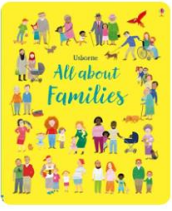
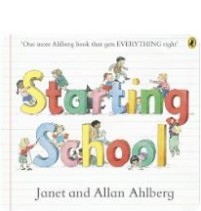
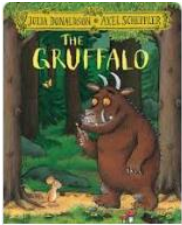

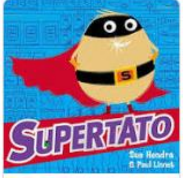
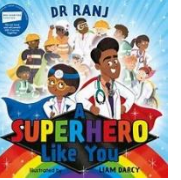
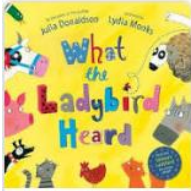


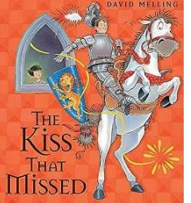
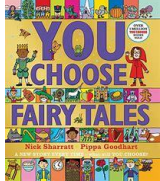
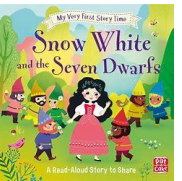
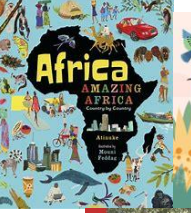

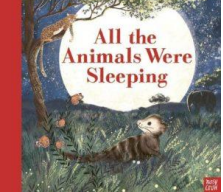
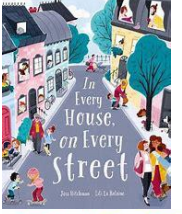


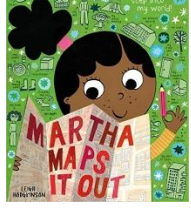


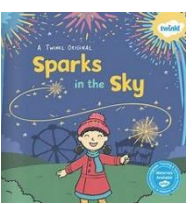
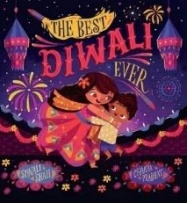

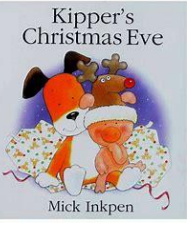
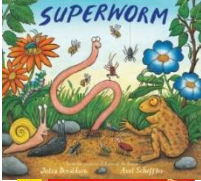
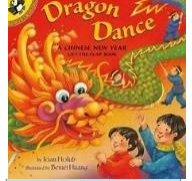
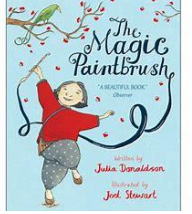
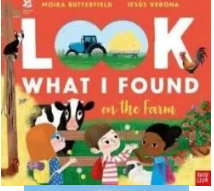

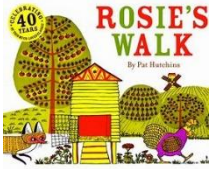

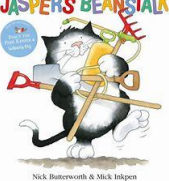
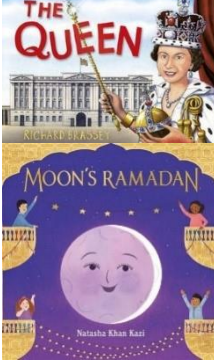
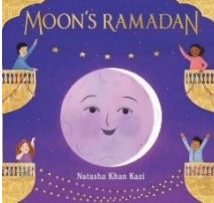
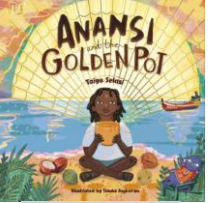
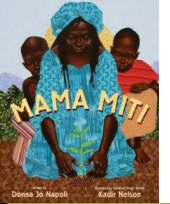
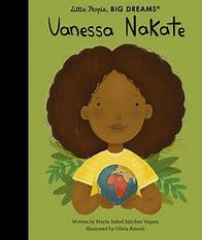
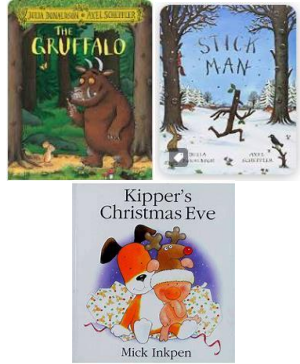
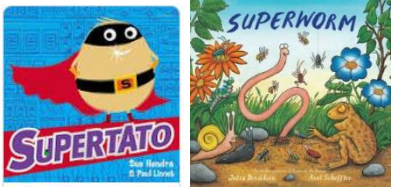

