**Key Teaching Texts:**

Ruby’s Worry

Ravi’s Roar

Tilda tries again

A superpower like mine

A superhero like you

When I grow up

Little Red Hen

**Term:** Autumn 1

**Enrichments / Positive Relationships:**

Transition phone calls

Visits from people who help us roles / vehicles / uniform etc

Aspirations day (dressing up in job roles)

Baking bread

Family Learning Session

Parents Evening

School Mystery Readers

**Theme**

Marvellous me and my super celebrations

*Super me and our super heroes*

**Key Vocabulary:**

Emergency Vehicle Aspiration / aspire Service Occupation Emotion

Perseverance Resilience Independence

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| **Communication and Language** | | **Personal, Social and Emotional Development** | | **Physical Development** | |
| Develop an awareness of the importance of listening to others in a range of situations  Use talk to build relationships with others  Demonstrate active listening skills 1:1, small group and whole class situations  Follow simple instructions from peers and adults  Develop ability to use talk to enhance my independent and collaborative play  Use vocabulary influenced by key texts and experiences in conversation and play  Listen to a short story in a whole class group  Engage in back and forth conversations with peers and adults | | Building new relationships with peers and staff  Learning how to collaborate and play cooperatively with others  How to take turns and begin to negotiate with peers  Developing independent self care skills – putting on/off coat, getting dressed/undressed, using the toilet, washing hands, opening food etc  Understand a range of emotions and develop understanding of situations I might feel these  Begin to develop strategies to help me self regulate  Understand rules, expectations and routines in FS2  Independently choose a range of activities to play and learn with  Seek peers and adults out to share in play experiences together  Confidently separate from main carer  Begin to demonstrate an ability to wait my turn  Begin to develop an understanding of similarities and differences between me and others | | Explore a range of ways of moving and travelling  Develop balance and coordination in free choice activities and structured gymnastics sessions  Be able to connect and join objects to construct a simple model  Know how to hold scissors correctly and attempt to do so with some adult guidance  Use scissors for a purpose effectively  Hold a pencil effectively, attempting to use a tripod grip  Begin to write familiar letters (from my name and sounds learnt in phonics)  Begin to use a knife and fork correctly and independently  **Gymnastics –**  Develop core strength  Demonstrate balance and agility  Show 3 different gymnastic shapes (tuck, pike, straddle)  Jump off a box and land safely with ‘soft’ knees  Create a sequence of 3 or 4 gymnastic moves (travel, balance, shape, roll)  Walk along a narrow bench balancing effectively | |
| **Literacy** | **Mathematics** | | **Understanding the World** | | **Expressive Arts and Design** |
| Learn phase 2 sounds (as outlined in Little Wandle planning and progression)  Orally blend and segment CVC words using sounds taught  Begin to read and write CVC words  Listen to, respond and comment on stories heard / shared  Show an interest in books and text in the environment, talking about sounds, letters and print I notice  Use vocabulary taught linked to key texts and experiences  Recognise my name  Notice that names begin with capital letters  Write my name independently | Match equal sets using one-to-one correspondence  Match unequal sets using one-to-one correspondence  Compare objects according to size  Compare sets without counting  Order objects according to length or height  Order sets without counting  Recognise, create and describe patterns  Describe and create patterns that are the same and different  Count 1, 2 or 3 objects reliably  Recognise if a number of objects is the same or different (working with numbers 1, 2 and 3)  Count one, two or three objects, images or sounds reliably  Recognise the numerals 1, 2 and 3  Create representations for numbers 1, 2 and 3  Use mathematical knowledge and skills independently in play  Use mathematical vocabulary in independent play  Explore 2D and 3D shapes through construction activities | | Know about different occupations  Know about emergency services  Know how to use emergency services and when to access them  Know about my family, differences in families and make comparisons between them demonstrating respect  Understand different roles in society and the importance of them  Understand changes over time linked to me and growing up  Understand that people can have different likes, dislikes, interests and demonstrate respect towards this  Begin to understand that other people may have different abilities and show respect for these  Know ways to be healthy and how to make healthy lifestyle choices  Know the importance of cleaning teeth and how to achieve this  Ask questions about how and why things happen now and in the past  Sequence daily events and begin to use language linked to time when talking about these | | Explore a range of ways to make marks to express my ideas, feelings and thoughts  Be able to manipulate malleable materials for a desired effect in play  Learn about the Artist Kandinsky and make my own art inspired by his work  Use natural materials to create transient art pictures in play  Create collages using seeds  Create repeating printed patterns using fruit and vegetables  Follow a recipe to bake bread  Sing familiar nursery rhymes  Learn and sing simple worship songs  Explore and talk about different sounds I can make with percussion instruments and everyday objects  Take on familiar roles in domestic role play with peers and use talk to enhance my play  Take on familiar occupations in role play and use taught language and vocabulary to enhance this play |

