

Year A	Autumn 1 Marvellous Me	Autumn 2 Shine light, shine bright	Spring 1 Dinosaur Roar	Spring 2 Roots, shoots and Fruits	Summer 1 We're Going on Safari	Summer 2 Down on the Ground
Focus	Science - human body	History - Great Fire of London	History - dinosaurs Mary Seacole	Science - plants	Geography	Science - minibeasts and habitats
	Phonics Morning	Maths afternoon	Dinosaur Park SB	Outdoor learning with parents - growing	Africa Alive AS	Outdoor learning with parents -minibeasts habitats
Literacy ideas	Fact file about themselves Funny Bones Senses poem/Non-Fiction books about senses	Samuel Pepys Diary Nocturnal animals Instruction writing Bonfire night poem	Dinosaur Diary Tyrannosaurus Drip Story writing Dinosaur sighting on field Letter writing	Supertato Instruction writing/Bean diary Jack and the Beanstalk	Handa's Surprise Write own story Anansi Recount	Superworm  Non-chron report  Snail habitat
Science	<b>Human body Parts of the body Senses / Exercise/Food AS</b>	<b>Electricity Make building/circuits SB</b>	<b>Dinosaurs and animals AS</b>	<b>Plants (Twinkl) AS</b>	<b>Animal Kingdom (Twinkl) SB</b>	<b>Living things and their habitats (Twinkl) AS</b>
Objectives covered	<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>Identify that most living things live in habitats to which they are suited, and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival.</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Gathering and recording data to help in answering questions</li> <li>Using their observations and ideas to suggest answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>Observe and name a variety of light, including electric lights, flames and the sun</li> <li>Associate shadows with a light source being blocked by something</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>Identify and compare the uses of variety of materials</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Identifying and classifying</li> <li>Performing simple tests</li> <li>Asking simple questions and recognising that they can be answered in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Sort and classify things according to whether they are living, dead or were never alive.</li> <li>Describe how animals obtain their food from plants and other animals, using their ideas of a simple food chain, and identify and name different sources of food</li> <li>Identify and name a variety of common animals that are herbivores, carnivores and omnivores</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Observe closely, using simple equipment. Use their observations ad ideas to suggest answers to questions.</li> <li>Raise and answer questions that help</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</li> <li>Identify and describe the basic structure of a variety of common flowering pants, including roots, stem/trunk, leaves and flowers.</li> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Observe closely, using simple equipment. Use their observations ad ideas to suggest answers to questions.</li> <li>Raise and answer questions that help</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</li> <li>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals, invertebrates and pets)</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> </ul>	<ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul>

History/ Geography	History Nurturing nurses (Twinkl) SB	History Great Fire of London (Twinkl) AS	History Mary Anning (fossil discovery) SB <a href="https://www.keystagehistory.co.uk/keystage-1/the-ups-and-downs-of-mary-annings-life/">https://www.keystagehistory.co.uk/keystage-1/the-ups-and-downs-of-mary-annings-life/</a>	Geography What a Wonderful World (Twinkl) SB	Geography Sensational Safari (Twinkl) AS	Geography Local Area (Twinkl) SB
Objectives covered	<ul style="list-style-type: none"> <li>• Talk about the differences and similarities in the lives of Florence Nightingale, and Edith Cavell.</li> <li>• Have an understanding of the chronology of the historical periods in which Florence Nightingale, Mary Seacole and Edith Cavell lived.</li> <li>• Recall some key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666</li> <li>• To identify differences and similarities between ways of life in different periods</li> <li>• To know and understand key features of an event beyond living memory that are nationally significant</li> <li>• To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire</li> </ul>	<ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe simple human and physical features about the continents of the world.</li> <li>• Name and begin to locate countries of the world using an atlas or globe.</li> <li>• Describe a journey line in detail using key geographical vocabulary.</li> <li>• Understand and locate simple climate zones using key terms.</li> <li>• Use compass directions (NESW), locational and directional language.</li> <li>• Make comparisons between features of different places</li> </ul>	<ul style="list-style-type: none"> <li>• Describe where Kenya is located in relation to other places in the world.</li> <li>• Draw a map of Kenya with some physical and human features and appropriate labels.</li> <li>• Describe human and physical features of Kenya and begin to give the location of some of these features.</li> <li>• Explain aspects of Kenyan life.</li> <li>• Identify features of national parks and game reserves. Explain the importance of tourism to Kenya and give examples of tourist attractions in the country. Draw a map of a national park, including key features.</li> <li>• Identify why animals are important to Kenya.</li> <li>• Begin to understand the concept of animal 'migration'. Ask geographical questions to find out about places and begin to give reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise human &amp; physical features in the context of children's own locality</li> <li>• To use simple fieldwork &amp; observational skills to study the surrounding environment in the context of children's own locality</li> <li>• To understand basic geographical features: houses (human features).</li> <li>• To develop knowledge about children's locality - jobs (human features).</li> <li>• To use basic geographical vocabulary to refer to key human/physical features.</li> </ul>
Art/DT	Art Portraits (Twinkl)	DT Create 3D Fire of London scene	Art Joan Miro (Twinkl)	DT Sensational Salads (Twinkl)	Art Nature Sculptures (Twinkl)	DT Fabric bunting (Twinkl)



