

**Term 1**

**Rhyme Time/Amazing Me**

**Topic-** Nursery Rhymes,

**Rhymes** Humpty Dumpty, Five little monkeys, Incy Wincey, Polly put the kettle, Miss Polly had a dolly, Jack and Jill, Little Miss Muffet\_ Here we go round the Mulberry Bush

Head shoulders knee toes Round and round the garden Rock a-bye Baby Old mother Hubbard Our bodies-Funny Bones Our senses

**English**-Mark making/Writing names/ shopping lists/Representing sounds in writing

**Talk for Writing**

**Fiction**-The Little Red Hen

**Non Fiction**- How to make dough

**Maths**-Baseline (3 weeks) Count and recognise numbers to 4, understand and use each concept for each number

- understand what ‘\_’ means,
- see when there is \_ item
- be able to select \_ object/s from a larger group
- be able to write the numeral \_
- see that \_ can represent actions as well as physical objects
- relate the number/numeral \_ to things that they know
- subitise and understand more and less than the number
- Adding by counting on, Taking away by counting back

**Term 2**

**People and places**

**Topic-** People who help us/ Fire fighters, Police, Nurses, Doctors ect. community links

**Rhymes:** Ding Dong Bell, Five little Ducks, Baa Baa black sheep\_Three Little Kittens, Tingayo , Che che Kula Basse Mamma Little Jack Horner, Pat a cake, Yankee Doodle, Pussy Cat Pussy Cat, Rain Rain go away, Pat-a cake pat-a-cake

**English**-Firework descriptive words. Labels Shopping lists, speech bubbles/letter to Santa

**Talk for Writing-**

**Fiction** – The Gingerbread man

**Non-fiction** Instructions how to make a sandwich

**Maths** Count and recognise numbers 4 and 5 understand and use each concept for each number

- understand what ‘\_’ means,
- see when there is \_ item
- be able to select \_ object/s from a larger group
- be able to write the numeral \_
- see that \_ can represent actions as well as physical objects
- relate the number/numeral \_ to things that they know
- subitise and understand more and less than the number
- Adding by counting on, Taking away by counting back

**Term 3**

**Space and Superheroes**

**Topic-** Space and Superheroes\_ Supertato , Super

Daisy, Super Elliott, SuperKid, Super Duck, Superbat

**Rhymes:**

Hey diddle diddle, Twinkle Twinkle, Sing a song of sixpence, Ten in a bed, One two three for five (fish)

Hot cross buns, I’m a little tea pot, Open shut them

Row Row your boat, Jack be nimble, Doctor Foster

**English**- sentence writing with high frequency words/continuing/ rhyming strings/ Labels/ Captions/ Speech bubbles/Alliteration

**Talk for Writing**

**Fiction** - Beegu **Non-fiction**- (instructions) How to catch an evil pea

**Maths**- Count and recognise 6 , 7 and 8 understand and use each concept for each number

- understand what ‘\_’ means,
- see when there is \_ item
- be able to select \_ object/s from a larger group
- be able to write the numeral \_
- see that \_ can represent actions as well as physical objects
- relate the number/numeral \_ to things that they know

