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| Secrets of Success (PSHE) | Try New things  Push Yourself | | Imagine  Improve  Concentrate | | Understanding Others  Don’t Give Up  Work Hard | |
| Significant Person | Neil Armstrong/Buzz Aldrin  Tim Peake | |  | | Author Study – Eric Carle | |
| Locality Study |  |  | The River Kent | Kendal Castle  Journey on a bus or train to Windermere |  | Visiting a Farm where we live |
| National and whole school events | Recycle week 19th -25th Sept  Space Week  Oct 4th - Oct 10th  National poetry day 6th Oct  Black History Month  Oct 1st - Oct 31st  Harvest Festival | Diwali Oct 24th  Firework Night 5th Nov  Remembrance Day Nov 11th  Children in Need 18th Nov  Advent  Hanukkah 18th -26th Dec  Christmas  Anti-Bullying Week  Nov 14th - Nov 18th  World Nursery Rhyme Week  Nov 14th - Nov 18th | Chinese New Year. Year of the Rabbit . 22nd Jan  Safer Internet Day 8th Feb  ‘All Fun and Games?’ (Exploring respect and relationships online.) | British Science Week  Mar 10th - Mar 19th  2nd March – World Book Day  Mother’s day 19th March  Good Friday 2023 Apr 7th  Easter Sunday 2023  Apr 9th | Earth Day 2023  Apr 22nd  St George's Day 2023 Apr 23rd | World Ocean Day 8th June  Pentecost Sunday  28th May  Father's Day  Jun 18th |
| Theme  Half termly | Getting to Know You and Me | Light, Colour and Dark  (Celebrations) | Amazing Journeys and Amazing Places | Pirates | Growing Every Day | Green Fingers and Fab Food |
| Subject Area | Autumn 1st Half  (7 weeks) | Autumn 2nd Half  (8 weeks) | Spring 1st half  (6weeks) | Spring 2nd Half  (5 weeks) | Summer 1st Half  (6 weeks) | Summer 2nd Half  (7 weeks) |
| **Literacy**  Communication and Language | We are all different  Gruffalo  Moon Map  Whatever Next  The Darkest Dark (space) | Stick Man  Not a Stick  Diwali story – Rama and Sita  Dark, Dark Tale  The Cave  Lost and Found  Owl Babies | Blue Penguin  Lost and Found  Rosie’s walk  The train Ride  We’re going on a Bear Hunt  Where the Wild Things Are  **Non-fiction** books about transport. | Message in a bottle **poetry**  Drama – water collection by children that walk long distances.  Pirate stories | The Hungry Caterpillar  The Tiny Seed  The Busy Spider  Growing Frogs  The Case of the Missing Butterfly  **Non-Fiction books** about mini beasts | Jaspers Beanstalk  Oliver’s Vegetables  **Non-Fiction** Books about food from different countries  Recipe books |
| Quality Texts  Take one book | The Gruffalo’s child | The Cave | We’re Going on a Bear Hunt | The Problem of the Hot World by Pam Bonsper. | Crunching Munching Caterpillar | Jim and the Beanstalk |
| Mathematics  White Rose Maths | * Sorting * Comparing amounts * change within 5 (1 more, 1 less) * time * Representing 1,2,3 * Comparing 1,2,3 * Composition of 1,2,3 * Circles, triangle * Positional language * Shapes with 4 sides * Representing numbers to 5 | | * Numbers bonds to 5 * Numbers to 10 * addition to 10   shape and space, 2d, 3d | | * exploring patterns simple and complex * counting on and counting back * numbers to 20 * numerical patterns – doubling, halving and sharing * odds and evens   measure – length, height, distance, weight and capacity | |
| **Science**  Enquiry based  Understanding the World  The Natural World | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  From children’s planning  Where does light come from?  Can we make the tent as dark as possible inside?  Where does the moon go in the daytime? | | * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.   From children’s planning  To be added….. | | * Explore the natural world around them, making observations and drawing pictures of animals and plants.   From children’s planning  To be added….. | |
| **Geography**  Enquiry based  Understanding the World  People, Culture and Communities | Describe their immediate environment using knowledge from observation,  discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Stories and Non-Fiction books about the North and South Pole  Blue Penguin  Lost and Found  The Polar Express  From group planning-  Do penguins and Polar Bears ever meet?  How cold is it there?  Is there snow there all the time?  Does Father Christmas live at the North Pole or the South Pole? | | Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  Know about similarities and differences in relation to places.  Living in a wet place along the River Kent compared to living somewhere dry and hot. | | Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  They talk about the features of their own immediate environment and how environments may vary from one another. (ELG)  Comment and ask questions of their familiar world such as the place where they live or the natural world. | |
| **History**  Enquiry based  Understanding the World  Past and Present | Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  The first moonwalk.  Watching the footage that their Grandparents would have seen on their TV.  From children’s planning -  What would it be like to be an astronaut?  What is it like on the moon?  What is it like inside a space shuttle?  Talking about significant events in their lives such as Christmas and what happened last year, what can they remember? | | Understand the past through settings, characters and events encountered in books read in class and storytelling.  From children’s planning -  To be added… | | Remembers and talks about significant events their own experience.  Children talk about past and present events in their own lives and in the lives of their family members.  From children’s planning -  To be added….. | |
