









2024/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	Tolerance	Mutual respect	Rule of Law	Individual liberty	Democracy	
Root of learning	Daring to be different	Working together	Aiming High	Thinking for Ourselves	Keeping Going	Looking Back
PSHE (linked to PSED)	Being me in my world	Celebrating Difference	Dreams and Goals	Relationships	Healthy Me	Changing Me
Topic	<p>Who am I? How am I feeling?</p>  <p>What lives in the deep dark woods?</p> 	<p>How do people celebrate around the world?</p> 	<p>Who lives in the coldest places?</p> 	<p>Does everything grow?</p> 	<p>Where in the world would you like to go?</p> 	<p>Do all superheroes have super human powers?</p> 
Role Play	Home Corner with babies	Party Corner into Christmas House	Vets	Farm Shop	Cafe	Superhero Headquarters
Curriculum Enhancement	<ul style="list-style-type: none"> -All about me bags -Stay and Play session for grown-ups to come. 	<ul style="list-style-type: none"> -Celebration Day -Parents invited into school to talk about their families and their traditions. -Christmas Nativity Performance. 	<ul style="list-style-type: none"> - Arctic Animals Day -Stay and Play for grown-ups to come in. 	<ul style="list-style-type: none"> -Visit to Nell Bank. -Ugly Bug Ball -Planting their own beans. -Stay and Play for grown-ups to come in. 	<ul style="list-style-type: none"> -Visit a local cafe in Baildon (Cafe Nine). -Visit to community Gardens in Baildon. - A day in Africa -Stay and Play for grown-ups to come in 	<ul style="list-style-type: none"> -Visit to church in Baildon. -Superhero Day -Stay and Play for grown-ups to come in.

		<p>-Christmas craft for grown-ups to come in.</p> <p>-Stay and Play session for grown-ups to come.</p>				
<p>Core Texts</p>						
<p>Story Time Texts</p>	<ul style="list-style-type: none"> -Paper Dolls by Julia Donaldson -Guess How Much I Love You by Sam McBratney -Can I build Another Me? By Shinsuke Yoshitake -Hair Love by Matthew Cherry and Vashti Harrison 	<ul style="list-style-type: none"> -Sammy Spider's First Hanukkah by Sylvia Rouss -Leah's Star by Margaret Bateson-Hill -Little Robin Red Vest by Jan Fearnley -Dream Snow by Eric Carle -Babushka by Dawn Casey and Amanda Hall 	<ul style="list-style-type: none"> -The Snowflake Mistake by Lou Treleven and Maddie Frost -Snowballs by Lois Ehlert -Snowflakes by Cerrie Burnell - The Gruffalo's Child by Julia Donaldson 	<ul style="list-style-type: none"> -Titch by Pat Hutchins -A Butterfly is Patient by Dianna Hutts Aston -My Butterfly Bouquet by Nicola Davies and Hannah Peck -Do You Love Bugs? By Matt Robertson 	<ul style="list-style-type: none"> -Room on The Broom by Julia Donaldson -Snail Trail by Ruth Brown -Firefly Home by Jane Clarke and Britta -Look What I found at the Seaside by Moira Butterfield and Jesus Verona -What the Ladybird Heard at 	<ul style="list-style-type: none"> -Elliott the Midnight Superhero by Anne Cottringer and Alex Smith -Super Daisy by Kes Gray and Nick Sharratt -Traction Man is Here by Mini Grey -Juniper Jupiter by Lizzy Stewart

