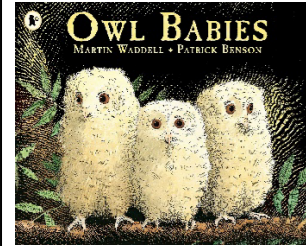
# Reading

**Individual reading:**

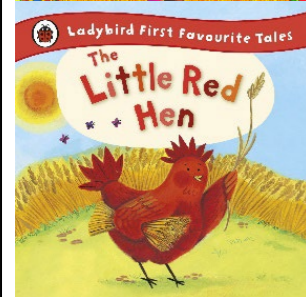
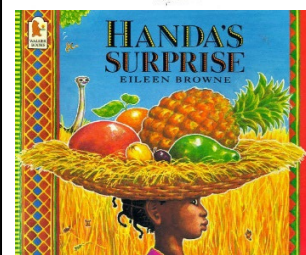
Expected reading level (end of term)  
Level 1

Phonics phase – Phase 2

**Shared Stories**



*We're Going on a Bear Hunt*  
Michael Rosen Helen Oxenbury

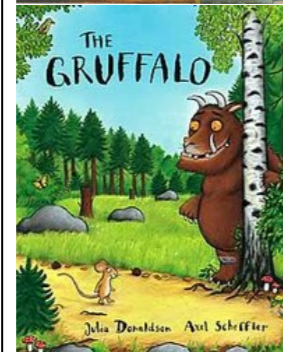
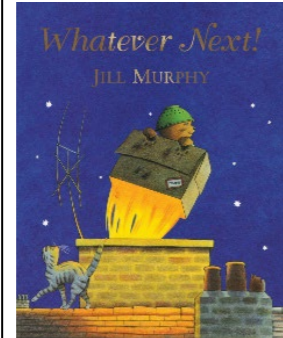


**Individual reading:**

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Level 2

Phonics phase – Phase 2

**Shared stories**

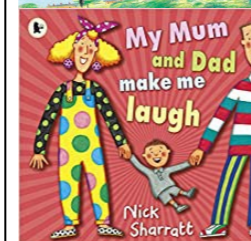
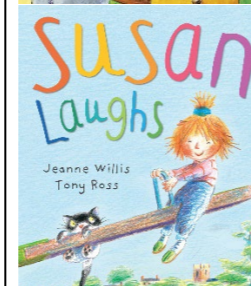
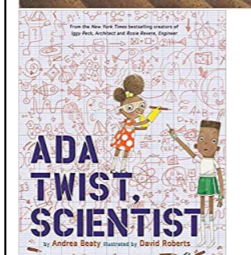
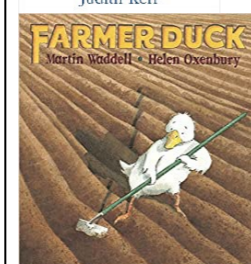
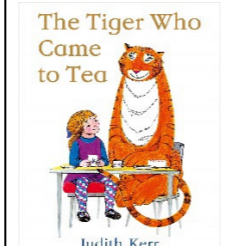


**Individual reading:**

Expected reading level (end of term)  
Level 3

Phonics phase – Phase 3

**Shared stories**

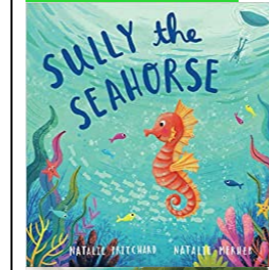
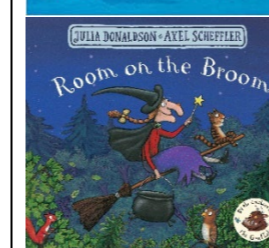
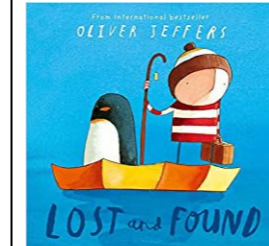