PSHE AS	<b>We're All Stars</b>	<b>Be friendly, Be Wise</b>	<b>Living Long, Living Strong</b>	<b>Daring to be Different</b>	<b>Dear Diary</b>	<b>Joining in, Joining Up</b>
	<ul style="list-style-type: none"> <li>Community</li> <li>Rights and responsibilities</li> <li>Getting to know each other</li> <li>Working together</li> </ul>	<ul style="list-style-type: none"> <li>Making and sustaining friendships</li> <li>Conflict resolution</li> <li>Anti-bullying</li> <li>Keeping safe at home and school</li> </ul>	<ul style="list-style-type: none"> <li>SRE: Growing &amp; caring for ourselves; Valuing difference &amp; keeping safe; Puberty</li> <li>Healthy eating and exercise</li> <li>Goal-setting and motivation</li> </ul>	<ul style="list-style-type: none"> <li>Identity and self esteem</li> <li>Difference and diversity</li> <li>Peer influence and assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>Comfortable and uncomfortable feelings</li> <li>Problems in relationships</li> <li>Anti-bullying</li> <li>Help and support</li> </ul>	<ul style="list-style-type: none"> <li>Needs and responsibilities</li> <li>Participation</li> <li>Local democracy</li> <li>Voluntary groups</li> <li>Fund-raising activities</li> </ul>
RE NC	<b>How do Christians belong to their faith family?</b>	<b>Why is light an important symbol for Christians and Jews?</b>	<b>What do Jews remember on Shabbat?</b>	<b>What does the cross mean to Christians?</b>	<b>Why is meeting together important for Christians?</b>	<b>What do Jesus' parables teach Christians about belonging to the Christian family?</b>
	<p>ATT 1: Learning about religion and belief What important celebrations do Christians take part in?</p> <p>ATT 2: Learning from religion and belief What celebrations are important to you and your family?</p>	<p>ATT 1: Learning about religion and belief What does 'Light' symbolise to Christians and Jews?</p> <p>ATT 2: Learning from religion and belief What 'Light' symbols are important to you and those around you?</p>	<p>ATT 1: Learning about religion and belief What important people and events do Jews think about on Shabbat?</p> <p>ATT 2: Learning from religion and belief What people and events are important to you and your family?</p>	<p>ATT 1: Learning about religion and belief What does the cross mean to Christians?</p> <p>ATT 2: Learning from religion and belief What important symbols do you have?</p>	<p>ATT 1: Learning about religion and belief Why is meeting together important for Christians?</p> <p>ATT 2: Learning from religion and belief What qualities are needed to meet successfully?</p>	<p>ATT 1: Learning about religion and belief What do Jesus' parables teach Christians about belonging to the Christian family?</p> <p>ATT 2: Learning from religion and belief How can we use Jesus' parables in our lives?</p>
PE SB	<b>Multi Skills</b>	<b>Dance Penguin Café</b>	<b>Gym Flight, Wide, Narrow</b>	<b>Games Throwing and Catching</b>	<b>Mini Tennis</b>	<b>Striking and Fielding</b>

