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| Owls and Hedgehogs  Class 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 park  Send sunflower seeds home  Grow beanstalk | | People who help us- parents- firefighters, police, nurse, postman  Superhero fashion show | | |
| Role play area | Home corner/cafe | Campsite  Space station  Santa’s Grotto | Castle | Aquarium  Deep sea explorer | Garden Centre | | A&E department  Vets | | |
| 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 | Titch  Elmer  We’re going on a bear hunt | Owl Babies  Aliens love underpants  Stickman  Whatever Next | Goldilocks  The three little pigs | Tiddler  The singing mermaid  Rainbow Fish | Jack and the beanstalk  Little Red Hen  The Very Hungry Caterpillar | | Dinosaur Roar  Supertato  Fireman 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 Halving  Odd and even numbers.  SSM:  Length  Height  Distance  Weight  Capacity. | | | | |
| **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 vocally  Aural response- follow changes in pitch vocally/with movement  Rhythm:  Copying- copy simple rhythmic patterns  Composition- 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 |  |  |  |  | | |  | |