**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 situationsUse talk to build relationships with othersDemonstrate active listening skills 1:1, small group and whole class situationsFollow simple instructions from peers and adultsDevelop ability to use talk to enhance my independent and collaborative playUse vocabulary influenced by key texts and experiences in conversation and playListen to a short story in a whole class groupEngage in back and forth conversations with peers and adults | Building new relationships with peers and staffLearning how to collaborate and play cooperatively with othersHow to take turns and begin to negotiate with peersDeveloping independent self care skills – putting on/off coat, getting dressed/undressed, using the toilet, washing hands, opening food etcUnderstand a range of emotions and develop understanding of situations I might feel theseBegin to develop strategies to help me self regulateUnderstand rules, expectations and routines in FS2Independently choose a range of activities to play and learn withSeek peers and adults out to share in play experiences togetherConfidently separate from main carerBegin 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 travellingDevelop balance and coordination in free choice activities and structured gymnastics sessionsBe able to connect and join objects to construct a simple modelKnow how to hold scissors correctly and attempt to do so with some adult guidanceUse scissors for a purpose effectivelyHold a pencil effectively, attempting to use a tripod gripBegin 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 strengthDemonstrate balance and agilityShow 3 different gymnastic shapes (tuck, pike, straddle)Jump off a box and land safely with ‘soft’ kneesCreate 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 taughtBegin to read and write CVC wordsListen to, respond and comment on stories heard / sharedShow an interest in books and text in the environment, talking about sounds, letters and print I noticeUse vocabulary taught linked to key texts and experiencesRecognise my nameNotice that names begin with capital lettersWrite 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 countingRecognise, 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 3Use mathematical knowledge and skills independently in playUse mathematical vocabulary in independent playExplore 2D and 3D shapes through construction activities | Know about different occupationsKnow about emergency servicesKnow how to use emergency services and when to access themKnow about my family, differences in families and make comparisons between them demonstrating respectUnderstand different roles in society and the importance of themUnderstand changes over time linked to me and growing upUnderstand that people can have different likes, dislikes, interests and demonstrate respect towards thisBegin to understand that other people may have different abilities and show respect for theseKnow ways to be healthy and how to make healthy lifestyle choicesKnow the importance of cleaning teeth and how to achieve thisAsk questions about how and why things happen now and in the pastSequence 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 thoughtsBe able to manipulate malleable materials for a desired effect in playLearn about the Artist Kandinsky and make my own art inspired by his workUse natural materials to create transient art pictures in playCreate collages using seedsCreate repeating printed patterns using fruit and vegetablesFollow a recipe to bake breadSing familiar nursery rhymes Learn and sing simple worship songsExplore and talk about different sounds I can make with percussion instruments and everyday objectsTake on familiar roles in domestic role play with peers and use talk to enhance my playTake 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 situationsUse talk to maintain relationships with othersDemonstrate active listening skills in a range of situations in school inc Key Stage WorshipFollow two step instructions from peers and adultsIndependently us talk to enhance my play with peersUse vocabulary influenced by key texts and experiences in conversation and playListen to a story in a whole class group and begin to offer comments, ideas, predictions and responses to what I hearBegin to manage distractions to enable me to engage and focus on my learningCommunicate with peers and adults using full sentences | Maintain relationships with peers and staffBe able to collaborate and play cooperatively with peers in a range of different situationsTake turns and negotiate with peers with some adult supportDemonstrate independent self care skills – putting on/off coat, getting dressed/undressed, using the toilet, washing hands, opening food etcBe able to express appropriate emotions and talk about how I am feeling to a familiar adultBegin to try to implement strategies to help me self regulate with increasing independenceMake informed choices with regard to the resources I choose to use for a purpose in my playFollow rules, expectations and routines in FS2Seek peers and adults out to share in play experiences togetherDemonstrate an ability to wait my turn with some adult supportContinue to develop an understanding of similarities and differences between myself and others including appearance, interests, culture, beliefs and otherUnderstand ways to keep myself and others safe – PantosaurusKnow 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 travellingDemonstrate balance and coordination in provision activities and structured gymnastics sessionsBe able to connect and join objects to construct a simple modelHold scissors correctly and use them for a purpose effectivelyHold a pencil effectively, using a tripod gripWrite familiar letters with increasing accuracy (from my name and sounds learnt in phonics)Use a knife and fork correctly and independentlyNotice and talk about changes that happen during exercise and physical activityUnderstand the importance of hand washing and good hygiene**Gymnastics –** Develop core strengthDemonstrate balance and agilityShow 3 different gymnastic shapes (tuck, pike, straddle)Jump off a box and land safely with ‘soft’ kneesCreate 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 taughtIndependently read and write CVC wordsBegin to write short captions / sentencesNotice the use of capital letters and full stops in printRead books independently matched to