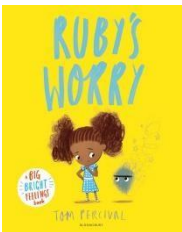
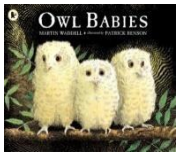
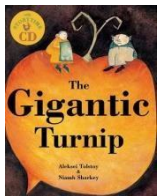
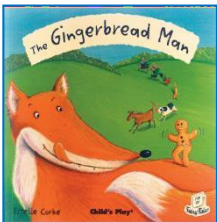
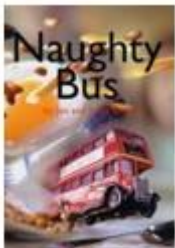
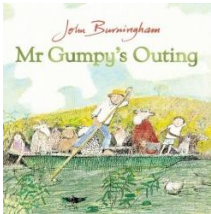
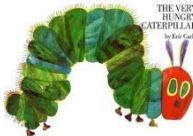
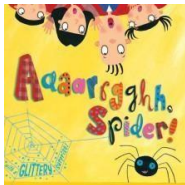

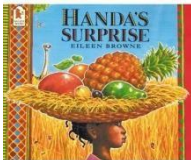

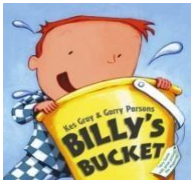


Venus 2025- 2026	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	This is ME	Terrific Tales	A Ticket to Ride	Amazing Animals	Come Outside	Out and About
KEY CONCEPT QUESTION CYCLE A	<b>AUTUMN</b> Power & Legitimacy  Who is in charge?	<b>AUTUMN</b> Power & Legitimacy  How do we know right from wrong?	<b>SPRING</b> Energy & Sustainability  Which is the best way to travel?	<b>SPRING</b> Energy & Sustainability  How can we protect animals?	<b>SUMMER</b> Movement & People  Why do people go outside?	<b>SUMMER</b> Movement & People  Why do we travel?
KEY CONCEPT QUESTION CYCLE B	<b>AUTUMN</b> Cause and Effect  How can I be a good friend?	<b>AUTUMN</b> Cause and Effect  Can my actions affect others?	<b>SPRING</b> Ecology & Evolution  How do we get to the seaside?	<b>SPRING</b> Ecology & Evolution  Do all animals change?	<b>SUMMER</b> Change & Continuity  What changes happen outside?	<b>SUMMER</b> Change & Continuity  What was the world like long ago?
ENGLISH CORE TEXT	 	 	 	 	 	 

