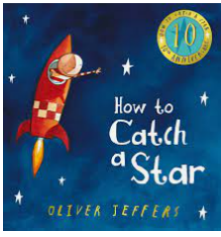
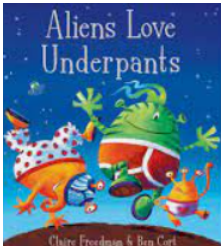
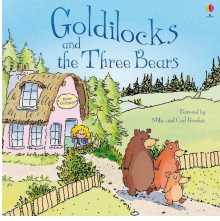
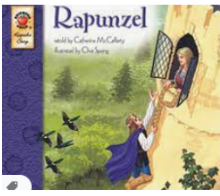


Class 1 EYFS/Year1	Funny bones	Rocket and Explosions	Once upon a time	Ready Steady Grow	Animals around the world (Australia)	Pirates Ahoy
Suggested Books	 Funnybones All are welcome?/Emotion s book? The Little Red Hen - Harvest	 How to Catch a Star  Aliens love Underpants Christmas/Winter story?	 Goldilocks and the Three Bears  Rapunzel Dinosaurs?	 From Seed to Sunflower Supertato story	 Thunder Down Under Planet Blue/Earth Book?	Pirate Book  Sharing a shell? Snail and the Whale?
Hook	Nurse/Dentist visit?	Something has landed in the classroom	Goldilocks in the classroom - investigation	Uncle Henry's - growing based	The Deep	Talk like a Pirate Day
Celebrations	Harvest Black History Month(October) Halloween	Guy Fawke's Night Remembrance Day Diwali St Andrew's Day Hanukkah Christmas	Burns Night Lunar New Year Valentine's Day	Ramadan St David's Day St Patrick's Day Shrove Tuesday Eid Mother's Day Easter	St George's Day Outdoor Classroom Day Pride Month	World Ocean's Day Father's Day
Suggested Drawing Club texts		Supertato: Carnival Catastro-pea <u>Christmas Story</u>	Jack and the Beanstalk - Usborne books <u>Other story</u>		Dear Zoo - adjectives <u>Animation</u> <u>Children's favourite</u>	<u>Traditional Tale</u> <u>Children's favourite</u> <u>Pirate story</u>

			<u>Animation</u>			
PSHE/PSED (Jigsaw) <u>Add on Jigsaw</u> <u>PSHE focus</u>	-I know how to play with others -I know how to talk about my feelings.	-I know how to share and take turns. -I know how to follow rules. -I can accept changes in the routine.	-I know how to listen to what others say. -I know how to talk about other people's feelings. -I know how to manage my own personal hygiene routines.	-I know how to resolve conflicts. -I can talk about why it is important to make healthy choices. -I know how to tackle a challenge.	-I know how to include other people's ideas. -I know that my actions may affect others and can talk about it. -I know why we have to follow the rules.	-I know how to think about others in the decision I make. -I can follow instructions involving several ideas.
Jigsaw PSHE (With Yr 2)	Being Me in my World. 6-7	Celebrating Difference 6-7	Dreams and Goals 6-7	Healthy Me 6-7	Relationships 6-7	Changing Me 6-7
Communication and Language	Listening and attention skills Asking and answering 'what' questions Retelling the story	Joining in with repeated refrains in a story Asking and answering 'who' questions Retelling the story	Discuss key events in a story Asking and answering 'when' questions Small group discussions	Identifying the main characters in a story Asking and answering 'where' questions. Use connectives to join ideas Using present tense	Linking events in a story to own experiences Asking and answering 'why' questions Whole group discussions Using past tense	Sequence a story and real life events in detail Whole class discussions Using future tense
Physical Development	Gross Motor- see PE Fine Motor Dough disco Tripod grip Using tweezers Writing position	Gross Motor Fine Motor Scissor skills Chopping with a knife Using cotton buds/paintbrushes to form letters Doing up a zip	Gross Motor Fine Motor Stacking and balancing Using a knife and fork to cut	Gross Motor Fine Motor Weaving a wrapping Showing care when drawing	Gross Motor Fine Motor Pattern making Using small tools Doing up buttons	Gross Motor Fine Motor Sewing

