

Understanding the World/Physical Development—Science

Unit Title—The Body and Skeleton

Key Knowledge—Children will also learn about the importance of keeping healthy and the things that contribute to this by, for example, cooking or identifying fruit and vegetables. Children might collect materials, such as rough sandpaper, soft fabric and shiny bottle tops to build a sensory wall.

Key Vocabulary— skeleton, head, body, arms, legs, hands, feet, bones, skull, muscles

Key Skills Developed—

Observations of people and plants

Simple descriptions of the world around them.

Looking at objects and pictures and discussing what they can see.

Asks questions about aspects of their familiar world.

Generating a variety of ideas for testing heart rate

Physical Development— PE

Key Skills—Moving, balancing and throwing skills

Key vocabulary- Running, moving, slowly, quickly, arms, waving, gliding, softly, quietly, silently, shuffling, darting.

Music—Charanga Unit

French-French Numbers 1 to 20

Technology- Purple Mash

Literacy

Key Texts- Owl Babies by Martin Waddell, Tom & Small by Clara Vulliamy, The Everywhere Bear by Julia Donaldson.

Grammatical knowledge developed- Listens to stories with increasing attention and recall., Recognising rhythm in spoken words. Describe main story settings, events and principal characters. Give meaning to marks they make as they draw, write and paint. Phonics Phase 2 and 3. - Hear and say the initial sounds in words. Letter recognition and formation, segmenting and blending

Key vocabulary—Story, start, beginning, middle, end, characters, set, rhythm, rhyme, Phoneme, grapheme, blend, segment, vowel, consonant

Understanding the World/People and Community/Geography and History

Unit Title— Me and my family

Key Knowledge— where do we live and where are wider families from, places in your local area and community

Key Vocabulary— city, town, village, factory, farm, house, office, shop, beach, cliff, forest, hill, mountain, sea, ocean, river, soil, season and weather

Key Skills Developed— Teacher led enquiries, to ask and respond to simple closed questions.

Use information books/pictures as sources of information.

Investigate their surroundings

Make observations about where things are e.g. within school or local area.

Follow directions (Up, down, left/right, forwards/backwards)

Term and Focus—Autumn 1

Key Texts-Bible stories

Christian Value—Endurance

PSCHE Focus— Being Me - Mental Health and Well being

Environment Maths

Order, recognise and form 1-10

Order in size order small to tall

Environment Writing

Label construction models

Writing own name, mark making

letter formation

Enhancement Ops

Tell and record stories about themselves and their families

Build their house in construction/creative

Using seasonal items to create art/stories

Communication and Language

Beginning to use more complex sentences to link thoughts

Beginning to understand 'why' and 'how' questions.

Listens to others one to one or in small groups, when conversation interests them.

Listens and responds to ideas expressed by others in conversation or discussion.

Maths

Focus—Number and Place value- numbers to 5. Addition and Subtraction- sorting into groups. Measurement- time.

Key Knowledge— read and write simple addition and subtraction calculations. Solve simple word problems, use careful counting, read, write and recognise numbers 1-20. Recognise and record numerals 1 to 5 and up to 20. Counting from a larger group. Counting forwards and backwards 1 to 5 and up to 20. One to one correspondence. Sequencing and ordering. Understanding groups can be sorted in different ways. Positional language.

Key Vocabulary—altogether, more, plus, add, addition, few, more, less, take-away, subtraction, minus, tall, short, wide, narrow, heavy, light, number names, 2d shapes, number names, numeral, ordinal language- 1st, 2nd, 3rd. Positional language- next to, on top of, under, left, right, in front of, behind, inside, outside, below, beneath, first, then and next.

RE

Unit Title- I am Special Early Years Chatterbox Unit: Special People

Key Questions—How do we know that we are special in the eyes of God? How do we know that God is our heavenly father? What are my favourite things? Why are names important?

Key Knowledge—give pupils an understanding that they are unique and special. To know they are loved, valued and made by God.

Key Vocabulary—God, love, father and unique

Personal, social and emotional education

Unit Title—Being me in my world

Key Knowledge— understand how it feels to belong and that we are similar and different. Recognise feelings. How to work with others to make school a better place. Understand why it is good to be kind and use gentle hands. To begin to understand children's rights; learning about what it means to be responsible.