| Art  Expressive Arts and Design  Creating with Materials | • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  • Share their creations, explaining the process they have used.  • Make use of props and materials when role playing characters in narratives and stories.  Selects tools and techniques needed to shape, assemble and join materials they are using.  Understands that different media can be combined to create new effects.  Firework art  Diwali art including making Diwas out of air-drying clay  Christmas art and card making  Designing repeat pattern wrapping paper | | They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  David Hockney – Water Splash  Claude Monet – Waterlilies – colour mixing  Water droplets  The River Kent – draw, paint and photograph the river.  Painting in puddles. | | They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Andy Goldsworthy – Dandelion Circle and other artwork using natural elements  Georgia O’Keefe – flower artwork  Vegetable faces  Vegetable printing | |
| D&T  Expressive Arts and Design | Designing and making ‘Stick men’  Baking: space ‘Rock Buns’  Firework biscuits | | They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.  Frank Lloyd wright: Falling Water – buildings that harmoniously connect with and benefit the land around it.  House over a waterfall – creating and building structures to make waterfalls.  Robert Smithson – Spiral Jetty 1970 | | Fruit tasting  Fruit smoothies | |
| RE  Also, a multifaith week where we look at the faiths of Islam and Judaism. | **God’s World**   * God loves and cares for each one of us. * hear and respond to the things that God created for us. * God asked us to care for the world * god made each of us special and different. | **God’s Family**   * god made them to be a part of his family and that everyone else is part of it too. * God made us to know him and love him. * To show our love for God by helping one another. * God has given us gifts so that we can show his love to others. | **Getting to Know Jesus**   * The family of Jesus is our family too * That Jesus has a great love for each one of us. How can we show this love? * Hear that Jesus cured people who were sick. * Know that Jesus showed he was the Son of God at the wedding at Cana. | **Sorrow and Joy**   * Understand that we are capable of hurting others and that we should always try to be kind. * Jesus forgives if we are sorry * Jesus forgave those who hurt him. To know that we can forgive other people when they hurt us. * Know that we need to ask Jesus to help us to be kind to others. | **New Life**   * To begin to understand that because Jesus rose from the dead, we can experience Easter joy. * To know the story of Jesus meeting Mary Magdalene when he rose from the dead. * To understand the joy and peace Jesus gave to his disciples. * To know the story of Jesus going back to his Father in heaven. | **Our Church Family**   * Our church family. * Visit to a church. * Sunday is a special day. * Sacrament of Baptism. |
| **PE**  Physical Development  Gross Motor skills | Multi-skills and  Ball skills  Football and throwing/catching skills and team games | | Gymnastics – ways of travelling – positional language – over, under, around, through, across  Dance | | Athletics and Outdoor sports | |
| Computing | Use a range of tools in a paint package to create an image.  Formulate questions to ask Google when we need to find an answer to something that we don’t know.  2 paint a picture software to create pictures linked to Literacy  Maths games on the Plasma screen | | Record short speech on a ‘magic microphone’ to be added to a story presentation.  Use the iPad to take photographs of thing that they have made/constructed and are proud of | | Use bee-bots to manoeuvre around a simple pathway  Control simple everyday devices to make them produce different outcomes  Using a simple pictogram to represent one image per item. | |
| Music  Expressive Arts and Design  Being imaginative and Expressive | Daily access to musical instruments in the Continuous Provision.  Charanga music  Harvest Festival songs  The Planet Suite by Holst | Daily access to musical instruments in the Continuous Provision.  Charanga music  Christmas music for the Nativity | Daily access to musical instruments in the Continuous Provision.  Charanga Music | Daily access to musical instruments in the Continuous Provision.  Charanga Music | Daily access to musical instruments in the Continuous Provision.  Charanga music | Charanga music |
| Healthy Lifestyles/British Values | Diversity | Internet safety | Anti-bullying | | Self-advocacy skills | Junior citizen and positive transitions |
| Learning in the community |  | Stay and Play Christmas event planned by the children for their families. |  | Stay and Play Easter event planned by the children for their families. |  | Transition events into Year 1.  Family picnic. |