my phonic abilityListen to, respond and comment on stories heard / sharedUse vocabulary taught linked to key texts and experiences | say which number is one more or one less than a given numberEstimate a number of objects and check by countingCount 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 numberRecognise the numerals 1-6Understand the conservation of numberAdd 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 5Represent and use number bonds within 5 Use quantities and objects to add and subtract two single-digit numbersUse everyday language to talk about size, weight, capacity Estimate, measure, weigh and compare and order objectsCompare objects and quantities Solve size problems related to measuresExplore 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 meBegin to record my observations of changes in weather and seasons Learn about deciduous and evergreen treesKnow that some animals are nocturnal and what this meansKnow that some animals hibernate, why and how they do soAsk questions about why and how things happenKnow about other festivals and celebrations linked to other faithsKnow about key moments in history / our past that have impacted on today Know about key events on 5th NovemberKnow who Guy Fawkes isUnderstand the word tradition and be able to talk about some of our personal and Christian traditions at Christmas timeKnow why Christians celebrate ChristmasKnow 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 feelingsLearn about the Artist Monet, pointillism and water colourCreate my own landscape art inspired by Monet’s workMake salt dough to create ornamentsSing familiar songs including rhymes and worship songs Choose different percussion instruments or everyday objects to make sounds for a purpose e.g. rainstick for stormsTake on familiar roles in domestic role play with peers and use talk to enhance my playRecreate 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 timeFollow more complex instructions from adults, asking questions to seek clarification if neededPlan my play linked to current learning and interests, using talk influenced by stories Use vocabulary influenced by key texts and experiences in conversation and playListen to a story in a whole class group, independently offering comments, ideas, predictions and responses to what I hearIndependently manage distractions to enable me to engage and focus on my learningBuild in narratives and storylines into playRespond 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 supportBegin to demonstrate increasing resilience when tackling more challenging / tricky situations and tasksBegin to demonstrate increasing perseveranceSpeak positively about my own abilities and myselfExpress appropriate emotions and talk about how I am feeling to different familiar adultsImplement strategies to help me self regulate with independenceMake informed choices with regard to the resources I choose to use for a purpose in my playFollow rules, expectations and routines in FS2 and demonstrate an understanding that others may need support with this Be able to wait my turn with friendsContinue to develop an understanding of similarities and differences between myself and others including appearance, interests, culture, beliefs and otherDevelop 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 safelyDemonstrate balance and coordination in provision activitiesBe able to connect and join smaller objects to construct more complex modelsHold scissors correctly and use them for a purpose effectivelyHold a pencil effectively, using a tripod gripWrite the most letters of the alphabet with increasing accuracy Use a knife and fork correctly and independentlyNotice and talk about changes that happen during exercise and physical activity, beginning to understand why these happenUnderstand the importance of hand washing and good hygiene**Ball Skills –** Demonstrate control and coordination when rolling, bouncing, throwing and catching a ballBe able to bounce a ball myself, and to othersBe 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 taughtIndependently read and write words and captions using phase 2 and 3 sounds / tricky wordsBegin to write sentencesDemonstrate an understanding of capital letters, finger spaces and full stops in printKnow that names must have a capital letterRead books independently matched to my phonic abilityListen to, respond and comment on stories heard / sharedUse vocabulary taught linked to key texts and experiences | Say which number is one more or one less than a given numberEstimate a number of objects and check by countingCount reliably with numbers from 1 to 10Develop an understanding of zeroCreate representations for numbers 0-10Place numbers 0-10 in orderRecognise the numerals 0-10Use ordinal numbers: 1st, 2nd...lastUnderstand the conservation of numbersUse everyday language to talk about time, days of the week and months of the yearMeasures short periods of time in simple waysOrders and sequences familiar eventsUse ordinal numbers: 1st, 2nd...lastestimate a number of objects and check by counting up to 10Add and subtract two single-digit numbers and count on or back to find the answerUse quantities and objects to add and subtract two single-digit numberssolve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groupsSolve practical problems that involve grouping and sharingExplore counting on in steps of 2 from zero | Know that life and Earth was different in the pastTalk about changes I observe in photographs and non fiction linked to changes over timeUse language associated with time when talking about historical eventsKnow the difference between fiction and non fictionKnow what a herbivore, omnivore and carnivore isKnow what an archeologist and paleontologist are, and why they are important roles in societyKnow who Mary Anning was and the impact she had on history and current dayUnderstand what extinct means and talk about animals that are extinctKnow what a museum isUnderstand how to research safely using the internet and non fiction booksUnderstand the significance of Shrove Tuesday, Ash Wednesday for ChristiansKnow traditions that the UK has to celebrate Shrove TuesdayBe able to follow a recipe to make pancakesMake 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 feelingsLearn about different joinsLearn about how to use different joins to create a moving dinosaur modelMake salt dough to create fossilsSing 