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| **Spirituality links / Questions** |
| What would the world be like if God created each of us exactly the same?  Can everybody achieve the same goals in life? (abilities / disabilities / diversity?)  What would it be like in school / home / the world if there were no rules?  How can I be the best version of myself? |

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| **Questful RE** | EYFS 2: Harvest | **My Happy Mind** | Meet your brain |

**Key Teaching Texts:**

The Leaf Thief

Little glow

The best diwali ever

Hovis the Hedgehog

Zahra’s Blessing

Stick Man

Pantosaurus

**Term:** Autumn 2

**Enrichments / Positive Relationships:**

Christ Church Visit

Muslim visitor – Diwali celebrations

Mystery Readers

Nativity Performances

**Theme**

Marvellous me and my super celebrations

*Seasons to Celebrate*

**Key Vocabulary:**

Season Temperature Foliage Shiver Autumn / Spring / Summer Nocturnal Hibernation Tradition Climate

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| **Communication and Language** | | **Personal, Social and Emotional Development** | | **Physical Development** | |
| Demonstrate an awareness of the importance of listening to others in a range of situations  Use talk to maintain relationships with others  Demonstrate active listening skills in a range of situations in school inc Key Stage Worship  Follow two step instructions from peers and adults  Independently us talk to enhance my play with peers  Use vocabulary influenced by key texts and experiences in conversation and play  Listen to a story in a whole class group and begin to offer comments, ideas, predictions and responses to what I hear  Begin to manage distractions to enable me to engage and focus on my learning  Communicate with peers and adults using full sentences | | Maintain relationships with peers and staff  Be able to collaborate and play cooperatively with peers in a range of different situations  Take turns and negotiate with peers with some adult support  Demonstrate independent self care skills – putting on/off coat, getting dressed/undressed, using the toilet, washing hands, opening food etc  Be able to express appropriate emotions and talk about how I am feeling to a familiar adult  Begin to try to implement strategies to help me self regulate with increasing independence  Make informed choices with regard to the resources I choose to use for a purpose in my play  Follow rules, expectations and routines in FS2  Seek peers and adults out to share in play experiences together  Demonstrate an ability to wait my turn with some adult support  Continue to develop an understanding of similarities and differences between myself and others including appearance, interests, culture, beliefs and other  Understand ways to keep myself and others safe – Pantosaurus  Know that ‘privates are private’ and ways to keep myself safe linked to this - Pantosaurus | | Be confident to demonstrate a range of ways of moving and travelling  Demonstrate balance and coordination in provision activities and structured gymnastics sessions  Be able to connect and join objects to construct a simple model  Hold scissors correctly and use them for a purpose effectively  Hold a pencil effectively, using a tripod grip  Write familiar letters with increasing accuracy (from my name and sounds learnt in phonics)  Use a knife and fork correctly and independently  Notice and talk about changes that happen during exercise and physical activity  Understand the importance of hand washing and good hygiene  **Gymnastics –**  Develop core strength  Demonstrate balance and agility  Show 3 different gymnastic shapes (tuck, pike, straddle)  Jump off a box and land safely with ‘soft’ knees  Create a sequence of 3 or 4 gymnastic moves (travel, balance, shape, roll)  Walk along a narrow bench balancing effectively | |
| **Literacy** | **Mathematics** | | **Understanding the World** | | **Expressive Arts and Design** |