	Using cotton buds/paintbrushes to form letters					
Literacy	Non fiction-labelling	Writing lists Poems Letters	Story sequencing Letters	Instructions Recipes	Adjectives Non Fiction	Non chronological reports Story sequencing
Literacy	RWI Set 1 sounds Red words Drawing and labeling Ordering letters of my name Writing my name	RWI Red words Writing initial sounds Writing CVC words	RWI Red words Writing captions Writing lists Drawing club	RWI Red words Writing phrases Writing 'I can see' sentences Drawing club	RWI Red words Writing a letter Writing a rhyme Writing a poem Drawing club	RWI Red words Writing instructions Writing predictions Writing descriptions Drawing club
Mathematics Whiterose	Place Value (within 10.)	Addition and Subtraction (within 10) Geometry (Shape)	Place Value (within 20) Addition and Subtraction (within 10)	Place value (within 50) Length and Height Mass and Volume	Multiplication and Division Fractions	Money Time
Mathematics	Getting to know you -I can match objects -I can identify a set -I can talk about sorting techniques -I can tell you which group has more or fewer. -I can explore mass to find a balance -I can compare size.	-I can find, subitise and represent 1, 2 and 3 -I can identify 1 more within 3. I can identify 1 less within 3. -I can explore the composition of 1, 2 and 3 using practical activities. I can identify circles and triangles. I can identify	-I can find, subitise and represent to 5 -I can identify 1 more within 5. I can identify 1 less within 5. -I can explore the composition to 5 using practical activities. - I can compare and explore length and height.	-I can find, subitise and represent 9 and 10 -I can identify 1 more within 10. -I can identify 1 less within 10. -I can find bonds to ten (two parts) -I can find bonds to 10 (three parts) -I can find and make a double to 10.	-I can build numbers beyond ten. -I can build patterns beyond ten -I can verbally count beyond 20. -I can explore sharing and grouping. -I can explore odd and even sharing.	-I can select shapes for a purpose. -I can rotate shapes. -I can compose and decompose shapes. -I can copy a 2D shape picture. -I can find 2D shapes within 3D shapes. -I can identify units of repeating

	-I can compare mass. -I can compare capacity. -I can copy, continue and create a simple pattern.	shapes with 4 sides.	I can order and sequence time. -I can find, subitise and represent 6, 7 and 8 -I can identify 1 more within 8. I can identify 1 less within 8. -I can explore the composition up to 8 using practical activities.	-I can explore odd and even numbers. -I can recognise and name 3D shapes. -I can recognise 2D shapes within 3D shapes. -I can identify 3D shapes in the environment. -I can use 3D shapes for tasks. -I can copy and continue patterns. -I can identify more complex patterns. -I can identify patterns in the environment. -I can add more and take away.		patterns. -I can create my own pattern rules. -I can replicate scenes and constructions. -I can visualise from different positions. -I can give instructions to build using positional language. -I can represent and create maps from familiar places and story situations.
Art	Kapow - Drawing make your mark Picasso About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Kapow Sculpture and 3D - paper play Drawing make your mark To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Kapow Painting and mixed media - colour splash Jackson Pollock About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		Kapow Craft and design woven wonders. To use a range of materials creatively to design and make products	Kapow Drawing - exploring line and shape Andy Warhol To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

DT	Kapow: Unit- Structures: Windmills (Link to Little red hen and flour/ harvest) - Build structures, exploring how they can be made stronger, stiffer and more stable -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		Kapow unit- making a moving story book. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products Explore and evaluate a range of existing products	Kapow Unit- Smoothies Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from	Kapow Unit - Textiles: <u>Puppets</u> Select from and use a wide range of materials and components, inclu construction materials, textiles and ingredients, according to their characteristics -Evaluate their ideas and products against design criteria Design purposeful, functional, appealing products for themselves and other users based on design criteria	
Expressive Arts and Design (EYFS)	-I know how to mix colours to make different colours. -I know how to use glue to secure. -I know how to talk about my design.	-I know how to use molding clay to sculpt. Molding clay -I know how to use tape to secure.	-I know how to mix colours to create different tones and shades. -I know how to draw a person with a head, body, legs and arms. -I know how to make a model strong and stable.	-I know how to create a collage. -I know how to talk about how music makes me feel -I know how to weave. -I know how to use watercolours to create a piece of work.	-I know how to experiment with different tools to create effects (eg, for camouflage) -I know how to use a childrens sewing needle -I know how to solve problems.	-I know how to use watercolours to create a piece of work. -I know how to complete an observational drawing. -