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 footstepsTake 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 timeFollow more complex instructions from adults, asking questions to seek clarification if neededPlan my play linked to current learning and interests, using talk influenced by stories Use vocabulary influenced by key texts and experiences in conversation and playListen to a story in a whole class group, independently offering comments, ideas, predictions and responses to what I hearIndependently manage distractions to enable me to engage and focus on my learningBuild in narratives and storylines into playRespond appropriately to conversations and things peers/adults say to meSpeak 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 tasksDemonstrate perseveranceSpeak positively about my own abilities and myselfExpress 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 playFollow 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 situationsContinue to develop an understanding of similarities and differences between myself and others including appearance, interests, culture, beliefs and otherDevelop my understanding of diversity and social justice through storiesUnderstand 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 safelyDemonstrate balance and coordination in provision activitiesBe able to connect and join smaller objects to construct more complex modelsHold scissors correctly and use them for a purpose effectivelyHold a pencil effectively, using a tripod gripWrite the letters of the alphabet with accuracy Use a knife and fork correctly and independentlyNotice and talk about changes that happen during exercise and physical activity, beginning to understand why these happenUnderstand the importance of hand washing and good hygiene**Athletics –** Learn how to sprintDevelop stamina when runningLearn techniques for jumping high and longThrow underarm and overarm at a target with increasing accuracyBe 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 taughtIndependently read and write sentencesUse finger spaces to denote words in my writingBegin to use capital letters and full stops in my writingRead books independently matched to my phonic abilityListen to, respond and comment on stories heard / sharedUse vocabulary taught linked to key texts and experiences | Say which number is one more or one less than a given numberEstimate a number of objects and check by countingCount reliably with numbers from 0 to 15Create representations for numbers 0-15Place numbers from 0-15 in orderConsidering equal and unequal groupssolve problems, including doubling, halving and sharingExplore the relationship between doubling and halvingTalk about properties of shapesExplore characteristics of everyday objects and shapes and use mathematical language to describe themExplore characteristics of everyday objects and shapes (focusing on 2-D shapes)Use mathematical language associated with shapeClassify and sort shapesRecognise, create and describe patterns with shapesUse mathematical language to describe size and position | Make observations of the natural world and local environment, commenting on changes they noticeKnow 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 theseKnow 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 conservationUnderstand what conservation meansKnow who David Attenborough is, his key life events and the impact he has on conservation around the worldKnow who Greta Thunberg is and the impact she has had on climate changeUnderstand what courageous advocacy isUnderstand ways we can be a courageous advocate in our own livesDevelop an understanding of changes we can make in our lifestyle and local area that can positively impact climate change, conservation and animals around the worldUse the tools learnt prior to research information using the internet and non fiction booksKnow about other special times for different faiths – specifically Eid-Al-Fitr | Choose resources with a purpose to express my thoughts, ideas and feelingsCreate my own landscape art inspired by images linked to rainforests, climate change and animal habitatsSing familiar songs including rhymes and worship songs Take on familiar roles in domestic role play with peers and use talk to enhance my playUse 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 situationsFollow more complex instructions from adults, asking questions to seek clarification if neededPlan my play linked to current learning and interests, using talk influenced by stories Use vocabulary influenced by key texts and experiences in conversation and playListen to a story in a whole class group, independently offering comments, ideas, predictions and responses to what I hearIndependently manage distractions to enable me to engage and focus on my learningOffer explanations about why things happenIncreasingly use accurate past, present and future tense in conversationBuild in narratives and storylines into playRespond appropriately to conversations and things peers/adults say to meSpeak in full sentences using connectives to extend these | Demonstrate sensitivity towards othersBe confident in my own abilitiesTake turns and negotiate with peers Demonstrate resilience when tackling more challenging / tricky situations and tasksDemonstrate perseveranceExpress appropriate emotions and talk about how I am feeling Independently implement strategies to help me self regulateMake informed choices with regard to the resources I choose to use for a purpose in my playFollow 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 situationsContinue to develop an understanding of similarities and differences between myself and others including appearance, interests, culture, beliefs and otherDevelop my understanding of diversity and social justice through storiesUnderstand 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 safelyDemonstrate balance and coordination in provision activitiesBe able to connect and join smaller objects to construct more complex modelsHold scissors correctly and use them for a purpose effectivelyHold a pencil effectively, using a tripod gripWrite the letters of the alphabet with accuracy Use a knife and fork correctly and independentlyNotice and talk about changes that happen during exercise and physical activity, beginning to understand why these happenUnderstand the importance of hand washing and good hygiene**Athletics –** Learn how to sprintDevelop