	<ul style="list-style-type: none"> -Only One You by Linda Kranz -All Kinds of People by Emma Damon -The Dinosaur Who Lost Her Voice by Julie Ballard and Francesca Gambatesa -Dear Teacher by Amy Husband -Beautiful OOPS by Barney Salzberg -Sharing a Shell by Julia Donaldson -The Fox in the Dark by Alison Green and Deborah Allwright -Hoot Owl, Master of Disguise by Sean Taylor and Jean Jullien -The Gruffalo's Child by Julia Donaldson 	<ul style="list-style-type: none"> -The Christmas Promise by Alison Mitchell and Catalina Echeverri -Grandpa Christmas by Michael Morpurgo -Pumpkin Soup by Helen Cooper 	<ul style="list-style-type: none"> - The Winter Hedgehog by Ann + Reg Cartwright - The Inuit by Kevin Cunningham 	<ul style="list-style-type: none"> -The Bug Collector by Alex Griffiths - Tidy by Emily Gravett (focus at Nell Bank) 	<ul style="list-style-type: none"> the Seaside by Julia Donaldson and Lydia Monks -The Storm Whale by Benji Davies -Last Stop on Market Street by Matt de la Pena -Emma Jane's Aeroplane by Katie Haworth and Daniel Rieley -Harry's Home by Laurence Anholt 	<ul style="list-style-type: none"> -Max by Bob Graham -Superhero Hotel by Abie Longstaff and Migy Blanco -My Mum is Supermum by Angela McAllister and Alex Smith
<p style="text-align: center;">Phonics Focus</p>	<p style="text-align: center;"><u>Little Wandle Letters and Sounds Revised</u></p> <p>Phase 2</p> <ul style="list-style-type: none"> -Introducing phase 2 phonemes *s a t p *l n m d *g o c k *e u r ck *h b f l -Tricky words – is I the -To be able to blend orally. 	<p style="text-align: center;"><u>Little Wandle Letters and Sounds Revised</u></p> <p>Phase 2</p> <ul style="list-style-type: none"> -Introducing phase 2 phonemes and digraphs *ff ll ss *j v w x *y z zz qu *ch sh th ng nk *words with –s /s/ added at the end (hats sits) *words ending –s/z/ (his) and with –s/z/) added at the end (bags) 	<p style="text-align: center;"><u>Little Wandle Letters and Sounds Revised</u></p> <p>Phase 3</p> <ul style="list-style-type: none"> Introducing phase 3 phonemes and digraphs *ai ee igh oa *oo oar ur *ow oi ear air er *words with double letters *longer words -Tricky words – was you they my by all are sure pure -To be able to blend and segment. -To be able to read labels and captions. 	<p style="text-align: center;"><u>Little Wandle Letters and Sounds Revised</u></p> <p>Phase 3</p> <ul style="list-style-type: none"> Review phase 3 *longer words, including those with double letters *words with –s /z/ in the middle *words with –es /z/ at the end *words with –s /s/ and /z/ at the end Tricky words – review all taught so far 	<p style="text-align: center;"><u>Little Wandle Letters and Sounds Revised</u></p> <p>Phase 4</p> <ul style="list-style-type: none"> Short vowels with adjacent consonants * CVCC CCVC CCVCC CCCVC CCCVCC * longer words and compound words * words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est Tricky words – said so have like some come love do were here little says there when what one out today 	<p style="text-align: center;"><u>Little Wandle Letters and Sounds Revised</u></p> <p>Phase 4</p> <ul style="list-style-type: none"> Phase 3 long vowel graphemes with adjacent consonants *CVCC CCVC CCCVC CCVCC * words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ – er, –est * longer words and compound words -Tricky words – review all taught so far

	<ul style="list-style-type: none"> -To be able to hear initial sounds. -To begin to read simple CVC words. 	<ul style="list-style-type: none"> -Tricky words – put pull full as and has her go no to into she push he we of me be -To be able to blend and segment. -To be able to read labels and captions. -Reading and writing CVC words. 	<ul style="list-style-type: none"> -To read some simple sentences -To be able to apply phase 2 and 3 sounds in reading with some fluency 			
Literacy Focus	<ul style="list-style-type: none"> -Recognising and beginning to form letters in their name. -Begins to write their own name. -Sorting objects by initial sounds. -Identify and write initial sounds. -Segment and spell CVC words. -Painting a colour monster and speaking about their emotions. -Sequence the story of Owl Babies and tell the story in their own words. -Labelling the Gruffalo’s features. 	<ul style="list-style-type: none"> -Write words about Bonfire Night -Sequencing a set of pictures to bake a cake. -Write a set of simple instructions on how to bake a cake. -Write a list of things we need for our Christmas party. 	<p><i>Drawing Club:</i></p> <ul style="list-style-type: none"> - Shared writing to create a simple letter to giving advice on how to be friends. - Write short sentences about events in a story. - Write simple captions to match a picture from a story. - Write a historical fact about Robert Scott. 	<ul style="list-style-type: none"> -Write sentences to show the story of Jack and the Beanstalk in a mini book. - Creating a story map to retell the story of Jack and the Beanstalk and The Hungry Caterpillar. <p><i>Drawing Club:</i></p> <ul style="list-style-type: none"> - Write instructional phrases to create a recipe for making bread. - Write short sentences about events in a story. - Write simple captions to match a picture from a story. 	<p><i>Drawing Club:</i></p> <ul style="list-style-type: none"> - Explore non-fictional writing, creating a simple fact file about an African animal. - Write sentences using describing words to describe the snail from The Snail and the Whale. - Write short sentences about events in a story. - Write simple captions to match a picture from a story. 	<ul style="list-style-type: none"> -Write a letter to evil pea. -Write a police report. <p><i>Drawing Club:</i></p> <ul style="list-style-type: none"> - Design and create their own Super minibeast. Write sentences about it, describing their super powers. - Write about the real life super hero they want to be when they are older and explain why.
Maths Focus White Rose Maths	<p>Getting to Know You</p> <ul style="list-style-type: none"> -Talk about key times of the day -Talk about class routines -Exploring provision, where do things belong? <p>Match, Sort and Compare</p> <ul style="list-style-type: none"> -Explore matching objects, creating pairs -Sort objects into given criteria before making their own -Compare quantities to 10 		<p>Alive in 5</p> <ul style="list-style-type: none"> -Introducing zero -Identify, create and build number bonds to 5 - Combine 2 groups and give the total - Conceptual subitising to 5 <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> -Number of the week 6 -Number of the week 7 			<p>Exploring 3D shapes and complex patterns</p> <ul style="list-style-type: none"> - Compare 2D and 3D shapes - Identify and name common 3D shapes - Explore and identify 3D shapes in the environment - Talk about the properties in 3D shapes using language such as ‘faces’ ‘edges’ - Identify complex patterns such as AABA, ABB, ABCD - Continue a complex pattern and explain it - Identify mistakes in complex patterns