	<ul style="list-style-type: none"> <li>To remember and repeat simple skills and actions with increasing control and coordination.</li> <li>To be able to react to commands</li> <li>To be able to aim with control</li> <li>To be able to respond to changing situations</li> <li>To be able to develop their aiming skills</li> <li>To be able to work as a team</li> <li>To be able to throw and catch with control</li> <li>To be able to understand the importance of exercise and making links with healthy eating</li> <li>To be able to apply what they have learnt to new activities</li> <li>To perform skills with consistent control</li> </ul>	<ul style="list-style-type: none"> <li>To be able to link movements</li> <li>To develop their own ideas</li> <li>To apply a taught sequence to their own work.</li> <li>To communicate with others.</li> <li>To work as art of a group.</li> <li>Perform ad dance using a range of movement patterns.</li> <li>Compare performances with others.</li> <li>Move around the space with control.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to jump in a variety of ways.</li> <li>To understand the safety linked with gymnastics.</li> <li>To be able to travel and jump confidently showing a variety of body shapes.</li> <li>To link movements</li> <li>To perform skills with consistent control.</li> <li>To work with partners developing a sequence</li> <li>To show control when jumping, rolling and balancing.</li> <li>To be able to move around the apparatus in a variety of ways, safely and with control.</li> </ul>	<ul style="list-style-type: none"> <li>To show awareness of others and their space</li> <li>To use bean bags with control and confidence</li> <li>To move safely in the space.</li> <li>To roll or balance ball at targets.</li> <li>To develop throwing under arm.</li> <li>To re-call good throwing and catching techniques in various situations.</li> <li>To understand scoring</li> <li>To understand the concept of aiming.</li> </ul>	<ul style="list-style-type: none"> <li>To be balanced when changing direction.</li> <li>Hold a racket with control.</li> <li>To understand a rally</li> <li>To be able to return the ball with control.</li> <li>To respond to partner.</li> <li>To travel in various ways with control</li> <li>To work in a group within a mini tennis activity</li> <li>To develop basic strokes.</li> </ul>	<ul style="list-style-type: none"> <li>To work as a group.</li> <li>To develop their own ideas for games, including rules and scoring.</li> <li>To perform skills with control.</li> <li>Apply learnt skills to a game situation.</li> <li>To throw and catch with confidence</li> <li>To understand what being healthy means.</li> <li>To be able to hit a stationary ball.</li> <li>To develop hand-eye co-ordination.</li> </ul>
PE	Pro-coach	Pro-coach	Pro-coach	Pro-coach	Pro-coach	Pro-coach

## Reception Overview Year A

Phonics taught daily in discrete sessions, working through school programme following Letters and Sounds

PSHE	<p>PSHE is not specifically planned for across the year, however there is a focus for PSHE, which can be seen above. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSHE are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.</p>					
PD	<p><b>Gross motor:</b> Cooperation games i.e. parachute games. Different ways of moving to be explored with children.</p> <p><b>Fine motor:</b> Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil beyond whole hand grasp</p>	<p><b>Gross motor:</b> Ball skills- throwing and catching. Crates play- climbing.</p> <p><b>Fine motor:</b> Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p>	<p><b>Gross motor:</b> Ball skills- aiming, dribbling, pushing, patting, or kicking.</p> <p><b>Fine motor:</b> Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p>	<p><b>Gross motor:</b> Balance- children moving with confidence through dance related activities</p> <p><b>Fine motor:</b> Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p><b>Gross motor:</b> Obstacle activities- children moving over, under, through and around equipment</p> <p><b>Fine motor:</b> Develop pencil grip and letter formation continually</p>	<p><b>Gross motor:</b> Races to consider for Sports Day- running race (move in a straight line with speed) and egg and spoon (use bat and bean bag- children to put one hand behind back). Extension- Relay (team work passing a baton).</p> <p><b>Fine motor:</b> Form letters correctly</p>

