

School Discovering Potential										
My Communication	My Problem Solving	My World	My Imagination	Using	My Health	Myself & Others	My			
				Technology		Others	Independence			
What I like about m The colour Monster	Let's learn something new (about ourselves) (RHE) (Orchard)What I like about me – Allia ZobelWhat makes me a me – Ben FaulksOur class is a family – Shannon OlsenThe colour Monster- Anna LlenasThe colour Monster Goes to school – Anna LlenasChu's First Day of School by Neil GaimanThe Day you Begin by Jacqueline WoodsonThe colour Monster Goes to school – Anna LlenasChu's First Day of School by Neil Gaiman									
Superheores (Wood Supertato Superhero Hotel	lland) Supertato, Veggies A My Mum is a Supern		to, Veggies in the vall e marvel stories	ey of doom	Supertato, Run Veggies R	un Supertato,	Evil Peas Rule			
Social skills and	Operations:	Science	Art/DT	Mouse skills and	PE:	Social skills:	Independence:			
friendships Phonics Stories linked to making friends / being in a new class Communication: P4C Caring & Collaborative Develop an understanding of reciprocal interactions and begin to respond appropriately by developing relationships in or new class 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	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	Inventions How these have benefitted the user. Famous inventors and what they developed. History Personal history, family trees, Geography Festivals, cultures and countries around the world.	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 (Portraits) Drama & Music Body percussion	digital art eg 2Simple, Online Safety and appropriate behaviour on line. Online safety messages & rules.	Managing personal & others safety / risk; challenging self to have a go; exploring familiar equipment with confidence e.g. soft play Changing clothing – changing for PE; personal hygiene - toileting Healthy eating & lifestyle: joining in nurture breakfast Food tech: - explore how ingredients change when cooked; - Fine Motor Control: mixing, rolling, cutting, shaping; - sensory: changes in texture; taste & smell Increasing independence in personal hygiene	Understanding their own and others feelings (ZOR); following routines; making choices. Festivals: Actively participate in a communicate choices. Halloween, Harvest Identity, making own choices. Relationships – different types of relationships, features of positive relationships	Access & use school resources, with support. Organise self throughout the new academic year's school day, with support. Personal Needs: Begin to develop independence with personal care routines. Personal Safety: Develop an understanding of danger in the classroom & explore strategies to keep safe, with support.			

	My	My Problem Solving	My World	My Imagination	Using	My Health	Myself &	My		
	Communication		-		Technology		Others	Independence		
2	Perfect Potions (Sci	ence)	•					•		
	The story of science		The story of inv	entions Anna Claybou	urne	Pete the cat and the supe	r cool science fai	by James Dean		
	Fairy Science by Ash		-	solid, liquid gassy by A		The Great Paper Caper by				
		es kitchen Nick Sharratt								
	Social skills and	Operations:	Science	Art & DT – moulding	Computing:	PE:	Festivals:	Independence:		
	friendships	To understand counting,	Properties of	with clay; melting to	Follow simple	Throwing & catching –	Explore and	Access & use		
	Phonics	early addition and	materials –	make moulds with	instructions to	ball skills etc.	discover a range	school resources,		
	Stories linked to	subtraction within and	melting, freezing,	food.	access online		of religions and	with increasing		
	making friends / being	beyond 10 at a concrete	boiling dissolving,		resources;	Healthy eating &	beliefs through	independence.		
	in a new class	level and the associated language. Moving concrete	Water / ice	Modroc models – link	organise &	lifestyle:	concrete			
	Communication:	into diagrams and pictorial	/steam	to science drying out.	retrieve work.	Healthy food choices.	experiences e.g.	Organise self		
	P4C Creative	representations of	Global warming –				Hanukah,	throughout the		
	Develop an	calculations. Pupils begin to	melting of ice	Drama & Music _		Food tech:	Diwali, Eid,	new academic		
	understanding of	read, write and understand	sheets / rising	making potions		- explore how	Christmas.	year's school day,		
	reciprocal interactions	abstract calculations across	seawater.	Halloween		ingredients change when	Explore	with increasing		
	and begins to respond	all 4 operations up to 20.	Link to Modroc.			cooked;	similarities &	independence.		
	appropriately by	Begin to look at Calculation	Everyday			-mindful eating -trying	differences.			