| Learn phase 2 sounds (as outlined in Little Wandle planning and progression)  Orally blend and segment CVC words using sounds taught  Independently read and write CVC words  Begin to write short captions / sentences  Notice the use of capital letters and full stops in print  Read books independently matched to my phonic ability  Listen to, respond and comment on stories heard / shared  Use vocabulary taught linked to key texts and experiences | say which number is one more or one less than a given number  Estimate a number of objects and check by counting  Count reliably with numbers from 1 to 6  Create representations for numbers 1- 6  Place numbers 1-6 in order  Say which number from 1-6 is one more or one less than a given number  Recognise the numerals 1-6  Understand the conservation of number  Add and subtract two single-digit numbers  Estimate a number of objects and check by counting up to 6  Introduce the concept of 0 as the empty set  Subitise within 5  Represent and use number bonds within 5  Use quantities and objects to add and subtract two single-digit numbers  Use everyday language to talk about size, weight, capacity  Estimate, measure, weigh and compare and order objects  Compare objects and quantities  Solve size problems related to measures  Explore characteristics of everyday objects and shapes and use mathematical language to describe them  Show an interest in shape and space by playing with shapes by sustained construction activity  Explore characteristics of everyday objects and shapes (focusing on 3-D shapes)  Use positional language  Use mathematical language associated with shape  Classify and sort everyday objects | | Notice and talk about similarities, differences and changes in the environment around me  Begin to record my observations of changes in weather and seasons  Learn about deciduous and evergreen trees  Know that some animals are nocturnal and what this means  Know that some animals hibernate, why and how they do so  Ask questions about why and how things happen  Know about other festivals and celebrations linked to other faiths  Know about key moments in history / our past that have impacted on today  Know about key events on 5th November  Know who Guy Fawkes is  Understand the word tradition and be able to talk about some of our personal and Christian traditions at Christmas time  Know why Christians celebrate Christmas  Know how other countries may celebrate Christmas and make comparisons of this to the UK | | Choose resources with a purpose to express my thoughts, ideas and feelings  Learn about the Artist Monet, pointillism and water colour  Create my own landscape art inspired by Monet’s work  Make salt dough to create ornaments  Sing familiar songs including rhymes and worship songs  Choose different percussion instruments or everyday objects to make sounds for a purpose e.g. rainstick for storms  Take on familiar roles in domestic role play with peers and use talk to enhance my play  Recreate my personal and Christian traditions in role play |

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| **Spirituality links / Questions** |
| How different would the world be if there was only one season or type of weather?  Why shouldn’t everyone around the world celebrate Christmas? |

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| **Questful RE** | EYFS 4: Christmas | **My Happy Mind** | Celebrate |

**Key Teaching Texts:**

Dear Dinosaur

Mary Anning – Little People Big Dreams

The girl and the dinosaur

Martha maps it out in time

Mama Panya’s pancakes

I love Chinese New Year

**Term:** Spring 1

**Enrichments / Positive Relationships:**

Trip to Liverpool Museum

Phonics Family Learning Session

Parents Evening

Make pancakes (with kitchen)

Mystery Readers

**Theme**

All Creatures Great and Small

*Dig Deep and Discover*

**Key Vocabulary:**

Carnivore Herbivore Archaeologist Fossil Extinct Categories Paleontologist Omnivore Discover Historic