TLL	<p style="text-align: center;">Throughout the year children will:</p> <ul style="list-style-type: none"> <li>• Learn to speak with confidence during circle/carpet times</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar stories</li> <li>• Learn new vocabulary relating to topics</li> </ul>					
UTW	<p>Harvest Looks closely at similarities, differences, patterns and change. 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. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Access ICT within the classroom - laptops, iPads and CD player</p>	<p>Halloween Christmas - join in with family customs and routines Diwali</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Access ICT within the classroom - laptops, iPads and CD player</p>	<p>New Year Chinese New Year</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Access ICT within the classroom - laptops, iPads and CD player</p>	<p>Easter</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Learn about growth and decay, what plants need to grow. Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of plants and explain why some things occur, and talk about changes. Use ICT programmes and access ICT independently</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They make observations of animals and explain why some things occur, and talk about changes. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Use ICT to write sentences - keyboard skills. Use iPads to photograph sculptures.</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Use ICT to create a word document with a images.</p>

EAD	<p>Expressive in art/drama/dance          Create 3D structures          Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces          Recognise repeated sounds and sound patterns and match movements to music</p> <p>Role play          Doctors Surgery</p>	<p>Expressive in art/drama/dance          Experiments to make different textures using the creative provision          Explores colour mixing in painting activities          Combine different media to create different effects</p> <p>Role play          Bakery</p> <p>Santa's Workshop</p>	<p>Expressive in art/drama/dance          Manipulate materials to make a planned effect to support play          Construct with a purpose in mind through talking about ideas and plans</p> <p>Role play          Palaeontologists dig</p>	<p>Expressive in art/drama/dance          Use simple tools and techniques appropriately to create art work- independently explore colour mixing          Join materials to make a planned effect talking through ideas and plans</p> <p>Role play          Garden Centre</p>	<p>Expressive in art/drama/dance          Sing songs          Make music using instruments          Dance with and without music          Select effective tools and techniques from a range of those available</p> <p>Role play          Children's interest</p>	<p>Expressive in art/drama/dance          Experiment with form and function by making props, pictures and constructions linked to own interests and those that have been taught throughout the year</p> <p>Role play          Minibeast investigation lab</p>
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Year B	Autumn 1 Once upon a time ...	Autumn 2 Frozen Planet	Spring 1 Journey with Me	Spring 2 Journey with Me	Summer 1 Under the Sea	Summer 2 Pirates and parrots
Focus	Literacy - Fairy Tales	Science-Arctic animals	Geog - China	Literacy - Traditional Tales	Geog/Hist - seaside	Hist - Pirates
	Phonics morning	Maths pm Outdoor learning	Chinese New Year Celebration with parents	Story-teller	Outdoor learning with parents	Time and Tide Museum
Literacy	Fairy Tales Creative writing - retell/rewrite fairy tale Character descriptions	Non-chron report (animals) What am I? Riddles using all 4 sentence types	Stories from other cultures Letter/diary Poetry	Traditional tales Gingerbread Man Three Little Pigs Red Riding Hood	Tiddler Snail and the Whale	Fantasy stories
Science	<b>Materials (Twinkl) SB</b>	<b>Autumn and Winter (Twinkl) Arctic habitats AS</b>	<b>Scientists and inventors (Twinkl) SB</b>	<b>Forces/Materials 3 Little Pigs houses AS</b>	<b>Spring/Summer (Twinkl) SB</b>	<b>The Environment (Twinkl) AS</b>
Objectives Covered	<ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p>Working Scientifically</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe the weather associated with the seasons and how day length varies</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p>Working Scientifically</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul>	<ul style="list-style-type: none"> <li>To find out how plants need water, light and a suitable temperature to grow while exploring greenhouses</li> <li>To describe the importance of hygiene for humans</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</li> <li>To find out about people who have developed new materials</li> <li>Identify and compare the uses of a variety of everyday materials,</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p>Working Scientifically</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the uses of a variety of everyday materials, including wood, plastic, glass, brick, rock, paper and cardboard</li> <li>Compare how things move on different surfaces</li> </ul> <p>Working Scientifically</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe the weather associated with the seasons and how day length varies</li> </ul> <p>Working Scientifically</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul>	<ul style="list-style-type: none"> <li>To observe closely, using simple equipment by measuring the time taken for ice to melt in a comparative test.</li> <li>To perform simple tests, by comparing the rate of ice melting in a comparative test.</li> <li>To identify and classify by sorting litter into recycling groups based on their materials.</li> <li>To use their observations and ideas to suggest answers to questions by suggesting ways that waste can be reduced, reused and recycled</li> <li>Gathering and recording data to help in answering questions by taking surveys</li> <li>To ask simple questions and recognise that they can be answered in different ways by researching the rainforest.</li> <li>To identify and classify by sorting rainforest animals into animal classification groups.</li> <li>Performing simple tests, by investigating how much water can be saved by turning off the tap while washing hands.</li> </ul>