- Compare the size of objects using language such as 'bigger' 'smaller'
- Compare mass
- Introduce the concept of capacity using vocabulary such as 'full' 'empty'
- Explore pouring and filling different sized containers
 - Make simple patterns using practical resources e.g. ABAB
- Continue a simple pattern, talking about what comes next

It's Me 1, 2, 3

- Numbers of the week 1 and 2
- Number of the week 3
- Find 1, 2 and 3
- Subitise quantities up to 3
- 1 more and 1 less
- Represent the numbers 1, 2 and 3
- composition of 1, 2, 3

It's Me 1, 2, 3, 4, 5

- Number of the week 4
- Number of the week 5
- Find 4 and 5
- Subitise quantities up to 5
- 1 more and 1 less
- Represent the numbers 4 and 5
- Composition of 4 and 5
- Exploring 2 parts to make a number up to 5
- Start to identify number bonds to 5

Shapes with 4 sides

- Geometry and spatial awareness
- Look at properties of squares and rectangles using language such as 'corners' 'sides'
- Compare squares and rectangles
- Identify squares and rectangles in the environment

- Find 6, 7, 8
- Subitise quantities up to 8
- 1 more and 1 less
- Represent the numbers 6, 7, 8
- Composition of 6, 7, 8
- Identify some number bonds to 8
- Introduce the concept of doubling a number
- Begin to double quantities to 5 and count the total
- Explore making pairs of numbers

Mass and Capacity

- Explore the weight of objects language such as 'lighter' 'heavier' 'lightest' 'heaviest'
- Use a weighing scale to identify heavy and light
- Explore the concept of balancing
- Build on the understanding of capacity, exploring 'full' 'empty' 'nearly full' 'nearly empty' 'half full'
- Identify and compare different capacities in different shaped containers

Building 9 and 10

- Number of the week 9
- Number of the week 10
- Subitise quantities up to 10
- 1 more and 1 less
- Represent the numbers 9 and 10
- Composition of 9 and 10
- Identify number bonds to 10 in 2 parts and also 3 parts
- finding the other number to create a number bond to 10
- Explore odd and even numbers to 10
- Double a quantity up to 5 and count the total
- Double a number to 5 and identify the total

Length, Height and Time

- Explore the length of flat objects using vocabulary such as 'longer' 'shorter' 'shortest' 'longest'
- Explore the height of objects using vocabulary such as 'taller' 'shorter' 'tallest'

To 20 and beyond

- Talk about and identify numbers 11-19
- Count forwards and backwards to 20
- Start at different numbers when counting to 20
- Understand that the '1' represents '10' in a 'teen number'
- Build numbers to 20 using practical resources
- Sequence numbers to 20
- Form numbers to 20

How many now?

