








2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>British Values</b>	Tolerance	Mutual respect	Rule of Law	Individual liberty	Democracy	
<b>Root of learning</b>	Daring to be different	Working together	Aiming High	Thinking for Ourselves	Keeping Going	Looking Back
<b>PSHE (linked to PSED)</b>	Being me in my world	Celebrating Difference	Dreams and Goals	Relationships	Healthy Me	Changing Me
<b>Topic</b>	<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> 
<b>Role Play</b>	Home Corner	Party Corner into Christmas House	Explorers lodge??? Have maps etc in	Farm Shop	Cafe	Superhero Headquarters
<b>Curriculum Enhancement</b>	<ul style="list-style-type: none"> <li>-All about me bags</li> <li>-Parents invited into school to talk about their families and their traditions.</li> <li>-Stay and Play session for grown-ups to come.</li> </ul>	<ul style="list-style-type: none"> <li>-Celebration Day</li> <li>-Christmas Nativity Performance.</li> <li>-Christmas craft for grown-ups to come in.</li> </ul>	<ul style="list-style-type: none"> <li>-Stay and Play for grown-ups to come in.</li> </ul>	<ul style="list-style-type: none"> <li>-Visit to Nell Bank.</li> <li>-Ugly Bug Ball</li> <li>-Planting their own beans.</li> <li>-Gardener in school</li> <li>-Stay and Play for grown-ups to come in.</li> </ul>	<ul style="list-style-type: none"> <li>-Visit a local cafe in Baildon (Cafe Nine).</li> <li>-Visit to community Gardens in Baildon.</li> <li>- A day in Africa</li> <li>-Stay and Play for grown-ups to come in.</li> </ul>	<ul style="list-style-type: none"> <li>-Visit to church in Baildon.</li> <li>-Superhero Day</li> <li>-Stay and Play for grown-ups to come in.</li> </ul>

<p><b>Core Texts</b></p>						
<p><b>Story Time Texts</b></p>	<ul style="list-style-type: none"> <li>-Paper Dolls by Julia Donaldson</li> <li>-Guess How Much I Love You by Sam McBratney</li> <li>-Can I build Another Me? By Shinsuke Yoshitake</li> <li>-Hair Love by Matthew Cherry and Vashti Harrison</li> <li>-Only One You by Linda Kranz</li> <li>-All Kinds of   People by Emma Damon</li> </ul>	<ul style="list-style-type: none"> <li>-Sammy Spider’s First Hanukkah by Sylvia Rouss</li> <li>-Leah’s Star by Margaret Bateson-Hill</li> <li>-Little Robin Red Vest by Jan Fearnley</li> <li>-Dream Snow by Eric Carle</li> <li>-Babushka by Dawn Casey and Amanda Hall</li> <li>-The Christmas Promise by Alison Mitchell and Catalina Echeverri</li> <li>-Grandpa Christmas by Michael Morpurgo</li> </ul>	<ul style="list-style-type: none"> <li>-The Snowflake Mistake by Lou Treleven and Maddie Frost</li> <li>-Snowballs by Lois Ehlert</li> <li>-Snowflakes by Cerrie Burnell</li> </ul>	<ul style="list-style-type: none"> <li>-Titch by Pat Hutchins</li> <li>-A Butterfly is Patient by Dianna Hutts Aston</li> <li>-My Butterfly Bouquet by Nicola Davies and Hannah Peck</li> <li>-Do You Love Bugs? By Matt Robertson</li> <li>-The Bug Collector by Alex Griffiths</li> <li>- Tidy by Emily Gravett (focus at Nell Bank)</li> </ul>	<ul style="list-style-type: none"> <li>-Room on The Broom by Julia Donaldson</li> <li>-Snail Trail by Ruth Brown</li> <li>-Firefly Home by Jane Clarke and Britta</li> <li>-Look What I found at the Seaside by Moira Butterfield and Jesus Verona</li> <li>-What the Ladybird Heard at the Seaside by Julia Donaldson and Lydia Monks</li> <li>-The Storm Whale by Benji Davies</li> <li>-Last Stop on Market Street by Matt de la Pena</li> <li>-Emma Jane’s Aeroplane by</li> </ul>	<ul style="list-style-type: none"> <li>-Elliott the Midnight Superhero by Anne Cottringer and Alex Smith</li> <li>-Super Daisy by Kes Gray and Nick Sharratt</li> <li>-Traction Man is Here by Mini Grey</li> <li>-Juniper Jupiter by Lizzy Stewart</li> <li>-Max by Bob Graham</li> <li>-Superhero Hotel by Abie Longstaff and Migy Blanco</li> <li>-My Mum is Supermum by Angela McAllister and Alex Smith</li> </ul>