History/ Geography	<b>Geography</b> <b>Magical Mapping</b> <b>(Twinkl)</b> <b>AS</b>	<b>History</b> <b>Explorers</b> <b>(Twinkl)</b> <b>SB</b>	<b>Geography</b> <b>China</b> <b>(Twinkl)</b> <b>AS</b>	<b>History</b> <b>Travel and Transport</b> <b>(Twinkl)</b> <b>SB</b>	<b>Geography</b> <b>Beside the seaside</b> <b>Locational knowledge</b> <b>Name and locate the</b> <b>continents and oceans.</b> <b>(Twinkl)</b> <b>AS</b>	<b>History</b> <b>Horatio Nelson</b> <b>Significant person in local</b> <b>area</b> <b>SB</b>
Objectives Covered	<ul style="list-style-type: none"> <li>To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area.</li> <li>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment. To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area.</li> <li>To use atlases and globes to identify the UK and its countries</li> <li>To name and locate the world's seven continents and five oceans</li> <li>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> <li>To use basic geographical vocabulary to refer to key human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the criteria for determining what makes a person significant</li> <li>Some should be used to compare aspects of life in different periods in the context of comparing the missions of Christopher Columbus and Neil Armstrong</li> </ul>	<ul style="list-style-type: none"> <li>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of China.</li> <li>To use world maps, atlases and globes to identify the countries studied at this key stage in the context of China.</li> <li>To devise simple maps</li> <li>To ask geographical questions</li> </ul>	<ul style="list-style-type: none"> <li>To develop an awareness of the past, through finding out about changes within living memory</li> <li>To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events</li> <li>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>	<ul style="list-style-type: none"> <li>To use basic geographical vocabulary, in the context of coastal/ seaside locations and locations relevant to the children themselves.</li> <li>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>To use basic geographical vocabulary to refer to human and physical features</li> <li>To use aerial photographs and to recognise landmarks and basic human and physical features,</li> <li>To name, locate and identify characteristics of the four countries and capital cities of the UK</li> <li>To use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the criteria for determining what makes a person significant</li> </ul>