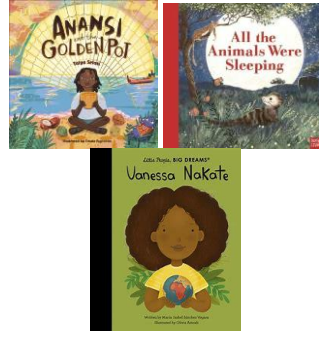


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who am I?	If you go down to the woods today...	Superheroes	Down on the farm	Once upon a time...	On safari
Text(s)	 	 	 	 	   	  
Supporting Texts	    	     	  	    	 	  
Personal Social and Emotional	<p>My Body and Growing Up</p> <ol style="list-style-type: none"> To describe their own appearance and name external body parts. To understand ways in which their body has changed since they were a baby. To understand and value what their bodies can do. 	<p>Family and Friends (incl. anti-bullying week)</p> <ol style="list-style-type: none"> To identify who is special to me and what makes them special. (BR) To say who is in my family and how my family care for one another. (BR) To understand what a friend is, and what a good friend might 	<p>My Emotions</p> <p>To recognise and identify feelings in themselves and others. (SR)</p> <p>To recognise what might cause different feelings in themselves and others. (SR)</p> <p>To recognise how they might feel, and how others might feel, if something changes or if they</p>	<p>Me and My World</p> <ol style="list-style-type: none"> To identify some of the people who look after them and their school. (PP) To understand some things I can do to show care for things at home To understand some ways of looking after the local environment to keep it special 	<p>Keeping Safe (incl. Drug Education)</p> <ol style="list-style-type: none"> To be able to recognise the clues my body gives me when I am feeling unsafe or unsure. (MS) To be able to identify trusted adults who I could talk to and ask for help. (PP) 	<p>Healthy Lifestyles</p> <ol style="list-style-type: none"> To understand what their bodies need to stay healthy. To be able to name and talk about foods they like and dislike. To understand why different foods and drink are important for their bodies. (MS) To understand what exercise is and why it is good for them.