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| **Communication and Language** | | **Personal, Social and Emotional Development** | | **Physical Development** | |
| Sustain active listening for longer periods of time  Follow more complex instructions from adults, asking questions to seek clarification if needed  Plan my play linked to current learning and interests, using talk influenced by stories  Use vocabulary influenced by key texts and experiences in conversation and play  Listen to a story in a whole class group, independently offering comments, ideas, predictions and responses to what I hear  Independently manage distractions to enable me to engage and focus on my learning  Build in narratives and storylines into play  Respond appropriately to conversations and things peers/adults say to me | | Use relationships built to positively impact on my peers and adults  Take turns and negotiate with peers with minimal adult support  Begin to demonstrate increasing resilience when tackling more challenging / tricky situations and tasks  Begin to demonstrate increasing perseverance  Speak positively about my own abilities and myself  Express appropriate emotions and talk about how I am feeling to different familiar adults  Implement strategies to help me self regulate with independence  Make informed choices with regard to the resources I choose to use for a purpose in my play  Follow rules, expectations and routines in FS2 and demonstrate an understanding that others may need support with this  Be able to wait my turn with friends  Continue to develop an understanding of similarities and differences between myself and others including appearance, interests, culture, beliefs and other  Develop my understanding of diversity and social justice through stories | | Explore ways of travelling over, under and through objects  Demonstrate control when travelling to avoid obstacles and move safely  Demonstrate balance and coordination in provision activities  Be able to connect and join smaller objects to construct more complex models  Hold scissors correctly and use them for a purpose effectively  Hold a pencil effectively, using a tripod grip  Write the most letters of the alphabet with increasing accuracy  Use a knife and fork correctly and independently  Notice and talk about changes that happen during exercise and physical activity, beginning to understand why these happen  Understand the importance of hand washing and good hygiene  **Ball Skills –**  Demonstrate control and coordination when rolling, bouncing, throwing and catching a ball  Be able to bounce a ball myself, and to others  Be able to catch a ball | |
| **Literacy** | **Mathematics** | | **Understanding the World** | | **Expressive Arts and Design** |
| Learn phase 3 sounds (as outlined in Little Wandle planning and progression)  Orally blend and segment longer words using sounds taught  Independently read and write words and captions using phase 2 and 3 sounds / tricky words  Begin to write sentences  Demonstrate an understanding of capital letters, finger spaces and full stops in print  Know that names must have a capital letter  Read books independently matched to my phonic ability  Listen to, respond and comment on stories heard / shared  Use vocabulary taught linked to key texts and experiences | Say which number is one more or one less than a given number  Estimate a number of objects and check by counting  Count reliably with numbers from 1 to 10  Develop an understanding of zero  Create representations for numbers 0-10  Place numbers 0-10 in order  Recognise the numerals 0-10  Use ordinal numbers: 1st, 2nd...last  Understand the conservation of numbers  Use everyday language to talk about time, days of the week and months of the year  Measures short periods of time in simple ways  Orders and sequences familiar events  Use ordinal numbers: 1st, 2nd...last  estimate a number of objects and check by counting up to 10  Add and subtract two single-digit numbers and count on or back to find the answer  Use quantities and objects to add and subtract two single-digit numbers  solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups  Solve practical problems that involve grouping and sharing  Explore counting on in steps of 2 from zero | | Know that life and Earth was different in the past  Talk about changes I observe in photographs and non fiction linked to changes over time  Use language associated with time when talking about historical events  Know the difference between fiction and non fiction  Know what a herbivore, omnivore and carnivore is  Know what an archeologist and paleontologist are, and why they are important roles in society  Know who Mary Anning was and the impact she had on history and current day  Understand what extinct means and talk about animals that are extinct  Know what a museum is  Understand how to research safely using the internet and non fiction books  Understand the significance of Shrove Tuesday, Ash Wednesday for Christians  Know traditions that the UK has to celebrate Shrove Tuesday  Be able to follow a recipe to make pancakes  Make comparisons between our celebrations and that of a different country for ‘pancake day’  Know about Chinese New Year / Lunar New Year and how this is celebrated | | Choose resources with a purpose to express my thoughts, ideas and feelings  Learn about different joins  Learn about how to use different joins to create a moving dinosaur model  Make salt dough to create fossils  Sing familiar songs including rhymes and worship songs  Choose different percussion instruments or everyday objects to make sounds for a purpose e.g. drum for dinosaur footsteps  Take on familiar roles in domestic role play with peers and use talk to enhance my play |

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| **Spirituality links / Questions** |
| Why did God choose for some animals to become extinct? Did he choose this?  How does it feel when you believe in something that others don’t? |

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| **Questful RE** | EYFS: Stories Jesus Heard | **My Happy Mind** | Appreciate |