Music SB	Music Express	Music Express	Music Express	Music Express	Music Express	Music Express
	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>					
PSHE	It's Our World	Say No!	Money Matters	Who Likes Chocolate?	People Around Us	Growing Up
Objectives Covered	<ul style="list-style-type: none"> <li>• The wider community and local democracy</li> <li>• Rights and responsibilities</li> <li>• Environmental awareness and sustainability issues</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs Education: medicines and legal drugs</li> <li>• Drugs Education: illegal drugs and risk-taking behaviour</li> <li>• Feeling safe</li> <li>• Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding finance and money</li> <li>• Shopping and budgeting Risk and debt</li> <li>• Goal-setting and motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Fair trade</li> <li>• Globalisation</li> <li>• Inequalities</li> <li>• Hunger and poverty</li> <li>• Media and stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• Global citizenship</li> <li>• Different identities around the world</li> <li>• Challenging prejudice Support networks - relationships and families</li> </ul>	<ul style="list-style-type: none"> <li>• SRE: Differences; Growing up; Puberty &amp; reproduction</li> <li>• Managing change Preparing for transition</li> </ul>
RE	How do Jews and Christians celebrate God as provider?	What can we learn about Jesus from the Nativity story?	Why do Jews celebrate Passover (Pesach)?	How do Christians celebrate God the provider?	How do Christians worship across the world?	
Objectives Covered	<p>ATT 1: talk about things that some religious people have in common and things that are different</p> <p>ATT 2: talk about what is important to them and others with respect for their feelings</p>	<p>ATT 1: Learning about religion and belief</p> <p>-Recall part of a practice from a religion or world view- Nativity story</p> <p>- Use religious words and phrases e.g. Jesus.</p> <p>- Use some correct names for things that are special and talk about them.</p> <p>ATT 2: Learning from religion and belief</p> <ul style="list-style-type: none"> <li>- Give a simple reason using 'because'</li> <li>- Ask questions and talk about questions</li> <li>- Talk about beliefs that are important to them</li> </ul> <p>Compare things that influence them and others</p>	<p>ATT 1: Learning about religion and belief</p> <p>What happens at Passover and what are Jews thinking about?</p> <p>ATT 2: Learning from religion and belief</p> <p>What things am I grateful for and how do I make sure I remember them?</p>	<p>ATT 1: talk about things that some religious people have in common and things that are different</p> <p>ATT 2: talk about what is important to them and others with respect for their feelings</p>	<p><u>ATT 1: Learning about religion and belief</u></p> <p>- Recall part of a practice from a religion or world view- How Christians worship</p> <p>- Use religious words and phrases e.g. worship, place of worship, Christians.</p> <p>- Use some correct names for things that are special and talk about them.</p> <p><u>ATT 2: Learning from religion and belief</u></p> <p>Who do we worship and why? E.g. One Direction, David Beckham</p> <p>Why do we worship?</p>	

PE SB	Games Bat and Ball Skills	Dance The 3 Little Pigs	Gym Points, Patches, High and Low	Developing working in pairs/group games	Athletics	Striking and Fielding
	<ul style="list-style-type: none"> <li>To be able to steer a ball with control</li> <li>To be able to respond to and follow instructions</li> <li>To develop hand-eye co-ordination</li> <li>To use a ball and a racket with control.</li> <li>To be able to work with others</li> <li>Apply learnt skills to different situations</li> <li>To throw and catch with control.</li> <li>To be able to skip</li> <li>To control the ball with different body parts</li> <li>To be able to identify different body parts</li> <li>To make adjustments to simple games.</li> </ul>	<ul style="list-style-type: none"> <li>To move with the music</li> <li>To develop and create their own movements.</li> <li>To apply a taught sequence to their own work.</li> <li>To communicate with others.</li> <li>To work as art of a group.</li> <li>Perform ad dance using a range of movement patterns.</li> <li>Compare performances with others.</li> <li>To move around the space with control.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to be healthy.</li> <li>To understand what balancing is and how to balance with control.</li> <li>To develop their own ideas.</li> <li>To be able to transfer their floor work to the apparatus.</li> <li>To understand safety lined with apparatus and gymnastics.</li> <li>To work with others</li> <li>To be able to link their ideas with a smooth transition.</li> </ul>	<ul style="list-style-type: none"> <li>To work with others</li> <li>To adjust skills in a competitive situation</li> <li>To develop their control and co-ordination when dribbling.</li> <li>To apply learnt skills within the partnership.</li> <li>To keep control of their equipment</li> <li>To communicate effectively with each other</li> <li>To apply learnt skills to various activities.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to move and control their body, whilst running, jumping and throwing.</li> <li>Repeat skills with control</li> <li>To explore how to apply the skills</li> <li>To apply rules for different activities</li> <li>To understand why exercise is important for their body.</li> </ul>	<ul style="list-style-type: none"> <li>To work as a group.</li> <li>To develop their own ideas for games, including rules and scoring.</li> <li>To perform skills with control.</li> <li>Apply learnt skills to a game situation.</li> <li>To throw and catch with confidence</li> <li>To understand what being healthy means.</li> <li>To be able to hit a stationary ball.</li> <li>To work as a group.</li> <li>To develop their own ideas for games, including rules and scoring.</li> <li>To perform skills with control.</li> <li>Apply learnt skills to a game situation.</li> <li>To throw and catch with confidence</li> <li>To understand what being healthy means.</li> <li>To be able to hit a stationary ball.</li> <li>To develop hand-eye co-ordination.</li> <li>To develop hand-eye co-ordination.</li> </ul>
PE	Pro Coach	Pro Coach	Pro Coach	Pro Coach	Pro Coach	Pro Coach

