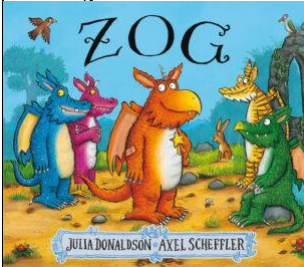
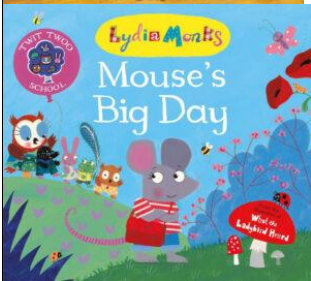
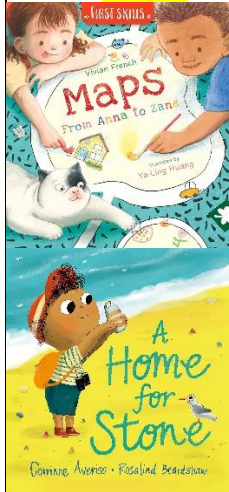
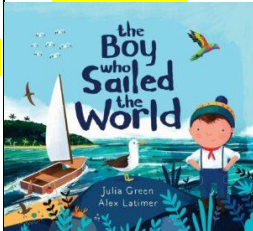
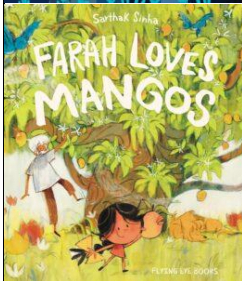
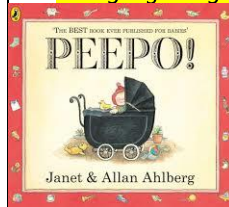
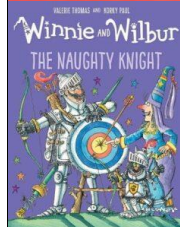


Cycle B

Beech Class – Reception and Year One				
	Autumn Term		Spring Term	Summer Term
Topic –	I wonder... what is special about me	I wonder... where in the world I live	I wonder... what is around the world	I wonder... how people lived in the past
Trips -		Little City	Holiday experience day	Williams den
Themes	All about me Settling in Rules and routines of the classroom	Extended family Where I live- Bentley Maps- special places	Holidays Natural world	Focus on how different people lived, toys and key focus people. Looking at the past - castle
An expected child will:	Move around the classroom confidently Develop relationships with the new adults Know how to access challenges Follow the rules and routines of the classroom	Know their immediate and extended family members. Know they live in Bentley. Draw a map of a familiar place ie school. Know the 4 seasons and know what to wear.	Discuss a holiday/ experience they have been on Make observations of the world around them using their senses They live in England. Name one other country from around the world and a fact about it.	Understand what the past is. Talk about what life was like in the past. Know someone in the community who can help them.
Vocab Please note this list is not exhaustive and subject to change.	Tier 1 Family, Mum, Dad, Brother, Sister, same, different Tier 2 Incredible, Unique, Auntie, Uncle, Grandma, Grandad	Tier 1 Bentley, Doncaster, England, Northern Ireland, Scotland, Wales, United Kingdom, Tier 2 London, Edinburgh, Cardiff, Belfast, city,	Tier 1 Animals, live, countries, continents Tier 2 Habitat, world, Asia, Africa, North America, South America, Antarctica, Europe Australia.	Tier 1 Past, before, after, present, future, born Tier 2 Olden days, predict, clues, different, old,

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		town, village, Capital city,		
Key Texts	1. Mouse's Big Day X1 2. Zog  	1. A home for stone x 1 2. Maps from Zane to Anna X2 3. The Big Book of the UK X1  	1. The boy who sailed the world x2 2. Farah loves Mangoes x2 3. Tad X2   	1. Peepo X1 2. Harry and the dinosaurs go to the museum. X1 3. Winnie and Wilbur and the Naughty Knight X2  
PSED	Rec -See themselves as a valuable individual. -Build constructive and respectful relationships.	Rec -Identify and moderate their own feelings socially and emotionally	Rec -Think about the perspectives of others.	

