

	My Communication	My Problem Solving	My World	My Imagination	Using Technology	My Health	Myself & Others	My Independence
1	<p>Topic: Let's have fun at school</p> <p>Key Texts: Once upon an ordinary day</p> <p>Oh the places you'll go</p> <p>My teacher is a monster</p>							
			<p>The Dot</p> <p>You Choose</p> <p>Tiddler</p>	<p>Would you rather</p> <p>Beautiful oops</p> <p>First week at cow school</p> <p>John Patrick</p>			<p>Dear Teacher</p> <p>Norman McHennessy: The Boy Who Was Always Late</p>	
	<p>Social skills and friendships</p> <p>Phonics</p> <p>Stories linked to making friends / being in a new class</p> <p>Communication: P4C Caring & Collaborative</p> <p>Develop an understanding of reciprocal interactions and begins to respond appropriately, by developing relationships in new class.</p> <p>Reading: To recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. Develops an understanding of the process of reading and the retrieval of information through texts, with support.</p> <p>Writing: To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with support.</p>	<p>Operations: To understand counting, early addition and subtraction within and beyond 10 at a concrete level and the associated language. Moving concrete into diagrams and pictorial representations of calculations. Pupils begin to read, write and understand abstract calculations across all 4 operations up to 20. Begin to look at Calculation Policy Stages 1-2.</p> <p>Functional Maths: To understand maths in everyday life and solve problems in practical situations. Begin to understand data, time and money in everyday life through play and personal experiences.</p> <p>Shape, space and measure: Concrete understanding of common shapes, measures, direction and time. Relating concepts and language to play, everyday life and experiences.</p>	<p>Science: materials & their uses</p> <p>Geography: Maps of our classroom or school; season - autumn</p> <p>History: Explore personal life changes (moving to new class; getting older in our class)</p>	<p>Art: Experiment & explore with pattern and texture</p> <p>Child initiated play & play with purpose</p> <p>Music / dance: singing familiar songs & learning new ones, including 'Sing & Sign'; Dance eg Go Noodle</p> <p>Making us of props in role-play.</p>	<p>Mouse skills and digital art eg 2Simple,</p> <p>Online Safety and appropriate behaviour on line.</p> <p>Online safety messages & rules.</p>	<p>PE: Managing personal & others safety / risk; challenging self to have a go; exploring familiar equipment with confidence e.g. soft play</p> <p>Changing clothing – changing for PE; personal hygiene - toileting</p> <p>Healthy eating & lifestyle: joining in nurture breakfast</p> <p>Food tech: - explore how ingredients change when cooked; - Fine Motor Control: mixing, rolling, cutting, shaping; - sensory: changes in texture; taste & smell</p> <p>Increasing independence in personal hygiene</p>	<p>Social skills: Understanding their own and others feelings (ZOR); following routines; making choices.</p> <p>Festivals: Actively participate in a community and communicate choices. Halloween, Harvest</p> <p>Identity, making own choices.</p> <p>Relationships – different types of relationships, features of positive relationships</p>	<p>Independence: Access & use school resources, with support.</p> <p>Organise self throughout the new academic year's school day, with support.</p> <p>Personal Needs: Begin to develop independence with personal care routines.</p> <p>Personal Safety: Develop an understanding of danger in the classroom & explore strategies to keep safe, with support.</p>

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2	Topic: Look up to the sky Key Texts: Man on the moon The Darkest Dark Skies above my eyes Journey through space The International space station Goodnight Spaceman A Place for Pluto Oh No Astro Marvellous moon map Nativity Letter to Santa							
	<p>Social skills and friendships Phonics Stories linked to making friends / being in a new class</p> <p>Communication: P4C Critical, Creative Develop an understanding of reciprocal interactions and begins to respond appropriately, linked to space exploration</p> <p>Reading: To recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. Develops an understanding of the process of reading and the retrieval of information through texts, with support.</p> <p>Writing: To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with support.</p>	<p>Operations: To understand counting, early addition and subtraction within and beyond 10 at a concrete level and the associated language. Moving concrete into diagrams and pictorial representations of calculations. Pupils begin to read, write and understand abstract calculations across all 4 operations up to 20. Begin to look at Calculation Policy Stages 1-2.</p> <p>Functional Maths: To understand maths in everyday life and solve problems in practical situations. Begin to understand data, time and money in everyday life through play and personal experiences.</p> <p>Shape, space and measure: Concrete understanding of common shapes, measures, direction and time. Relating concepts and language to play, everyday life and experiences.</p>	<p>Science: Gravity (brief – noticing that astronauts can float in space), planets, stars, space travel</p> <p>Geography: Solar system</p> <p>History: Moon landings, history of space missions, Rockets, historical astronauts</p>	<p>Art: Using a range of multi-sensory materials to create art e.g. poster paint, watercolours; choice of mark-makers eg brushes, fingers. Exploring colour and shade</p> <p>Drama/Music: Exploring a range of instruments, perform simple chants and comment on sounds e.g. nocturnal animals themed. Body percussion.</p>	<p>Computing: Follow simple instructions to access online resources; organise & retrieve work.</p>	<p>PE: Throwing & catching – ball skills etc. Healthy eating & lifestyle: Healthy food choices.</p> <p>Food tech: - explore how ingredients change when cooked; -mindful eating –trying new foods, textures, tastes - exploring where food comes from; food journeys - food storage - Fine Motor Control: mixing, rolling, cutting, shaping; stretching, spreading, kneading - sensory: changes in texture; taste & smell & trying new foods</p>	<p>Festivals: Explore and discover a range of religions and beliefs through concrete experiences e.g. Hanukkah, Diwali, Eid, Christmas. Explore similarities & differences.</p> <p>Halloween – making potions – role play</p> <p>Safe relationships – saying no, consent and respect (including discrimination)</p>	<p>Independence: Access & use school resources, with increasing independence. Organise self throughout the new academic year’s school day, with increasing independence. Personal Needs: Continue to develop independence with personal care routines. Personal Safety: Continue to develop an understanding of danger in the classroom & apply strategies with increasing independence.</p>