	<p>-The Dinosaur Who Lost Her Voice by Julie Ballard and Francesca Gambatesa</p> <p>-Dear Teacher by Amy Husband</p> <p>-Beautiful OOPS by Barney Salzberg</p> <p>-Sharing a Shell by Julia Donaldson</p> <p>-The Fox in the Dark by Alison Green and Deborah Allwright</p> <p>-Hoot Owl, Master of Disguise by Sean Taylor and Jean Jullien</p> <p>-The Gruffalo's Child by Julia Donaldson</p>	<p>-Pumpkin Soup by Helen Cooper</p>			<p>Katie Haworth and Daniel Rieley</p> <p>-Harry's Home by Laurence Anholt</p>	
<p><b>Phonics Focus</b></p>	<p><u>Little Wandle Letters and Sounds Revised</u></p> <p>Phase 2</p> <p>-Introducing phase 2 phonemes</p> <p>*s a t p</p> <p>*l n m d</p> <p>*g o c k</p> <p>*e u r ck</p> <p>*h b f l</p> <p>*ff ll ss</p> <p>-Tricky words – is I the</p> <p>-To be able to blend orally.</p> <p>-To be able to hear initial sounds.</p> <p>-To begin to read CVC words.</p>	<p><u>Little Wandle Letters and Sounds Revised</u></p> <p>Phase 2</p> <p>-Introducing phase 2 phonemes and digraphs</p> <p>*j v w x</p> <p>*y z zz qu</p> <p>*ch sh th ng nk</p> <p>*words with –s /s/ added at the end (hats sits)</p> <p>*words ending –s/z/ (his) and with –s/z/) added at the end (bags)</p> <p>-Tricky words – put pull full as and has her go no to into she push he we of me be</p> <p>-To be able to blend and segment.</p> <p>-To be able to read labels and captions.</p>	<p><u>Little Wandle Letters and Sounds Revised</u></p> <p>Phase 3</p> <p>Introducing phase 3 phonemes and digraphs</p> <p>*ai ee igh oa</p> <p>*oo oar ur</p> <p>*ow oi ear air er</p> <p>*words with double letters</p> <p>*longer words</p> <p>-Tricky words – was you they my by all are sure pure</p> <p>-To be able to blend and segment.</p> <p>-To be able to read labels and captions.</p> <p>-To read some simple sentences</p> <p>-To be able to apply phase 2 and 3 sounds in reading with some fluency</p>	<p><u>Little Wandle Letters and Sounds Revised</u></p> <p>Phase 3</p> <p>Review phase 3</p> <p>*longer words, including those with double letters</p> <p>*words with –s /z/ in the middle</p> <p>*words with –es /z/ at the end</p> <p>*words with –s /s/ and /z/ at the end</p> <p>Tricky words – review all taught so far</p>	<p><u>Little Wandle Letters and Sounds Revised</u></p> <p>Phase 4</p> <p>Short vowels with adjacent consonants</p> <p>* CVCC CCVC CCVCC CCCVC CCCVCC * longer words and compound words</p> <p>* words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</p> <p>Tricky words – said so have like some come love do were here little says there when what one out today</p>	<p><u>Little Wandle Letters and Sounds Revised</u></p> <p>Phase 4</p> <p>Phase 3 long vowel graphemes with adjacent consonants</p> <p>*CVCC CCVC CCCVC CCV CCCVCC</p> <p>* words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est * longer words and compound words</p> <p>-Tricky words – review all taught so far</p>

		-Reading and writing CVC words.				