**Individual reading:**

Expected reading level (end of term)  
Level 4

Phonics phase – Phase 3

**Shared stories**

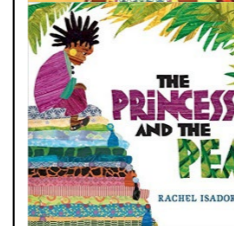
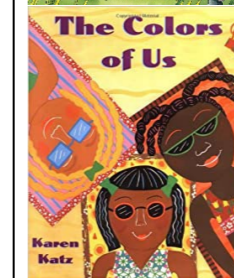
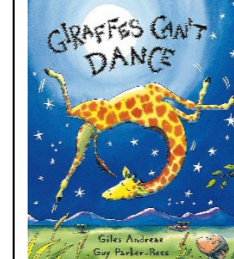
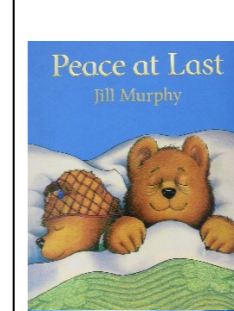


**Individual reading:**

Expected reading level (end of term)  
Level 6

Phonics phase – Phase 4

**Shared stories**

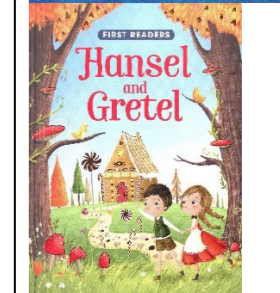
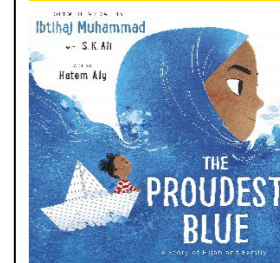
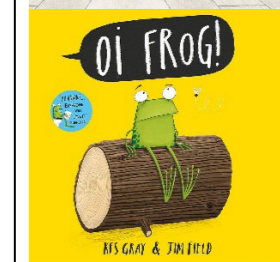
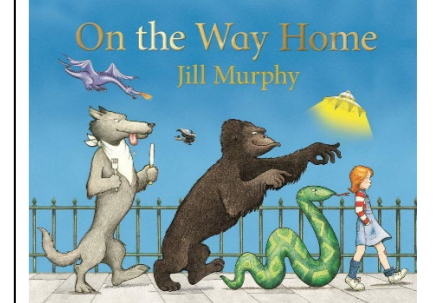


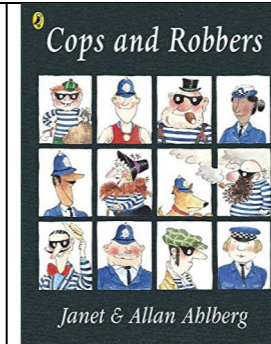
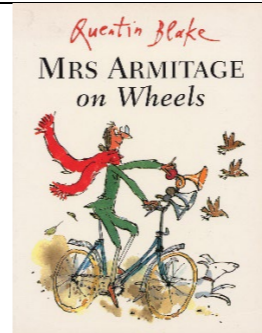
**Individual reading:**

Expected reading level (end of term)  
Level 7/8

Phonics phase – Phase 3 and 4 applied and tricky words.

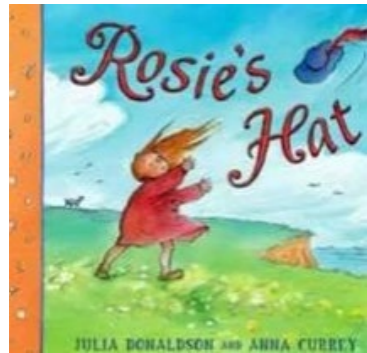
**Shared stories**





# Literacy

Rosie's hat – Science topic

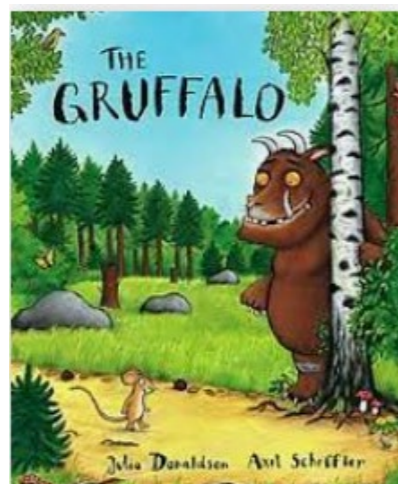


The Little Red hen

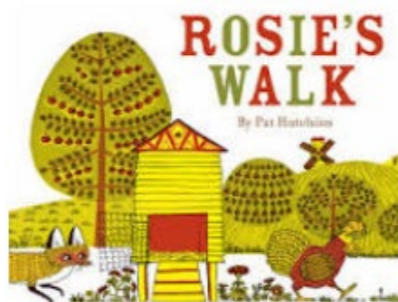


Where's spot?

