

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Wonderful me	Let's celebrate	Into the woods	Healthy eating	Are we there yet?	Under the Sea
High quality text	Pete the Cat My mum and Dad make me laugh	Room on the Broom Elmer in the snow	Goldilocks and the Three bears We're going on a bear hunt.	Handa's Surprise Supertato	Duck in the truck You can't take an Elephant on the bus	Billies bucket
Visit / Hook	Visit from the cook.	Halloween Party Christmas Nativity	Trip to the woods (Tree dressing challenge Woodland Trust)	Gardening Visit fruit and veg shop.	Lollipop lady	Sea life centre
Personal, social and emotional	Creating new relationships	Play co-operatively taking turns.	Understanding behaviours, rules and consequences.	Different likes and interests.	Keeping safe	
Communication and language	Listening to a story	Looking and listening to friends/adults.	Answering how and why questions	Connecting idea's and events	Following instructions	Expressing themselves effectively
Physical development	Exploring the outdoor area	Hold pencil using pincer grasp	Positional language	Healthy eating	Handling equipment and tools effectively	
Understanding of the world	Ourselves and our families.	Celebrate different celebrations from different cultures.	Similarities and differences within an environment	Make observations about living things and talk about change.	Select and use technology for a reason.	Exploring different environments (under the sea)
Expressive arts and design	Paint/draw a picture of themselves	Dancing and singing to nativity play	Represent own ideas through role play and stories.	Using cooking/gardening equipment safely	Represent own ideas through art.	Being imaginative
Links to wider community	Parent meeting- curriculum, attendance, partnership	Nativity	Trip to the woods within their community and plant. (shows care and concern for the environment)	Planting fruit and vegetable in our outdoor area. Taste testing with parents (test in summer 1)	Road safety posters to put on the school gates. Mini protest with small group with parents.	Present about plastic to parents at the coffee morning (link with Nigel)

Autumn 1 Topic Wonderful Me	Question: What makes me unique?	High quality text: Pete the cat My mum and Dad make me laugh.	Visit / Hook: Visit from the cook.	Links to wider community : Parent meetings
Subject	Knowledge		Outcome	Vocab
Personal, social and emotional	<ul style="list-style-type: none"> → Initiates conversations, attends to and takes account of what others say. → Confident to speak to others about own needs, wants, interests and opinions. → Aware of the boundaries set, and of behavioural expectations in the setting 		<ul style="list-style-type: none"> Making friends and sharing and taking turns Deciding classroom rules The areas of the classroom – resources etc. Personal Hygiene Learning routines of the school day SEAL – New Beginnings Knowing about ourselves – what we can do Emotions 	<ul style="list-style-type: none"> Anchor words Mum Dad Goldilocks Grandparents Family Step on words Relationship Relation
Communication and language	<ul style="list-style-type: none"> → Maintains attention, concentrates and sits quietly during appropriate activity. → Listens and responds to ideas expressed by others in conversation or discussion. → Links statements and sticks to a main theme or intention. → Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 		<ul style="list-style-type: none"> Sharing stories – Owl Babies, Funny Bones, Guess how much I love you, Peace at last - families/emotions Devising class rules Reciting and body rhymes 	
Physical development	<ul style="list-style-type: none"> → Experiments with different ways of moving. → Jumps off an object and lands appropriately. → Negotiates space successfully when playing racing and chasing games with other → Children, adjusting speed or changing direction to avoid obstacles. → Uses simple tools to effect changes to materials. → Shows a preference for a dominant hand. → Begins to use anticlockwise movement and retrace vertical lines. → Eats a healthy range of foodstuffs and understands need for → Variety in food. → Usually dry and clean during the day. → Shows understanding of the need for safety when tackling → New challenges, and considers and manages some risks. → Shows understanding of how to transport and store → Equipment safely. → Practices some appropriate safety measures without direct → Supervision → 		<ul style="list-style-type: none"> space and of self Group games; ring, group and playground games How we feel after exercise Glitter playdough – ORT names formation Correct pencil grip and gaining control with mark making implements Using and holding scissors correctly Exercise chart at home Self-care and hygiene awareness Action songs Healthy eating (snack time) 	
Literacy	<ul style="list-style-type: none"> → Enjoys an increasing range of books. → Knows that information can be retrieved from books and computers. → Gives meaning to marks they make as they draw, write and paint. → Begins to break the flow of speech into words... → Writes own name and other things such as labels, captions. → 		<ul style="list-style-type: none"> Recognising and writing our own names Getting to recognise other children's names ORT character name recognition and writing Starting to introduce letter sounds – Speed Sounds 1 Labelling body parts Making All About Me book 	