<b>Literacy Focus</b>	<ul style="list-style-type: none"> <li>-Recognising and beginning to form letters in their name.</li> <li>-Begins to write their own name.</li> <li>-Sorting objects by initial sounds.</li> <li>-Identify and write initial sounds.</li> <li>-Segment and spell CVC words.</li> <li>-Painting a colour monster and speaking about their emotions.</li> <li>-Sequence the story of Owl Babies and tell the story in their own words.</li> <li>-Labelling the Gruffalo's features.</li> </ul>	<ul style="list-style-type: none"> <li>-Write words about Diwali.</li> <li>-Sequencing a set of pictures to bake a cake.</li> <li>-Write about what to do when baking a cake.</li> <li>-Write a letter to Santa.</li> </ul>		<ul style="list-style-type: none"> <li>-Write sentences to show the story of Jack and the Beanstalk in a mini book.</li> <li>- Creating a story map to retell the story of Jack and the Beanstalk and The Hungry Caterpillar.</li> <li>- Write instructional phrases to create a simple recipe for making bread.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore non-fictional writing, creating a simple fact file about an African animal.</li> <li>- Write a letter back to the Naughty Bus.</li> <li>- Write sentences using describing words to describe the snail from The Snail and the Whale.</li> </ul>	<ul style="list-style-type: none"> <li>- Design and create their own Super minibeast. Write sentences about it, describing their super powers.</li> <li>-Write a letter to evil pea.</li> <li>-Write a police report.</li> <li>- Write about the real life super hero they want to be when they are older and explain why.</li> </ul>
<b>Maths Focus</b> <b>White Rose Maths</b>	<p><b>Getting to Know You</b></p> <ul style="list-style-type: none"> <li>-Key times of the day</li> <li>-Class routines</li> <li>-Exploring provision, where do things belong?</li> </ul> <p><b>Just Like Me</b></p> <ul style="list-style-type: none"> <li>-Matching</li> <li>-Sorting</li> <li>-Comparing amounts</li> <li>-Comparing size</li> <li>-Comparing mass and capacity</li> <li>-Make simple patterns</li> </ul> <p><b>It's Me 1, 2, 3</b></p> <ul style="list-style-type: none"> <li>-1, 2 and 3</li> </ul>	<p><b>Finishing It's Me 1, 2, 3</b></p> <ul style="list-style-type: none"> <li>-Digging deeper with 3</li> <li>-Circles and triangles</li> <li>-Geometry and spatial awareness</li> </ul> <p><b>Light and Dark</b></p> <ul style="list-style-type: none"> <li>-Number of the week 4</li> <li>-Number of the week 5</li> <li>-Digger deeper with number 5</li> <li>-Squares and rectangles</li> </ul>	<p><b>Finishing Light and Dark</b></p> <ul style="list-style-type: none"> <li>-Measurement and time</li> </ul> <p><b>Alive in 5</b></p> <ul style="list-style-type: none"> <li>-Introducing zero</li> <li>-Number bonds to 5 and digging deeper</li> </ul> <p><b>Growing 6, 7, 8</b></p> <ul style="list-style-type: none"> <li>-Number of the week 6</li> <li>-Number of the week 7</li> </ul>	<p><b>Finishing Growing 6, 7, 8</b></p> <ul style="list-style-type: none"> <li>-Number of the week 8</li> <li>-Making pairs and digging deeper</li> <li>-Length and height</li> <li>-Combining 2 groups and digging deeper</li> </ul> <p><b>Building 9 and 10</b></p> <ul style="list-style-type: none"> <li>-Number of the week 9</li> <li>-Number of the week 10</li> </ul> <p><b>3D Shapes</b></p> <p><b>Pattern (Refer to building 9 and 10 unit)</b></p>	<p><b>Finishing Building 9 and 10</b></p> <ul style="list-style-type: none"> <li>-Digging deeper</li> </ul> <p><b>Superhero to 20 and Beyond</b></p> <ul style="list-style-type: none"> <li>-Building numbers beyond 10</li> <li>-Counting patterns beyond 10</li> <li>-Spatial reasoning by match rotating and manipulating</li> </ul> <p><b>First Then Now</b></p> <ul style="list-style-type: none"> <li>-Adding more</li> <li>-Taking away</li> <li>-Spatial reasoning by composing and decomposing</li> </ul>	<p><b>Find my Pattern</b></p> <ul style="list-style-type: none"> <li>-Doubling</li> <li>-Sharing and grouping</li> <li>-Even and odd in more depth</li> </ul> <p><b>Consolidating Key Skills</b></p> <ul style="list-style-type: none"> <li>-Subitising</li> <li>-Counting</li> <li>-Composition</li> <li>-Sorting and Matching</li> <li>-Comparing and Ordering</li> <li>-Patterns and relationships</li> </ul>

