

	My Communication	My Problem Solving	My World	My Imagination	Using Technology	My Health	Myself & Others	My Independence
1	<p>Let's learn something new (about ourselves) (RHE) (Orchard)</p> <p>What I like about me – Allia Zobel What makes me a me – Ben Faulks Our class is a family – Shannon Olsen The colour Monster- Anna Llenas The colour Monster Goes to school – Anna Llenas Chu's First Day of School by Neil Gaiman The Day you Begin by Jacqueline Woodson</p> <p>Superheores (Woodland)</p> <p>Supertato Supertato, Veggies Assemble Supertato, Veggies in the valley of doom Supertato, Run Veggies Run Supertato, Evil Peas Rule Superhero Hotel My Mum is a Supermum 5 minute marvel stories</p>							
	<p>Social skills and friendships Phonics Stories linked to making friends / being in a new class</p> <p>Communication: P4C Caring & Collaborative Develop an understanding of reciprocal interactions and begin to respond appropriately by developing relationships in or 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 Inventions How these have benefitted the user. Famous inventors and what they developed.</p> <p>History Personal history, family trees,</p> <p>Geography Festivals, cultures and countries around the world.</p>	<p>Art/DT 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)</p> <p>Drama & Music Body percussion</p>	<p>Mouse skills and digital art eg 2Simple,</p> <p>Online Safety and appropriate behaviour on line. 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 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 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 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	<p><u>Perfect Potions (Science)</u> The story of science Anna Claybourne Fairy Science by Ashley Spires What's in the witches kitchen Nick Sharratt</p> <p>The story of inventions Anna Claybourne Fairy science – solid, liquid gassy by Ashley Spires</p> <p>Pete the cat and the super cool science fair by James Dean The Great Paper Caper by Oliver Jeffers</p>							
	<p>Social skills and friendships Phonics Stories linked to making friends / being in a new class</p> <p>Communication: P4C Creative Develop an understanding of reciprocal interactions and begins to respond appropriately by scientific exploration linked to materials & inventions</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 Properties of materials – melting, freezing, boiling dissolving, Water / ice /steam Global warming – melting of ice sheets / rising seawater. Link to Modroc. Everyday materials-water</p> <p>Absorption</p> <p>History Inventors; famous scientists</p> <p>Geography – Global warming</p>	<p>Art & DT – moulding with clay; melting to make moulds with food.</p> <p>Modroc models – link to science drying out.</p> <p>Drama & Music _ making potions Halloween</p>	<p>Computing: Follow simple instructions to access online resources; organise & retrieve work.</p>	<p>PE: Throwing & catching – ball skills etc.</p> <p>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>Linked to science – sugar content in foods (dissolving materials)</p>	<p>Festivals: Explore and discover a range of religions and beliefs through concrete experiences e.g. Hanukah, 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.</p> <p>Organise self throughout the new academic year's school day, with increasing independence.</p> <p>Personal Needs: Continue to develop independence with personal care routines.</p> <p>Personal Safety: Continue to develop an understanding of danger in the classroom & apply strategies with increasing independence.</p>

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3	<p><u>Old Home New Home (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 Child Three little pigs by Alex Sheffler (or another version) Ways into history – houses and homes scholastic ? author</p>							
	<p>Explaining ideas Phonics Story books linked to topic</p> <p>Communication: P4C Creative & Critical Develop an understanding of reciprocal interactions and begins to respond appropriately by exploring changes to homes over time P4C collaborative & Caring linked to exploration of other cultures</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: Rocks, minerals, building materials. Old materials, mining coal, copper.</p> <p>History: History of appliances, building and houses. Comparing old and new. Old Southgate (Lydgate) compared to new Southgate. Comparisons with different rooms.</p> <p>Geography: Different styles of houses. Different places where houses are situated. Different sizes and types of houses.</p>	<p>Art: 3D buildings Famous buildings and towers around the world. Painting. Ruler drawings. Architecture. Modern street art.</p> <p>DT: Model city/countryside. If I built a house? Designing a house for myself, for the king or for an animal.</p> <p>Drama & Music: Role playing stories. Chanting. The house that Jack built. Reciting of poetry.</p>	<p>COMPUTING: Exploring tech-based toys: what makes them go & how to work them; how electricity can make things light up, move or make sound.</p>	<p>PE: Negotiate space and speed, developing an awareness of safety and increasing independence, e.g. gymnastics; exploring balance.</p> <p>Healthy eating & lifestyle: -Understand benefits of exercise; links tiredness and sleep -develop an understanding of factors that can impact their mental health.</p> <p>Food tech: - explore how ingredients change when cooked; - Fine Motor Control: creaming, whisking, pouring - sensory: changes in texture; taste & smell; colour – using food dye</p>	<p>Festivals: Show respect for their own cultures and those of others e.g. Chinese New Year</p> <p>Physical and mental wellbeing – Importance of personal hygiene, balanced diet, exercise, medicines etc.</p> <p>Exploring and managing emotions.</p>	<p>Access & use less familiar school resources, with support.</p> <p>Organise self throughout the school day, with increasing independence.</p> <p>Personal Needs: Continue to develop independence with personal care routines.</p> <p>Personal Safety: Develop an understanding of danger in the wider school & grounds, & explore strategies to keep safe, with support.</p>