Key Vocabulary- together, safe, calm, belonging, rights and responsibilities, learning charter, rewards, consequences, kind words., gentle hands, respect, mindfulness, body, mind, friends, feelings, upset, angry, sad, cross, happy, proud, calm, peaceful.

Key Skills Developed

Self-confidence and self-awareness- to develop confidence and know that they have responsibilities.

Managing feelings and behaviour- to recognise, understand and manage their feelings. Begin to recognise other people's feelings.

Making relationships- Help others feel welcome. To get along with other children and with adults and know what it means to be kind.

Expressive Arts and Design

Unit Title—Art with fruit

Artist Focus—Giuseppe Arcimboldi (fruit face)

Key Knowledge- To identify the primary colours: red, yellow and blue.

To observe primary colours found in famous artwork, To make/draw a self-portrait from a photograph.

Key Vocabulary—Primary, mixing, paint, water, brush, bright, dark, light, change, self portrait, mirror, shape, line, features of the face, expression, mixing, wiping, brush, amounts of water, wet, dry, bright and light.

Key Skills Developed-

Children will be able to identify primary colours used in famous art work.

Children will recognise the work of Giuseppe.

Children will begin to explore their facial features and create a self-portrait using various methods and techniques.

Understanding the World/ Science

Unit Title—Healthy foods

Key Knowledge—Children will also learn about the importance of keeping healthy and the things that contribute to this by, for example, making fruit kebabs. Growing magic beans for Jack.

Key Vocabulary—Healthy, unhealthy, soil, sun, growth, water, feed, sprout, light, leaf, stem, shoot and root

Key Skills Developed— Observations and photographs of seeds sown and trees. Show an understanding of operating technological toys.

Simple descriptions of the world around them.

Looking at objects and pictures and discussing what they can see.

Asks questions about aspects of their familiar world why and how.

Generating a variety of ideas for testing heart rate

People and Community/Geography and History

Theme -Where am I?

Key vocabulary- Home, community, city, town, neighbour, country, street, road, area

Key questions—Where are you in the reception or school? What is in the room and where is it (near what, next to what...)? What is around the base or classroom? What else is around you and where is it in the building and grounds? Where are you in the neighbourhood, and what is there - where? Does our neighbourhood, village, part of town, town/city have a name? Which country are we in? What planet do we live on, and what shape is it? How big is it? Who has seen a globe and played with it? What do you know? What are those large expanses of land and water named, and which are near to or far from each other? Has anyone been to any of these continents? Which are we in? Can we be in several places at once, like Russian dolls?

Key knowledge- Understand we live in Manchester, Name the area, Recognise street name for home and school,

Expressive Arts and Design-continue

Unit Title—Art with fruit

Artist Focus—Giuseppe Arcimboldo (fruit face)

Key Knowledge-Describe the texture and experiment to create new textures, Explore colours and how they can be changed, Use simple tools and techniques appropriately. Being Imaginative- Use available props to support role play, Introduce a storyline or narrative in their play.

To observe primary colours found in famous artwork.

Key Vocabulary—Primary, mixing, paint, water, brush, bright, dark, light, change, self portrait, mirror, shape, line, features of the face, expression, mixing, wiping, brush, amounts of water, wet, dry, bright and light.

Key Skills Developed- Children will be able to identify primary colours used in famous art work. Children will recognise the work of Guiseppe. Children will begin to explore their facial features and create a self-portrait using pencils.

PE

Key Skills—basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Key vocabulary-Walking, running, leaping, hopping, flying, gliding, softly, quietly, silently, shuffling, darting.

Music—Charanga Unit and Nativity

French-French alphabet (French Essentials Lesson 3)

Technology- Purple Mash

Term and Focus—Autumn 2

Key Texts-Christmas and Hanukah

Christian Value—Peace

Environment Maths

Order, recognise and form 1-10

Order in size order small to tall

Order and sequence events

Recognise prime colour and shapes

Environment Writing

- Label construction models.
- Writing own name, mark making and letter formation.
- Reading/Library area, titles, labels and captions from books.

Enhancement Ops

Non- Christian faith parents visit to discuss festivals like Christmas for them.

Parent secret readers for Reception Class.

Communication and Language

- Beginning to use more complex sentences to link thoughts
- Beginning to understand 'why' and 'how' questions.
- Listens to others one to one or in small groups, when conversation interests them.

