

2019/2020	Autumn	Spring	Summer
<p>Key themes/ questions</p> <p>Links to Year 1 History &amp; Geography</p>	<p><b>Autumn 1- Superhero ME</b>            What are our class rules?            Why are they important?            What is special about me?            What is special about my family?            Are we all the same?            How have I changed?            What are my special qualities?</p> <p><b>Autumn 2 - Celebrate good times, come on!</b>            What is a celebration?            Do we all celebrate the same things?            What ways have you celebrated?            Why do we celebrate the things we do? e.g Christmas</p>	<p><b>Spring 1 - The Big Bang &amp; Other Important Events.</b>            What happened?            What do we know?            What do we want to know?            How can we find out?</p> <p><b>Spring 2 - Tales with a Twist</b>            What will happen next?            Who/when/what happened/how was it solved?            Making story maps.</p>	<p><b>Summer 1 -Does Everything Stay the Same?</b>            What is different?            What will happen if....?            Why do we do this/that?            How do we help things grow?</p> <p><b>Summer 2 - I love where I Live!</b>            Where do we live? (Maps)            Has it always been like this?            How do we look after where we live?            How can we help?            What can we do?            Why is it important?</p>
<p>Experiences</p>	<p>Home Visits            Healthy Ted visits            Preparing fruit for jelly making.            Trip to the local park            Visiting Talbot Woods            Preparing vegetables for soup making.            Trip to the local park            Visiting Talbot Woods            Preparing vegetables for soup making.</p>	<p>Mystery Egg            Pizza Express trips.            Local area visits.            Allotment trips.            Science experiments            Shared storytelling and performing.            Moors Valley Visits.</p>	<p>Cooking to explore changes, melting chocolate, baking and how heat changes things.            Allotment trips            Local litter picking            Eco-Warriors at School            Beach Trips to Sandbanks</p>
<p>Exploring Using Media and Materials.</p> <p>Links to Year 1 Art</p>	<p>Mark making            Experimenting with colour            Portrait and landscape            Using colours for a purpose            Using lines to enclose space            Patterns            Self-portraits            Still life            Making props for play            Experimenting with tools            Making simple representations            Nature pictures/Loose parts</p>	<p>Experimenting with colour and texture            Using colours for a purpose            Using lines to enclose space            Using tools effectively, with some control (e.g paint brushes, pencils, pastels etc)            Firework pictures            Making decorations            Reflecting on creations and techniques.            Using reflections to inform decision making.</p>	<p>Creating colours and textures with purpose            Represents ideas, thoughts and feelings using the techniques and skills they have been taught.            Self-reflection during making process            Selects appropriate resources and adapts work where necessary.            Selects tools and techniques needed to shape, assemble and join materials they are using, with good control.</p>

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English Reading & Writing	<ul style="list-style-type: none"> <li>• Phase 1</li> <li>• Phase 2</li> <li>• Hears and says initial sounds</li> <li>• Introduce tricky words</li> <li>• Segmenting and blending CVC words for reading/writing</li> <li>• Gives meaning to marks that they draw/write and paint</li> <li>• Writes own name</li> <li>• Listens to and joins in with stories and poems, one -to -one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Enjoys rhyming and rhythmic activities</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Ascribes meanings to marks that they see in different places.</li> <li>• Recognises familiar words and signs such as own name and advertising logos</li> <li>• Writing CVC words</li> <li>• List writing</li> <li>• Gross and fine motor skills</li> <li>• Pencil grip</li> <li>• Caterpillar letter family</li> </ul> <p><b><u>Vocabulary</u></b>  first/initial/middle/final/Phoneme/grapheme/digraph/segment/blend/word/finger space/capital letters/full stop/ who/what/when</p>	<ul style="list-style-type: none"> <li>• Phase 1</li> <li>• Phase 3</li> <li>• links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Independent use of tricky words in writing with some spelt correctly</li> <li>• Caption reading and writing</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Comments and asks questions about stories</li> <li>• One armed robot letters</li> <li>• Long ladder letter family</li> <li>• Zig zag monster letter family</li> </ul> <p><b><u>Vocabulary:</u></b>  word/caption/sentence/capital letters/finger spaces/full stop/rhyme/who/what/when/why</p>	<ul style="list-style-type: none"> <li>• Phase 1</li> <li>• Phase 4</li> <li>• Sentence writing</li> <li>• Read and spell CVCC and CCVC words</li> <li>• links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Writes own name and other things such as labels, captions with accuracy.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> <li>• Capital letters</li> <li>• Use of tricky words, mostly spelt correctly.</li> <li>• Shows awareness of what they have read by commenting, asking questions and predicting/infering.</li> </ul> <p><b><u>Vocabulary:</u></b>  word/caption/sentence/capital letters/finger spaces/full stop/rhyme/who/what/when/how/why</p>

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Number & Shape Space & Measure	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Number names in order</li> <li>• Language of Weight</li> <li>• Language of size</li> <li>• Positional language</li> <li>• Counts all items to find the total</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Experiments with shapes during play Vocab: more/fewer/less/short/tall/thick               <ul style="list-style-type: none"> <li>• Using shapes for a purpose and discovering the shapes around us.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Uses shapes for a purpose in play</li> <li>• Notices shapes in the environment and can name some shapes</li> <li>• Measures time in simple ways.</li> <li>• Using language related to time, money, size.</li> </ul>	<ul style="list-style-type: none"> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> <li>• Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</li> <li>• Using quantities and objects, they add and subtract two single -digit numbers and count on or back to find the answer.</li> <li>• They solve problems, including doubling, halving and sharing.</li> <li>• Names and describes shapes</li> <li>• Using language related to time, money, size in play.</li> </ul>
Jigsaw  Links to Y1 PSHE	<ul style="list-style-type: none"> <li>• Being Me In My World</li> <li>• The right to learn</li> <li>• Other people's feelings</li> <li>• Working together</li> <li>• Celebrating Differences</li> <li>• Using key words</li> <li>• Solving problems</li> <li>• Including others in play</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• Staying positive</li> <li>• Working towards goals</li> <li>• Having a positive attitude</li> <li>• Healthy Me</li> <li>• Healthy eating</li> <li>• Keeping active</li> <li>• Keeping calm in difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Making friends</li> <li>• Being part of a group</li> <li>• Know and show what makes a good relationship</li> <li>• Changes</li> <li>• Understand that we are unique</li> <li>• Looking forward to change.</li> </ul>