| | | | Reception | | | |
|-----------------------|---|--|---|--|---|-------------------------------------|
| | | | Themes- | | | |
| | | | Now and Then | | | |
| | Autumn A Valued Me Dríver 1: Respect—new class, new envíronment íncl. Brítísh Values week, European Day of Languages and Expect Respect A Valued Me Dríver 2: Fríendshíp—Antí-bullying week Remembrance Day | | Spring A Valued Me Driver 1: Responsibility—link to learning, Healthy Me Jigsaw incl. E- safety week A Valued Me Driver 2: Empathy—link to RE Easter World Book Day | | | Summer |
| | | | | | A Valued Me Dríver 1: Hov | esty—línk to Jígsaw Relatíonships |
| | | | | | A Valued Me Dríver 2: Independence—transition to new year group Healthy Lifestyles week and Careers week | |
| | | | | | | |
| | | | | | | |
| Τορίς | Bíkes/Transport | Bíkes/Transport | Castles/Homes | Castles/Homes | Seasíde/Holídays | Seasíde/Holídays |
| Role Play/ | what would be the best way to | What would be the best way to travel? | Role play—builder's merchant | St George's Day | U | U |
| Dísplays | travel? | | | | Father's Day 21st June | |
| | | 5th November—Bonfire night | 23rd January—Chinese New Year | Mothers Day 22nd March | | |
| | | 11th November—Remembrance day | (25th) | Easter 12th Apríl | | |
| | | 27th October-Díwalí do on 24th | | | | |
| Líteracy | Narratíve | Narratíve The Traín Ríde | Narrative / traditional tales | Non Fiction | Narrative The Snail and The | Narratíve Dear Polar Bear |
| | Mr Grumpy's Outing Pirates Captain Flinn and pirate | Non Fiction | З Líttle Pígs The True story of the З líttle pígs | Tadpoles to Frogs Narratíve / tradítional tales | Whale | Extended writing - creating |
| | Dínosaurs | Trains | The true story of the 3 title pigs | Jack and the Beanstalk - | Non fiction / narrative | our own story. |
| | | Narratíve | | | The ugly Duckling | Pebble |
| | | Jolly Christmas Postman | | | (Science link) | Poetry |
| | | | | | | Míníbeasts |
| Maths | Number sense—recognísing | Shape | Number sense—number doors | Measure | Tíme | Мопеу |
| | numbers | pattern | addítíon | subtraction | Doubling and halving | Addition and subtraction |
| | Making a number (addition) | | | | | |
| Understanding | | | Handa's surprise story—look at homes | | Looking at countries | Looking at countries from th |
| the World | | | here and there | | comparing to Telford | polar bear. Compare to Telforo |
| (Geography Skílls) | | | | | | |
| understanding | Old and New—baby photo, toys, | 5th November—bonfire night | | Castles—what were castles | Child Initiated | contínuous planníng |
| the World | bíkes, cars, traíns | 11th November—remembrance day— | | used for. | | |
| (Hístory Skílls) | (homework) | Poppy painting | | , , , , , , , , , , , , , , , , , , , | | |
| Understanding | Sinking and floating-boats | What could the Jolly Christmas | | Growing | Lífe cycles—tadpoles to frogs | |
| the World | | Postman wear to keep warm | | | | |
| (Scíence Skílls) | | Ice—bike is frozen how can we help the | | Planting beans | Recycling / life cycles—Chicks | |
| | | postman | | | | |
| | | Snowflakes | | | | |
| Understanding | E - Safety | Díwalí day 24th October | Chínese New Year Day -23rdJanuary | Myself and Who am I | E-Safety | Playful |
| the World | French | What is Christmas, Advent, Christingle | Special Times | Easter | | Computing- App Attack |
| (R.E Skills) | | Festívals | Computing -Self image and Identify and | Computing-Junior Explorers | | |
| | | E Safety - Líttle Computers | Health, Wellbeing and Lifestyle | | | |
| EAD | Making boats - how much treasure | Child Initiated continuous planning | | Þesígn own kníght shíeld | Child Initiated | Child Initiated continuous |
| (DT Skílls) | can your boat hold? | | Making cakes for the pigs | | contínuous planning | planning |
| | | | Healthy eating | Easter Craft | | |
| EAD | 0 | lour (pattern línk) | Child Initiated continuous planning | | Lowry - observational drawing and sculpture | |
| (Arts Skílls) EAD | Joi Child Initiated continuous | an Míro Musíc | Child Initiated continuous planning | Child Initiated continuous | Child Initiated | Child Initiated continuous |
| EAD (Musíc Skílls) | chua initiatea continuous planníng | Music Body percussion | Chun much concentious planning | chila initiatea continuous planníng | contínuous planning | planning |
| PSE | Being Me in My world | Celebrating Differences | Healthy Me | punnunuy | Relationships | Dreams and Goals |
| 1.00 | Low of LUC AND LUC AND AND AND AND | CONCOLORING PULLORIDOS | | | i curricul vor inpo | + 1 COLLOS VILVON YUULS |