Gruffalo

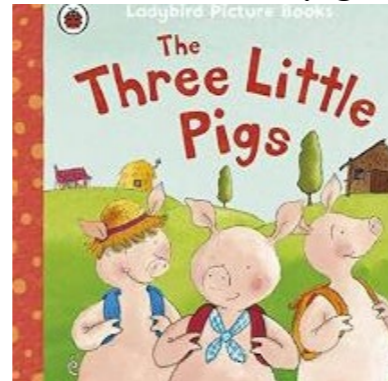


Rosie's Walk

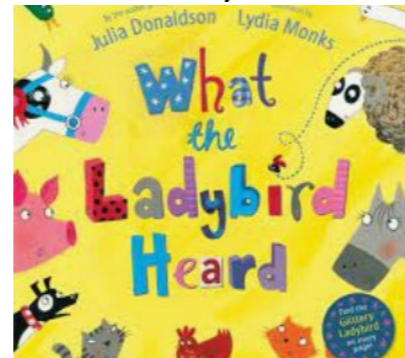


What we'll build

The three little pigs

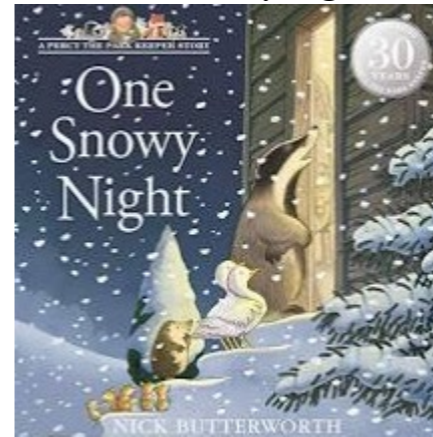


What the Ladybird heard?