<p>Mathematics</p>	<ul style="list-style-type: none"> → Recognise some numerals of personal significance. → Recognises numerals 1 to 5. → Counts up to three or four objects by saying one number name for each item. → Counts actions or objects which cannot be moved. → Counts objects to 10, and beginning to count beyond 10. → Counts out up to six objects from a larger group. → Counts an irregular arrangement of up to ten objects. → Finds the total number of items in two groups by counting all of them. → Says the number that is one more than a given number. → Records, using marks that they can interpret and explain. → Begins to identify own mathematical problems based on own interests and fascinations. → Selects a particular named shape. 	<p>Touch counting in order 1-10 (Pete's shoes), recognising numerals to 5</p> <p>Using number names in order in familiar contexts up to 10 including '0'</p> <p>Counting reliably up to 6 objects</p> <p>Finding 1 more or less than a given number up to 5</p> <p>Using simple mathematical language to describe shapes</p> <p>Using shapes to make pictures and patterns</p> <p>Using simple mathematical language to describe size</p> <p>Comparing two lengths- feet , arms</p> <p>Family surveys</p>	
<p>Understanding of the world</p>	<ul style="list-style-type: none"> → Looks closely at similarities, differences, patterns and change. → Completes a simple program on a computer. → Uses ICT hardware to interact with age-appropriate computer software. 	<p>Ourselves – our bodies; senses, body parts, bones</p> <p>our families; who's who, other families</p> <p>class baby album; now and then</p> <p>looking after ourselves; washing, hygiene routines, healthy eating</p> <p>5 senses</p> <p>Computers – how to use the mouse, choose a program, using the drawing program</p> <p>Visitor- nurse/babies – questions to ask</p> <p>Where I live and who do I live with– Street View</p>	
<p>Expressive arts and design</p>	<ul style="list-style-type: none"> → Begins to build a repertoire of songs and dances. → Explores the different sounds of instruments. → Explores what happens when they mix colours. → Experiments to create different textures. → Selects appropriate resources and adapts work where necessary. → Selects tools and techniques needed Create simple representations of events, people and objects. → Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. → Chooses particular colours to use for a purpose. → Plays alongside other children who are engaged in the same Theme. 	<p>Observational Drawing – self-portrait,</p> <p>Role play – hospital, doctors, fire engine, police station.</p> <p>Painting – , mixing colours – skin colour</p> <p>Collage – plate faces, collage bodies</p> <p>Performing actions for favourite rhymes</p> <p>Draw around bodies outside or large on paper and dress then label</p> <p>Body percussion, topic songs</p> <p>Printing with body parts</p>	

Autumn 2 Let's celebrate	Question: How do you celebrate?	High quality text: Room on the Broom Elmer in the Snow	Visit / Hook: Halloween Party Bonfire night Christmas nativity	Links to wider community : Parent meetings
Subject	Knowledge		Outcomes	Vocab
Personal, social and emotional	<ul style="list-style-type: none"> → Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. → Can describe self in positive terms and talk about abilities. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. → Takes steps to resolve conflicts with other children, e.g. finding a compromise. → Explains own knowledge and understanding, and asks appropriate questions of others. 		Working as team to build a winter shelter Planning time – talking about activities in a small group Jobs - helping at snack time, lunch box Buddy bench – Elma in the Snow	Anchor words Cat Dog Frog Bird Goldilocks Spell Witch Beast Broom
Communication and language	<ul style="list-style-type: none"> → Two-channelled attention – can listen and do for short span. → Responds to instructions involving a two-part sequence. → Understands humour, e.g. nonsense rhymes, jokes. → Able to follow a story without pictures or props. → Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. → Uses language to imagine and recreate roles and experiences in play situations. → Introduces a storyline or narrative into their play. 		Planning time – expressing opinions on favourite activities Listening to stories and rhymes Making stories – roleplay area (Winter Wonderland) Talk for Learning communication skills Talking phones outdoor Role play outdoors, spooky house/ Christmas workshop.	Step on words Cauldron Cloak
Physical development	<ul style="list-style-type: none"> → Travels with confidence and skill around, under, over and through balancing and climbing equipment. → Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. → Handles tools, objects, construction and malleable materials safely and with → Increasing control. → Begins to form recognisable letters. → Uses a pencil and holds it effectively → Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to → Good health. 		Fine motor skills. Managing risk – walking on ice/snow Different ways of travelling – bikes scissor control Independence around self-care Present wrapping Christmas crafts	
Literacy	<ul style="list-style-type: none"> → Continues a rhyming string. → Hears and says the initial sound in words. → Can segment the sounds in simple words and blend them together and knows which letters represent some of them. → Links sounds to letters, naming and sounding the letters of the alphabet. → Begins to read words and simple sentences. → Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. → Continues a rhyming string 		Recognising and writing our own names Getting to recognise other children's names Letter sounds – Speed Sounds 1 Halloween invitations CVC words Christmas cards Dear Santa letter Nativity review	

