

Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Science	To talk about the changes they observe in their environment (throughout the year – woodland wander). To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. To begin to understand that things change over time. To discuss the daily weather and seasons To draw pictures of animals and plants, commenting on changes over time. To talk about how they have changed since they were a baby (PSHE link). To know the names of different body parts. To know that humans and other animals can grow To learn about nocturnal animals To identify and sort healthy/unhealthy food To talk about the life cycle of plants and animals and say what they need to survive To explore habitats To select materials according to their properties. To name and identify different materials and know how they are used in familiar environments. To explore floating and sinking.										
History	Talk about who is in their family /close family and talk about specific events in their life.	To recognise which pictures are pictures of familiar situations from the past. To understand how the past impacts today (significant events)			To know that adults have a variety of jobs and that they are not all the same.		To be able to talk about how they have changed since they were a baby.		Look at changes in transport in the context of familiar stories and events.		
Geography	To understand seasonal changes (continuous theme throughout the year)	To introduce direction: left, right, forwards and backwards.		To draw information from a map (to locate Sellindge on a map); To know what a map is and draw simple information; To know there are different countries in the world and they speak different languages.		To know how to look after the world around us and all living things.				To recognise some similarities and difference between life in this country and life in other countries, including hot and cold climates.	
Art	To give meaning to the marks they are making To share their creations To know that different art types belong to different cultures (throughout the year) To use simple tools and techniques competently and appropriately. To learn the names of different tools and techniques they use in their art work To learn how to construct with a purpose and evaluate their work Draw a self portrait To be exposed to a range of artists and art work (throughout the year)	To know that different colours and materials can be used to create things To learn about art and craft from different cultures (Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world) To make Christmas crafts.		To use resources to create own props To understand that pictures can be created by making simple observations or by using imagination To use paints, pastel and other medium to create observational drawings. To talk through the process they have gone through		To plan, carry out, evaluate and make changes where necessary. To manipulate materials to achieve a planned effect		To be able to explain the choices they have made in their art work. To know the different uses and purposes of a range of media and materials.		To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design. Texture, form and function. To describe ways of safely using and exploring a variety of materials Select tools and techniques needed for what they are making.	
DT	Begin to use the language of designing and making, e.g. join, build and shape. Learn about planning and adapting initial ideas to make them better. Represent their own ideas, thoughts and feelings through Design and Technology. To explore building and making products using a wide range of materials	Learn to construct with a purpose in mind. Learn how to handle a range of tools and equipment effectively, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. To make Christmas crafts		Select tools and techniques needed to shape, assemble and join materials. Learn how everyday objects work by dismantling things. Build/construct a range of shelters		Begin to understand some of the tools, techniques and processes involved in food preparation. Describe the taste and textures of some foods. Suggest some foods that are healthy. Have basic hygiene awareness. To cook Easter biscuits/bread To make Easter crafts		Begin to talk about changes made during the making process, e.g. making a decision to use a different joining method. Use and explore various construction materials and other resources to construct with a purpose in mind. Build/construct animal houses		Talk about existing products and begin to suggest why some materials or features have been used to make them. Adapt work where necessary Be able to use a range of skills and techniques such as cooking, building, planning, cutting and joining using a range of materials	
RE	Retell religious stories and make connections with personal experiences (CL, PSED) Share and record occasions where they have felt special (L, PSED)	Give examples of special occasions and know features of celebrations Recall simple stories connected with Christmas and Diwali (L, USW) Say why Christmas and Diwali are special for believers (USW)		Talk about religious stories (CL, USW) Recognise simple words e.g. God, belief (CL) Identify their own feelings in stories they hear (L, PSED) Identify a sacred text e.g. Bible (UW)		Talk about people who are special and why (CL, PSED) Say what makes them special and why (PSED) Identify some qualities of a good friend (PSED) Recall and talk about Jesus as friend to others (PSED, UW)		Talk about things that they find interesting or puzzling about their experiences and feelings about the world (PSED, UW) Think about wonders of the natural world (UW) Express ideas about how to look after animals and plants (UW) Talk about what people do to mess up the world and how to look after it (UW)		Talk about somewhere that is special to them and why (UW, PSED) Be aware that some religious people have places which are special to them (UW) Talk about places of worship and identify the features of sacred places (UW)	

Computing	To start thinking and talking about becoming safe users of the Internet. Introduce the Online safety poster and discuss the 4 rules. (This will be introduced alongside the subsequent opportunities.)		To recognize and use a range of technology/digital devices in places such as homes and schools –digital devices in the classroom, role –play and Investigation and Discovery. E.g. Old mobile phones, keyboards, mice, Easi-speak microphones, interactive whiteboard, bee-bots, I-pad for photos etc. Children can talk about their use of technology at home. Children can open and use a simple program on the class computer e.g. 2 simple suite of programs. (2simple-Simple city is a great way to introduce simple click and drag skills on the mouse.) Introduce children how to login. Model use of the main computer /whiteboard to the children and start to name the parts and talk about what they do.		Introduce the children to the computer suite: how to login and open a program they are familiar with. (This can be done in a previous term if the children are ready.)	