				- Introducing even and odd numbers		
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>-To talk about their lives and the people around them.</li> <li>-To understand the importance of a healthy life style by looking at oral hygiene.</li> <li>-To begin to know and observe the signs of Autumn.</li> <li>-To learn what a habitat is.</li> <li>-To identify woodland animals.</li> <li>-To find out about nocturnal animals.</li> </ul>	<ul style="list-style-type: none"> <li>-To begin to know and observe the signs of Autumn.</li> <li>-To know how and why people celebrate around the world.</li> <li>-To identify countries/places where people traditionally celebrate Diwali and Christmas.</li> <li>-To learn how different places around the world celebrate birthdays.</li> <li>-To learn about Guy Fawkes and know the story of the Gunpowder Plot.</li> <li>-To learn the story of the Nativity.</li> </ul>	<ul style="list-style-type: none"> <li>-To know the changes from Autumn to Winter.</li> <li>-To know the signs of Winter.</li> <li>-To know some differences between the Arctic and the Antarctic.</li> <li>-To learn about some animals that live in cold habitats.</li> <li>-To experiment how ice melts.</li> <li>-To compare Inuit people to ourselves.</li> <li>-To learn about the explorer Robert Scott.</li> <li>-Introduce the idea of simple maps, they can draw a journey through the woods.</li> </ul>	<ul style="list-style-type: none"> <li>-To learn and order the life cycle of a plant.</li> <li>-To identify where plants can grow and how they grow.</li> <li>-To know about living and non living objects.</li> <li>-To grow a beanstalk, observe its changes.</li> <li>-To observe and talk about the changes when a baby chick grows.</li> <li>-To understand the importance of a healthy life style by looking at healthy food and drink.</li> <li>-To understand the importance of looking after our world.</li> <li>- To understand what recycling is, why we do it and how it benefits our world.</li> </ul>	<ul style="list-style-type: none"> <li>-To learn about different animals that live in specific habitats.</li> <li>-To compare transport from now to in the past.</li> <li>-To identify features in our local village.</li> <li>-To compare Baidon to London.</li> <li>-To compare Baidon to another village in a different part of the world.</li> <li>-To look at maps of Baidon and create their own interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>-To find the best material to make a superhero cape.</li> <li>-To describe the physical properties of everyday objects.</li> <li>-To learn about a real life superhero from the past, Helen Keller.</li> <li>-To find out about different jobs and roles in society.</li> <li>-To discuss what they would like to be when they grow up.</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>-To look in a mirror to draw and paint a self portrait.</li> <li>-To draw pictures of our families.</li> <li>-To take on roles in the home corner.</li> <li>-To use a variety of materials to create a person who is special to them.</li> <li>-To construct using big resources.</li> <li>-To experiment mixing</li> </ul>	<ul style="list-style-type: none"> <li>-To learn and sing songs from the nativity performance.</li> <li>-To speak and sing on stage in the nativity performance.</li> <li>-To mould a diya lamp using clay and add patterns using clay tools.</li> <li>-To find out about the artist Kandisky and use this inspiration to create our own 2D shape pictures.</li> </ul>	<ul style="list-style-type: none"> <li>-To introduce powder paints.</li> <li>-To mix powder paints to paint their Stick man sketch.</li> <li>-To use paper plates to make polar bears.</li> <li>-To look closely at pictures or figures of penguins then use them to create their own representation of a penguin.</li> <li>-To junk model to create an</li> </ul>	<ul style="list-style-type: none"> <li>-To create transient art images using seeds and beans.</li> <li>-To paint and print a symmetrical butterfly.</li> <li>-To use observational skills to draw a real spring flower.</li> <li>-To learn and sing the Jack and the Beanstalk song.</li> <li>-To use collage materials to create a beanstalk.</li> </ul>	<ul style="list-style-type: none"> <li>-To use a junk modelling materials to create a moving vehicle with wheels.</li> <li>-To create 3D maps of Baidon.</li> <li>-To learn and sing the Naughty Bus song.</li> <li>-To role play familiar roles in a local cafe set up.</li> <li>-To mould and roll clay to make snails.</li> </ul>	<ul style="list-style-type: none"> <li>-To practice and perform a class assembly to the school and our grown-ups.</li> <li>-To design and create a superhero cape.</li> </ul>