- Continue understanding of addition adding a number to a given quantity
- Enact and represent number stories related to addition using vocabulary such as 'first' 'next' 'then'
- Continue understanding of subtraction, taking away a number from a given quantity
- Identify the quantity or number that has been subtracted, when given the total
- Explore addition and subtraction in simple word problems

Manipulate, Compose and Decompose

- Select shapes for a purpose to build structures and images
- Explore how shapes will appear when rotated and manipulated
- Explain shape arrangements
- Describe where shapes are in images, in relation to one another
- Compose larger shapes using smaller shapes
- Decompose shapes by identifying shapes within shapes
- Copy more complex 2D shape pictures
- Find 2D shapes within 3D shapes

Sharing and Grouping

- Explore sharing between 2 or more people
- Explore grouping and sets using language such as 'there are 4 groups of 2'

Understanding the World	<p>Circles and triangles</p> <ul style="list-style-type: none"> -Look at and talk about the properties of circles and triangles using language such as ‘corners’ ‘sides’ -Compare circles and triangles -Identify circles and triangles in the environment 		<ul style="list-style-type: none"> - Measure the length and height of objects using non-standard units e.g. cubes - Sequence at least 3 objects according to their height or length - Explore the days of the week and the sequence they are in - Talk about and sequence an event using time language such as ‘first’ ‘next’ ‘then’ 		<ul style="list-style-type: none"> - Recap even and odd numbers and how it relates to sharing - Build and play with doubles to 10 <p>Visualise, Build and Map</p> <ul style="list-style-type: none"> - Identify units of repeating patterns - Create and explore our own pattern rules - Replicate and build scenes and constructions from images - Describe positions using more complex scenarios - Give instructions to build a structure when working with other peers - Explore maps and their features - Represent maps with models to create maps <p>Make Connections</p> <ul style="list-style-type: none"> - Deepen understanding of patterns and relationships - Make connections of all the aspects and skills in maths, that have been covered throughout the year 	
	<ul style="list-style-type: none"> -To talk about their lives and the people around them. -To understand the importance of a healthy life style by looking at oral hygiene. -To begin to know and observe the signs of Autumn. -To learn what a habitat is. -To identify woodland animals. -To find out about nocturnal animals. 	<ul style="list-style-type: none"> -To begin to know and observe the signs of Autumn. -To know how and why people celebrate around the world. -To identify countries/places where people traditionally celebrate Diwali and Christmas. -To learn how different places around the world celebrate birthdays. -To learn about Guy Fawkes and know the story of the Gunpowder Plot. -To learn the story of the 	<ul style="list-style-type: none"> -To know the changes from Autumn to Winter. -To know the signs of Winter. -To know some differences between the Arctic and the Antarctic. -To learn about some animals that live in cold habitats. -To experiment how ice melts. -To compare Inuit people to ourselves. -To learn about the explorer Robert Scott. -Introduce the idea of 	<ul style="list-style-type: none"> -To learn and order the life cycle of a plant. -To identify where plants can grow and how they grow. -To know about living and non living objects. -To grow a beanstalk, observe its changes. -To observe and talk about the changes when a baby chick grows. -To understand the importance of a healthy life style by looking at healthy food and drink. -To understand the 	<ul style="list-style-type: none"> -To learn about different animals that live in specific habitats. -To compare transport from now to in the past. -To identify features in our local village. -To compare Baidon to London. -To compare Baidon to another village in a different part of the world. -To look at maps of Baidon and create their own interpretations. 	<ul style="list-style-type: none"> -To find the best material to make a superhero cape. -To describe the physical properties of everyday objects. -To learn about a real life superhero from the past, Helen Keller. -To find out about different jobs and roles in society. -To discuss what they would like to be when they grow up.

