
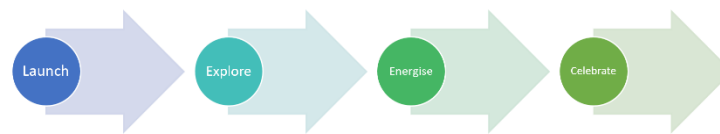


|   | Term 1   |   | Term 2  | Term 3   | Term 4  | Term 5  | Term 6   |
|---|--|---|---|--|---|---|--|
| Theme   | All About Me   | Let's Play  | Winter Time   | Once Upon A Time   | Places -  | Down in the...Garden  | Growing  |
| Weeks   | 5  | 5   | 4   | 6  | 6   | 6   | 6  |
| Key texts   | <b>Funny Bones</b> (rhyming)<br><b>English/Communication</b> - layered in wk 4/5 linked to text/communication.<br><b>Maths</b> - layered in wks 4/5 link to measure.<br><b>All other learning (taught &amp; environment) linked to EHCP Outcomes.</b><br><b>NB</b> - Teachers to use Reflective Journals.  | <b>On Sudden Hill</b><br><b>English/ Communication-</b> T4W story<br><b>Maths</b> - Number  | <b>The Polar Express</b><br><b>English/ Communication-</b> Letters, lists & cards.<br><b>Maths</b> - weight   | <b>Hansel &amp; Gretel</b> (Cultural references to Eastern Europe)<br><b>English/ Communication-</b> Fiction ( T4W- story writing)<br><b>Maths</b> - Measure   | <b>Traditional Tale- The Dragon of Kracow</b><br><b>English/ Communication-</b> -(T4W instructions - How to catch a dragon? Bossy words<br><b>Maths</b> - Number  | <b>The Curious Garden</b><br><b>English/ Communication,</b> (information writing- reports, leaflets, labels, fact boxes)<br><b>Maths</b> - Shape & Prepositions   | <b>Christopher Nibble</b><br><b>English/ Communication-</b> Non-Fiction Food (Information writing Lists, ingredients, menus, posters)<br><b>Maths</b> - Weight Capacity  |
| Topic   | <b>PSHE</b> - Health & Wellbeing (families & people who care for me, healthy lifestyles, mental wellbeing)   | <b>UOW- Geog</b> - To master geographical skills & language (Field trips) & Places (Local)<br><b>History</b> - To understand chronology including changes in living memory.<br><b>PE- Dance</b><br><b>RE- Consolidate</b> prior learning<br><b>PSHE</b> - consolidate prior learning<br><b>RE</b> - Why I am special? | <b>The Arts - Music</b> - To Perform<br><b>Art</b> - Painting<br><b>PSHE</b> - Relationships (caring friendships, respectful relationships, feelings & emotions)<br><b>PE</b> - Dance<br><b>RE</b> - Why I am special? inc special baby | <b>The Arts - Music</b> - To compose<br><b>Art</b> - Painting & Collage & textiles<br><b>PSHE</b> - Health & wellbeing (keeping safe, growing and changing, basic first aid)<br><b>PE</b> - Gymnastics<br><b>RE</b> - Special places | <b>Scientific Technologies</b><br><b>Science</b> - Every day materials<br><b>DT</b> - Textiles<br><b>Computing</b> - To control<br><b>PSHE</b> - Living in the wider world (rights & responsibilities, internet safety and harms, online relationships)<br><b>PE</b> - Gymnastics<br><b>RE</b> - Special places | <b>UOW - Geog</b> - Physical & Human geography<br><b>History</b> - Historical investigation<br><b>PSHE</b> - Relationships (healthy relationships, online relationships, valuing difference)<br><b>PE</b> - Games<br><b>RE</b> - Special Things | <b>Scientific Technology - Science-</b> Plants<br><b>DT</b> - Cooking & nutrition<br><b>Computing</b> - To create & to communicate<br><b>PSHE</b> - Living in the wider world (money matters, taking care of the environment)<br><b>PE</b> - Games<br><b>RE</b> - Special Things |
| RE & PE is taught continuously.   |  |   |   |  |   |   |  |
| Opportunities to practice skills in the Enabling Environment  | EHCP   | EHCP  | Geog - Places History - Chronology  | Music - to perform<br>Art - painting   | Music - to compose<br>Art - painting & collage  | Science - Everyday materials<br>DT - Textiles<br>Computing - To control & create  | <b>Geog</b> - Physical & Human geography<br><b>History</b> - Historical investigation  |