**Key Teaching Texts:**

David Attenborough – Little People Big Dreams

Poo in the Zoo

There’s a Rang-Tan in my bedroom

Greta and the giants

**Term:** Spring 2

**Enrichments / Positive Relationships:**

Easter Church Service

Mystery Readers

**Theme**

All Creatures Great and Small

*Courageous Conservationists*

**Key Vocabulary:**

Conservation Mammals Warm/cold blooded Habitats Reptiles Courageous Advocacy Sanctuary Sustainable

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| **Communication and Language** | | **Personal, Social and Emotional Development** | | **Physical Development** | |
| Sustain active listening for longer periods of time  Follow more complex instructions from adults, asking questions to seek clarification if needed  Plan my play linked to current learning and interests, using talk influenced by stories  Use vocabulary influenced by key texts and experiences in conversation and play  Listen to a story in a whole class group, independently offering comments, ideas, predictions and responses to what I hear  Independently manage distractions to enable me to engage and focus on my learning  Build in narratives and storylines into play  Respond appropriately to conversations and things peers/adults say to me  Speak in full sentences using connectives to extend these | | Use relationships built to positively impact on my peers and adults  Take turns and negotiate with peers  Demonstrate resilience when tackling more challenging / tricky situations and tasks  Demonstrate perseverance  Speak positively about my own abilities and myself  Express appropriate emotions and talk about how I am feeling  Independently implement strategies to help me self regulate  Make informed choices with regard to the resources I choose to use for a purpose in my play  Follow rules, expectations and routines in FS2 and demonstrate an understanding that others may need support with this  Be able to wait my turn with peers in larger groups and a range of situations  Continue to develop an understanding of similarities and differences between myself and others including appearance, interests, culture, beliefs and other  Develop my understanding of diversity and social justice through stories  Understand that the choices I make can have a positive or negative impact on others around me  Attempt to comfort and support peers when they need it | | Explore ways of travelling over, under and through objects  Demonstrate control when travelling to avoid obstacles and move safely  Demonstrate balance and coordination in provision activities  Be able to connect and join smaller objects to construct more complex models  Hold scissors correctly and use them for a purpose effectively  Hold a pencil effectively, using a tripod grip  Write the letters of the alphabet with accuracy  Use a knife and fork correctly and independently  Notice and talk about changes that happen during exercise and physical activity, beginning to understand why these happen  Understand the importance of hand washing and good hygiene  **Athletics –**  Learn how to sprint  Develop stamina when running  Learn techniques for jumping high and long  Throw underarm and overarm at a target with increasing accuracy  Be able to run and jump over low level hurdles | |
| **Literacy** | **Mathematics** | | **Understanding the World** | | **Expressive Arts and Design** |
| Learn phase 3 sounds (as outlined in Little Wandle planning and progression)  Orally blend and segment longer words using sounds taught  Independently read and write sentences  Use finger spaces to denote words in my writing  Begin to use capital letters and full stops in my writing  Read books independently matched to my phonic ability  Listen to, respond and comment on stories heard / shared  Use vocabulary taught linked to key texts and experiences | Say which number is one more or one less than a given number  Estimate a number of objects and check by counting  Count reliably with numbers from 0 to 15  Create representations for numbers 0-15  Place numbers from 0-15 in order  Considering equal and unequal groups  solve problems, including doubling, halving and sharing  Explore the relationship between doubling and halving  Talk about properties of shapes  Explore characteristics of everyday objects and shapes and use mathematical language to describe them  Explore characteristics of everyday objects and shapes (focusing on 2-D shapes)  Use mathematical language associated with shape  Classify and sort shapes  Recognise, create and describe patterns with shapes  Use mathematical language to describe size and position | | Make observations of the natural world and local environment, commenting on changes they notice  Know the different categories of animals and names of those that fall into these (mammals, fish, retiles etc)  Know about different types of habitats, where you may find certain habitats around the world and the climate that contributes to these  Know differences in climates around the world (specifically comparing the Amazon to our local area)  Know why we have zoos in our country and to learn about the positive impact these have on conservation  Understand what conservation means  Know who David Attenborough is, his key life events and the impact he has on conservation around the world  Know who Greta Thunberg is and the impact she has had on climate change  Understand what courageous advocacy is  Understand ways we can be a courageous advocate in our own lives  Develop an understanding of changes we can make in our lifestyle and local area that can positively impact climate change, conservation and animals around the world  Use the tools learnt prior to research information using the internet and non fiction books  Know about other special times for different faiths – specifically Eid-Al-Fitr | | Choose resources with a purpose to express my thoughts, ideas and feelings  Create my own landscape art inspired by images linked to rainforests, climate change and animal habitats  Sing familiar songs including rhymes and worship songs  Take on familiar roles in domestic role play with peers and use talk to enhance my play  Use small world play to develop narratives and scenarios linked to learning and key texts |