		Nativity.	simple maps, they can draw a journey through the woods.	importance of looking after our world. - To understand what recycling is, why we do it and how it benefits our world.		
Expressive Arts and Design	<ul style="list-style-type: none"> -To look in a mirror to draw and paint a self portrait. -To draw pictures of our families. -To take on roles in the home corner. -To use a variety of materials to create a person who is special to them. -To construct using big resources. -To experiment mixing colours to paint a colour monster. -To draw and paint the character of the Gruffalo. -To join materials together to make the fox character. -To print owls using potatoes and experiment with texture. 	<ul style="list-style-type: none"> -To learn and sing songs from the nativity performance. -To speak and sing on stage in the nativity performance. -To mould a diva lamp using clay and add patterns using clay tools. -To find out more about the artist Kandinsky and use this inspiration to create our own 2D shape pictures. -To use binca and a needle to sew a Christmas card. -To use split pins to join paper together. - To cut different lengths of straws to create an image. - To draw an observational picture of a pumpkin. -To make diva lamps from clay. 	<ul style="list-style-type: none"> -To introduce powder paints. -To mix powder paints to paint their Stick man sketch. -To use paper plates to make polar bears. -To look closely at pictures or figures of penguins then use them to create their own representation of a penguin. 	<ul style="list-style-type: none"> -To create transient art images using seeds and beans. -To paint and print a symmetrical butterfly. -To use observational skills to draw a real spring flower. -To learn and sing the Jack and the Beanstalk song. -To use collage materials to create a beanstalk. - To draw an observational picture of flower. 	<ul style="list-style-type: none"> -To use a junk modelling materials to create a moving vehicle with wheels. -To create 3D maps of Baidon. -To learn and sing the Naughty Bus song. -To role play familiar roles in a local cafe set up. -To mould and roll clay to make snails. -To junk model to create an object that is special to them. 	<ul style="list-style-type: none"> -To practice and perform a class assembly to the school and our grown-ups. -To design and create a superhero cape. - To design and create our own superhero logos.
Physical Development	Dance/Ourselves	Ball Skills/Hands 2	Gymnastics/Moving	Locomotion/Jumping	Athletics	Games for understanding for Attack vs Defence
Music	Exploring Sound	Celebration Music	Musical Stories	Big Band	Music and Movement	Musical Stories
Computing	-To introduce using the computers	-To improve mouse control. -To be able to click and drag	-To continue to develop mouse control by selecting a	-To continue to develop mouse control by selecting	-To introduce how to log onto the computers.	-To continue to practise logging onto a computer

	<ul style="list-style-type: none"> -To begin to learn how to use a mouse, clicking and dragging. -To improve mouse control. - Create simple drawings on Purple Mash 2 Paint- self portraits, owl babies -Explore games on Tizzy's Toybox -Sherston- Jellybods problem solving 	<p>an image and select a programme.</p> <ul style="list-style-type: none"> -To be able to create simple drawings on Purple Mash e.g. Nativity scene. - Create simple drawings on Purple Mash 2 paint- Firework pictures and Nativity drawings 	<p>variety of games independently.</p> <ul style="list-style-type: none"> -To be able to create more detailed drawings by selecting different tools on Purple Mash. 2 explore- exploring sounds instruments make to create a piece of music linked to Into the Forest Sherston- Maths games, problem solving Splodge 	<p>games on Sherston independently.</p> <ul style="list-style-type: none"> -To be able to create more detailed drawings by selecting different tools on Purple Mash. - 2paint to create images to link with stories, using different tools and the sliding bar to change pen thickness. - Introduction to beebots and the word algorithm. - Life cycle of a caterpillar. 	<ul style="list-style-type: none"> -To begin to enter their own login details independently. -To be able to select programmes of their choice. -To be able to use the keyboard to add text to the detailed images they draw. 	<p>independently.</p> <ul style="list-style-type: none"> -To continue to select programmes of their choice. -To continue to use the keyboard to add text to the detailed images they draw.
RE	<p>Who and what are special to us? (Part 1)</p> <p>Christianity and Islam</p>	<p>How are special times celebrated?</p> <p>Christianity, Islam, Hinduism and Sikhism</p>	<p>What makes a good helper and who helps us?</p> <p>Christianity and Islam</p>	<p>What can we see in our wonderful world?</p> <p>Christianity</p>	<p>Who and what are special to us? (Part 2)</p> <p>Christianity and Islam</p>	<p>Where do we live and who lives there?</p> <p>Christianity and Islam</p>
Outdoor Learning	<ul style="list-style-type: none"> -To explore the provision. -To learn about the fireside rules. -To make owls from natural materials. -To explore the changes that happen in Autumn by going on an Autumn walk. 	<ul style="list-style-type: none"> -To learn about fire safety and cook marshmallows on the fire. 	<ul style="list-style-type: none"> - To make a stick family picture, exploring ways to connect the sticks together. 	<ul style="list-style-type: none"> -To make bread to cook on the fire for the Little Red Hen. 	<ul style="list-style-type: none"> -To make a boat so that the Naughty Bus can float on the water and not fall in. - Create and follow simple maps of our woodland area. 	<ul style="list-style-type: none"> -To make wormeries.
Links to KS1	<ul style="list-style-type: none"> -Links to seasons in KS1 science. 	<ul style="list-style-type: none"> -Links to seasons in KS1 science. 	<ul style="list-style-type: none"> -Links to seasons in KS1 science. 	<ul style="list-style-type: none"> -Links to plants in KS1 science. -Links to seasons in KS1 science. 	<ul style="list-style-type: none"> -Links to habitats in KS1 science. -Links to locational knowledge in Y1 geography. 	<ul style="list-style-type: none"> -Links to everyday materials in KS1 science.