Music	Me/My Stories Listen to and learn action rhymes and songs including traditional rhymes and new ones including The ABC Song, Five Little Ducks and I’m a Little Teapot Sing in a group as part of the nativity performance Join in musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments Join in songs related to other curriculum areas such as the tidy-up song and Guardian Elves Invent a pattern to go with a song		Everyone!/Our World Listen to and learn action rhymes and songs including traditional rhymes and new ones including Old Macdonald, Five Little Monkeys and heads Shoulders Knees and Toes Join in musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Use the starting note to explore melodic patterns using one or two notes. Perform songs related to other curriculum areas such as the tidy-up song and Guardian Elves		Big Bear Funk/ Reflect, Rewind and Replay Listen to and learn in depth the interrelated dimensions of a song such as Big Bear Funk (Transition to Y1) Join in musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Add pitched notes to the rhythm of the words or phrases in the song using the glockenspiels or other pitched instrument.	
PE	Personal development Work on simple tasks by themselves. Follow instructions and practise safely <i>Opportunities to develop the following:</i> balance by keeping head up, bending knees and working off the balls of feet. Opportunities to develop the following skills: side-step in both directions; gallop leading with either foot; hop on either foot and skip	Social Development Work and play sensibly with others, taking turns and sharing. <i>Opportunities to develop the following:</i> jumping from 2 feet to 2 feet forwards, backwards and side to side Opportunities to develop: balancing with different body points touching the floor.	Cognitive Development Understand and follow simple rules. Name some things at which they are good. <i>Opportunities to develop the following:</i> Maintaining balance on a line walking forwards and backwards with fluidity and minimum wobble and standing on a line for 10 seconds with a good stance.	Creative Development Explore and describe different movements and observe and copy others. <i>Opportunities to develop the following:</i> maintaining control of a ball roll a ball along the floor in different ways and maintaining balance with a partner by holding and leaning.	Physical development Perform a single skill or movement with some control and link two movements together. Move confidently in different ways. <i>Opportunities to develop the following:</i> rolling or throwing a ball and collecting or catching the rebound; reacting and catching a dropped or bounced ball	Health and Fitness Be aware that exercise is important for good health and be aware of the changes to the way they feel when they exercise. <i>Opportunities to develop the following:</i> rolling a ball, chasing and collecting a ball in a balanced position facing the opposite direction over a distance of 10m, turning both ways Opportunities to develop: maintaining balance whilst reaching round and pointing to the ceiling with either hand in a mini-front support.
PSHE	TEAM & V.I.P’s- Relationships Understand themselves as an individual- what clubs they attend, their families and special people in their lives (UTW) and being part of the school. Talk about what make them feel happy and what that feels like. Look at the word kind- what, does it mean to be kind? Our school values. Our school rules- what they are and why do we have them? Rewards and sanctions. Be Yourself & Think Positive- Relationships Look at different types of feelings: what they look and feel like. The Colour Monster story (L) Aiming High- Health and Wellbeing Think about what job they would like to do when they are older (UTW) It’s My Body- Health and Well Being Pantosaurus Different food opportunities- variety of snacks. Talk about what happens to our bodies during exercise (PD) feeling our heartbeat, how do you feel? Hot and sweaty? Money- Living in the Wider World Experience coins and notes. (M) Pay for something and receiving an item in return. Britain- Living in the Wider World Look at where Britain is and learn that this is where we live. Experience British values (for example democracy- voting) Talk about good and not so good choices. Respecting Rights Experience British values- voting for school council and house captains etc. Begin to understand equality and make their own choices. Safety First Pantosaurus Pedestrian safety One World Looking at their homes and different homes around the world. (UTW) Growing Up Think about times of transition What can you do now that you could not do? New classroom, new teacher etc.					