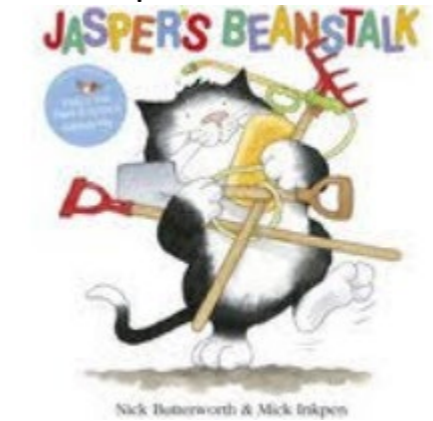


Handa's surprise

One snowy night

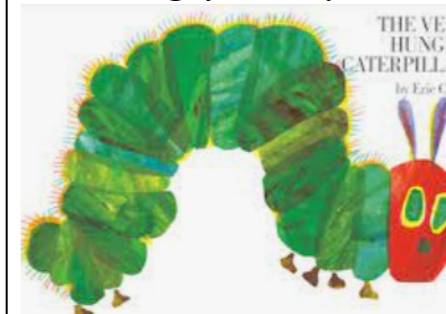


Jaspers beanstalk

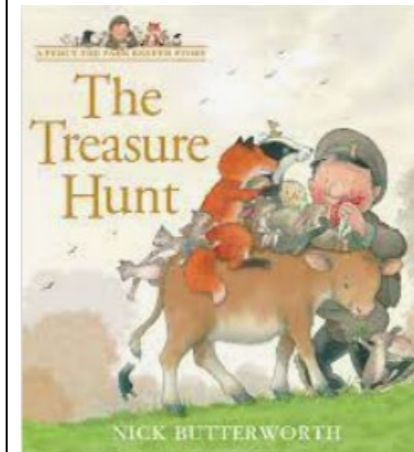


From Sunflower to Seed

The Hungry Caterpillar

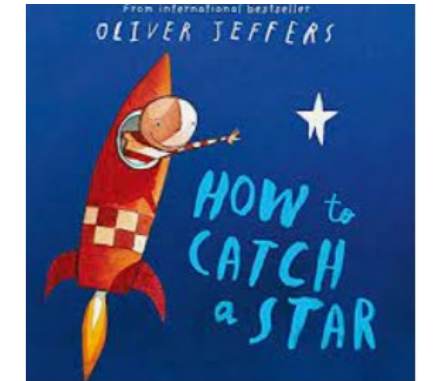


Percy the park keeper the treasure hunt

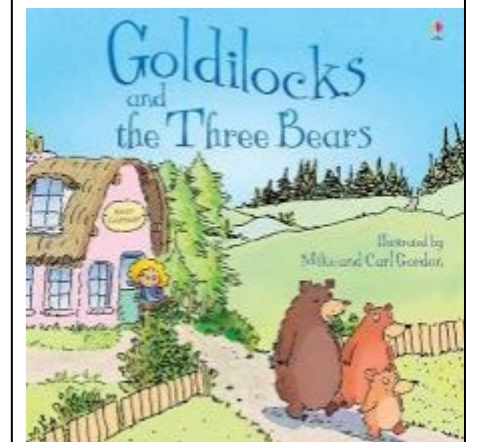


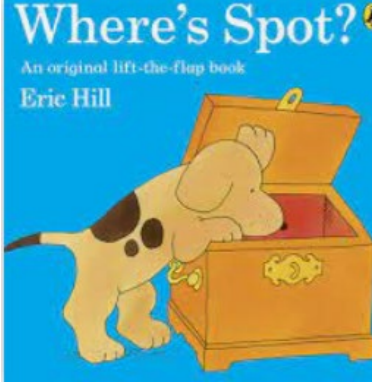
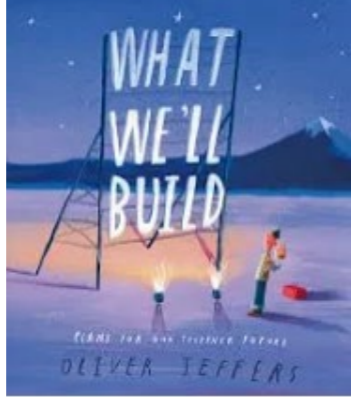

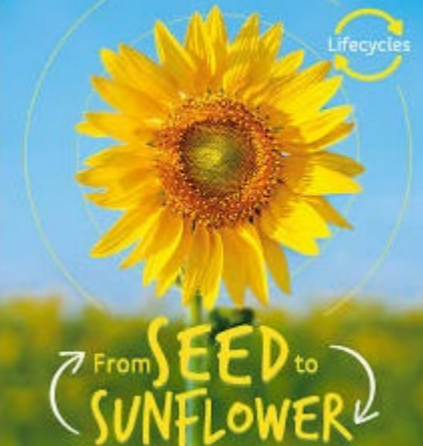
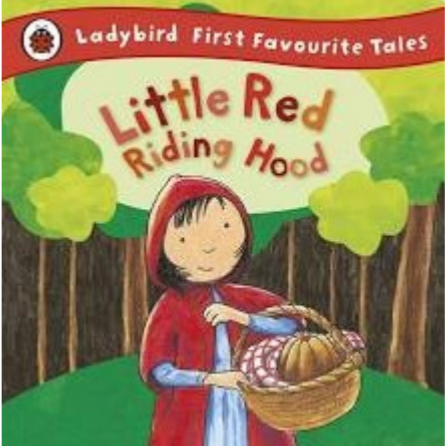

Little Red Riding Hood

How to catch a star



Goldilocks and the three bears



 <p>Other: Name writing and name recognition Give meanings to marks CVC words and captions</p>	 <p>Other: Name writing CVC words Labels and captions</p>	 <p>CVC words Short sentences Common exception words</p>			<p>The Tiger who came to tea The Tiger Who Came to Tea Judith Kerr</p> 
<p>Number and place value – Numbers to 5 Addition and subtraction – sorting Number and place value – comparing groups Addition and subtraction – change within 5 Measurement – time</p>	<p>Addition and subtraction – Numbers to 5 Number and place value – Numbers to 10 Addition and subtraction – Addition to 10 Geometry – Shape and space</p>	<p>Geometry – exploring patterns Addition and Subtraction – count on and back Number and Place Value – Numbers to 20 Multiplication and division – Numerical patterns</p>			