	<ul style="list-style-type: none"> → Can segment the sounds in simple words and blend them together. → Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. → Attempts to write short sentences in meaningful contexts. → 		
Mathematics	<ul style="list-style-type: none"> → Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. → Can describe their relative position such as 'behind' or 'next to'. → And 'flat' 2D shapes, and mathematical terms to describe shapes. → Uses the language of 'more' and 'fewer' to compare two sets → Of objects. 	<p>New maths No Problem scheme;</p> <p>Week 1 – 1 Week 2 – another 1 Week 3 – 2 Week 4 – 3 Week 5 – 1,2,3 Week 6 – 4 Week 7- 5</p>	
Understanding of the world	<ul style="list-style-type: none"> → Looks closely at similarities, differences, patterns and change. → Completes a simple program on a computer. → Uses ICT hardware to interact with age-appropriate computer → Software. 	<p>Computers – how to use the mouse, choose a program, using the drawing program</p> <p>Festivals – Bonfire Night/Halloween/Christmas</p> <p>Changes in seasons</p> <p>Planting Spring bulbs</p> <p>Winter small world – animals from snowy lands</p> <p>Water tray – changes to ice, animals frozen into icebergs, polar bears, ice, glitter, fake snow</p> <p>Christmas – Nativity story</p> <p>Can you take pictures within the environment using the cameras?</p>	
Expressive arts and design	<ul style="list-style-type: none"> → Understands that different media can be combined to create new effects → Manipulates materials to achieve a planned effect. → Constructs with a purpose in mind, using a variety of resources. → Uses simple tools and techniques competently and appropriately. → Introduces a storyline or narrative into their play. → Plays cooperatively as part of a group to develop and act out a narrative. 	<p>Observational Drawing – winter scenes</p> <p>Role play – Winter Wonderland</p> <p>Painting – ,Bonfire pictures</p> <p>Making Christmas treats</p> <p>Performing dances for favourite songs</p> <p>Topic songs</p> <p>Printing with body parts</p> <p>Leaves/conker/natural collage</p> <p>Handprint wreath</p> <p>Christmas Cards</p> <p>Snowman craft</p>	

Spring 1 In to the Woods	Question: What will you find in the woods?	High quality text: Goldilocks and the Three Bears Where going on a bear hunt	Visit / Hook: Visit the woods	Links to wider community : Walk around the community
Subject	Knowledge		Outcomes	Vocab
Personal, social and emotional	<ul style="list-style-type: none"> → Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. → Can describe self in positive terms and talk about abilities. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. → Takes steps to resolve conflicts with other children, e.g. finding a compromise. → Explains own knowledge and understanding, and asks appropriate questions of others. → Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. 		Goldilocks – right or wrong? Planning time – talking about activities in a small group Understanding consequences Able to following rules and routines Hold conversation with friends independently.	Anchor words Trees Branches twigs Leaves Goldilocks Trunk Hedge Woods Forest Step on words Flora Forna
Communication and language	<ul style="list-style-type: none"> → Two-channelled attention – can listen and do for short span. → Responds to instructions involving a two-part sequence. → Understands humour, e.g. nonsense rhymes, jokes. → Able to follow a story without pictures or props. → Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. → Uses language to imagine and recreate roles and experiences in play situations. → Introduces a storyline or narrative into their play. 		Planning time – expressing opinions on favourite activities Retell presentations for parents Making stories – roleplay area (Storyland Roleplay/Home corner) Talk for Learning communication skills Mud kitchen, 3 bears kitchen Creating a narrative within the e role play area independently	
Physical development	<ul style="list-style-type: none"> → Travels with confidence and skill around, under, over and through balancing and climbing equipment. → Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. → Handles tools, objects, construction and malleable materials safely and with → Increasing control. → Begins to form recognisable letters. → Uses a pencil and holds it effectively → Shows some understanding that good practices with regard → to exercise, eating, sleeping and hygiene can contribute to → Good health. 		Different ways of travelling – bikes Healthy eating – breakfasts, porridge Independence around self-care Can hold a pencil and for letters correctly	
Literacy	<ul style="list-style-type: none"> → Continues a rhyming string. → Hears and says the initial sound in words. → Can segment the sounds in simple words and blend them together and knows which letters represent some of them. → Links sounds to letters, naming and sounding the letters of the alphabet. 		Morning caption writing Letter sounds – Speed Sounds 1/2 Chinese writing Valentine's cards Writing CVC word Attempting a simple sentence on their own	