stamina when runningLearn techniques for jumping high and longThrow underarm and overarm at a target with increasing accuracyBe 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 taughtIndependently read and write sentences with increasing fluencyUse finger spaces to denote words in my writingUse capital letters and full stops in my writingRead books independently and with increasing fluency, matched to my phonic abilityListen to, respond and comment on stories heard / sharedUse 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 answerExplore 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 numberscount 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 groupsSay 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 peninsulaKnow what a peninsula isKnow what an island isKnow the 4 countries that make up Great Britain and identify them on a UK mapIdentify land and sea on a globe / mapIdentify Wirral on a UK mapKnow the names of other countries around the world linked to our personal experiencesCompare food, culture, climate, landscape etc of England and other countriesKnow 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 EarthKnow what the solar system is and the planets within itKnow what an astronaut is, the role they do and why they are important to our current lives and historyKnow who Chris Hadfield is and understand his personal life, his aspirations and the choices he made that led him to his jobKnow about space exploration – uniforms, where astronauts live/stay, how they eat and wash etcKnow what gravity is and understand why is it important on Earth, and the impact it has on space travelUnderstand how people of different faiths celebrate different festivals including Eid Al-Adha | Choose resources with a purpose to express my thoughts, ideas and feelingsLearn about the Artist Chelsey Knight BonestellCreate my own science/space themed art inspired by Bonestell’s workSing familiar songs including rhymes and worship songsBuild small scale model space vehicles Take on familiar roles in domestic role play with peers and use talk to enhance my playUse 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 situationsFollow more complex instructions from adults, asking questions to seek clarification if neededPlan my play linked to current learning and interests, using talk influenced by stories Use vocabulary influenced by key texts and experiences in conversation and playListen to a story in a whole class group, independently offering comments, ideas, predictions and responses to what I hearIndependently manage distractions to enable me to engage and focus on my learningOffer explanations about why things happenIncreasingly use accurate past, present and future tense in conversationBuild in narratives and storylines into playRespond appropriately to conversations and things peers/adults say to meSpeak in full sentences using connectives to extend these | Demonstrate sensitivity towards othersBe confident in my own abilitiesTake turns and negotiate with peers Demonstrate resilience when tackling more challenging / tricky situations and tasksDemonstrate perseveranceExpress appropriate emotions and talk about how I am feeling Independently implement strategies to help me self regulateMake informed choices with regard to the resources I choose to use for a purpose in my playFollow 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 situationsContinue to develop an understanding of similarities and differences between myself and others including appearance, interests, culture, beliefs and otherDevelop my understanding of diversity and social justice through storiesUnderstand 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 safelyDemonstrate balance and coordination in provision activitiesBe able to connect and join smaller objects to construct more complex modelsHold scissors correctly and use them for a purpose effectivelyHold a pencil effectively, using a tripod grip, accurately writing letters of the alphabet and capital lettersUse a knife and fork correctly and independentlyNotice and talk about changes that happen during exercise and physical activity, beginning to understand why these happenUnderstand the importance of hand washing and good hygiene**Tennis –** Hold a racket accuratelyDemonstrate control when dribbling, balancing and hitting a ballKnow how to do a forehand and backhand**Dance –** Move rhythmically, in time with a range of musicCreate 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 taughtIndependently read and write sentences with fluencyUse finger spaces to denote words in my writingUse capital letters and full stops in my writingRead books independently and with fluency, matched to my phonic abilityListen to, respond and comment on stories heard / sharedUse 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 subtractUse 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 unitsSolve 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 itKnow 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 oceansIdentify, sort and categorise sea creatures linked to the type of creature, features, abilities, habitats etcCompare habitats of different creatures that live in/by the oceanKnow different methods of transport for across oceans /water – ferry, speed boat, sailing boat, rowing boat, yacht, submarine etc, make comparisons to land transportKnow ways that our lifestyles are impacting the lives of sea creatures in the oceansKnow how we can make a positive impact on these choices to minimise the impact on sea creaturesCompare our local shoreline (Moreton) to that of shore lines on Flinder’s Island / AustraliaCompare marine life that live in the sea locally to us compared with that of the Coral ReefIdentify know countries and places of interest on a world map / globe when exploring routes/journeys takenKnow 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 storiesUnderstand 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 oneUnderstand that changes will happen throughout our lives (transition)Build new relationships with other members of staffReflect 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 feelingsCreate my own art work using water coloursSing familiar songs including rhymes and worship songs Choose different percussion instruments or everyday objects to make sounds for a purpose e.g. rainstick for stormsTake 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* |