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| **Spirituality links / Questions** |
| What would happen if we continued to live the way we do in the world for the next 10 years?  How different would the world be if we didn’t have aeroplanes, cars, buses etc?  How does it feel to stand up for something you believe in, even if others don’t agree? |

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| **Questful RE** | EYFS 7: Easter | **My Happy Mind** | Relate |

**Key Teaching Texts:**

Here we are

Tilmunds travel tales

The darkest dark

Beegu

Star in a jar

The most exciting Eid

**Term:** Summer 1

**Enrichments / Positive Relationships:**

Trip to Manchester airport

Family Beach Session

Mystery Readers

Transition Family Learning Session

**Theme**

The World Around Us and the Great Big Blue

*Journey Around the World and Beyond*

**Key Vocabulary:**

Local Moreton Wirral Peninsula Island Transport Earth Space Solar System Orbit Satellite Shoreline

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| **Communication and Language** | | **Personal, Social and Emotional Development** | | **Physical Development** | |
| Sustain active listening for longer periods of time in a range of different situations  Follow more complex instructions from adults, asking questions to seek clarification if needed  Plan my play linked to current learning and interests, using talk influenced by stories  Use vocabulary influenced by key texts and experiences in conversation and play  Listen to a story in a whole class group, independently offering comments, ideas, predictions and responses to what I hear  Independently manage distractions to enable me to engage and focus on my learning  Offer explanations about why things happen  Increasingly use accurate past, present and future tense in conversation  Build in narratives and storylines into play  Respond appropriately to conversations and things peers/adults say to me  Speak in full sentences using connectives to extend these | | Demonstrate sensitivity towards others  Be confident in my own abilities  Take turns and negotiate with peers  Demonstrate resilience when tackling more challenging / tricky situations and tasks  Demonstrate perseverance  Express appropriate emotions and talk about how I am feeling  Independently implement strategies to help me self regulate  Make informed choices with regard to the resources I choose to use for a purpose in my play  Follow rules, expectations and routines in FS2, knowing right from wrong, and demonstrate an understanding that others may need support with this  Be able to wait my turn with peers in larger groups and a range of situations  Continue to develop an understanding of similarities and differences between myself and others including appearance, interests, culture, beliefs and other  Develop my understanding of diversity and social justice through stories  Understand that the choices I make can have a positive or negative impact on others around me | | Explore ways of travelling over, under and through objects  Demonstrate control when travelling to avoid obstacles and move safely  Demonstrate balance and coordination in provision activities  Be able to connect and join smaller objects to construct more complex models  Hold scissors correctly and use them for a purpose effectively  Hold a pencil effectively, using a tripod grip  Write the letters of the alphabet with accuracy  Use a knife and fork correctly and independently  Notice and talk about changes that happen during exercise and physical activity, beginning to understand why these happen  Understand the importance of hand washing and good hygiene  **Athletics –**  Learn how to sprint  Develop stamina when running  Learn techniques for jumping high and long  Throw underarm and overarm at a target with increasing accuracy  Be able to run and jump over low level hurdles | |
| **Literacy** | **Mathematics** | | **Understanding the World** | | **Expressive Arts and Design** |
| Learn phase 4 knowledge and skills (as outlined in Little Wandle planning and progression)  Orally blend and segment longer words using sounds taught  Independently read and write sentences with increasing fluency  Use finger spaces to denote words in my writing  Use capital letters and full stops in my writing  Read books independently and with increasing fluency, matched to my phonic ability  Listen to, respond and comment on stories heard / shared  Use vocabulary taught linked to key texts and experiences | Estimate a number of objects and check by counting up to 20  Add and subtract two single-digit numbers and count on or back to find the answer  Explore the relationship between addition and subtraction  Compare quantities and objects to solve problems  Solve problems, including doubling, halving and sharing  Say which number is one more or one less than a given number  Use quantities and objects to add and subtract two single-digit numbers  count reliably with numbers from one to 20  Place numbers from 0-20 in order  Say which number is one more or one less than a given number  Solve practical problems that involve grouping and sharing  Create representations for numbers 0-20  Estimate a number of objects and check by counting, considering equal and unequal groups  Say which number is one more or one less than a given number  Solve problems including grouping and sharing  Estimate a number of objects and check by counting  Count reliably to 50  Explore counting on and back from any number within 50  Place numbers from 0-50 in order  Estimate a number of objects and check by counting  Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups | | Know where we live (Moreton, Wirral, England, UK)  Know that Wirral is a peninsula  Know what a peninsula is  Know what an island is  Know the 4 countries that make up Great Britain and identify them on a UK map  Identify land and sea on a globe / map  Identify Wirral on a UK map  Know the names of other countries around the world linked to our personal experiences  Compare food, culture, climate, landscape etc of England and other countries  Know different methods of transport that allow you to travel locally and across the world (plane, train, bus, car, taxi, ferry etc)  Know methods of transport for travelling beyond Earth  Know what the solar system is and the planets within it  Know what an astronaut is, the role they do and why they are important to our current lives and history  Know who Chris Hadfield is and understand his personal life, his aspirations and the choices he made that led him to his job  Know about space exploration – uniforms, where astronauts live/stay, how they eat and wash etc  Know what gravity is and understand why is it important on Earth, and the impact it has on space travel  Understand how people of different faiths celebrate different festivals including Eid Al-Adha | | Choose resources with a purpose to express my thoughts, ideas and feelings  Learn about the Artist Chelsey Knight Bonestell  Create my own science/space themed art inspired by Bonestell’s work  Sing familiar songs including rhymes and worship songs  Build small scale model space vehicles  Take on familiar roles in domestic role play with peers and use talk to enhance my play  Use instruments to make sounds for a purpose |