# Understanding the world

# Science

<p><b>Seasonal changes</b> -Experience, observe and comment on the weather. -Explore one area of the school grounds through each season – what is the same/what is different.</p>	<p><b>Materials</b> Use their senses to explore a range of everyday materials and talk about their experiences. Sort materials</p>	<p><b>Animals</b> Make observations of similarities and differences and begin to group by observable characteristics. Name familiar living things and their young and talk</p>	<p><b>Plants</b> Experience planting seeds and observing what happens. Observe a plant grow overtime and talk about changes</p>	<p><b>Minibeasts</b> Name familiar living things and their young and talk about observable similarities and differences: - Minibeasts</p>	<p><b>Magnetism</b> Explore magnets and magnetic toys Explore movement including pushing and</p>
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<p>-Talk about the clothes we wear in different weather and why?</p>	<p>Use language to compare materials</p> <p>Explore and describe changes in materials.</p> <p>Make choices of different materials when constructing and building and give reasons for their choices.</p> <p>Join materials in different ways and evaluate the best method</p> <p>Sort recycled materials and name some different materials.</p> <p>Explore materials in their immediate environment.</p> <p><b>Other</b> -Explore one area of the school grounds through each season – what is the same/what is different.</p>	<p>about observable similarities and differences:</p> <ul style="list-style-type: none"> <li>- Pets</li> <li>- Farm animals</li> </ul> <p>Make observations of living things in different locations</p> <p>(Chick incubator)</p>	<p>Help to take care of plants as they grow</p> <p>Talk about similarities and differences between plants in their immediate environment.</p> <p>Sort seeds/leaves into groups by observable characteristics.</p>	<p>Experience looking after a living thing and describe a life cycle in simple terms.</p> <p>Be introduced to simple representation of life cycles.</p> <p>(Caterpillars and Tadpoles)</p>	<p>pulling a range of contexts.</p>
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# History and Geography

<p><b>Geography</b> Explore and talk about the features of the school environment and name of the school.</p> <p>Compare different types of areas of the school grounds</p> <p>Observe and talk about the weather as it occurs.</p> <p><b>History</b> Develop language to describe the passing of time.</p> <p>To sequence events in both stories and their own life.</p> <p>To explore historical artefacts through role play.</p>	<p><b>History</b> To sequence events in both stories and their own life.</p> <p>To understand that different families have different beliefs and celebrate different events.</p> <p>To explore historical artefacts through role play.</p>	<p><b>Geography</b> Explore and talk about features of immediate local environment and name local shops, features – <i>Local walk with Michael Gorley</i></p> <p>Talk about where they live and know that there are different types of homes in the local area.</p>	<p><b>History</b> Use tenses correctly to talk about the past.</p> <p>To talk about past events in the lives of family members.</p> <p>To understand that different families have different beliefs and celebrate different events.</p> <p>To explore historical artefacts through role play.</p>	<p><b>Geography:</b> Explore and create different routes around school.</p> <p>Use vocab to describe position.</p> <p>Record simple routes by drawing.</p>	<p><b>History</b> Use tenses correctly to talk about the past.</p> <p>To talk about past events in the lives of family members.</p> <p>To understand that different families have different beliefs and celebrate different events.</p> <p>To explore historical artefacts through role play.</p>
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## Key dates and experiences

Family scrap books	Diwali – 4 <sup>th</sup> November				
Talk about families	Bonfire night 5 <sup>th</sup> November				

<p>Create a scrap book for start of school – store in classroom</p> <p>Firework Safety</p> <p>Recycle week 20<sup>th</sup>-26<sup>th</sup> September</p> <p>World’s biggest coffee morning 25<sup>th</sup> September</p> <p>European day of languages 26<sup>th</sup> September</p> <p>National poetry day October 1</p> <p>Harvest festival</p> <p>Grandparents’ Day – 4<sup>th</sup> October</p>	<p>Remembrance day – 11<sup>th</sup> November</p> <p>Christingle – 1<sup>st</sup> December</p>				
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## Forest school

## Expressive Arts and Design



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