	<ul style="list-style-type: none"> → Begins to read words and simple sentences. → Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. → Continues a rhyming string → Can segment the sounds in simple words and blend them together. → Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. → Attempts to write short sentences in meaningful contexts. 		
Mathematics	<ul style="list-style-type: none"> → Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. → Can describe their relative position such as 'behind' or 'next to'. → And 'flat' 2D shapes, and mathematical terms to describe shapes. → Finds one more or one less from a group of up to five objects, then ten objects → Uses the language of 'more' and 'fewer' to compare two sets → Of objects. → Estimates how many objects they can see and checks by counting them. 	<ul style="list-style-type: none"> Can count to 20 Size/capacity comparisons – 2 bears beds, bowls, chairs Chinese numbers Counting in order 1-20 Heart symmetry Counting reliably up to 20 objects Beginning to complete addition/subtraction, 1 more/less Money in roleplay shop – selling porridge Measuring time – races/circuits of bike track 	
Understanding of the world	<ul style="list-style-type: none"> → Looks closely at similarities, differences, patterns and change. → Completes a simple program on a computer. → Uses ICT hardware to interact with age-appropriate computer → Software. 	<ul style="list-style-type: none"> Changes in seasons Festivals – Chinese New Year , eating with Chopsticks, Valentine's Day Observing spring bulbs Water tray different textures in tray – slime, gloop, soil 	
Expressive arts and design	<ul style="list-style-type: none"> → Understands that different media can be combined to create new effects → Manipulates materials to achieve a planned effect. → Constructs with a purpose in mind, using a variety of resources. → Uses simple tools and techniques competently and appropriately. → Introduces a storyline or narrative into their play. → Plays cooperatively as part of a group to develop and act out a narrative. 	<ul style="list-style-type: none"> Story book roleplay Home area roleplay Making porridge Making beds for bears from junk Goldilocks puppets Split pin bears 	

Spring 2 Living Things	Question: How does your garden grow?	High quality text: Handa's Surprise Supertato	Visit / Hook: Visiting a fruit and veg shop	Links to wider community : Gardening
Subject	Knowledge		Outcomes	Vocab
Personal, social and emotional	<ul style="list-style-type: none"> → They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. → Children are confident to try new activities, and say why they like some activities more than others. → They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. → They take account of one another's ideas about how to organise their activity. → They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 		<ul style="list-style-type: none"> Being a friend like Handa? What I would take to my best friend Helping at home Tell the group what foods they like/dislike Can speak confidently in a familiar group Able to sort own problems themselves within their play Listening to their friend's needs. 	<ul style="list-style-type: none"> Anchor Soil Mud Seed Goldilocks Roots Stem Bulb Step on words Shoot Seedling
Communication and language	<ul style="list-style-type: none"> → Children express themselves effectively, showing awareness of listeners' needs. → They develop their own narratives and explanations by connecting ideas or events. → Children follow instructions involving several ideas or actions. → They answer 'how' and 'why' questions about their experiences and in response to stories or events. → They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. → They give their attention to what others say and respond appropriately, while engaged in another activity. → 		<ul style="list-style-type: none"> Small world African scene Making stories – roleplay area (Storyland Roleplay/Home corner) Talk for Learning communication skills Holding meaning full conversations within play Can follow an instruction from an adult confidently Can answer how and why questions using correct vocab Re-tell stories effectively using the correct vocab. 	
Physical development	<ul style="list-style-type: none"> → Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. → Children show good control and co-ordination in large and small movements. → They move confidently in a range of ways, safely negotiating space. → They handle equipment and tools effectively, including pencils for writing. 		<ul style="list-style-type: none"> Using all equipment outdoors effectively and independently Speak about the importance of healthy foods and exercise Had a good understanding around different foods Healthy eating – fruit testing, fruit salad Independence around self-care. 	
Literacy	<ul style="list-style-type: none"> → Children use their phonic knowledge to write words in ways which match their spoken sounds. → They also write some irregular common words. → They write simple sentences which can be read by themselves and Others. → Some words are spelt correctly and others are phonetically plausible. → Children read and understand simple sentences. → They use phonic knowledge to decode regular words and read them aloud accurately. → They also read some common irregular words. → They demonstrate understanding when talking with others about what 		<ul style="list-style-type: none"> Morning caption writing moving on to simple sentences. Describing mini-beasts Speed Sounds 1/2 Easter cards Handa's Surprise writing Describing the taste of fruit and write about their favourite 	