English

Key Texts- Goldilocks and the Three Bears, Beware of the Bears, A Chair for Baby Bear, Goldilocks Returns, Fairy tale News. The True Story of The Three Little Pigs.

Grammatical knowledge developed-

Reading focus—Recognising initial sounds, Listens to and joins in with stories and poems, one-to-one and also in small groups. Looking at story structure beginning, middle and end. Describe main story setting, events and characters. Joins in with repeated refrains and anticipates key events and phrases. Suggest how a story may end. Use vocab and forms of speech that are influenced by their experiences of books. Link sounds to letters. Name and sound the letters of the alphabet.

Writing Focus— Correct letter-formation. Use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Begin to write labels and captions. Learn to segment and blend sounds in simple words. Use Capitals when writing own name. Introduce features of a sentence; capital letter, finger space and full stop.

Maths

Focus—Number and Place value, Number to 5

Shape space and measure— Time, 2d shapes

Key Knowledge— use careful counting known as one to one correspondence, identify and recognise groups of objects up to 5 without counting. Knowing, saying and writing one more and one less than a given number, counting on and back, counting objects and actions, count irregular objects, read, write and recognise numerals and numbers 1-5 and up to 20. Children will be able to talk about day and night order and sequence key events. Days of the week, yesterday, today and tomorrow. Recognise and compare 2d shapes. Consolidation.

Key Vocabulary— 1-5, numeral, number, more, less, add, subtract, take away. Days of the week, day, night, light, dark, now, next, after, before, order, sequence. 2d shapes.

RE

Unit Title- Celebrating Christmas, How do we celebrate Jesus' birthday?

Key Knowledge—explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth.

Key Vocabulary—Christmas, Jesus, Bethlehem, Mary, Joseph, donkey, inn, shepherds, star and stable

Key Questions—What is a birthday? When is your birthday? In what ways do you celebrate your birthday? How do we celebrate Jesus' birthday? Why was Jesus a special baby?

Personal, social and emotional education YR

Unit Title—Celebrating Difference

Key Knowledge- what being proud means and that people can be proud of different things • that people can be good at different things • Know what being unique means • that families can be different • that people have different homes and why they are important to them • different ways of making friends • different ways to stand up for myself • the names of some emotions such as happy, sad, frightened, angry • that they don't have to be 'the same as' to be a friend • why having friends is important • some qualities of a positive friendship

Key Vocabulary- Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.

Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and

Understanding the World/Science

Unit Title—Emergency Services and People that help us!

Key Knowledge—Ch to understand which professional that helps us with which topic. For example fire, emergency, nurse, doctor,

Key Vocabulary—Fire fighters, doctors, nurses, paramedics, police officers, dentists, vets, opticians, lollipop people, lifeguards, teachers, postal workers, mountain rescuers, milk deliverers, mechanics, lunchtime supervisors, taxi drivers, librarians, caretakers, bus drivers, builders, refuse collectors, reflective clothes high visibility jackets.

Key Skills Developed—Remembers and talks about significant events in their own experiences. Link professionals with professions and understand why and when you may need them.

People and Communities / History or/and Geography

Unit Title—Toys

Key Knowledge—To learn about changes within living memory by exploring toys from today. To understand some of the ways in which we find out about the past by identifying different sources. To use sources to ask and answer questions in the context of finding out about toys from the past. comparing similar toys from different period.

Key Vocabulary—Toys, old, new, past, now, long time ago, History, memory.

Key Skills Developed—Explain what they know about toys today. Explain how we can find out about the past. Describe features of different toys. Recognise old and new toys. Use words relating to the passing of time. Use words to describe properties of materials used to make toys.

Expressive Arts and Design

Unit Title—Building Model Shape Houses

Key Knowledge-

Key Vocabulary—Shapes, boxes, tubes, build, join, balance, make, create, sides, face, triangle, circle, rectangle, square, cube, cylinder, triangle based prism, cuboid, house, tower, castle, tall, small, big.

Key Questions-What shapes can you see?

What is this shape called?

What shape are the sides of this box?

What boxes are you going to use?

How could you use this shape?

What could we use for the roof?

How could we stack these pieces?

Do they balance?

Why does this shape roll?

How many pieces have you used?

Can you tell me about your house?

Key Skills Developed— Manipulates materials to achieve a planned effect.

Constructs with a purpose in mind, using a variety of resources.

Selects appropriate resources and adapts work where necessary.