	<p>5. To understand ways of looking after their body and keeping it clean. (MS)</p> <p>6. To understand ways in which they can take responsibility for keeping themselves clean and recognise situations where they still need to be supported by others. (MS)</p> <p>4. To recognise similarities and differences between the bodies of girls and boys, including using agreed names for the sexual parts</p> <p>7. To understand how members of their family and other trusted people care for and look after them</p> <p>8. To recognise how they feel about growing up.</p> <p>Beginning and Belonging</p> <p>1. To understand what is special about me and other people in my class.</p> <p>3. To know who and how to ask for help if they need it.</p> <p>4. To understand ways of welcoming new children to the class</p> <p>2. To understand what I have learnt to do and recognise what I would like to do next. (SR)</p> <p>5. To understand ways of respecting the needs of other children in the class. (MS)</p> <p>6. To begin to understand how to play and work alongside others at school. (SR)</p> <p>7. To know how to show I am listening to an adult. (SR)</p> <p>8. To be able to follow simple instructions. (SR)</p>	<p>do. (BR)</p> <p>4. To know some ways to make new friends. (BR)</p> <p>5. To know how to respect my own needs and how to show respect to the needs of others. (BR)</p> <p>6. To know some simple strategies to use to make up with friends after falling out. (BR)</p> <p>7. To know some simple strategies to use to make up with friends after falling out. (BR)</p> <p>8. To recognise some forms of unkind behaviour, and know what to do if someone is unkind to me. (BR)</p>	<p>lose something. (SR)</p> <p>To recognise simple ways of helping themselves feel better (SR)</p> <p>To recognise ways of helping others feel better (SR)</p> <p>To understand what it is meant by perseverance and give examples of how they might do this. (MS)</p>	<p>for everyone.</p> <p>7. To understand what a plant or animal needs to live, and know some ways of caring for them</p> <p>8. To understand the sorts of things that people have to pay for and how they pay for them</p>	<p>6. To develop a strategy to keep safer if I am lost.</p> <p>7. To be able to identify safer places to play.</p> <p>8. To understand basic road safety skills.</p> <p>9. To be able to plan ahead to keep safer and apply safety rules in different contexts (<i>e.g. sun, water, fire, railways</i>).</p> <p>12. To be able to recognise a secret and to know that I can tell a trusted adult if I am worried about a secret. (SR)</p> <p>13. To know what goes on to and in to my body. (MS)</p> <p>14. To understand what medicines are and why some people need medicines. (MS)</p> <p>week 6</p>	<p>5. To understand the importance of sleep for their bodies.</p> <p>6. To be able to name some choices they can make which contribute to healthy living. (MS)</p>
<p>Communication and Language</p>	<p>Nursery rhymes</p> <p>Circle times -</p> <ul style="list-style-type: none"> - What is your favourite colour? - If you were a balloon, where would you go? - Finding out about our new friends - Talking about our families - My name is... 	<p>Circle Time</p> <p>Story time</p> <p>Reading Buddies</p> <p>NELI</p>	<p>Circle Time</p> <p>Story time</p> <p>Reading Buddies</p> <p>NELI</p>	<p>Circle Time</p> <p>Spring Walk – what do you notice?</p> <p>Story time</p> <p>Reading Buddies</p> <p>Talk partners</p> <p>NELI</p>	<p>Circle Time</p> <p>Story Time</p> <p>Reading Buddies</p> <p>Talk partners</p> <p>NELI</p>	<p>Class Assembly - Speaking to an audience</p> <p>Circle Time</p> <p>Story Time</p> <p>Reading Buddies</p> <p>Talk partners</p> <p>NELI</p>

	<p>Big Questions What makes a family? Where in the world is Gamlingay? What makes us the same/different? What makes us special?</p>	<p>Big Questions How do people celebrate Christmas? What animals live in the woods? What do you find in the woods? What are the signs of Autumn/Winter?</p>	<p>Big Questions What makes a good superhero? How did Superworm help his friends at the end? How could we help our friends? Who are real life Superheroes?</p>	<p>Big Questions What are the signs of Spring? What animals live on a farm? What products do we get from farm animals?</p>	<p>Big Questions What is a castle? Where do we live? Who lives in a castle? What might you see in a castle? Why were castles built? What does a castle look like?</p>	<p>Big Questions Which animals live in Africa? Where is Africa? What are animal families? What is a mammal? What is a city? What are the differences between Gamlingay and city in Africa?</p>
<p>Physical Development</p>	<p>Balanceability</p> <p>Gross motor skills</p> <p>Handwriting- patterns</p> <p>Dough Disco</p>	<p>PE – Jumping</p> <ul style="list-style-type: none"> Exploring and developing jumping. Applying jumping technique to a game. Exploring distance, height and direction. 	<p>PE – Dance</p> <ul style="list-style-type: none"> Exploring different movements using the body. Exploring rhythm and expression. Working with a partner. 	<p>PE – Gymnastics</p> <ul style="list-style-type: none"> Exploring high and low movements. Applying learning to apparatus. 	<p>PE – Gymnastics</p> <ul style="list-style-type: none"> Making shapes and moving using different body parts. Exploring direction and size of movements. Working in pairs. 	<p>PE – attack and defence games.</p> <ul style="list-style-type: none"> Taking turns, keeping score and following rules. Defending and attacking in a game. <p>Sports Day</p>
<p>Literacy</p>	<p>Correct letter formation for name</p> <p>Recognising and forming phase 2 phonemes</p> <p>Oral blending</p> <p>CVC words – reading and writing</p>	<p>Correct letter formation for name</p> <p>Recognising and forming phase 2 phonemes</p> <p>Oral blending</p> <p>CVC words – reading and writing</p> <p>Sequencing the Christmas story</p> <p>Recognising Tricky words</p>	<p>Phase 3 words, captions and sentences</p> <p>People who help us caption writing</p> <p>Chinese New Year caption writing</p> <p>Recognising Tricky lwords</p>	<p>Phase 3 words, captions and sentences</p> <p>Writing bread instructions</p> <p>Writing shopping lists</p> <p>Creating I spy lists</p> <p>Story jumps – Little Red Hen</p> <p>Farm captions</p> <p>Recognising and writing tricky words</p> <p>Sequencing the Easter story</p> <p>Sequencing the Little Red Hen</p>	<p>Phase 4 words, captions and sentences</p> <p>Recognising and writing tricky words</p> <p>Write a class fact book about castles and castle life</p> <p>Phonics writing</p> <p>Banquet invitations</p> <p>Write their own story</p>	<p>Phase 4 words, captions and sentences</p> <p>Recognising and writing tricky words</p> <p>Fact file passports – weekly updates about what they have learnt about the country they have visited</p> <p>Phonics writing</p>
	<p>Message centre</p>	<p>Drawing Club</p> 	<p>Drawing Club</p> 	<p>Drawing Club</p> 	<p>Drawing Club</p> 	
<p>Phonics</p>	<p>Phase 1</p> <p>Little Wandle Phase 2 – s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>Reading groups</p>	<p>Little Wandle Phase 2 - ff, ll, ss, j, v, w, x, y, z, qu, ch, sh, th, ng, nk</p> <p>Reading groups</p>	<p>Little Wandle Phase 3 - ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>Reading Groups</p>	<p>Little Wandle Phase 3 – ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, er, air, double letters, longer words, words with two or more digraphs, longer words, words ending in –ing, compound words, longer words, /z/, /s/, /iz/</p>	<p>Little Wandle Phase 4 - short vowel sounds CCVCC, CCCVC, CCCVCC, longer words, short vowels CCVCC, CCCVC, CCCVCC, longer words, root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</p>	<p>Little Wandle Phase 4 - long vowel sounds CCVC, CCCVC, CCVCC, words ending –s /s/, Phase 4 words ending –s /z/, Phase 4 words ending –es,</p>