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<p>Brilliant Bodies (Science)</p> <p>Funny Bones by Alan Ahlberg It's my body – The book of privacy by Louise Spilsbury What is poo by Katie Daynes</p> <p>From head to toe by Eric Carle We're different we're the same by Bobbi Kates Bodies are cool by Tyler Fedar</p> <p>Parts by Tedd Arnold What happened to you? By James Catchpole</p>							
<p>Phonics Information & story books linked to topic</p> <p>Communication: P4C Critical & Creative Develop an understanding of reciprocal interactions and begins to respond appropriately., linked to exploration of bodies & fiction texts linked to this, including appropriate touch / stranger danger</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: Human Reproduction Plant reproduction Life cycles Human organs Blood Skeletons Body differences Preserving bodies</p> <p>History: Medicines from long ago. Egyptian bodies and medicines. History of vaccines and why we use them.</p> <p>Geography: Race around the world. Cultural differences and how we use our bodies.</p>	<p>Art: Drawing ourselves and others. 3D human body parts with Modroc, Paper Mache</p> <p>DT: Designing and building a skeleton. Mummification and scarab beetles</p> <p>Drama & Music: The knee bone is connected to the.....song.</p>	<p>COMPUTING: Coding & programming. Beebots.</p>	<p>PE: Co-operate and work with others, understanding need for turn taking, sharing and team work e.g. team games. Nutrition and exercise.</p> <p>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</p> <p>Food tech: - Fine Motor Control: peeling, cutting - sensory: differences in texture; taste & smell, including sweet versus sour</p> <p>RSHE: Puberty and our bodies</p>	<p>Festivals: spring / Easter</p> <p>Religious differences with the clothing we wear on our bodies.</p> <p>SRE topics – naming of body parts and changes to body associated with puberty.</p> <p>Identity - Being part of different groups/communities.</p>	<p>Access & use less familiar school resources, with increasing independence.</p> <p>Organise self throughout the school day, with independence, & manage unexpected changes, with support.</p> <p>Personal Needs: Be independent with personal care routines.</p> <p>Personal Safety: Continue to develop an understanding of danger in the wider school & grounds, & practise strategies to keep safe, with increasing independence.</p>

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5	<p><u>Out and About (Geography)</u> I'm going on a bear hunt by Michael Rosen Little Acorn by Melanie Joyce What to do people do all day? By Richard Scarry</p> <p style="text-align: center;">On the way home by Jill Murphy The Tiny Seed by Eric Carle</p> <p style="text-align: right;">The Giant Carrot, by Allan Manham Out and about – a first book of poems by Shirley Hughes</p>							
	<p>Phonics Atlases; information books about our locality & UK</p> <p>Communication: P4C Caring & collaborative Develop an understanding of reciprocal interactions and begins to respond appropriately, linked to exploration of our locality & cultural aspects of this</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 – Plants and how seeds and bulbs grow. Planting of flowers. Food chains</p> <p>History – Famous landmarks.</p> <p>Geography – local walks, changes to your locality, visiting the local area. Maps. Seasons. Picnics.</p>	<p>Art – rubbings and patterns. Landscapes. Nature pictures.</p> <p>DT- Making maps, homes for animals, models of town plans.</p> <p>Drama & Music Bear hunt, singing in the community</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. Healthy picnics and snacks.</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><u>Call of the Wild (Science, Geography)</u> <u>Noah's Ark Lucy Cousins</u> <u>How to hide a lion at school Helen Stephens</u> <u>Finding Wild by Megan Wagner Lloyd</u></p> <p><u>Run Wild David Covell</u> <u>Rumble in the Jungle</u></p> <p><u>You're Missing It! by Brady Smith and Tiffany Thiessen</u> <u>Please Take Me for a Walk by Susan Gal</u></p>							
	<p>Phonics</p> <p>Communication: P4C Critical & Creative Develop an understanding of reciprocal interactions and begins to respond appropriately, linked to exploration of animals & associated fiction texts, including extinction</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 Big cats, safari, habitats, food chains, natural disasters, weather</p> <p>History – Extinction, poaching, born free WWF, Pompeii</p> <p>Geography – where animals live, African plains, Rainforest, Arctic, grassland, urban, swamp, under the sea natural disasters, weather</p>	<p>Art Safari pictures Swamps</p> <p>DT: Volcanoes, building your own habitat</p> <p>Drama & Music Animal music Making a tsunami</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>