Outcome—Children can Use familiar objects and common shapes to create and recreate patterns and build models

PE

Key Skills—

Key Vocabulary—

Music—Charanga Unit EVERYONE! - explore: family, friends, people and music from around the world

French - Number songs 1-10

Stories in French

Reception

Spring 1 Emergency Services and People that help us

Key Texts- The Naughty Bus, Charlie the Fire-fighter, People who help us!

Christian Value—Trust

PSCHE Focus— Healthy Me

Environment Maths

Sharing a number of objects fairly between 2 or more people

Writing numerals

Weighing objects and checking lighter and heavier

Environment Writing

Labels models with own name and name of creation around the classroom and

retrieve it.

Enhancement Ops

Use of Microsoft teams and/or visitors to school

Mrs West—Crossing patrol

Father Sean, Reverend Adele and Reverend Carol

GP/Police service

English

Key Texts— The Naughty Bus, Charlie the Fire-fighter, People who help us!, The Teddy Robber, Ness the Nurse, Dr E Dog.

Key skills- Build understanding and application of phase 2, 3 and 4 phonics. To begin to write caption and sentences and understand each element of sentence structure.

Phonics Phase- 2 and 3 consolidation — Practise blending for reading and segmentation for spelling. Teach and practise reading of high frequency words. Practise reading and writing captions and sentences.

Key vocabulary— letters, sounds, phoneme, grapheme, digraph, trigraph, blend, segment, capital letter, finger spaces, full stops, police, paramedics, doctor, nurse. Fire fighter, dentist, ambulance, lifeguard, 999, emergency services, rescue, crossing patrol, teacher

Maths

Focus—Alive in 5, Growing 6, 7 and 8.

Measure, shape and spatial thinking— Comparing mass (2), comparing capacity (2). Length & Height, time.

Key Knowledge— Introducing zero, comparing numbers to 5, composition of 4 and 5, number bonds to 5, 10 and 20. 6, 7 & 8, making pairs, combining 2 groups.

Key Vocabulary—Counting on, number names, less, more, few, add, take-away, equals, heavy,

RE

Unit Title—Stories Jesus Heard and Stories Jesus Told

Key Questions— Where will you find the stories which Jesus told?

To whom did he tell these stories?

What do the stories teach us?

Why did Jesus tell stories?

What stories did Jesus hear when he was a boy?

Do you like listening to stories?

What are your favourite bible stories?

Key Knowledge—introduce pupils to stories of the Old Testament and New Testament understand that Jesus would have heard these stories as he was growing up. Explore the stories that Jesus told and know that he told them to teach us.

Key Vocabulary—Bible, Old Testament, God, Jesus, Creation, Noah, Joseph, Moses, Joshua, Gideon, Jonah, David, Goliath and Israelites, Jesus, Bible, parable, gospels and God

Key Skills Developed—recall/retell some of the Old Testament stories Jesus heard, talk about their feelings and experiences., talk about their favourite stories, identify a Bible. recall/retell some of Jesus' stories, talk about their feelings and experiences.

Personal, social and emotional education

Unit Title— Healthy Me

Key Knowledge—To understand that I need exercise and rest, sleep and healthy personal hygiene and to be aware of stranger danger.

Key Skills Developed— Healthy eating skills, making good food choices, washing hands, build self-awareness of healthy lifestyle and choices, saying no to strangers.

Developing Communication—Having conversations about healthy choices relating to exercise, food hygiene and safety.

Understanding the World/Science

Unit Title—Winter to Spring

Key questions—What new plants can you see? What do you notice about the trees? What is the weather like today? How has the weather changed this week? What happens in spring?

Key Knowledge—that there are four seasons in a year, that things grow in Spring, that lots of animals give birth in Spring, the names of different baby animals, how weather changes from winter to spring, know that seeds/vegetables need sun, air, water and nutrients to grow.

Key Vocabulary—spring, winter, seasons, cold, hot, wet, dry, rain, storm

Key Skills Developed—make observations of the natural world, make links and connections based on their own observations, explain what they have noticed about the world around them, know how to follow a sequence of steps to grow a seed/ plant/ vegetable.

Links to Early Learning Goals—know about similarities and differences in relation to places, objects, materials and living things, they make observations of animals and plants and explain why some things occur and talk about changes.