	they have read.		
Mathematics	<ul style="list-style-type: none"> → Children 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. → Using quantities and objects, they add and subtract two single-digit numbers → And count on or back to find the answer. → They solve problems, including doubling, halving and sharing. → Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. → They recognise, create and describe patterns. → They explore characteristics of everyday objects and shapes and use mathematical language to describe them. 	<ul style="list-style-type: none"> Doubling using Lady birds for support Size/capacity comparisons Chocolate playdough sharing out Can counting in order 1-20 Counting reliably up to 20 objects Able to use fruit for addition and subtraction, Use money in roleplay shop – selling fruit Measuring length/size – animal/fruit/giants. Positional language 	
Understanding of the world	<ul style="list-style-type: none"> → They select and use technology for particular purposes. → Children know about similarities and differences in relation to places, objects, materials and living things. → They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about → Changes. → They know that other children don't always enjoy the same things, and are sensitive to this. → They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> Mini beast hunt, record their findings Articulate the difference Africa compared to England (weather, dress, traditions, animals) Planting veg for summer Bean sorting and classifying 	
Expressive arts and design	<ul style="list-style-type: none"> → They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. → They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> Create a role play within the fruit and vegetable shop Move to African music / drums Create different African jewellery using a variety of materials Try new fruit and vegetables and express if they like or dislike them 	

Summer 1 Transport	Question: How can we stay safe?	High quality text: Elephant in a bus Duck in the Truck	Visit / Hook: Lollipop lady	Links to wider community : Grandparent day
Subject	Knowledge		Outcomes	Vocab
Personal, social and emotional	<ul style="list-style-type: none"> → They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. → Children are confident to try new activities, and say why they like some activities more than others. → They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. → They take account of one another's ideas about how to organise their activity. → They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 		Can answer how duck will feel Understand how the penguin is feeling in the story Know the importance of being kind and looking after your friends and family Can write about how they help others	Anchor words Bus Train Truck Tram Goldilocks Safety Danger Speed Step on Words Hazard Risk
Communication and language	<ul style="list-style-type: none"> → Children express themselves effectively, showing awareness of listeners' needs. → They develop their own narratives and explanations by connecting ideas or events. → Children follow instructions involving several ideas or actions. → They answer 'how' and 'why' questions about their experiences and in response to stories or events. → They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. → They give their attention to what others say and respond appropriately, while engaged in another activity. 		Can answer level 3 blanc's level questions within their learning <ul style="list-style-type: none"> → Where do you want to go on a journey? → How will you get there? → What will you take? Making stories – roleplay area Talk for Learning communication skills Can follow instructions for a journey	
Physical development	<ul style="list-style-type: none"> → Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. → Children show good control and co-ordination in large and small movements. → They move confidently in a range of ways, safely negotiating space. → They handle equipment and tools effectively, including pencils for writing. 		Riding bikes Using the big building blocks to make cars, vans, trains. Using materials effectively to make transport	
Literacy	<ul style="list-style-type: none"> → Children use their phonic knowledge to write words in ways which match their spoken sounds. → They also write some irregular common words. → They write simple sentences which can be read by themselves and Others. → Some words are spelt correctly and others are phonetically plausible. → Children read and understand simple sentences. → They use phonic knowledge to decode regular words and read them aloud accurately. → They also read some common irregular words. → They demonstrate understanding when talking with others about what they have read. 		Morning caption writing moving on to simple sentences. Writing a map Reading a map Writing what they would take on the journey Write about where they want to go Reading about all the different transportation Talk about their travelling experiences Can write about their experiences.	