<ul style="list-style-type: none"> <li>• look at tens frames/bonds/part whole</li> </ul> <p><b>When teaching 1</b> - • know that a circle is a shape with 1 side •be able to select a circle from a group of shapes •be able to name a circle when shown one</p> <p><b>3 and above</b> - •to use vocabulary such as biggest and bigger to compare numbers and amounts •to use ordinal language First, Second, Third.</p> <p><b>Physical Development</b>-follow instructions, copy me, my own space, moving in different ways. Focus on fine motor skills and gross motor skills Describe how their body feels before, during and after exercise. Copy an action, repeat an action.</p> <p><b>PHSE-New Beginnings</b>-Settling in/Class rules/Emotions and friendships/Develop independence/looking after our classroom and outside areas. Accept the needs of others, take turns and share. Sense of community belonging to a class and work co-operatively. Display high levels of involvement for increasing lengths of time. Listen to adults and friends. Begin to develop an awareness of boundaries set and behavioural expectations. Say sorry, please and thank you. Consider the consequences of their words and actions.</p> <p><b>KUW</b> Autumn/Harvest (weather and changes in the season) Can look closely at similarities, differences, patterns and change.</p> <p><b>Geography</b> Get used to classroom, whole school setting and garden areas. Use simple observational skills to observe school</p>	<ul style="list-style-type: none"> <li>• look at tens frames/bonds/part whole</li> <li>• <b>When teaching 4</b> - • know that a square has 4 sides (equal) and 4 corners</li> <li>•know that a rectangle has 4 sides (2 long 2 short) and 4 corners</li> <li>•to be able to select a square and rectangle from a selection of shapes</li> <li>•to be able to name a square or rectangle when shown one</li> <li>•to copy and continue a repeating pattern</li> </ul> <p><b>When teaching 5</b> – as 4 but looking at pentagons</p> <p><b>Week 5-6</b> - Time – My day</p> <p><b>Physical Development</b>-moving in different ways through gymnastics, learn to control small and large movements. Balance, jump and land appropriately. Talk about what they have done. Talk about what others have done. Make the body tense, relaxed and curled. Dress and undress independently. Manage their own personal hygiene.</p> <p><b>PHSE-Getting on and Falling out</b>, friendships, Mutual respect and tolerance of others who have different beliefs and faiths. Communicate feelings and recognise how your behaviour affects others. Recognise when other are being unkind and the correct way to respond. Be confident to take risks. Develop a sense of self as a member of different communities. Initiate interaction with other people. Understand what is right and wrong. Forms good relationships with adults and peers.</p> <p><b>KUW</b>- Family traditions and celebrations birthday/ Christmas/ Firework night, The First Christmas(Nativity) Healthy eating and how to stay healthy personal</p>	<ul style="list-style-type: none"> <li>•subitise and understand more and less than the number</li> <li>• Adding by counting on, Taking away by counting back</li> <li>•look at tens frames/bonds/part whole</li> </ul> <p><b>When teaching 6 and 8</b> – as 4 but look at hexagons and octagons</p> <p><b>Physical Development</b>- Zumba dance sessions Move to music, copy dance moves. Move around the space safely. Travel on and over large equipment, ways to balance and jump. Copy sequence and repeat. Roll, travel, balance. Stretch and curl in different ways.</p> <p><b>PHSE-Going for Goals</b>/Develop an awareness of their own needs, views and feelings. Learn to manage our feelings and behaviour. Listen to others and take turns in discussion. To recognise and respect similarities and differences between themselves and others. Set simple but challenging goals. Making the right choices. Express needs and feelings appropriately. Be sensitive to the needs, feelings, views of others.</p> <p><b>KUW</b>- Family traditions and celebrations-how they have changed since they were born. Babies and how they develop. Understanding change over time and growth in us/ understand similarities and differences in relation to places, materials, objects and living things.</p> <p><b>Geography</b> Describe seasonal and weather changes Look at similarities, differences and changes</p> <p><b>History</b> Recognise changes in their own lives Talk about past and present events in their own</p>
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<p>grounds Name the school and area they live in. Use vocabulary school, home, house, garden</p> <p><b>History</b> Know the days of the week Use a visual timetable Understand key features in an event-1066 battle</p> <p><b>Computing</b> Recognise a range of technology is used at home and school. Select and use technology for a particular purpose</p> <p><b>EAD</b>-Role Play-Nursery rhyme cottage Then Hospital role play. Explore various constructions kits. Explore mark making using pencil, charcoal, inks, chalk, pastels, ICT software Make box models, cards, masks</p> <p><b>Music</b> Build up a repertoire of songs and sing them</p> <p><b>RE</b> I'm special/ Myself</p> <ul style="list-style-type: none"> <li>• Be able to talk about themselves and what makes them special.</li> <li>• Be able to talk about their good/not so good qualities.</li> <li>• Begin to identify similarities/differences between people.</li> <li>• Begin to identify similarities/differences between races/cultures and peoples beliefs.</li> <li>• Begin to talk about qualities in others that are special and important.</li> <li>• Be able to talk about their feelings and emotions.</li> </ul>	<p>hygiene – DT Link - Growing and cooking vegetables, learn about healthy eating and the need for a healthy diet, prepare recipes linked to topics including food from other countries and party food.</p> <p><b>Geography</b> Talk about different transport and journeys.</p> <p><b>History</b> Know their birthday month, recognise months and seasons Talk about things they did at the weekend, yesterday and this morning Order and sequence familiar events</p> <p><b>Computing</b> Use i pads – log onto purple mash Use to simple software and simple paint program e-safety-talk about what they are doing on the computer</p> <p><b>EAD</b>-Role Play-Emergency services Father Christmas house. Experimenting with and using primary colours ,Naming colours Mixing , Name different tools that bring colour Use a range of tools to make coloured marks on paper –Jackson Pollock</p> <p><b>Music</b> Imitate moves in response to music</p> <p><b>RE- Preparing for Christmas</b></p> <ul style="list-style-type: none"> <li>•Identify Advent as a special time for Christians.</li> <li>•Say that Christians have a special time of preparation for Christmas called Advent.</li> <li>•Explain that Advent means looking forward (coming).</li> <li>•Be able to talk about Mary and Joseph preparing for the birth of their baby.</li> <li>•Identify the key Advent symbols: The Calendar, The Advent Ring, and The Christingle.</li> </ul> <p><b>A Special baby</b></p> <ul style="list-style-type: none"> <li>•Retell the Christmas story.</li> </ul>	<p>lives and in the lives of family members.</p> <p><b>Computing</b> How things work/ toys and machines in our everyday lives. Computing- Use beebots to follow a simple route <b>EAD</b>-Space Base/Superhero centre Talk about their designs and how to improve them – Junk model and ways to attach and join Investigate joining materials using glue, treasury tags, sticky tape, split pins, string</p> <p><b>Music</b> Begin to move rhythmically</p> <p><b>RE</b> <b>Special Books</b> – Teaching /Story</p> <ul style="list-style-type: none"> <li>• Talk about own special / favourite books and stories.</li> <li>• Talk about different types of books.</li> <li>• Say how some books are very special.</li> <li>• Identify a Qur'an, Bible, Torah Scrolls.</li> <li>• Make the links between: Jews and the Torah, Christians and the Bible.</li> <li>• Say why these books are special.</li> <li>• Begin to make links between key stories.</li> </ul> <p><b>Special Stories</b></p> <ul style="list-style-type: none"> <li>• Talk about this story as a special story.</li> <li>• Identify the Bible as the book where this story is found.</li> <li>• Identify where this story is found in the Bible.</li> <li>• Re-tell the story in simple terms.</li> <li>• Talk about the feelings of the characters in the story.</li> </ul>
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#### Term 4