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	-Express their feelings and consider the feelings of others. -Show resilience and perseverance in the face of challenge. ELG -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers.		-Manage their own needs. - Personal hygiene -Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian ELG -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices		ELG -Show sensitivity to their own and to others' needs	
Jigsaw PSED	A1 Being Me in My World	A2 Celebrating Difference	Sp1 Dreams and Goal	Sp2 Healthy Me	S1 Relationships	S2 Changing Me
CL	CaL- Rec -Learn new vocabulary. -Use new vocabulary through the day. -Develop social phrases. -Engage in story times. -Listen to and talk about stories to build familiarity and understanding.		CaL- Rec -Understand how to listen carefully and why listening is important. -Ask questions to find out more and to check they understand what has been said to them. -Articulate their ideas and thoughts in well-formed sentences. -Describe events in some detail. -Use new vocabulary in different contexts.		CaL- Rec -Connect one idea or action to another using a range of connectives. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -Offer explanations for why things might happen, making use of recently introduced vocabulary	

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	-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. ELG – -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	-Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ELG -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions -Make comments about what they have heard and ask questions to clarify their understanding	from stories, non-fiction, rhymes and poems when appropriate. ELG – -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
PD	Rec – -Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. -Progress towards a more fluent style of moving, with developing control and grace. -Develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Combine different movements with ease and fluency. -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. -Further develop the skills they need to manage the school day successfully: lining up and queuing and meal times. -Develop their small motor skills so they can use a range of tools competently, safely and	Rec – -Further develop and refine a range of ball skills: including throwing, catching, kicking, passing, batting and aiming. -Develop the foundations of a handwriting style which is fast, accurate and efficient.	Rec- -Develop overall body-strength, balance, co-ordination and agility. -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. ELG – -Negotiate space and obstacles safely, with consideration for themselves and others. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. -Use a range of small tools, including scissors, paint brushes and cutlery.

Cycle B

	confidently, e.g. pencil, paintbrushes, scissors, cutlery. -Use their core muscles strength to achieve a good posture when sitting at a table or on the floor. ELG – -Demonstrate strength, balance and co-ordination with playing. -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. -Begin to show accuracy and care when drawing.					
Your PE	Gymnastics	Dance	Fundamental Movement skills	Ball skills	Athletics	Ball Skills
Literacy	Name writing Initial sounds • Read individual letters by saying the sounds for them. • Blend sounds into words so that they can read short words made up of known letters-sound correspondences, ELG – • WR - Say a sound for each letter in the alphabet and at least 10 digraphs. • Comp - Anticipate – where appropriate – key events in stories. • Comp - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		CVC words Captions • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonics programme. • Spell words by identifying the sounds and then writing the sound with letters. ELG – • Comp - Demonstrate understanding of what has been read to them by retelling stories and		Sentences Punctuation • Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words. • Reread these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Write short sentences with words with known sound-letter correspondences with a capital letter and full stop. • Re read what they have written to check that it makes sense.	

Cycle B

			narratives using their own words and recently introduced vocabulary. • W - Write recognisable letters, most of which are correctly formed. • W - Spell words by identifying sounds in them and representing the sounds with a letter or letters. • WR - Read words consistent with their phonic knowledge by sound-blending.		ELG • Form lower-case and capital letters correctly. • W - Write simple phrases and sentences that can be read by others. • WR - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Mastering Number	FS2 – Subitising within 3 Counting skills Composition of numbers up to 4. Subitising objects and sounds Comparison by looking Vocabulary 'more than, less than' Capacity	FS2 – Counting skills Fiveness of five Comparing sets by matching More than, less than and equal to. Exploring part and whole. Composition of 3,4,5. Object counting skills Matching numeral to quantity to 10 Verbal counting to 20. Length	FS2 – Subitising to 5 Matching numerals to quantity to 5. Ordinality One more Focus on 5 Focus on 5 inside for 6, 7. Comparing sets More than, fewer than. Equal to. Making unequal sets	FS2 – Number patterns and ordering numbers to 8 Language of less than Focus on 7 Doubles and equal parts Odd and even	FS2 – Counting larger sets Subitising to 6 Composition of 5 and a bit Composition of 10 Ordinality	FS2 – Subitising to 5 Recall of numberbonds to 5 Composition of numbers to 5 Comparison Number patterns Counting