| | | Reception | | | | | |
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| | | Themes- | | | | | |
| | | Now and Then | | | | | |
| | Autumn | Spring | | | | | |
| | A Valued Me Dríver 1: Respect—new class, new environment incl. British Values Week and | | - A Valı | | | | |
| | Expect Respect | safety week | A Valued | | | | |
| | A Valued Me Dríver 2: Friendship—Anti-bullying week | A Valued Me Driver 2: Empathy—link to RE Easter | | | | | |
| | Remembrance Day | World Book Day | | | | | |
| Understanding the World (Geography Skills) | | Handa's surprise story—look at homes here and there I can ask geographical questions (What is this place like? What or | • 10 | | | | |
| | | who will I see in this place? What | pla | | | | |
| | | do people do in this place?) | wh | | | | |
| | | • I can comment about the place | • 10 | | | | |
| | | that I líve. | • I CA | | | | |
| | | I can talk about símílarítíes, | an | | | | |
| | | dífferences, patterns and change. | • 1 ca | | | | |
| | | • I can identify physical features | ríve | | | | |
| | | such as-beach, sea, ríver, soíl. | • 100 | | | | |
| | | | fac | | | | |
| | | | • I CA | | | | |
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| | | | on | | | | |
| | | | • 1 00 | | | | |
| | | | to s | | | | |
| Inderstanding | | Old and New—baby photo, toys, bíkes, cars, trains | | | | | |
| the World | 5th November—bonfire night | | | | | | |
| Hístory Skílls) | 11th November—remembrance day—Poppy painting Old and New homes Castles—what were castles used for. Old and New clothing—swim wear | | | | | | |
| | I can talk about past & present events in my life and in the lives of my family members. | | | | | | |
| | I can look closely at símilarítíes ín patterns ξ change. | | | | | | |
| | I can look closely at differences in patterns & change. I can talk about the features of my own immediate environment and compare to an environment from my past | | | | | | |
| Inderstanding | Sínkíng and floatíng-boats What could the Jolly Chrístmas Postman wear to keep warm, Ice—bíke ís frozen how can we help the postman, Snowflakes, gri | | | | | | |
| the World | | Lífe cycles—Chícks, Forest School | | | | | |
| Scíence Skílls) | • Looks closely at similarities, differences, patterns and change. | | | | | | |
| understanding the World | ME and My senses Díwalí day 24th October, What is Christmas, Advent, Christingle, Festivals Chinese New Year Day -23rdJanuary ,Special Time • I enjoy joining in with family customs ξ routines. | | | | | | |
| (R.E Skílls) | • I can talk about past g present events in their own livesg in the lives of family members | | | | | | |
| | • I know that other children don't always enjoy the same things, ξ are sensitive to this. | | | | | | |
| | • Ι know about similarities ξ differences between myself ξ others, and among families, communities ξ traditions. | | | | | | |
| | • Llook closely at similarities differences patterns & change | | | | | | |

Summer

alued Me Dríver 1: Honesty—línk to Jígsaw Relationships ed Me Dríver 2: Independence—transition to new year group Healthy Lífestyles week and Careers week

Looking at countries comparing to telford I can talk about similarities and differences between here and other places can ask geographical questions (What is this lace like? What or who will I see in this place? Vhat do people do in this place?)

I can comment about the place that I live.

can talk about símilarítíes, dífferences, patterns ind change.

can ídentífy physícal features such as- beach, sea, íver, soíl.

can ídentífy human features such as- farm, actory, house, shop.

can use language such as near and far to descríbe ocatíon of features.

can identify basic human and physical features n an aerial photograph.

can use simple fieldwork and observational skills o study the geography of Redhill.