#### Tell me a story

**Topic-** Traditional tales

#### **Rhymes**

When Goldilocks went to, There was an old lady  
This little piggy, There was an old lady who lived  
in a show, Wind the bobbin, To market to  
market, Horsey Horsey

**English-** -Jack and the Beanstalk, Jasper's  
Beanstalk, Little Red Riding Hood. Labels, lists  
,speech bubbles, sentences. Story telling.

#### **Talk for Writing**

**Fiction** - The Three Billy Goats Gruff

**Non-fiction-** Information Text about animals

**Maths-** Count and recognise numbers 9 and 10  
understand and use each concept for each  
number

- understand what ' \_ ' means,
- see when there is \_ item
- be able to select \_ object/s from a larger group
- be able to write the numeral \_
- see that \_ can represent actions as well as physical objects
- relate the number/numeral \_ to things that they know
- subitise and understand more and less than the number
- Adding by counting on, Taking away by counting back
- look at tens frames/bonds/part whole

- Identify Christmas as a special time for Christians.
- Identify the key characters.
- Say that Jesus was a special baby.
- State that Christmas is Jesus' birthday.
- Say how Mary was special and chosen by God.
- Say that this story is found in the Bible.
- Identify some key Christmas symbols.

#### Term 5

#### Out of an Egg

**Topic-** Animals that lay eggs, chicks, caterpillars and tadpoles.

#### **Rhymes**

Mary Mary, Little Bo Peep, Goosey Goosey  
Two little Dicky Birds, Mary had a little lamb

**English-** Information texts about egg layers.

Write facts and compile a class information book.

#### **Talk for Writing**

**Fiction** - How the tortoise got his shell

**Non-fiction-** Blackberry Farm Visit (recount)

**Maths-** Making simple **patterns**, exploring more complex patterns

Count and recognise numbers to 15 (place value teen numbers)

understand and use each concept for each number

- understand what ' \_ ' means,
- be able to select \_ object/s from a larger group
- be able to write the numeral \_
- see that \_ can represent actions as well as physical objects
- relate the number/numeral \_ to things that they know
- subitise and understand more and less

#### Term 6

#### Beside the Sea

**Topic-** Visit the beach

**English-** Mr Gumpy's outing, Granpa's Island, Pirate week

#### **Talk for Writing-**

**Fiction** – The storm whale

**Non-fiction** Instructions-How to be a pirate

**Maths-** Counting to 20 (reinforcing teen number learning from previous term) –Adding by counting and taking away by counting back

- Doubling, halving and sharing
- Odds and evens
- Measure –length height and distance, Weight and capacity

#### **Physical Development**

Team games to gain control over objects. Prepare for Sport's day.

**PHSE- Changes-**loss of items, family members. Preparing to move onto the next class. Discuss feelings of vulnerability. Develop respect for their own culture and beliefs of others. Begin to understand rules for keeping safe in the local environment. Consider sun safety. Show confidence and the ability to stand up for own rights.