<p>Mathematics</p>	<ul style="list-style-type: none"> → Children 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. → Using quantities and objects, they add and subtract two single-digit numbers → Count on or back to find the answer. → They solve problems, including doubling, halving and sharing. → Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. → They recognise, create and describe patterns. → They explore characteristics of everyday objects and shapes and use mathematical language to describe them. → Time 	<p>Order and count to 20 Can complete an addition and subtraction number sentences independently Find one more than one less than Can solve a transportation issue using mathematical knowledge. How many people will fit in the car? How long it will take on a train and car, which is the fastest? Distance</p>	
<p>Understanding of the world</p>	<ul style="list-style-type: none"> → They select and use technology for particular purposes. → Children know about similarities and differences in relation to places, objects, materials and living things. → They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about → Changes. → They know that other children don't always enjoy the same things, and are sensitive to this. → They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Use technology to research transportation, what time does the bus/train come? Use the iPad to take a picture of our boats on the water Understand how other children get to school</p>	
<p>Expressive arts and design</p>	<ul style="list-style-type: none"> → They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. → They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>Design and create their own boat Design their own car , van, train</p>	

Summer 2 Under the Sea	Question: How can we protect our oceans?	High quality text: Billie's Bucket	Visit / Hook: Sea life or Beach	Links to wider community : Looking after the environment
Subject	Knowledge		Outcomes	Vocab
Personal, social and emotional	<ul style="list-style-type: none"> → They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. → Children are confident to try new activities, and say why they like some activities more than others. → They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. → They take account of one another's ideas about how to organise their activity. → They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 		Confident to try new activities Going to assemblies Listening to their friends Sorting out any upset within their friendship group Understand why mum and dad was laughing at billy	Anchor woods Sea Ocean Waves Plastic Goldilocks Shore protect Step words Recycling Waste
Communication and language	<ul style="list-style-type: none"> → Children express themselves effectively, showing awareness of listeners' needs. → They develop their own narratives and explanations by connecting ideas or events. → Children follow instructions involving several ideas or actions. → They answer 'how' and 'why' questions about their experiences and in response to stories or events. → They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. → They give their attention to what others say and respond appropriately, while engaged in another activity. 		Can talk about the story Can tell you what they would want in their bucket Creating their own role play based on their bucket and imagination Answering why and how questions Talking about their visit to the sea life centre.	
Physical development	<ul style="list-style-type: none"> → Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. → Children show good control and co-ordination in large and small movements. → They move confidently in a range of ways, safely negotiating space. → They handle equipment and tools effectively, including pencils for writing. 		Riding bikes Using the big building blocks to make boats Using materials effectively to make transport	
Literacy	<ul style="list-style-type: none"> → Children use their phonic knowledge to write words in ways which match their spoken sounds. → They also write some irregular common words. → They write simple sentences which can be read by themselves and Others. → Some words are spelt correctly and others are phonetically plausible. → Children read and understand simple sentences. → They use phonic knowledge to decode regular words and read them aloud accurately. → They also read some common irregular words. → They demonstrate understanding when talking with others about what they have read. 		Morning caption writing moving on to simple sentences. Writing about their bucket Including red words in their writing Read phonics and ORT books fluently	

<p>Mathematics</p>	<ul style="list-style-type: none"> → Children 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. → Using quantities and objects, they add and subtract two single-digit numbers → Count on or back to find the answer. → They solve problems, including doubling, halving and sharing. → Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. → They recognise, create and describe patterns. → They explore characteristics of everyday objects and shapes and use mathematical language to describe them. → Time 	<p>Order and count to 20 Can complete an addition and subtraction number sentences independently Find one more than one less than Can solve a transportation issue using mathematical knowledge. How many people will fit in the car? How long it will take on a train and car, which is the fastest? Distance</p>	
<p>Understanding of the world</p>	<ul style="list-style-type: none"> → They select and use technology for particular purposes. → Children know about similarities and differences in relation to places, objects, materials and living things. → They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about → Changes. → They know that other children don't always enjoy the same things, and are sensitive to this. → They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Understanding different environments What do fish eat? Where do they live? Do they have families? Researching under the sea on the computer Choosing their favourite sea animal answering why?</p>	
<p>Expressive arts and design</p>	<ul style="list-style-type: none"> → They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. → They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>Design and create your own bucket Telling their friends what they would have in their bucket Creating different sea creatures in the workshop area</p>	