Maths	Using White Rose planning -Autumn Term Maths week Getting to know the classroom and resources that can be used in maths investigations, where they can find them, names of resources and how to use them. Key times of day, class routines, Exploring the continuous provision inside and out. Where do things belong? Positional language. Night and day, afternoon, morning, today, yesterday and tomorrow Matching and sorting objects using a range of criteria and talking about the rules used for this. Working on numbers to 5 (not zero) Comparing, representing, ordering and making comparisons between groups of objects as well as size, mass and capacity Simple patterns – copying, completing and creating their own repeating patterns. 1-1 correspondence, one more/less, counting backwards and forwards Shapes with 4 sides – square, rectangles in different orientation. Circles and triangles Spatial awareness- positional language – in, on, under, over	White Rose planning – Spring Term Introducing Zero – Numberblocks Comparing to number 5 – more than and less than. Comparing different amounts Knowledge that larger numbers are made from smaller numbers - composition of 4 and 5– Numberblocks Moving onto numbers to 10 Making Pairs – understanding that items come in pairs Comparison of weight – heavier, heavy, heaviest and light, lighter, lightest, equal using balance scales. When making direct comparisons in height and length use – bigger than, longer, shorter, taller, wider, narrower Comparing capacity full, empty, half full/empty, nearly full/empty. Pour from larger to smaller containers. Combining 2 groups of objects and understand that it makes more Time – before, later, soon, after, next, then, today, tomorrow - describe regular events, Number bonds to 10 – beginning to use Number frames 3D shapes which stack and roll and which can be used in construction. Repeating patterns (extending) – copying, completing and creating their own repeating patterns.	White Rose planning – Summer Term Consolidating key skills – subitising (recognising small amounts), counting, sorting and matching and comparing and ordering, composition of number. Building and recognising numbers beyond 10 – using resources Counting and representing numbers beyond 10 Spatial reasoning – fitting shapes in spaces, rotating, fitting shapes together Adding more- in context and taking away from 10 Doubling using resources – e.g. Numicon, 10 frames Sharing and grouping Evens and odds Spatial reasoning – replicate buildings, construction of real or places in stories.
English Phonics	See termly phonics plan		
Reading	Listen to stories linked to child initiated learning Join in retelling known stories e.g. link to Pantomime visit Learn rhymes Learn to hold books properly and to turn pages Know that the person who writes a book is called an author Introduce phonic based decodable texts Sequence a known story using pictures and retell it	Join in known stories from writing focus Know difference between fiction and non-fiction Read phonic based decodable texts Listen to stories and non-fiction texts and answer questions on them. Sequence a known story through retelling in words	Read phonic decodable texts Take part in Radical Reading sessions linked to reciprocal reading Use Talk 4 Writing as a focus for retelling stories given by the teacher
Writing	Retell known stories from child initiated learning and teacher chosen stories – traditional tales linked to Pantomime visit Know there are stories (fiction) and non-fiction Be able to use vocabulary linked to stories – beginning, ending, problem Know that the person who writes a book is called an author Write name Be able to talk in full sentences Tell someone about a trip they have been on Write a letter to Santa and post it	Retell known stories using actions Know there are different styles / genres of writing e.g. letter, story, recount Be able to use vocabulary linked to the styles of writing Write alphabet – upper and lower case Write a simple sentence Read back something they have written Use an adjective to describe something Speak in full sentences	Be able to use vocabulary linked to the styles of writing Know how to hold a pencil correctly Know what job a full stop does in a sentence Write more than one simple sentence