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| **Spirituality links / Questions** |
| What would it be like to live on another planet?  How would it feel to land on another planet, not speak the language or be able to communicate with whoever lived there? |

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| **Questful RE** | EYFS 11: Special Times | **My Happy Mind** | Engage |

**Key Teaching Texts:**

The Ocean Gardener

The Storm Whale

Somebody swallowed Stanley

Dougal the deep sea diver

Captain Beastlie’s Pirate Party

Crescent moons and pointed minarets

**Term:** Summer 2

**Enrichments / Positive Relationships:**

Pirate party

Mystery Readers

**Theme**

The World Around Us and the Great Big Blue

*Sail the Seven Seas*

**Key Vocabulary:**

Species North Pole Coral Reef Compare Pirate Oceans Climate Pollution Shallow Coast

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| **Communication and Language** | | **Personal, Social and Emotional Development** | | **Physical Development** | |
| Sustain active listening for longer periods of time in a range of different situations  Follow more complex instructions from adults, asking questions to seek clarification if needed  Plan my play linked to current learning and interests, using talk influenced by stories  Use vocabulary influenced by key texts and experiences in conversation and play  Listen to a story in a whole class group, independently offering comments, ideas, predictions and responses to what I hear  Independently manage distractions to enable me to engage and focus on my learning  Offer explanations about why things happen  Increasingly use accurate past, present and future tense in conversation  Build in narratives and storylines into play  Respond appropriately to conversations and things peers/adults say to me  Speak in full sentences using connectives to extend these | | Demonstrate sensitivity towards others  Be confident in my own abilities  Take turns and negotiate with peers  Demonstrate resilience when tackling more challenging / tricky situations and tasks  Demonstrate perseverance  Express appropriate emotions and talk about how I am feeling  Independently implement strategies to help me self regulate  Make informed choices with regard to the resources I choose to use for a purpose in my play  Follow rules, expectations and routines in FS2, knowing right from wrong, and demonstrate an understanding that others may need support with this  Be able to wait my turn with peers in larger groups and a range of situations  Continue to develop an understanding of similarities and differences between myself and others including appearance, interests, culture, beliefs and other  Develop my understanding of diversity and social justice through stories  Understand that the choices I make can have a positive or negative impact on others around me | | Explore ways of travelling over, under and through objects  Demonstrate control when travelling to avoid obstacles and move safely  Demonstrate balance and coordination in provision activities  Be able to connect and join smaller objects to construct more complex models  Hold scissors correctly and use them for a purpose effectively  Hold a pencil effectively, using a tripod grip, accurately writing letters of the alphabet and capital letters  Use a knife and fork correctly and independently  Notice and talk about changes that happen during exercise and physical activity, beginning to understand why these happen  Understand the importance of hand washing and good hygiene  **Tennis –**  Hold a racket accurately  Demonstrate control when dribbling, balancing and hitting a ball  Know how to do a forehand and backhand  **Dance –**  Move rhythmically, in time with a range of music  Create dance moves and sequences linked to a range of music | |