	<p>colours to paint a colour monster.</p> <p>-To draw and paint the character of the Gruffalo.</p> <p>-To join materials together to make the fox character.</p> <p>-To print owls using potatoes and experiment with texture.</p>	<p>-To use binca and a needle to sew a Christmas card.</p> <p>-To use split pins to join paper together.</p>	<p>object that is special to them.</p>			
<b>Physical Development</b>	Dance/Ourselves	Ball Skills/Hands 2	Gymnastics/Moving	Locomotion/Jumping	Games/Attack vs Defence	Ball Skills/Feet
<b>Music</b>	Exploring Sound	Celebration Music	Musical Stories	Big Band	Music and Movement	Musical Stories
<b>Computing</b>	<p>-To introduce using the computers</p> <p>-To begin to learn how to use a mouse.</p> <p>-To improve mouse control.</p> <p><b>Weekly Focus:</b> Create simple drawings on Purple Mash e.g. self portraits</p> <p>Purple Mash 2 paint- Self portraits</p>	<p>-To improve mouse control.</p> <p>-To be able to click and drag an image and select a programme.</p> <p>-To be able to create simple drawings on Purple Mash e.g. Nativity scene.</p> <p><b>Weekly Focus:</b> Purple Mash 2 paint- Firework pictures and Nativity drawings</p>	<p>-To continue to develop mouse control by selecting a variety of games independently.</p> <p>-To be able to create more detailed drawings by selecting different tools on Purple Mash.</p> <p><b>Weekly Focus:</b> Purple Mash 2 paint- Owl Babies images using different textures, Gruffalo drawings</p> <p>2 explore- exploring sounds instruments make to create a piece of music linked to Into the Forest</p> <p>Sherston- Maths games, problem solving Splodge</p>	<p>-To continue to develop mouse control by selecting games on Sherston independently.</p> <p>-To be able to create more detailed drawings by selecting different tools on Purple Mash.</p> <p><b>Weekly Focus:</b> Number 8 on 2paint, create a rainbow number and number image for the number 8.</p> <p>2paint to create images to link with stories, using different tools and the sliding bar to change pen thickness.</p> <p>Introduction to beebots and the word algorithm.</p> <p>Life cycle of a caterpillar.</p>	<p>-To introduce how to log onto the computers.</p> <p>-To begin to enter their own login details independently.</p> <p>-To be able to select programmes of their choice.</p> <p>-To be able to use the keyboard to add text to the detailed images they draw.</p> <p><b>Weekly Focus:</b> Logging in</p>	<p>-To continue to practise logging onto a computer independently.</p> <p>-To continue to select programmes of their choice.</p> <p>-To continue to use the keyboard to add text to the detailed images they draw.</p> <p><b>Weekly Focus:</b> Logging in</p>

<b>RE</b>	Who and what are special to us? (Part 1)  Christianity and Islam	How are special times celebrated?  Christianity, Islam, Hinduism and Sikhism	What makes a good helper and who helps us?  Christianity and Islam	What can we see in our wonderful world?  Christianity	Who and what are special to us? (Part 2)  Christianity and Islam	Where do we live and who lives there?  Christianity and Islam
<b>Outdoor Learning</b>	-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.	-To learn about fire safety. -To make diva lamps from clay.		-To make bread to cook on the fire for the Little Red Hen.	-To make a boat so that the Naughty Bus can float on the water and not fall in.	-To make wormeries.
<b>Links to KS1</b>	-Links to seasons in KS1 science.	-Links to seasons in KS1 science.	-Links to seasons in KS1 science.	-Links to plants in KS1 science.  -Links to seasons in KS1 science.	-Links to habitats in KS1 science.  -Links to locational knowledge in Y1 geography.	-Links to everyday materials in KS1 science.