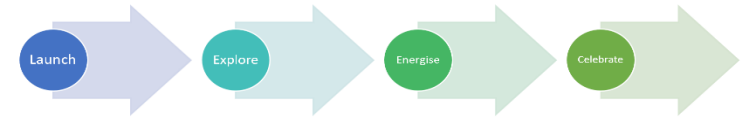



	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Theme	All About Me	Let's Play	Winter Time		Once Upon A Time		Places - Africa		Down in the...Wood		Growing	
Weeks	5	5	4	4	6	6	6	6	6	6	6	6
Key texts	Eliot Jones <b>Midnight Superhero</b> English/Communication - layered in wk 4/5 linked to text/communication. Maths - layered in wks 4/5 link to measure. All other learning (taught & environment) linked to EHCP Outcomes. NB - Teachers to use Reflective Journals.	What to do with a box. English/ Communication- T4W story Maths/Cog - Number	The Polar Express English/ Communication- Letters, lists & cards. Maths/Cog - weight	Traditional Tale- Princess & the Pea (Cultural references to Africa) English/ Communication- Fiction ( T4W- story writing) Maths/Cog - Measure	Zomo the Rabbit-folk tale - African tale English/ Communication- (information writing-reports, (postcards), leaflets, labels, fact boxes) Maths/Cog - Number	The Gruffalo English/ Communication- (T4W instructions - Can you catch a Gruffalo? Bossy words,) Maths/Cog - Shape & Prepositions	Oliver's vegetables English/ Communication- Non-Fiction Food (Information writing Lists, ingredients, menus, posters) Maths/Cog - Weight Capacity					
Topic	PSHE - Health & Wellbeing (families & people who care for me, healthy lifestyles, mental wellbeing)	UOW- Geog - To master geographical skills & language (Field trips) & Places (Local) History - To understand chronology including changes in living memory. PE- Dance RE- Consolidate prior learning PSHE - consolidate prior learning	The Arts - Music - To Perform Art - Painting PSHE - Relationships (caring friendships, respectful relationships, feelings & emotions) PE - Dance RE - Why I am special? inc special baby	The Arts - Music - To compose Art - Painting & Collage & textiles PSHE - Health & wellbeing (Keeping safe, growing and changing, basic first aid) PE - Gymnastics RE - Special places	Scientific Technologies Science - Every day materials DT - Textiles Computing - To control PSHE - Living in the wider world (rights & responsibilities, internet safety and harms, online relationships) PE - Gymnastics RE - Special places	UOW - Geog - Physical & Human geography History - Historical investigation PSHE - Relationships (healthy relationships, online relationships, valuing difference) PE - Games RE - Special Things	Scientific Technology - Science- Plants DT - Cooking & nutrition Computing - To create & to communicate PSHE - Living in the wider world (money matters, taking care of the environment) PE - Games RE - Special Things					
RE & PE is taught continuously.	RE - Why I am special? Super powers											
Opportunities to practice skills in the Enabling Environment	EHCP	EHCP	Geog - Places History - Chronology	Music - to perform Art - painting	Music - to compose Art - painting & collage	Science - Everyday materials DT - Textiles Computing - To control & create	Geog - Physical /human geography History - historical investigation					
Enrichment	-	Bradlaugh Fields Bus			-	African drummers On site	Salcey forest + I spy when on bus Bus					
NB	Please provide opportunities in your <b>Enabling Environment</b> to capture the following - <b>Maths</b> - Time (make reference to this throughout your day and emphasise the language of playtime & morning, Money( opportunities in your role play or corner to learn) & problem solving ( should be continuous within the environment). To remember that when teaching <b>Science</b> you provide a science investigation as a starting point within your environment. To provide everyday opportunities for <b>mark making</b> as it is the beginnings of <b>Drawing</b> along with <b>malleable materials</b> as this is the beginnings of <b>Sculpture</b> and linked to our fine motor outcomes. Include all styles of <b>Music</b> - good quality- for the children to listen and respond to within your environment.											
Learning without lessons.	Photos of a tree outside( one they can see from their class window) taken overtime - observing the seasonal changes. Display in class and use to refer to the weather and changes in clothing.			Photos of a tree outside taken overtime - observing the seasonal changes. Display in class and use to refer to the weather and changes in clothing.			Photos of a tree outside taken overtime - observing the seasonal changes. Display in class and use to refer to the weather and changes in clothing.					