Understanding the World

Unit Title— Animals and plants from around the world/Easter around the world

Key Knowledge— Children will be looking at the similarities and differences between animals and exploring their different habitats, will begin to understand how cultures and beliefs are similar, sharing and discussing of practices, celebrations and experiences.

Key Vocabulary—.animals, plants, habitat, life cycle, country, continent, ocean, world, , Easter, culture, celebrations,

Key Skills Developed — Children will develop observation skills, identify and discuss similarities and differences, select appropriate tools for tasks, identify and recognize different animals, plants and place names. Discuss different cultures and make comparisons to their own experiences and environment, celebrate difference.

Links to Early Learning Goals— The world - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

People and communities - They know about similarities and differences between themselves and others, and among families, communities and traditions.

Technology - Children can select and use technology for particular purposes.

Expressive Arts and Design

Unit Title—Emma Chichester-Clark

Key Knowledge— that colours can be mixed, that you can make different colours by mixing colours, what colours can be mixed, that artists can hide meaning in pictures, that we can have our own ideas about different pictures

Key Vocabulary—illustrator, water colours, mixing, paint, brush, stroke

Key Questions-what colours can we mix? What colours make....? What could we draw to illustrate this story? Why do you think the artist has painted this picture? Which painting do you like best and why? Thinking questions around art by Emma Chichester-Clark.

Key Skills Developed—colour mixing, brush control, using different tools to paint, matching images to sentences, observational painting

Links to Early Learning Goals—safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; represent their own ideas in art

PE

Key Skills— Dance (Seasons) Racquet Skills

Key Vocabulary— movement, speed, style, copy, repetition, motif, sequence, unison, canon, mirroring, improvise, level, transition, timing, dance, music, idea, action, travel, stimulus

Music— Charanga

Our World - Learn to sing nursery rhymes and action songs including, Incy Wincy Spider and the Hokey Cokey –

Key skills - Children will listen, respond, explore and create using their voices and instruments

Key vocabulary – pulse, rhythm, pitch, melody, notes, lyrics

French

Days of the week and numbers 1-10

Reception

Spring/Weather/Growing/

Illustrations

Key Texts– Eliza and the Moon Child; I Love You, Blue Kangaroo, A

Seed in Need, Seeds, Supertato, Kitchen Disco

Christian Value—Forgiveness

PSCHE Focus—Dreams To Goals- Jigsaw unit 3

Environment Maths

Counting farm animals

Comparing sizes of plants and trees

Ordering sizes of animals

Grouping animals

Environment Writing

Sentence writing for illustration

Writing for forest/garden centre in role play

Label writing for vegetable patch in outdoor area.

Nature collection—sentences about what we have found/created

Book reviews in reading area

Maths area - numeral formation, days of the week, seasons

RE/Literacy area – writing frames retelling stories

Enhancement Ops

Diversity Week

Planting

Nature Walks

Communitree

Role Play – RE/literacy – retelling stories

English Key

Texts– Eliza and the Moon Child, Blue Kangaroo, A Seed in Need,

Seeds, Supertato, Kitchen Disco.

Key questions—What do you think will happen next? What is your favourite toy? Why do you think that this happened? What do you think will happen next? How do they feel? What are the features of a Non-Fiction text?

Key skills— predicting next steps in a story, spotting patterned language, creating narratives, read and understand sentences, use decoding and context to help read unfamiliar words, write simple sentences, spell some irregular words

Grammatical knowledge developed– finger spaces, capital letters, sentence structure, full stop,

question marks, Writing captions in a list.

Phonics Phase– 3 and 4

Key vocabulary- CL, FS, Finger spaces, Phoneme, Grapheme, diagraph, trigraph, story, setting, character, vowels, clusters, blends

Links to Early Learning Goals—Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events; They develop their own narratives and explanations by connecting ideas or events; use their phonic knowledge to write words in ways which match their spoken sounds, write some irregular common words, write simple sentences which can be read by themselves and others, make phonetic plausible attempts at spelling unknown words.

Maths

Focus – Building 9 and 10

Key questions—Can you count to..? Can you count forward and backwards? Can you count how many..? Which has more/fewer? How many altogether? Can you see/make a pattern? Which shape is this? Which shape is like a....?

Key Knowledge— understanding that number represents quantity and when and how this can stay the same or change. Identifying and naming shapes and recognizing and identifying patterns in number and shapes.