Cycle B

Maths - DM	• Counts objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal number value. • Count beyond 10. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.	• Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Explore the composition of numbers to 10. • ELG – Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (with reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		
Year One Maths Lessons	Mastering Number - • Subitising • Composition of 5 • Composition of 5 and a bit to 10 • Comparing sets • Ordering numbers to 10	Mastering Number - • Composition of 7 • Composition of 9 • Odd and even based on shape • Part part whole concept • Partitioning numbers	Mastering Number - • Composition of 11-15 • 11-15 on a number line • Addition equations • Focus on 11-19 – 10 and a bit. • Subtraction		

Cycle B

	- Identifying one more and one less - Doubles - Odd and even numbers - Sixness of 6 - Composition of 8 - Composition of 10 - Ordinality - Comparing numbers on a number track. Lessons - Place value within 10 Addition and subtraction within 10 Length and height Weight Capacity	- Partitioning numbers to 10 - Doubling and halving - First, then and now stories - Subtracting from even numbers - Subtracting from odd numbers Lessons - Place Value within 20 Addition and subtraction within 20 Place Value within 50 3D shapes 2D shapes	Mixed addition and subtractions questions Lessons - Multiplication and division Fractions Position and direction Place value within 100 Money Time
Understanding the World ELG	Rec - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Draw information from a simple map. - Understand the effect of changing seasons on the natural world around them. - Recognise that people have different beliefs and celebrate special times in different ways. The natural world ELG – - Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world	Rec - Recognise some similarities and differences between life in their country and life in other countries. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different from the one in which they live. ELG – - Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between religious and cultural communities in their country, drawing on	Rec - - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Understand that some places are special to members of their community. ELG - Talk about the lives of the people around them and their roles in society. - Knows similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Cycle B

	around them, including the seasons and changing states of matter.		their experiences and what has been read in class, non-fiction texts and – when appropriate – maps. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories -Explore the natural world around them, making observations and drawing pictures of animals and plants.		
ICT	Internet safety I pads		General technology – Draw and tell	Coding	Basic Skills - Word
History/Geography (Linked into topic work)	Food – Where does our food come from? Our rights		Our wonderful world – What are the wonders of our world? Christopher Columbus		Seasons – Link to science
RE	Pathway 6 – How do we understand and care for the world?	Pathway 5 – How do people celebrate special times? UW – Rec – • Recognise that people have different beliefs and celebrate special times in different ways.	Pathway 2 – Why are some objects special?	Pathway 1 – Which places are special to members of our community? UW – Rec • Understand that some places are special to members of their community.	Pathway 4 – Who belongs in my family and community? Pathway 3 – Who cares for me and how do I help others?
Science	Everyday Materials		Living things and their habitats		Seasons
EAaD	Painting and mixed media	DT – Food tech – Could we make a snack for Santa?	Kapow art unit- Marvellous Marks Kapow DT unit- Trains/aeroplanes???		Kapow art unit- creation station Kapow DT unit- textiles – flags – Parents

Cycle B

	Kapow art unit- paint my world	Kapow music unit- musical stories EAaD- Rec -Create collaboratively, sharing ideas, resources and skills. EAaD- Rec -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Watch and talk about dance and performance art, expressing their feelings and responses. EAaD- ELG -Sing a range of well-known nursery rhymes and songs.	Kapow music unit- transport -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. EAaD- ELG -Share their creations, explaining the process they have used. -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Kapow music unit- exploring sound -Develop storylines in their pretend play EAaD- ELG -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Make use of props and materials when role playing characters in narratives and stories. -Invent, adapt and recount narratives and stories with peers and their teacher.
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