	scientific exploration linked to materials &	Policy Stages 1-2.	materials-water			new foods, textures,		Personal Needs:		
	inventions	Functional Maths:				tastes	Halloween –	Continue to		
		To understand maths in	Absorption			 exploring where food 	making potions	develop		
	Reading:	everyday life and solve				comes from; food	 role play 	independence		
	To recognise and	problems in practical	History			journeys		with personal		
	derive meaning from a	situations. Begin to	Inventors; famous			- food storage	Safe	care routines.		
	range of print, signs	understand data, time and	scientists			- Fine Motor Control:	relationships –			
	and symbols,	money in everyday life through play and personal				mixing, rolling, cutting,	saying no,	Personal Safety:		
	processing key ideas	experiences.	Geography –			shaping; stretching,	consent and	Continue to		
	from these with support. Develops an	experiences.	Global warming			spreading, kneading	respect	develop an		
	understanding of the	Shape, space and measure:				- sensory: changes in	(including	understanding of		
	process of reading and	Concrete understanding of				texture; taste & smell &	discrimination)	danger in the		
	the retrieval of	common shapes, measures,				trying new foods		classroom &		
	information through	direction and time. Relating						apply strategies		
	texts, with support.	concepts and language to				Linked to science – sugar		with increasing		
		play, everyday life and experiences.				content in foods		independence.		
	Writing:	experiences.				(dissolving materials)				
	To communicate and share thoughts and									
	ideas in written form,									
	beginning to use									
	simple grammar and									
	spelling rules with									
	support.									

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3	Old Home New Hor	<u>ne (History)</u>										
	Homes in the past by Sian Smith Three little wolves & the big bad pig by Eugene Trivizas If I built a house by Chris Van Dussen											
	That pesky rat by Lauren ChildThree little pigs by Alex Sheffler (or another version)Ways into history – houses and homes scholastic ? author											
	Explaining ideas	Operations:	Science: Rocks,	Art: 3D buildings	COMPUTING:	PE:	Festivals:	Access & use less				
	Phonics	To understand counting,	minerals, building	Famous buildings and	Exploring tech-	Negotiate space and	Show respect	familiar school				
	Story books linked to topic	early addition and subtraction within and	materials. Old	towers around the	based toys: what	speed, developing an	for their own	resources, with				
	topic	beyond 10 at a concrete	materials, mining	world. Painting. Ruler	makes them go &	awareness of safety and	cultures and	support.				
	Communication:	level and the associated	coal, copper.	drawings.	how to work	increasing	those of others	Organica calf				
	P4C Creative & Critical	language. Moving concrete	History: History of	Architecture. Modern street art.	them; how electricity can	independence, e.g. gymnastics; exploring	e.g. Chinese New Year	Organise self throughout the				
	Develop an understanding of	into diagrams and pictorial representations of	appliances,	wodern street art.	make things light	balance.	New Teal	school day, with				
	reciprocal interactions	calculations. Pupils begin to	building and	DT: Model	up, move or make	bulance.	Physical and	increasing				
	and begins to respond	read, write and understand	houses.	city/countryside. If I	sound.	Healthy eating &	mental	independence.				
	appropriately by	abstract calculations across	Comparing old	built a house?		lifestyle:	wellbeing –					
	exploring changes to homes over time	all 4 operations up to 20.	and new. Old	Designing a house for		-Understand benefits of	Importance of	Personal Needs:				
		Begin to look at Calculation Policy Stages 1-2.	Southgate	myself, for the king		exercise; links tiredness	personal	Continue to				
	P4C collaborative & Caring linked to		(Lydgate)	or for an animal.		and sleep	hygiene,	develop				
	exploration of other	Functional Maths:	compared to new	D 0.04 ·		-develop an	balanced diet,	independence				
	cultures	To understand maths in	Southgate. Comparisons with	Drama & Music:		understanding of factors that can impact their	exercise, medicines etc.	with personal care routines.				
		everyday life and solve problems in practical	different rooms.	Role playing stories. Chanting. The house		mental health.	medicines etc.	care routilles.				