## Reception Overview Year B

Phonics taught daily in discrete sessions, working through school programme following Letters and Sounds

PSED	PSED is not specifically planned for across the year, however there is a focus for PSHE, which can be seen above. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.					
PD	<b>Gross motor:</b> Cooperation games i.e. parachute games. Different ways of moving to be explored with children. <b>Fine motor:</b> Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil beyond whole hand grasp	<b>Gross motor:</b> Ball skills- throwing and catching. Crates play- climbing. <b>Fine motor:</b> Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand	<b>Gross motor:</b> Ball skills- aiming, dribbling, pushing, patting, or kicking. <b>Fine motor:</b> Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control	<b>Gross motor:</b> Balance- children moving with confidence through dance related activities <b>Fine motor:</b> Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	<b>Gross motor:</b> Obstacle activities- children moving over, under, through and around equipment <b>Fine motor:</b> Develop pencil grip and letter formation continually	<b>Gross motor:</b> Races to consider for Sports Day- running race (move in a straight line with speed) and egg and spoon (use bat and bean bag- children to put one hand behind back). Extension- Relay (team work passing a baton). <b>Fine motor:</b> Form letters correctly
TLL	Throughout the year children will: <ul style="list-style-type: none"> <li>• Learn to speak with confidence during circle/carpet times</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar stories</li> <li>• Learn new vocabulary relating to topics</li> </ul>					

UTW	<p>Harvest Looks closely at similarities, differences, patterns and change. 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. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Access ICT within the classroom - laptops, iPads and CD player</p>	<p>Halloween Christmas - join in with family customs and routines Diwali</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Access ICT within the classroom - laptops, iPads and CD player</p>	<p>New Year Chinese New Year</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Access ICT within the classroom - laptops, iPads and CD player</p>	<p>Easter</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They make observations and explain why some things occur, and talk about changes.</p> <p>Use ICT programmes and access ICT independently</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They make observations of animals and explain why some things occur, and talk about changes. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Use ICT to write sentences - keyboard skills. Use iPads to photograph sculptures.</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Use ICT to create a word document with a images.</p>
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EAD	<p>Expressive in art/drama/dance          Create 3D structures          Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces          Recognise repeated sounds and sound patterns and match movements to music</p> <p>Role play          Home corner</p>	<p>Expressive in art/drama/dance          Experiments to make different textures using the creative provision          Explores colour mixing in painting activities          Combine different media to create different effects</p> <p>Role play          Vets role play</p>	<p>Expressive in art/drama/dance          Manipulate materials to make a planned effect to support play          Construct with a purpose in mind through talking about ideas and plans</p> <p>Role play          Chinese Restaurant/ travel agents</p>	<p>Expressive in art/drama/dance          Use simple tools and techniques appropriately to create art work- independently explore colour mixing          Join materials to make a planned effect talking through ideas and plans</p> <p>Role play          Children's interest</p>	<p>Expressive in art/drama/dance          Sing songs          Make music using instruments          Dance with and without music          Select effective tools and techniques from a range of those available</p> <p>Role play          Seaside (beach/ice cream van/rock pools)</p>	<p>Expressive in art/drama/dance          Experiment with form and function by making props, pictures and constructions linked to own interests and those that have been taught throughout the year</p> <p>Role play          Seaside (beach/ice cream van/rock pools)</p>
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