Key Vocabulary— number, numeral, more, fewer, add, subtract, take away, altogether, equals, the same as, short, tall, long, small, big, time, count, 2D and 3D

Key skills developed – counting forwards and backwards, representing number in different ways by separating and grouping, ordering numerals, Representing, comparing and composition of 9 and 10 number bonds to 10, show one more and one less, use of 10 frame, use of part-whole model, using and modelling with 2D and 3D shapes

Links to Early Learning Goals— Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

RE

Unit Title—Stories Jesus Told/ Easter

Key Questions— What was Jesus trying to teach us in this parable? What special symbols do we use at Easter and why? What is love? How do we show that love? How did Jesus show that he loved us? How do Christians worldwide celebrate? What special foods are eaten?

Key Knowledge—Jesus rode into Jerusalem on Palm Sunday. Jesus died on the cross on Good Friday. we (Christians) believe that Jesus rose on Easter Day and is alive today. Easter is the most important time of the year for the Church.

Key Skills Developed—Children understand that Christians believe Jesus died for us because he loves us. Recall and retell the story of Easter. identify symbols associated with Easter. Talk about their own experiences of love and other emotions expressed in the Easter Story. ask questions about the Easter story.

Links to ELG

Understanding the world- Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Communication and language – Children answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

PSED – Children show sensitivity to others’ needs and feelings, and form positive relationships with others.

Understanding the World/Science

Unit Title—Freezing and melting and Changing Seasons.

Key Knowledge—understand water is a liquid, can be frozen to become a solid. Ice will melt when not in the freezer.

Key questions—What do you think will happen to the water?

What happened to the water when we put it in the freezer?

Have you seen ice before?

What do you think will happen to the ice cubes?

Can you tell me what is happening?

What does it feel like?

What happens to the ice cubes as they get warmer?

What do you think will happen if we put the ice cube in the sun? In the fridge? In the cupboard?

What might happen if we put the melted ice cubes back in the freezer?

What words could we use to describe what happened to the ice cubes?

What did you find out?

Key Vocabulary—Water, ice, ice cube, cold, warm, hot, melt, melting, melted, changes, turns, same, different, freezer.

Resources—Ice cube trays, water, food colouring, small jugs, small bowls or cups, **Ice Cube Posters**. (Access to a freezer will also be required.) Learning intention—Children to use the scientific vocabulary and discuss why things happen and how things work.

PE Key Skills—Yoga, To inspire young children to enjoy moving while developing communication & social skills. • Mindful movement, combined with quieter breath & relaxation lay the foundations for self-regulation and coping skills for mental wellbeing.

Key Vocabulary— pose, stretch, movement exercises, relax, breath, warm up, cool down,.

Music

Charanga Unit—Big Bear Funk—
Prayers and hymns

Maths, number and phonics songs,
Songs in French

Vocabulary and learning

Rhythm, tempo, volume, sounds, instruments, lyrics, sing and perform

English

Key Texts— The Three Little Pigs, The Building Boy, Rani in Search of a Rainbow, Countries—Pakistan,

Key questions—What do you think the story might be about? What might happen in the story? What do you think will happen next? How do you think the story might end? What are the characters like? Why did the character do.....(give the situation)? What happened in the story? What did you enjoy about the story? Why?

Key skills— predicting next steps in a story, spotting patterned language, creating narratives, read and understand sentences, use decoding and context to help read unfamiliar words, write simple sentences, spell some irregular words, begin to identify fiction and non-fiction texts

Grammatical knowledge developed— finger spaces, capital letters, sentence structure, full stops.

Phonics Phase— 2, 3 and 4. High Frequency words and tricky words.

Key vocabulary- Phoneme, Grapheme, diagraph, trigraph, capital letter, finger spaces, full stops, title, author, illustrator, blurb, story, setting, characters, fiction, non-fiction

Links to Early Learning Goals—Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events; They develop their own narratives and explanations by connecting ideas or events; use their phonic knowledge to write words in ways which match their spoken sounds, write some irregular common words, write simple sentences which can be read by themselves and others, make phonetic plausible attempts at spelling unknown words

People and Communities / History or/and Geography

Unit Title—Pakistan

Key questions—Where is Pakistan on the globe or on the map of the world?

What languages are spoken in Pakistan? What do the children learn in Early Years in Pakistan?