| **Literacy** | **Mathematics** | | **Understanding the World** | | **Expressive Arts and Design** |
| Learn phase 4 knowledge and skills (as outlined in Little Wandle planning and progression)  Orally blend and segment longer words using sounds taught  Independently read and write sentences with fluency  Use finger spaces to denote words in my writing  Use capital letters and full stops in my writing  Read books independently and with fluency, matched to my phonic ability  Listen to, respond and comment on stories heard / shared  Use vocabulary taught linked to key texts and experiences | Compare quantities and objects to solve problems  Use everyday language to talk about money, recognise coins up to 50p and their values  Compare the value of coins  Use quantities and objects to count on and back to add and subtract  Use everyday language to talk about size, weight, capacity  Estimate, measure, weigh and compare and order objects  Compare objects and quantities  Solve size problems involving measures  Explore measuring objects using non-standard units  Solve problems including grouping, sharing, doubling and halving  Record using marks that they can interpret and explain  Begins to identify own mathematical problems based on own interests and fascinations | | Know about the coral reef, it’s location and facts about it  Know about another island and make comparisons to Great Britain (Flinder’s Island near Australia)  Understand the role of a marine biologist and how they positively impact on conservation in the oceans  Identify, sort and categorise sea creatures linked to the type of creature, features, abilities, habitats etc  Compare habitats of different creatures that live in/by the ocean  Know different methods of transport for across oceans /water – ferry, speed boat, sailing boat, rowing boat, yacht, submarine etc, make comparisons to land transport  Know ways that our lifestyles are impacting the lives of sea creatures in the oceans  Know how we can make a positive impact on these choices to minimise the impact on sea creatures  Compare our local shoreline (Moreton) to that of shore lines on Flinder’s Island / Australia  Compare marine life that live in the sea locally to us compared with that of the Coral Reef  Identify know countries and places of interest on a world map / globe when exploring routes/journeys taken  Know what a pirate is and understand that they are not fictional characters  Know what a real life pirate may do and compare that to the characters depicted in stories  Understand how people that travel across sea/oceans use maps to plan a journey  Know what a treasure map is, how to follow one and how to create one  Understand that changes will happen throughout our lives (transition)  Build new relationships with other members of staff  Reflect on my own learning and how I have made progress in school this year | | Choose resources with a purpose to express my thoughts, ideas and feelings  Create my own art work using water colours  Sing familiar songs including rhymes and worship songs  Choose different percussion instruments or everyday objects to make sounds for a purpose e.g. rainstick for storms  Take on familiar roles in domestic role play with peers and use talk to enhance my play |

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| **Spirituality links / Questions** |
| What would happen to the oceans if the world continued to act the way we do with litter and pollution?  How does God want us to treat His world and why? |

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| **Questful RE** | EYFS 9: Special Places | **My Happy Mind** | *Recap of all units* |