				Reading Groups	Reading Groups	longer words, root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, Phase 4 words ending in: -s /s/, -s /z/, -es, longer words Reading Groups
Mathematics	<p>Maths Mastery- NCTEM Develop subitising in a range of contexts up to 3</p> <p>Develop understanding of cardinality, counting and ordinality through range of opportunities such as rhyme and song.</p> <p>Understand that all numbers can be made of 1s.</p> <p>Compare sets by looking, use language more than/fewer than.</p>	<p>Maths Mastery- NCTEM Subitise within 5, perceptually and conceptually, depending on the arrangements. Counting beyond 5.</p> <p>Explore cardinality of 5 using dice and fingers. Recognise numerals and count beyond 5.</p> <p>Explore concept of wholes and parts. Explore composition of 5. Compare sets by subitising and matching objects to see if they are equal.</p> <p>Shape</p>	<p>Maths Mastery- NCTEM Subitising up to 5 in random arrangements. Explore 1 more. Matching arrangements to finger patterns in numbers greater than 5,</p> <p>Verbal counting beyond 20. Order numbers linking cardinal and ordinal representations of number.</p> <p>Continue to explore the composition of 5 and 6 and practise recalling 'missing' or 'hidden' parts for 5. See that numbers within 10 can be composed of 5 and a bit.</p> <p>Continue comparing sets using comparison language. Identify when sets are equal.</p>	<p>Maths Mastery- NCTEM Explore symmetrical patterns in which each side is a familiar pattern, linking this to 'doubles'.</p> <p>Continue to consolidate their understanding of cardinality, working with larger numbers within 10. Become more familiar with the counting pattern beyond 20.</p> <p>Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Begin to link even numbers to doubles, Begin to explore the composition of numbers within 10.</p> <p>Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p> <p>Measuring height and length</p>	<p>Maths Mastery- NCTEM Continue subitising arrangements, including those with 1 more or doubles. Identify when to count and when to subitise.</p> <p>Verbal counting to 20 and beyond, including from different starting numbers.</p> <p>Explore composition of 10.</p> <p>Order sets of objects</p>	<p>Maths Mastery- NCTEM The children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers</p>
Understanding the World	<p>Judaism</p> <p>Parts of body- Link to RSE</p> <p>Changes to them since a baby – timeline 0-4/5</p> <p>Giant map of Gamlingay with pictures of children's houses on it</p> <p>Families and communities</p> <p>Introduction to Forest School</p> <p>Maps</p>	<p>Bonfire Night</p> <p>Diwali/Hinduism</p> <p>What do you find in the woods?</p> <p>Remembrance Day</p> <p>Christmas story</p>	<p>Chinese New Year</p> <p>Real life superheroes/people who help us</p> <p>Science experiment – Materials - What material is the best material for Supertato's cape?</p> <p>Science experiment – Floating and Sinking - What material is the best to make a boat for a Superhero?</p> <p>Science – Can you free the vegetables from the ice?</p>	<p>Easter story/Christianity</p> <p>Mothers day</p> <p>Animals</p> <p>Lifecycles</p> <p>Planting</p> <p>Bread making</p> <p>Maps</p> <p>Mothers and their Young</p> <p>Parts of a plant</p>	<p>Ramadan /Islam</p> <p>Life in the past</p> <p>Who lives in a castle?</p> <p>Where do we live?</p> <p>Maps of Gamlingay</p> <p>Ipads – app to make stories come alive</p>	<p>Fathers day</p> <p>Compare different parts of Africa</p> <p>Compare a city in Africa to Gamlingay/London</p>
Expressive Art and Design	<p>Singing nursery rhymes</p> <p>Use of continuous provision- how to use/carry scissors, wind gluesticks up/down, lids on pen, apron etc</p>	<p>Colour mixing</p> <p>Junk Modelling - Make their own cereal box Gruffalo</p> <p>Gruffalo hunt</p>	<p>Use of different media (paint, felt tips, crayons, pastels, chalks) - Chinese Dragon masks</p> <p>Cooking - Make stir fry</p>	<p>Observational drawings and paintings of the meadows</p> <p>Cooking - Baking bread</p> <p>Easter cards</p>	<p>Printing</p> <p>Cooking - Make jam tarts</p> <p>Cooking - Make sandwiches</p>	<p>Class assembly – performance</p> <p>Make their own passports</p> <p>African Artwork</p>

