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| Owls and HedgehogsClass 2020/2021 | **Autumn 1****7th Sept –22nd Oct** | **Autumn 2****2nd Nov – 18th Dec** | **Spring 1****5th Jan – 12th Feb** | **Spring 2****22nd Feb – 26th March** | **Summer 1****12th April – 28th May** | **Summer 2****8th June – 22nd July** |
| Project | **Knowing me, Knowing you** | **Night and Day** | **Turrets and Tiaras** | **Under the Sea** | **Down at the bottom of the garden** | **Helping Hands** |
| IGNITE: possible trips | Autumn walk | Owl visit | Oxford Castle | Growing sea monkeys | Parks trust trip to Howe parkSend sunflower seeds homeGrow beanstalk | People who help us- parents- firefighters, police, nurse, postmanSuperhero fashion show |
| Role play area | Home corner/cafe | CampsiteSpace stationSanta’s Grotto | Castle | AquariumDeep sea explorer | Garden Centre | A&E departmentVets |
| Key Questions | **What makes me special and why?****Who are my family members?****What is important to me and why?****How can I get to know the other children in my class?****What food do we eat at home?** | **What activities do you complete at night/in the day?****Which animals come out at night?****What is nocturnal?****How do owls survive?****Which animals are prey?****Which animals are predators?** | **What is it like to live in a castle?****How are castles built?****Why do they wear crowns?** | **What can you find under the sea?****How do animals survive under water?****How can we stay safe in water?****What is plastic pollution?** | **What lives in the grass/soil?****What can I grow outside?****Who can grow the tallest sunflower?****What do plants need to grow?****How do we preserve water?** | **Who helps us?****How can we help others?****How can we help ourselves?****What would we do in an emergency?****Who is your hero?****What would your super power be and why?** |
| Key Texts | TitchElmerWe’re going on a bear hunt  | Owl Babies Aliens love underpants Stickman Whatever Next | Goldilocks The three little pigs | TiddlerThe singing mermaidRainbow Fish | Jack and the beanstalkLittle Red Hen The Very Hungry Caterpillar | Dinosaur Roar SupertatoFireman Factfile  |
| Talk for writing |  Titch | Owl Babies |  Traditional tales | Tiddler | Little Red Hen | Supertato  |
| **Communication and Language** | Can I listen carefully and join in with stories?Can I follow simple instructions?Can I join in with rhymes and songs?Can I share my ideas with others?Can I describe different objects? | Can I listen carefully and join in with stories?Can I take part in class decisions?Can I use language to imagine and recreate roles and experiences?Can I maintain attention and sit quietly during class discussions?Can I ask appropriate questions? |  What does a sentence need?Can I listen and respond to ideas expressed by others in conversation and discussion?Can I use language to imagine and recreate roles and experiences?Can I follow a story without pictures or props?Can I ask appropriate questions? | Can I use talk to organise, sequence and clarify thinking, ideas, feelings and events?Can I introduce a storyline or narrative into my play?Can I accurately anticipate key events in a story?Can I respond to what I hear with relevant comments, actions or questions? | Can I order the events in a story?Can I re-tell a story using puppets and role play?Can I explain what happens in the beginning/middle/end of the stories I hear?Can I explain what is the same/different about stories?Can I develop my own narrative and explanations by connecting ideas or events?Can I answer how and why questions about my experiences? | Can I use past, present and future forms accurately when talking about past and future events?Can I follow intructions involving several ideas or actions?Can I answer how and why questions in response to stories or events?Can I develop my own narrative and explanations by connecting ideas or events? |
| **Personal, Social and Emotional** | Can I begin to follow classroom routines and school rules?Can I respect classroom resources?Can I say the names of children in the class?Can I talk about my family and the things I like to do with them?Can I take turns and share? | Can I initiate conversation?Can I take account of what others say in conversation?Can I ask appropriate question of others?Can I contribute my own ideas and feelings during carpet time activities?Can I confidently speak to others about own needs, wants, interests and opinions?Can I understand that my own actions affect other people? | Can I form positive relationships with adults and other children?Can I take steps to resolve conflicts with other children e.g. finding a compromise?Can I adjust my behaviour to different situations?Can I say when I do or don’t need help? | Can I explain my own knowledge and understanding?Can I take account of what others say in conversation?Can I begin to negotiate and solve problems?Can I play co-operatively, taking turns with others?Can I show sensitivity to others’ needs and feelings?Can I explain the behavioural expectations of our class/school? | Can I confidently try new activities?Can I explain why I like some activities more than others?Can I share my thoughts in a group or with the whole class?Can I say when I do or don’t need help?Can I work as part of a group or class?Can I understand and follow the rules?Can I talk about how I, and others, show feelings? | Can I ask appropriate questions of visitors?Can I describe what different roles our heroes have?Can I explain who my hero is and why?Can I describe what makes a hero?Can I independently choose the resources I need for my chosen activities?Can I adjust my behaviour to different situations?Can I talk about my behaviour and its consequences? |