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4	Topic: Planet Protectors Key Texts: Michael Recycle – Ellie Bethal Dinosaurs and all that rubbish- Michael Foreman Peter’s place – Sally Grindley Lots – Marc Martin Blueback – Tim Winton The mess that we made Michelle Lord Usborne - Peep inside how a recycling truck works Lara Bryan The Adventures of a Plastic Bottle Alison Inches							
	Phonics Information & story books linked to topic Communication: P4C Critical Develop an understanding of reciprocal interactions and begins to respond appropriately, linked to issues Reading: To recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. Develops an understanding of the process of reading and the retrieval of information through texts, with support. Writing: To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with support.	Operations: To understand counting, early addition and subtraction within and beyond 10 at a concrete level and the associated language. Moving concrete into diagrams and pictorial representations of calculations. Pupils begin to read, write and understand abstract calculations across all 4 operations up to 20. Begin to look at Calculation Policy Stages 1-2. Functional Maths: To understand maths in everyday life and solve problems in practical situations. Begin to understand data, time and money in everyday life through play and personal experiences. Shape, space and measure: Concrete understanding of common shapes, measures, direction and time. Relating concepts and language to play, everyday life and experiences.	Science: Recycling, plastic, litter, weather, climate change, plants – grow your own. Geography: Where does our rubbish go? Rivers and seas. Green energy, fossil fuels History: Waste disposal, industry comparisons and energy use i.e solar panels, factories, coal mining	Art: Mark making with a range of tools; know the work of some artists or craft makers or designers. Fine Motor Control: roll, press, twist, squeeze, push, etc. Drama & music: Percussion instruments and rhythm e.g. making instruments/music from things collected from our environment. Using recycled materials to create props.	COMPUTING: Disney coding & programming. Beebots.	PE: Co-operate and work with others, understanding need for turn taking, sharing and team work e.g. team games. Healthy eating & lifestyle: Find out where food comes from e.g. fruit & veg; builds a toolbox of resources to support mental health and wellbeing e.g. mindfulness Food tech: - Fine Motor Control: peeling, cutting - sensory: differences in texture; taste & smell, including sweet versus sour	Festivals: spring / Easter Religious differences with the clothing we wear on our bodies. SRE topics – naming of body parts and changes to body associated with puberty. Identity - Being part of different groups/communities.	Access & use less familiar school resources, with increasing independence. Organise self throughout the school day, with independence, & manage unexpected changes, with support. Personal Needs: Be independent with personal care routines. Personal Safety: Continue to develop an understanding of danger in the wider school & grounds, & practise strategies to keep safe, with increasing independence.