	<p>Painting - Paint a picture of their family</p> <p>Painting - Paint a paper plate face</p> <p>Pens - Design a house with their family in it</p>	<p>Gruffalo Cafe</p> <p>Christmas cards</p> <p>Cutting - Christmas decorations</p> <p>Cooking – Pumpkin Soup</p> <p>Clay - Make diva lamps</p> <p>Split pin Stickmen</p>	<p>Food Tasting - Taste prawn crackers and fortune cookies</p> <p>Food Tasting - Vegetable tasting</p> <p>Chinese Dragon dance</p> <p>Make their own Supertato with a potato</p>	<p>Mother's Day cards</p>	<p>Glueing - Make crowns</p> <p>Group collage – banners for hall</p> <p>Designing - Shields with coats of armour on</p> <p>Junk modelling – making castles</p> <p>Father's day cards</p>	<p>Puppets</p> <p>African Dance</p>
<p style="text-align: center;">Trips/ Visitors/ Experiences</p>	<p>Grandparents – changes</p>	<p>Eco-Hub Library visit – story time and deliver Santa letters</p> <p>Decoration Day – Parents to come in</p> <p>Walk the path of Sita</p>	<p>Fire engine visit</p> <p>Nurse visit</p> <p>Detective visit</p> <p>Scientist visit</p> <p>Superhero training day</p>	<p>Farm visit</p> <p>Visitor- growing potatoes - kitchen garden</p> <p>People who help us around the school visitors – Mr G, Mrs Desborough, Mr Gilbert, Miss Henry, Mrs Pearce.</p> <p>Meadows walk – signs of Spring</p> <p>Knotts Farm – Lamb feeding in the classroom</p> <p>Mystery reader – parents to come in and read to the children</p>	<p>Banquet day</p> <p>Mystery reader – parents to come in and read to the children</p>	<p>Airport experience – Flying to Africa</p> <p>Mystery reader – parents to come in and read to the children</p>