	-I know how to join in with songs and rhymes.	-I know how to join in with new songs and rhymes.	-I know how to plan before I make. -I know how to clap to a rhythm.	-I know how to retell a story using -I know how to play an instrument.	-I know how to match a pitch.	-I know how to use song in performance.
History/Famous person	Florence The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Astronauts The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Toys from the past Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Victorian kitchens. Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	David Attenborough Significant historical events, people and places in their own locality.	Andy Warhol
Science	KAPOW Yr1 Animals sensitive bodies	KAPOW Yr1 Forces and Space Seasonal change R link – changing seasons	KAPOW Yr1 Materials everyday materials	KAPOW Yr1 Plants introduction to plants R link Our beautiful planet	KAPOW Yr1 Animals comparing animals R link – Animal Adventures	KAPOW Yr1 Making connections Science through stories R link – I am a scientist
Understanding the World (EYFS)	-I can talk about some of the changes in Autumn -I know how to describe the natural world using my senses. -I know how to sequence events from the past. -I can talk about my family	-I can talk about some of the changes in Winter -I can look closely and talk about similarities and differences	-I know how to compare similarities and differences in cultures and religions. -I know how to talk about differences and similarities between the past and present.	-I can talk about some of the changes in Spring -I know some parts of a flower (roots, stem, leaves, petals) -I can talk about how to care for a plant.	-I know how to describe and compare the seasons. -I know how to compare living in this country to living in a different country. -I can talk about ways to look after	-I can talk about some of the changes in Summer -I know how to use texts and maps to find out about other countries. -I can talk about how people lived in the past.

					the natural environment.	
Music (Lincolnshire Music Service)	IMP refresh Pulse and rhythm	IMP refresh Pulse and rhythm	Moods/Animals	Listening stories	Fairy Tales	Glockenspiels
Computing	Computing Systems and networks - Technology all around us.	Creating Media - Digital painting	Programming A - moving a robot	Data and information grouping data	Creating Media Digital Writing	Programming B - Programming Animations.
RE- LAS Special and Sacred Christianity Hinduism	Which people, stories and events are special to me? Who is special to me and why? Families, friends, community. Special events Advent and Christmas. Why these are special for Christians. Why Christians think that Jesus was a special baby: the Nativity story. How the Nativity story is celebrated in school. New life: How Christians might celebrate the birth of a baby. Diwali Why Rama and Sita are special to Hindus. How Diwali is celebrated in school.		What do I know about Easter and Holi? Easter How we can see Easter around us. Signs and symbols. What Christians remember at Easter The Easter story and what it means to Christians. Holi The stories of Krishna, Holika and Prahlad. How Hindus celebrate Holi.		Why are some places and objects special or sacred? The idea of special and sacred What makes something special. What makes objects, clothes and places special. Why some of these things are considered sacred. What we can see in a church and a mandir. Visit * to a church and mandir: Important objects, pictures and symbols. *or through virtual tours, video clips, images, etc	
RE Sacred Stories. Years 1 and 2	What do stories from religious traditions teach about God? What can we learn from other stories? Pupils should know and understand: • how stories form part of beliefs and help people understand the world • what some narratives from sacred		What do creation stories teach people about God and human nature? Pupils should know and understand: • how stories form part of key religious beliefs, e.g. the origin of sin • what stories teach about God, e.g. Creator of the world		What are sacred texts and why do they matter? Pupils should know and understand: • what is meant by revelation • how sacred scriptures are different to other kinds of books • how sacred scriptures are used in worship and ceremonies to bring communities together	

	texts teach people about God and the way they should lead their lives. • why some stories are considered to be special and/or sacred • how stories can mean different things to different people • how different stories may contain 'truth' and what this means to different people Christianity Judaism		• how stories can mean different things to different people • why people have different views about how the world began Christianity Judaism, Islam and Humanism.		• how and why people show respect for sacred scriptures Christianity Judaism, Islam	
Geography	Where I live and my local locality. <i>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</i>	What can an astronaut see from space? <i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i>	Maps of fairytale land <i>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i>		Where in the world? <i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i>	Features of land or sea habitats. <i>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i> <i>-Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i>

						-Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
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