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5	<p>Topic: Where I am from? Key Texts: Last stop on Market street - Matt de la Pena & Christian Robinson Chicken in the kitchen - Nnedi Okorafor Dim sum for everyone - Grace Lin This is the way we go to school: A book about children around the world - Edith Baer The Proudest Blue Ibtihaj Muhammad The Fabulous Lost & Found and the little Bulgarian mouse Mark Pallis Unbelievable Pictures and Facts About Pakistan Olivia Greenwood To buy for next time: Coming to England by Floella Benjamin</p>							
	<p>Phonics Atlases; information books about our locality & UK</p> <p>Communication: Develop an understanding of reciprocal interactions and begins to respond appropriately.</p> <p>Reading: To recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. Develops an understanding of the process of reading and the retrieval of information through texts, with support.</p> <p>Writing: To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with support.</p>	<p>Operations: To understand counting, early addition and subtraction within and beyond 10 at a concrete level and the associated language. Moving concrete into diagrams and pictorial representations of calculations. Pupils begin to read, write and understand abstract calculations across all 4 operations up to 20. Begin to look at Calculation Policy Stages 1-2.</p> <p>Functional Maths: To understand maths in everyday life and solve problems in practical situations. Begin to understand data, time and money in everyday life through play and personal experiences.</p> <p>Shape, space and measure: Concrete understanding of common shapes, measures, direction and time. Relating concepts and language to play, everyday life and experiences.</p>	<p>Geography: Different country comparisons to Britain</p> <p>History: How places have changed, mills. Grandparent comparisons.</p> <p>Science: weather animals – where they live around the world.</p>	<p>Art: Explore the use of line and colour e.g. Observational drawing</p> <p>Drama, Art & music: Know a range of artists and performers linked to pupils' heritages. Improvisation.</p>	<p>Develop an awareness of an online identity.</p>	<p>PE: Comment on own and others' performance e.g. dance / gymnastics</p> <p>Healthy eating & lifestyle: Recognise simple strategies to manage their emotions and wellbeing; healthy & unhealthy relationships.</p> <p>Food tech: - explore how ingredients change when cooked; - Fine Motor Control: mixing, rolling, cutting, shaping; stretching, spreading, kneading - sensory: changes in texture; taste & smell & trying new foods</p>	<p>Staying safe, e.g. road safety, first aid.</p> <p>Right and wrong – rules and laws.</p> <p>Job roles, e.g. who helps us in the community.</p>	<p>Access & use familiar & unfamiliar school resources, with care & a high level of independence.</p> <p>Organise self throughout the school day, with independence, & manage unexpected changes, with increasing independence.</p> <p>Personal Needs: Be independent with personal care routines.</p> <p>Personal Safety Develop an understanding of danger beyond school, & practise strategies to keep safe, with support.</p>

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T	<p>Topic: Flippers and Fins</p> <p>Key Texts: Where the sea meets the shore Kate Messner The Sea Saw Tom Percival Sharing a Shell - Julia Donaldson</p> <p>A House For a Hermit Crab - Eric Carle Mister Seahorse - Eric Carle</p> <p>Barry The fish With Fingers - Sue Hendra A Hole in The Bottom of the Sea - Jessica Law</p> <p>Smiley Shark - Ruth Galloway Bright Stanley - Matt Buckingham</p> <p>The Rainbow Fish - Marcus Pfister</p>							
	<p>Phonics</p> <p>Communication: Develop an understanding of reciprocal interactions and begins to respond appropriately.</p> <p>Reading: To recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. Develops an understanding of the process of reading and the retrieval of information through texts, with support.</p> <p>Writing: To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with support.</p>	<p>Operations: To understand counting, early addition and subtraction within and beyond 10 at a concrete level and the associated language. Moving concrete into diagrams and pictorial representations of calculations. Pupils begin to read, write and understand abstract calculations across all 4 operations up to 20. Begin to look at Calculation Policy Stages 1-2.</p> <p>Functional Maths: To understand maths in everyday life and solve problems in practical situations. Begin to understand data, time and money in everyday life through play and personal experiences.</p> <p>Shape, space and measure: Concrete understanding of common shapes, measures, direction and time. Relating concepts and language to play, everyday life and experiences.</p>	<p>Science: Creatures, floating and sinking, environment, plastic, mammals and fish</p> <p>Geography: Oceans and continents</p> <p>History: Creatures that are extinct</p>	<p>DT: Design, make and evaluate simple products e.g. choosing materials for a purpose</p> <p>Art: Oil pastel paintings, collage, materials.</p> <p>Drama & Music: Lyrics and recording performance e.g. summer themed.</p>	<p>COMPUTING: Begin to use search engines and websites to find information.</p> <p>More everyday technologies, eg phones, game consoles, barcodes & shopping, Smart TVs, home electronics such as fridges, microwaves.</p>	<p>PE: Use and apply a variety of skills to more structured activity e.g. team games</p> <p>Healthy eating & lifestyle: Increasing independence</p> <p>Food tech: Following instructions, experimenting with ingredients & trying something new e.g. 'fun' recipes.</p>	<p>Social skills: Preparing for the holidays & preparing for change.</p> <p>Online safety: what the internet is, positives and negatives, keeping safe, online communication and bullying.</p>	<p>Access & use school resources, with independence.</p> <p>Organise self throughout the school day, & manage unexpected changes, with independence.</p> <p>Personal Needs: Be independent with personal care routines.</p> <p>Personal Safety Continue to develop an understanding of danger beyond school, & practise strategies to keep safe, with increasing independence.</p>