| Enrichment  | -  | -   | Brampton valley railway<br><b>Bus</b>   | Catholic cathedral<br><b>Local Walk</b>  | -   |   | <b>Enrichment - (Residential?)</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).<br>To remember that when teaching <b>Science</b> you provide a science investigation as a starting point within your environment.<br>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.<br>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.<br>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.<br>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.<br>Display in class and use to refer to the weather and changes in clothing.  |  |
| Extended Curriculum  | The implicit 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  | <b>Peepo</b><br>English/Communication - layered in wk 4/5 linked to text/ communication.<br>Maths - layered in wks 4/5 link to measure.<br>All other learning (taught & environment) linked to EHCP Outcomes.<br>NB - Teachers to use Reflective Journals.   | <b>Pumpkin Soup</b><br>English/ Communication- Fiction T4W story<br>Maths - Number   | <b>The Nutcracker</b><br>(non-fiction letters, cards)<br>Maths - pattern  | <b>Superworm</b><br>(rhyming)<br>English/ Communication- T4W story<br>Maths - Number  | <b>What we'll build</b><br>English/ Communication - T4W - instructions, posters & labels, captions<br>Maths - Shape/Pattern   | <b>A Balloon for Grandad</b><br>English/ Communication (T4W- story writing as postcards)<br>Maths - Number  | <b>Snail &amp; the Whale (Rhyming)</b><br>English/ Communication- (non-fiction-T4W- recounts and non chronological reports)<br>Maths - capacity  |
| Topic  | PSHE - Living in the wider world, Rights & responsibilities, Internet safety & harms, Online Relationships   | UOW -<br>Geog - Physical & Human geography<br>History - Historical investigation<br>PSHE - Consolidate prior learning<br>PE - Dance<br>RE - Special people | The Arts -<br>Music - To Perform<br>Art - Printing<br>PSHE - Relationships, Caring friendships, Respectful relationships, Feelings & emotions.<br>PE - Dance<br>RE - Special people - The Holy Family | Scientific Technologies<br>Science - Animals & Humans & Habitats<br>DT - Cooking & Nutrition<br>Computing - To communicate<br>PSHE - Health & wellbeing, families & people that care for me, healthy lifestyles, mental wellbeing.<br>PE - Gymnastics<br>RE - Special foods | Scientific Technology -<br>Science - Every day materials<br>DT- Construction & materials<br>Computing - To control<br>PSHE - Health & wellbeing, keeping safe, growing & changing, basic first aid.<br>PE - Gymnastics<br>RE - Special foods<br>- | UOW-<br>Geography - field work & places<br>History - Chronology<br>PSHE - Living in the wider world, money matters, harmful substances, taking care of the environment.<br><br>PE - Games<br>RE - Special books | The Arts -<br>Music - To compose & transcribe<br>Art - Painting<br>PSHE - Relationships, Healthy relationships, Online relationships, valuing differences<br><br>PE - Games<br>RE - Special books - Share journals |
| RE & PE is taught continuously.                              |  |  |   |   |   |   |  |
| Opportunities to practice skills in the Enabling Environment | EHCP   | EHCP   | Geog - Human & physical<br>History - investigation  | Music - to perform<br>Art - printing  | Science - animals & habitats/humans<br>DT - cooking<br>Computing - To communicate   | Science - Every day materials<br>DT- Construction<br>Computing - To control & to create   | Geography - field work & places<br>History - Chronology  |
| Enrichment   | -  | Into Film<br>Cinema Trip<br>Bus  | -   | Animal Experience<br>On Site  | -   | -   | Birmingham sea life centre<br>Bus  |
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