	Reading:	situations. Begin to	unterent rooms.	that Jack built.		mental nearth.	Exploring and	Personal Safety:				
	To recognise and	understand data, time and	Geography:	Reciting of poetry.		Food tech:	managing	Develop an				
	derive meaning from a	money in everyday life	Different styles of			- explore how	emotions.	understanding of				
	range of print, signs and symbols,	through play and personal	houses. Different			ingredients change when		danger in the				
	processing key ideas	experiences.	places where			cooked;		wider school &				
	from these with	Shape, space and measure:	houses are			- Fine Motor Control:		grounds, &				
	support. Develops an	Concrete understanding of	situated.			creaming, whisking,		explore strategies				
	understanding of the	common shapes, measures,	Different sizes			pouring		to keep safe, with				
	process of reading and the retrieval of	direction and time. Relating	and types of			- sensory: changes in		support.				
	information through	concepts and language to play, everyday life and	houses.			texture; taste & smell; colour – using food dye						
	texts, with support.	experiences.				colour – using loou uye						
	Muitin -											
	Writing: To communicate and											
	share thoughts and											
	ideas in written form,											
	beginning to use											
	simple grammar and											
	spelling rules with support.											

From head to to Parts by Tedd / Phonics Information & story	y Alan Ahlberg It's n oe by Eric Carle We'r Arnold Wha Operations: y To understand counting,	re different we're the	e same by Bobbi Kates			Myself & Others	My Independence											
Brilliant Bodies Funny Bones by From head to to Parts by Tedd A Phonics Information & story	y Alan Ahlberg It's n oe by Eric Carle We'r Arnold Wha Operations: y To understand counting,	re different we're the thappened to you?	e same by Bobbi Kates															
Funny Bones by From head to to Parts by Tedd / Phonics Information & story	y Alan Ahlberg It's n oe by Eric Carle We'r Arnold Wha Operations: y Operations,	re different we're the thappened to you?	e same by Bobbi Kates			S												
From head to to Parts by Tedd / Phonics Information & story	oe by Eric Carle We'r Arnold Wha Operations: y To understand counting,	re different we're the thappened to you?	e same by Bobbi Kates			5	Funny Bones by Alan Ahlberg It's my body – The book of privacy by Louise Spilsbury What is poo by Katie Daynes											
Parts by Tedd / Phonics Information & story	Arnold Wha Operations: y To understand counting,	t happened to you?	•	Bodie														
Phonics Information & story	Operations: y To understand counting,		By James Catchpole															
Information & story	y To understand counting,	Science:																
books linked to top Communication: P4C Critical & Creat Develop an understanding of reciprocal interaction and begins to respond appropriately., linke to exploration of bodies & fiction tex- linked to this, including appropriat touch / stranger danger Reading: To recognise and derive meaning fro- range of print, signs and symbols, processing key idea from these with support. Develops a understanding of th process of reading the retrieval of information throug texts, with support. Writing: To communicate ar share thoughts and ideas in written for	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. an he and Shape, space and measure: Concrete understanding of common shapes, measures, direction and time. Relating concepts and language to play, everyday life and experiences.	Human Reproduction Plant reproduction Life cycles Human organs Blood Skeletons Body differences Preserving bodies History: Medicines from long ago. Egyptian bodies and medicines. History of vaccines and why we use them. Geography: Race around the world. Cultural differences and how we use our bodies.	Art: Drawing ourselves and others. 3D human body parts with Modroc, Paper Mache DT: Designing and building a skeleton. Mummification and scarab beetles Drama & Music: The knee bone is connected to thesong.	COMPUTING: Coding & programming. Beebots.	PE: Co-operate and work with others, understanding need for turn taking, sharing and team work e.g. team games. Nutrition and exercise. 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 RSHE: Puberty and our bodies	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/commun ities.	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.											
	rm,																	
beginning to use simple grammar an	ad																	
spelling rules with																		
support.																		