| **Physical Development** | Can I use equipment safely?Can I select equipment for mark making?Can I show preference for a dominant hand?Can I begin to form recognisable letters?What do I need to be healthy?Why is it important to eat healthy foods?Can I move and travel in different directions? | Can I use tools appropriately to develop fine motor skills?Can I move to different types of music?Can I take my coat/jumper on/off? | Can I move like a knight/princess?Can I write my prince/princess name using a mark making tool with good control?Can I use simple tools to make changes to materials?Can I show an understanding of how to transport and store equipment safely?Can I show increasing control over an object in pushing, patting, throwing, catching or kicking it? | Can I practice some appropriate safety measures without direct supervision?Can I use a pencil with good control to form recognisable letters? Can I travel with confidence and skill around, under, over and through balancing and climbing equipment?Can I negotiate spaces successfully?Can I show increasing control over an object in pushing, patting, throwing, catching or kicking it? | Can I handle equipment and tools effectively, including pencils for writing?Can I use tools and materials to make or depict different animals/minibeasts?Can I move confidently in a range of ways, safely negotiating space?Can I dress and undress independently?  | Can I show good control and co-ordination in large and small movements?Can I handle equipment and tools effectively, including pencils for writing?Can I explain the importance of physical exercise and a healthy diet?Can I talk about different ways to keep healthy and safe? |
| **Literacy** | Can I choose books to look at at home and school?Can I recognise my name on my locker, leaf etc?Can I begin to write my name?Can I hear and say initial sounds in words?Can I begin to read VC and CVC words?Can I use vocabulary influenced by books? | Can I continue a rhyming string?Can I hear and say the initial sounds in words?Can I apply the sounds I have learnt to blend sounds together to read simple sentences and segment words to spell?Can I label my work with my name? Can I begin to write lists, labels and captions?Can I begin to write short sentences in meaningful contexts? | Can I read and write set 1 of green and red words?Can I apply the sounds I have learnt to blend sounds together to read simple sentences and segment words to spell?Can I link sounds to letters, naming and sounding the letters of the alphabet?Can I begin to write short sentences in meaningful contexts? | Can I apply the sounds I have learnt to blend sounds together to read simple sentences and segment words to spell?Can I read words and simple sentences?Can I use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence?Can I begin to write short sentences in meaningful contexts? | Can I explain what is needed for a sentence?Can I use my phonic knowledge to write short sentences in meaningful contexts?Can I use my phonic knowledge to write words which match the spoken sounds?Can I write some red words correctly?Can I read and understand simple sentences?Can I use my phonic knowledge to decode regular words and read them allowed accurately?Can I demonstrate understanding when talking with others about what I have read? | Can I order the events in a non-fiction book?Can I describe what happens in the beginning/middle/end of the stories I hear?Can I explain what is needed for a sentence?Can I use my phonic knowledge to write simple sentences?Can I read my own writing?Can I write a whole story using our Talk for Writing skills?Can I use key features of narrative in my writing? |
| **Maths**  | Counting reliably with numbers 0-5.Sorting into groups.Comparing quantities of identical and non-identical objects. One more and one less within 5.SSM:My day- time.   | Number bonds to 5.Counting 0-10.Addition to 10.SSM:Spatial awareness.2D and 3D shapes. | Exploring patterns.Counting on and counting back.Numbers to 20.Doubling and HalvingOdd and even numbers.SSM:LengthHeightDistanceWeightCapacity.   |
| **Mastering Art and design** | Can I explore different colours, media, textures in the creative areas?Can I act out situations/stories in the role play area and using small world scenes? | Exploring sounds using instruments.Making props for role play area.Making cards for celebrations.Making Christmas decorations and crafts.  | Exploring sounds using instruments.Making props for role play area.Independently make castles/crowns/tiaras.Experiment with mixing colours.  | Becoming more independent in using and accessing resources to make jellyfish, fish stick puppets, giant octopus.  | Can I create mini beasts?Can I play instruments along to Ugly Bug Ball?Can I experiment with colour, design, texture, form and function? | Designing a superhero costume- exploring different materials for a superhero outfit.Acting out superhero scenarios |
| **Understanding the world** | Can I get to know the way around the school/classroom?Can I operate a simple programme on a computer?What happens in autumn?Who is in my family?What things do I enjoy doing with my family? | Identifying celebrations around the world and the story of Christmas.Look at different Christmas artefacts to encourage discussion.  | Seasonal changes and weather.Chinese new year | Can I explore the similarities and differences of homes in the past to present?Healthy eating- what foods help us to keep healthy?How do we look after our teeth? | What is growing outside the classroom?Can I explore the best place to grow a plant?What does a plant need to grow?Can we grow our own food?What animals help/hinder in the garden?Can I select and use technology for particular purposes?E-safety.  | Learning about the emergency services.Emergency procedure at home and at school.Looking at similarities and differences of emergency vehicles. |
| **RE** | All about me – what do my family do together?  | Diwali celebrations – learning the story and how Hindus celebrate Christmas celebration s- learning the story and how Christians celebrate | Hanukkah celebrations – learning the story and how Jews celebrate this  | Easter celebrations – learning the story and how Christians celebrate  | Eid celebrations – learning the story and how Muslims celebrate  | Learning the story of the Good Samaritan  |
| **PSHE - Jigsaw** | Being me in my world  | Celebrating difference | Dreams and Goals  | Healthy me  | Relationships  | Changing me  |
| **Forest School**  |  |  |  |  |  |  |
|  **Music** | Singing nativity songs  | Pitch:Pitch matching- copy H/M (soh-me) sounds vocallyAural response- follow changes in pitch vocally/with movementRhythm:Copying- copy simple rhythmic patternsComposition- use a steady pulse to show characters | Composition:Signals/ dynamics/ duration/ pace and pulse/ timbre/ texture/ composition/ improvisation/ listening/ review and evaluate/ performing/ links to instrumental learning/ singing  |
|  **Mastering PE** | Multi sports  |  |  |  |  |  |