Extended Curriculum	The implicitly taught curriculum for PSHE areas of learning for fostering social skills and nurturing a foundation for a healthy lifestyle. Embedded within everyday interactions and experiences, subtly shaping attitudes, behaviours, and values - <b>Making Relationships, Building Relationships, Managing Feelings &amp; Behaviour and Health and Self-Care.</b>											



	Term 1		Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Hoorah For Me!	Celebrations	Let it Snow	Amazing Animals	Let's Build	Journeys	Water
Weeks	Sept 4 <sup>th</sup> 5 weeks	Oct 7 <sup>th</sup> 6 weeks	Nov 24 <sup>th</sup> 4 weeks	6	6	6	7
Key texts	Once there were giants (rhyming) <b>English/Communication</b> - layered in wk 4/5 linked to text/communication. <b>Maths</b> - layered in wks 4/5 link to measure. <b>All other learning (taught &amp; environment) linked to EHCP</b> <b>Outcomes.</b> NB - Teachers to use Reflective Journals.	The Roll Away Pumpkin <b>English/ Communication-</b> Fiction T4W story <b>Maths/Cog</b> - Number	The Nutcracker (non-fiction letters, cards) <b>Maths/Cog</b> - pattern	Jacob O Reilly wants a pet (rhyming) <b>English/ Communication-</b> Fiction T4W story <b>Maths/Cog</b> - Number	Iggy Pecks Architect <b>When I build with blocks in (construction area)</b> <b>English/ Communication</b> Non fiction-T4W - instructions, posters & labels, captions <b>Maths/Cog</b> - Shape/Pattern	Meerkat Mail <b>English/ Communication</b> (T4W- story writing as postcards)(Rhyming) <b>Maths/Cog</b> - Number	May Day Mouse <b>English/ Communication-</b> (non-fiction-T4W- recounts) <b>Maths/Cog</b> - capacity
Topic	PSHE - Living in the wider world, Rights & responsibilities, Internet safety & harms, Online Relationships	UOW - <b>Geog</b> - Physical & Human geography <b>History</b> - Historical investigation <b>PSHE</b> - Consolidate prior learning <b>PE</b> - Dance <b>RE</b> - Special people	<b>The Arts</b> - Music - To Perform Art - Printing <b>PSHE</b> - Relationships, Caring friendships, Respectful relationships, Feelings & emotions. <b>PE</b> - Dance <b>RE</b> - Special people - The Holy Family	<b>Scientific Technologies</b> Science - Animals & Humans & Habitats DT - Cooking & Nutrition Computing - To communicate <b>PSHE</b> - Health & wellbeing, families & people that care for me, healthy lifestyles, mental wellbeing. <b>PE</b> - Gymnastics <b>RE</b> - Special foods	<b>Scientific Technology</b> - <b>Science</b> - Every day materials <b>DT</b> - Construction & materials <b>Computing</b> - To control <b>PSHE</b> - Health & wellbeing, keeping safe, growing & changing, basic first aid. <b>PE</b> - Gymnastics <b>RE</b> - Special foods	UOW- <b>Geography</b> - field work & places <b>History</b> - Chronology <b>PSHE</b> - Living in the wider world, money matters, harmful substances, taking care of the environment.  <b>PE</b> - Games <b>RE</b> - Special books	<b>The Arts</b> - <b>Music</b> - To compose & transcribe <b>Art</b> - Painting <b>PSHE</b> - Relationships, Healthy relationships, Online relationships, valuing differences <b>PE</b> - Games <b>RE</b> - Special books - Share journals
Opportunities to practice skills in the Enabling Environment	EHCP	EHCP	<b>Geog</b> - Human & physical <b>History</b> - investigation	Music - to perform Art - printing	Science - animals & habitats/humans DT - cooking Computing - To communicate	Science - Every day materials DT- Construction Computing - To control & to create	Geography - field work & places History - Chronology
Enrichment	-	Pumpkin search/pick Bradlaugh fields <b>Bus-October</b>	-	Beehive <b>Bus</b>	-	Post office visit <b>Local walk</b>	-
NB	Please provide opportunities in your <b>Enabling Environment</b> to capture the following - <b>Maths</b> - Time (make reference to this throughout your day and emphasise the language of playtime & morning, Money( opportunities in your role play or corner to learn) & problem solving ( should be continuous within the environment). To remember that when teaching <b>Science</b> you provide a science investigation as a starting point within your environment. To provide everyday opportunities for <b>mark making</b> as it is the beginnings of <b>Drawing</b> along with <b>malleable materials</b> as this is the beginnings of <b>Sculpture</b> and linked to our fine motor outcomes. Include all styles of <b>Music</b> - good quality- for the children to listen and respond to within your environment.						
Learning without lessons.	Photos of playground outside taken overtime - observing the seasonal changes. Display in class and use to refer to the weather and changes in clothing.			Photos of the playground taken overtime - observing the seasonal changes. Display in class and use to refer to the weather and changes in clothing.		Photos of the playground taken overtime - observing the seasonal changes. Display in class and use to refer to the weather and changes in clothing.	
Extended Curriculum 	The implicitly taught curriculum for PSHE areas of learning for fostering social skills and nurturing a foundation for a healthy lifestyle. Embedded within everyday interactions and experiences, subtly shaping attitudes, behaviours, and values - <b>Making Relationships, Building Relationships, Managing Feelings &amp; Behaviour and Health and Self-Care.</b>						