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5	Out and About (Geography)											
	I'm going on a bear	hunt by Michael Rosen	On the	way home by Jill Mur	phy	The Giant Carrot, by Allar	n Manham					
	Little Acorn by Melanie Joyce The Tiny Seed by Eric Carle Out and about – a first book of poems by Shirley Hughes											
	What to do people	What to do people do all day? By Richard Scarry										
	What to do peoplePhonicsAtlases; informationbooks about ourlocality & UKCommunication:P4C Caring &collaborativeDevelop anunderstanding ofreciprocal interactionsand begins to respondappropriately, linkedto exploration of ourlocality & culturalaspects of thisReading:To recognise andderive meaning from arange of print, signsand symbols,processing key ideasfrom these withsupport. Develops anunderstanding of theprocess of reading andthe retrieval ofinformation throughtexts, with support.Writing:To communicate andshare thoughts andideas in written form,beginning to usesimple grammar andspelling rules withsupport.	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 – Plants and how seeds and bulbs grow. Planting of flowers. Food chains History – Famous landmarks. Geography – local walks, changes to your locality, visiting the local area. Maps. Seasons. Picnics.	Art – rubbings and patterns. Landscapes. Nature pictures. DT- Making maps, homes for animals, models of town plans. Drama & Music Bear hunt, singing in the community	Develop an awareness of an online identity.	PE: Comment on own and others' performance e.g. dance / gymnastics Healthy eating & lifestyle: Recognise simple strategies to manage their emotions and wellbeing; healthy & unhealthy relationships. Healthy picnics and snacks. 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	Staying safe, e.g. road safety, first aid. Right and wrong – rules and laws. Job roles, e.g. who helps us in the community.	Access & use familiar & unfamiliar school resources, with care & a high level of independence. Organise self throughout the school day, with independence, & manage unexpected changes, with increasing independence. Personal Needs: Be independent with personal care routines. Personal Safety Develop an understanding of danger beyond school, & practise strategies to keep safe, with support.				

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Т	Call of the Wild (Sci	<u>ence, Geography)</u>						
	Noah's Ark Lucy Co	usins	Run Wild David Covell		You're Missing It! by Brady Smith and Tiffany Thiessen			
1	How to hide a lion a	at school Helen Stephens	Rumble	in the Jungle	Please Take Me	for a Walk by Susan Ga	I	
	Finding Wild by Me	gan Wagner Lloyd						
	Phonics	Operations:	Science	Art	COMPUTING:	PE:	Social skills:	Access & use school
		To understand counting,	Big cats, safari,	Safari pictures	Begin to use	Use and apply a variety	Preparing for	resources, with
	Communication:	early addition and	habitats, food	Swamps	search engines	of skills to more	the holidays &	independence.
	P4C Critical & Creative Develop an	subtraction within and beyond 10 at a concrete	chains, natural		and websites to	structured activity e.g.	preparing for	
	understanding of	level and the associated	disasters,	DT:	find information.	team games	change.	Organise self
	reciprocal interactions	language. Moving concrete	weather	Volcanoes, building				throughout the
	and begins to respond	into diagrams and pictorial		your own habitat	More everyday	Healthy eating &	Online safety:	school day, &
	appropriately, linked	representations of	History –		technologies, eg	lifestyle:	what the	manage
	to exploration of	calculations. Pupils begin to	Extinction,	Drama & Music	phones, game	Increasing	internet is,	unexpected
	animals & associated	read, write and understand	poaching, born	Animal music	consoles,	independence	positives and	changes, with
	fiction texts, including	abstract calculations across	free WWF,	Making a tsunami	barcodes &		negatives,	independence.
	extinction	all 4 operations up to 20. Begin to look at Calculation	Pompeii		shopping, Smart	Food tech:	keeping safe,	
	Reading:	Policy Stages 1-2.			TVs, home	Following instructions,	online	Personal Needs:
	To recognise and	Toney Stages 1 2.	Geography –		electronics such	experimenting with	communication	Be independent
	derive meaning from a range of print, signs	Functional Maths:	where animals		as fridges,	ingredients & trying	and bullying.	with personal care
	and symbols,	To understand maths in	live, African		microwaves.	something new e.g.		routines.
	processing key ideas	everyday life and solve	plains, Rainforest,			'fun' recipes.		
	from these with	problems in practical	Arctic, grassland,					Personal Safety
	support. Develops an	situations. Begin to understand data, time and	urban, swamp,					Continue to
	understanding of the	money in everyday life	under the sea					develop an
	process of reading and the retrieval of	through play and personal	natural disasters,					understanding of
	information through	experiences.	weather					danger beyond
	texts, with support.							school, & practise
		Shape, space and measure:						strategies to keep
	Writing:	Concrete understanding of						safe, with
	To communicate and	common shapes, measures,						increasing
	share thoughts and	direction and time. Relating						independence.
	ideas in written form,	concepts and language to play, everyday life and						
	beginning to use	experiences.						
	simple grammar and	caperiences						
	spelling rules with support.							
	support.							