#### **KUW**

<p><b>Shape and Space-</b> recap 2D and introduce 3D shapes, Spatial awareness</p> <p><b>Physical Development</b> To gain control when catching, throwing, pushing, kicking. Throw underarm, roll a piece of equipment. Move and stop safely. Catch with both hands. Kick in different ways</p> <p><b>PHSE-Good to be Me-</b>mental health feelings and emotions. Think about them and learn from their experiences. Celebrate their strengths. Perform simple tasks independently. Show confidence and the ability to stand up for one's own rights. Begins to develop an awareness of different physical needs</p> <p><b>KUW</b> Name materials and discuss their properties simply. Growing plants and what it needs to grow. Look for signs of spring in the garden. Make observations of animals and plants and can explain why some things happen</p> <p><b>Geography</b> Suggest ways to improve the classroom and outdoor environment Make a simple maps of journey to school and features of environment they pass</p> <p><b>History</b> Use language related to time Answer how and why questions</p> <p><b>Computing</b> Name and use keyboard and mouse Log onto bug club Use keyboard to write name and use a capital letter Take photos on ipads</p>	<p>than the number</p> <ul style="list-style-type: none"> <li>• Adding by counting on, Taking away by counting back</li> <li>• look at tens frames/bonds/part whole</li> </ul> <p><b>Physical Development</b> Zumba dance sessions Learn control over an object, pushing, patting, throwing, catching or kicking it. Gain good control and co-ordination in large and small movements.</p> <p><b>PHSE- Relationships/</b> child protection-keep yourself safe. Appropriate physical contact. Who should you trust? What should you do if you are not happy? Keeping safe with medicines. Develop positive self-esteem. Show developing empathy for others. Works as part of a group or class. Consider the consequences of their words and actions for themselves and others.</p> <p><b>KUW</b> Care for animals in the environment and those we are looking after in the classroom. Introduce the concept of life cycles. Plant potatoes.</p> <p><b>Geography</b> Children talk about features of their environment and compare it to life in a Sierra Leonean school and compare both localities called Hastings. Children use vocabulary of distance Use a globe to identify UK and can describe position</p> <p><b>History</b> Sort artefacts into old and new Know that information can be retrieved from books and computers.</p>	<p>Knowledge about own locality of school grounds compared to beach and seaside locality. Knows about features of their immediate environment and how environments might vary from one to another. Answer and ask questions, look at photographs and compare seaside holidays now and in the past.</p> <p>Computing-discussions around personal information privacy.</p> <p><b>Geography</b> Trips to the beach, museum and fishing huts. Children know differences in relation to places Hastings/Old Town</p> <p><b>History</b> Talk about changes Recount an event verbally or written Learn about lives of significant other such as The Royal Family.</p> <p><b>Computing</b> Use space bar, backspace and return key. Insert data into a pictogram as a whole class and discuss results. Answer how and why questions</p> <p><b>EAD</b> Role play-Seaside shop Junk Modelling 2d and 3d shapes. Simple representations of everyday objects and experiences. Evaluate Investigate joining materials using glue, treasury tags, sticky tape, split pins, string</p> <p><b>Music</b> Represent ideas through dance and music</p> <p><b>RE</b> <b>Special places / Special Objects</b></p> <ul style="list-style-type: none"> <li>• Begin to identify religious buildings.</li> </ul>
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<p><b>EAD</b>-Role play-Jack's Cottage/ Giant's Castle Handling, manipulating and enjoying using materials Sensory experience Simple collages Simple weaving – DT link - Sewing on plastic binca with wool and large plastic needles. Explore clay work – making marks, manipulation – pinch pots</p> <p><b>Music</b> Tap out a simple rhythm</p> <p><b>RE</b> <b>My family and friends</b> - belonging</p> <ul style="list-style-type: none"> <li>• Talk about similarities/differences of appearance.</li> <li>• Talk about what makes a good friend.</li> <li>• Talk about qualities that make a good friend e.g. Love, trust, honesty, kindness.</li> <li>• Talk about Jesus having friends.</li> <li>• Identify some of Jesus key friends, e.g. Peter, James, John.</li> <li>• Retell the story of the ' Good Samaritan' in simple terms.</li> <li>• Talk about the Christian teaching of 'Love thy Neighbour'.</li> <li>• Begin to recognise/identify those with different faiths/beliefs.</li> </ul>	<p><b>Computing</b> Recognise what an email address is and send a class email</p> <p><b>EAD</b> Role play-Vet hospital Rubblings ,Print with variety of objects, Print with block colours, Repeating patterns, Irregular painting, Patterns, Simple symmetry Draw a picture/ take a photograph of their design/ model</p> <p><b>Music</b> Experiment with different ways of dance</p> <p><b>RE</b> <b>New Life</b> –Change Demonstrate an understanding that we grow and change. Explain that Jesus is very special for Christians. Explain that Christians believe that although Jesus died on the cross he came alive again at Easter. Be able to talk about their own emotions of joy and sadness. Begin to recognise/identify those with different faiths/beliefs.</p>	<ul style="list-style-type: none"> <li>• Identify the key signs and symbols from the religious traditions.</li> <li>• Match the signs of the religion to the religious building, e.g. A cross/a church.</li> <li>• Match some key features/furniture to the religious building.</li> <li>• Give some examples of how these buildings are used and what takes place.</li> </ul>
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