Key Knowledge—children will recognise Pakistan on the globe and compare its size to UK. Languages, food, religion and clothing in Pakistan. Children will learn handy phrases in Pakistan (Urdu), for example, hello, bye and how are you?

Key Vocabulary—Flag, Pakistan, Lahore, Urdu, English, similar, different.

Key Skills Developed—Explain what they know about teaching in Pakistan. Explain how we can find out about Pakistan using the internet, books and our sister school in Lahore.

Reception Summer 1

Freezing and melting/Pakistan

Building—Junk Modelling

The Three Little Pigs, Rani in Search of a Rainbow, The Building Boy,

Maths - To 20 and beyond

RE—What is Prayer? Christian Value—Compassion

PSCHE Focus—Relationships

Environment Maths

Positional language with building bug hotels.

Comparing sizes of plants and trees

Ordering sizes of houses.

Grouping materials

Environment Writing

Sentence writing for illustrations and designing.

Label making in the small world

Label making for construction

Nature collection—sentences about what we have found

Music—writing lyrics

Enhancement Ops

Planting

Nature Walks

Music

Building homes-Bug hotel.

Maths

Focus—Phase 7– To 20 and Beyond; First, Then and Now

Key questions—Can you see how this has been arranged? How else could we sort them? How is it different?

Key Knowledge— Consolidating key skills with subitising and practising counting on and back from 10-20. Children will be building and representing numbers to 20. Spatial reasoning and awareness will be developed through jigsaws and shape arrangements; with opportunities for children to match arrangements of shapes using positional language to describe where they are in relation to each other.

Key Vocabulary— subitising, patterns, sequences, triangles, shapes, squares, rectangles, circles, 2D, 3D,

Links to Early Learning Goals—Count reliably from 1-20, place them in order and say which number is one more or one less than a given number, add and subtract two single-digit numbers; use everyday language to talk about size, recognise, create and describe patterns, explore characteristic of everyday objects and use positional language to describe where they are in relation to each other.

RE

Unit Chatterbox —What is Prayer?

Key Questions—

What is a prayer? How do people pray? Why do people pray? Where do people pray?

When you talk to God what do you say? How does God listen to and answer our prayers? Can you think of different ways to pray? When do people pray? Can you think of some reasons why people pray? How and where do other faiths pray?

Key knowledge—Jesus taught his disciples (us) the Lord’s Prayer. Prayer is a form of communication with God. Prayer is expressed in a variety of ways. Prayer is expressed in a variety of ways.

Key Skills Developed— start children on their journey towards understanding what prayer is and the different ways people of faith talk to God.

Expressive Arts and Design

Unit Title—Homes Key Knowledge— materials used to build homes and religious buildings around the world.

Key Vocabulary—materials, wood, bricks, metal, water resistant, water proof, past, present.

Key Questions-What are the houses in England made of? What material do you think we should use and why? Why are the houses in England different to the ones in Pakistan?

Key Skills Developed—Measuring, estimate, build, attach, plan, discuss and explain. Links to Early Learning Goals—safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; represent their own ideas in art .

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Understanding the World/Science

Unit Title—Animals in the country and animals in towns.

Key questions—What are the differences in a town and a country? Why do certain animals prefer the town to the country and visa versa? What do these animals live on? Trees, flowers, nest, pond and hedge are some animal homes. Do we have any of these “homes” at our school? Which ones? Can you guess what wildlife might live in each one? Can you think of a way that we can help birds in our school grounds?

Key Vocabulary--Town, country, village, city, country, farm, house, pros, cons, different, similar.

Resources--https://www.rspb.org.uk/globalassets/downloads/kids--schools/teaching-resources/gnah-teachers-notes_ppl.pdf Pallets, bricks, rubble, soil, mud and bird seeds.

People and Communities / History or/and Geography

Unit Title—Differences and similarities between a town and a country.

Key questions—What are the key differences between a town and a country?

What are the similarities in a town and a country?

Key Knowledge—Understand the differences between a ‘town’ and the ‘countryside’. Use key words about the town and countryside. Name the countries of the UK. Locate the UK using a map.

Key Vocabulary—United Kingdom, Globe, Atlas, Map, country, town, place

Resources—Globe, flags, maps,

Key Skills Developed—Map reading, listening, understanding, discussing, retaining information, computing skills, Bug hotel/ Den building.