growing Life cycles—tadpoles to frogs, recycling

nes Myself and Who am I, Easter Playful

| | | | Reception | | | |
|-------------|---|-------------------------------------|--|---|---|-----------------------------------|
| | | | Themes- | | | |
| | | | Now and Then | | | |
| | Autumn A valued Me Dríver 1: Respect—new class, new environment incl. British values Week and Expect Respect A valued Me Dríver 2: Friendship—Anti-bullying week | | safety week A valued Me Dríver 2: Empathy—línk to RE Easter | | Summer | |
| | | | | | A Valued Me Driver 1. Hon | esty—línk to Jígsaw Relatíonshíps |
| | | | | | | <u> </u> |
| | | | | | A Valued Me Dríver 2: Independence—transition to new year group Healthy Lifestyles week and Careers week | |
| | | | | | | |
| | | ibrance Day | World Book Do | 0 | | |
| EAD | Making boats - how much treasure | Child Initiated continuous planning | Building own houses—sticks, | Design own knight shield | Child Initiated | Child Initiated continuous |
| (DT Skílls) | can your boat hold? I understand that different | | newspaper, straws, sticks, marshmallow and spaghetti | Easter Craft day | contínuous planning | planning |
| | media can be combined to | | I understand that different media | I can experiment to | | |
| | create new effects. | | can be combined to create new | create different | | |
| | I can manipulate and | | effects. | textures. | | |
| | use simple tools to effect changes to | | • I can manipulate and | I understand that | | |
| | materials. | | use simple tools to effect changes to mat | dífferent medía can be | | |
| | • I can handle tools, objects, | | eríals. | combined to create new | | |
| | construction and malleable | | I can handle tools, objects, | effects. | | |
| | material safely and with | | construction and malleable material | • I can manipulate and | | |
| | increasing control. | | safely and with increasing control. | use simple tools to effect chan | | |
| | I can show understanding of | | I can show understanding of the | ges to materials. | | |
| | the need for safety when tackling new challenges and | | need for safety when tackling new challenges and consider and | I can handle tools, objects, construction and | | |
| | consider and manage some | | manage some rísks. | malleable material safely | | |
| | rísks. | | I can use simple tools and | and with increasing control. | | |
| | I can use simple tools and | | techniques competently and | • I can show | | |
| | techniques competently and | | appropriately. | understanding of the | | |
| | appropríately. | | I can selects tools and techniques | need for safety when | | |
| | I can selects tools and | | needed to shape (such as tearing, | tackling new | | |
| | techniques needed to shape (such as | | cutting, folding) assemble and join | challenges and | | |
| | tearing, cutting, folding) assemble | | materials they are using. | consider and manage | | |
| | and join materials they are using. | | | some rísks. | | |
| | | | | I can use símple tools | | |
| | | | Making cakes for the pigs | and techniques competently and | | |
| | | | Healthy eating | appropriately. | | |
| | | | • I can use a knife and fork | I can selects tools and | | |
| | | | | techniques needed to shape | | |
| | | | Begin to develop a food | (such as tearing, cutting, | | |
| | | | vocabulary using taste, | folding) assemble and join | | |
| | | | smell, texture and feel. \Box | materials they are using. | | |
| | | | Explore famílíar food | | | |
| | | | products e.g. fruít and | | | |
| | | | vegetables. 🗆 | | | |
| | | | | | | |
| | | | • Stír, spread, knead and shape | | | |
| | | | a range of food and | | | |
| | | | íngredíents. 🗖 | | | |
| | | | Begin to work safely and | | | |
| | | | hygienically. □ | | | |
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| | | | Reception | | | |
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| | | | | | | |
| | Remer | nbrance Day | World Book Da | лу | | |
| EAD (Music Skills) | Child Initiated continuous planning | Music—transport—trains I can begin to build a repertoire of songs and dances I can explore the different sounds of instruments Children sing songs, make music and dance, and experiment with ways of changing them. | Child Initiated continuous planning | Music—JATBS I can begin to build a repertoire of songs and dances I can explore the different sounds of instruments Children sing songs, make music and dance, and experiment with ways of changing them. | Child Initiated continuous planning | Child Initiated continuous planning |
| PSE (Jígsaw) | Being Me in My world | Celebrating Differences | Healthy Me | Relationships | Relatíonshíps | Dreams and Goals |
| Physical Development | Cool Kids I can move with confidence when slithering, sliding, crawling, jumping, skipping, sliding, hopping I can hold a balance on one leg/foot momentarily. I can hold a balance on one leg/ foot momentarily. I can move into big and small spaces. | Different ways of moving I can find a space confidently. I can show control when running, jumping. I can throw underarm and overarm safely and correctly. | Healthy eating I can sit, stand, walk, run, slide, spin, push, pull—naming actions. I can lands appropriately when jumping off climbing equipment. I can remember, repeat and link gymnastics and still movements. | Dance—dancing on ice block—knights and princesses I can link movements together confidently. I can perform phrases of dance. | Father's Day sports day Athletics-Sports day I can throw underarm correctly. I am able to throw overarm correctly. I can strike a ball with control. I can strike a ball using a variety of bats. I can jump and land comfortably. I can travel safely in pairs / groups. I can balance comfortably for 10 seconds. | Ball skills I can control a ball when sending, receiving, rolling and bouncing. I can aim at a large target. |
| Tríps | Blíst Híll | Chrístmas Cracker | | Castle Vísít | Thínk Tank—Scíence focus | |