Expressive Arts and Design

Continue, Unit Title—Food-Simple cakes

Key Knowledge— Hygiene, names of basic utensils, following instructions.

Key Vocabulary—Wash, clean , Stir, bake, combine, weigh, tip, fold.

Key Questions-Why do I need to have clean hands and utensils? Why do we need to follow the instructions in the correct order? Why do we need to have an adult to help us? Why do we need to weigh the ingredients?

Key Skills Developed—Listening, measuring, weighing, prediction, discuss and explain.

Links to Early Learning Goals—safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

PE

Key Skills— Yoga, To inspire young children to enjoy moving while developing communication & social skills. • Mindful movement, combined with quieter breath & relaxation lay the foundations for self-regulation and coping skills for mental wellbeing. Key Vocabulary— pose, stretch, movement exercises, relax, breath, warm up, cool down.

Music—Charanga unit— Classical music—Reflect, Rewind and Replay
Hymns, number songs and songs in French

Reception Summer 2

Fairy tales told in a different perspective,
Town and country, Food

Key Texts— The Three Little Wolves and the Big Bad Pig is a children's picture book written by Eugene Trivizas, Mr Wolf's Pancakes, Goldilocks and Just One Bear Book by Leigh Hodgkinson and The Town Mouse And The Country Mouse Story, Percy The Park Keeper.

Christian Value—Hope
PSCHE Focus—Being safe

Environment Maths

Counting flags and people
Comparing sizes countries and towns
Ordering sizes and measuring quantities of Mr Wolf's Pancakes
Grouping flags with similar patterns and colours

Environment Writing

Sentence writing for illustrations
Label making and adding speech bubbles in the small world
Writing words, captions or sentences that you would like characters to use.
Sentences about the differences and similarities of the Fairy tales.
Recipe/ ingredient lists and instructional writing.

Enhancement Ops

Visitors, trips and speakers
Create a play using the different Fairy tale story and act it out for Year1.
Parents and carers invited in to speak to the children making right from past wrongs.
Communitree—Den building.

English

Key Texts— The Three Little Wolves and the Big Bad Pig is a children's picture book written by Eugene Trivizas, Mr Wolf's Pancakes, Goldilocks and Just One Bear Book by Leigh Hodgkinson and The Town Mouse And The Country Mouse Story, Percy The Park Keeper.

Key questions—What is different about this book in comparison to the original story? Which one do you prefer and why? How would you change the end of the story and why?

Key skills— predicting next steps in a story, spotting patterned language, creating narratives, read and understand sentences, use decoding and context to help read unfamiliar words, write simple sentences, spell some irregular words , Include and Capital letters, Finger spaces and full stops in sentences, use and include connectives to add more description.

Grammatical knowledge developed— finger spaces, capital letters, sentence structure, full stops, connectives, adjectives, nouns.

Phonics Phase— 4 and 5.

Key vocabulary- CL, FS, Finger spaces, Phoneme, Grapheme, diagraph, trigraph, story, setting, character, noun, adjectives, connectives.

Links to Early Learning Goals—Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events; They develop their own narratives and explanations by connecting ideas or events; use their phonic knowledge to write words in ways which match their spoken sounds, write some irregular common words, write simple sentences which can be read by themselves and others, make phonetic plausible attempts at spelling unknown words.

Maths

Focus—doubling, halving, odds and evens, length, height, distance, weight, capacity.

Key questions—how many dots? How many doubles can you make? Can you make a ladybird that is not double and tell me why? Ask the children to get into pairs. Can they do this? Why not? Does this mean there is a even number of children in today or a odd number?

Key Knowledge— how to double, half, measure, weigh.

Key Vocabulary—double, halve, odd, even, measure, length, weight, scales, capacity.

Links to Early Learning Goals—Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They solve problems, including doubling, halving and sharing.

RE

Unit Title—Special Times

Key Questions—How do we celebrate special times? When are your special times? How are special times celebrated? What makes time special? Where do people go for their special times of prayer? Why does the church celebrate Pentecost?

Key Knowledge—the arrival of the holy spirit is remembered at Pentecost. People of faith have special times of prayer. Special times create memories and celebrating special times is important.

Key Vocabulary—Anniversary, Christening, Baptism, wedding, celebration, Holy Spirit, funeral, birthday and prayer.

Key Skills Developed—Develop pupils understanding of Special times. Increase their knowledge of how special times are celebrated.