Additional Text			I'm too small to start School Elmer Ruby's Worrry The Colour Monster Funny bones Blue Penguin The Great Big Book of Families Peepo Each Peach Pear Plum Tango Makes Three The Leaf Thief Ferdie and the Falling Leaves Leaf Man The button Box Noah's Ark Monkey Puzzle We're Going on a Leaf Hunt Little People: Queen Elizabeth II	The Gingerbread Man Goldilocks and the Three Bears Little Red Riding Hood The Three Billy Goats Gruff The Troll Rapunzel Rapunzel (Once Upon a World) The Elves and the Shoemaker Charlie Cook's Favourite Book The Foggy Foggy Forest Little Glow Rama and Sita Where the Poppies Now Grow The Very First Christmas Don't Wake Mr Bear Owl Babies Where's My Teddy Stick Man Jack Frost One Snowy Night	Little People: Emilia Earhart Mr Gumpy's Outing Mr Gumpy's Train Ride The Way Back Home Whatever Next Lost and Found You Can't Take an Elephant on the Bus Duck in the Truck Noah's Ark Stick Man Jack Frost The Journey Home from Grandpa's (Barefoot Song) The Magic Train Ride (Barefoot Song) The Most Marvelous Thing Squash and a Squeeze Anno's Counting Book Room on the Broom	Little People: David Attenborough One Springy Day The Mixed Up Chameleon, Brown Bear, Brown Bear What do You See The very Busy Spider The Bad Tempered Lady Bird The Very Lonely Firefly The Snail Trail Norman the Snail with the Silly Shell The Journey Home Penguin Blue Tadpole's Promise Swirl by Swirl The Ugly Duckling Kipper's toy Box Simon Sock Six Dinner Sid Super Worm Ten black Dots	Wonderful Earth Mother Earth Is Weeping Jack and the Beanstalk Jasper's Beanstalk The Tiny Seed The Tree Oliver's Vegetables Oliver's Fruit Salad The World Came to My Place Today Michael Recycle Litterbug Doug I will not Never Eat a Tomato Which one Doesn't Belong	Tiddler Someone Swallowed Stanley The Fish that could Wish Barry the Fish with Fingers The Snail and the Whale The Rainbow Fish Dear Greenpeace The Troll Anna Hibiscus Splash Little People: Mary Anning The Bone Lady Dinosaur Roar Dinosaurs and all that Junk There's a Hole in the Bottom of the Sea (Barefoot Song) The Doorbell Rang The Gingerbread Man Little Red Riding Hood One Odd Day
PRIME AREAS	Personal, Social Emotional Development	<ul style="list-style-type: none"> <li>• Self- Regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul>	PSHE: Kapow – Self Regulation: My feelings  Exploring and understanding feelings.  Identifying when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.  <i>Show an awareness of listening to others.</i>  <i>Begin to take turns and share with their friends.</i>  <i>Understand that everyone is unique and special.</i>  <i>To be able to talk about some ways to keep healthy – washing hands, brushing teeth, going to</i>	PSHE: Kapow – Building Relationships: My Family and Friends  Learning how we all have different beliefs and celebrations.  Exploring what characteristics make a good friend, and how we need to listen to one another.  <i>Talk about some different festivals they have celebrated or learnt about.</i>  <i>Show an understanding of why different people celebrate different things.</i>  <i>Show respect and tolerance towards others.</i>  <i>Show an awareness of different emotions – exploring ways to deal with them.</i>  <i>Explore the choices characters</i>	PSHE: Kapow – Managing self: Taking on Challenges  Understanding why we have rules,  Discussing the importance of persistence and perseverance in the face of challenges  Learning how to communicate effectively with others,  Practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.  <i>Understand how I can help other people and how helping others will make them feel.</i>	PSHE: Kapow – Self Regulation: Listening and Following instructions  Learning why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.  <i>Talk about the world that we live in and how there are similarities and differences within it.</i>  <i>Manage different emotions – showing independence in dealing with them – link to fears and Aaaargh Spider text.</i>  <i>To talk about ways to ways to keep healthy – screen time</i>	PSHE: Kapow – Building Relationships: Special Relationships  Exploring why families and special people are valuable.  Understand why it is important to share and develop strategies,  See themselves as valuable individual and explore diversity through thinking about similarities and differences.  <i>Talk about the effect some behaviors can have on other people (and animals).</i>  <i>Explore the choices characters have made and the consequences. What could have been done differently(Jack and the</i>	PSHE: Kapow – Managing Self: My Well Being  Learning how to look after your wellbeing through exercise, meditation, a balanced diet and care for themselves.  <i>Explore the choices characters have made and the consequences. What could have been done differently(TEXT: The Rainbow Fish, Someone Swallowed Stanley )</i>  <i>Understand my different emotions, showing ways to self-regulate.</i>  <i>Demonstrate determination and resilience in the face of a challenge (Link to</i>

			<i>bed</i>	<i>have made and the consequences.</i>  <i>Be able to dress appropriately for winter weather.</i>	<i>Show an awareness of different emotions – exploring ways to deal with them.</i>  <i>To talk about ways to ways to keep healthy – exercise, road safety.</i>		<i>Beanstalk)</i>  <i>To be able to talk about different ways to keep healthy – diet.</i>  <i>Manage different emotions – showing independence in dealing with them.</i>	<i>Mary Anning not giving up).</i>  <i>Be able to dress or talk about ways to dress appropriately and healthy practices for hot weather- hats, water, sun cream, shade etc.</i>
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	Communication and Language	<ul style="list-style-type: none"> <li>• Listening Attention and Understanding</li> <li>• Speaking</li> </ul>	<p>Learn to listen appropriately.</p> <p>Interact in a friendly manner with peers developing social skills and conversational skills.</p> <p>Make comparisons between themselves and others.</p> <p>Listen to and learn some familiar songs and rhymes.</p> <p>Describe some different stories and non- fiction texts</p>	<p>Talk about celebrations and events in their own families/lives</p> <p>Make comparisons between different festivals (Harvest, Diwali, Bonfire Night, Christmas)</p> <p>Make comments about their observations talking about why things happen using some new vocabulary.</p> <p>Listen to and talk about different traditional stories.</p>	<p>Express ideas and feelings about their experiences (journeys, travel, holidays etc.)</p> <p>Explain how things work and why</p> <p>Ask and answer questions using what, how, why.</p> <p>Talk about some events in the past that have been important for today (Wright Brothers – flight)</p>	<p>Know about the different features of texts (fiction/non-fiction)</p> <p>Name and sort a range of living things.</p> <p>Talk about the differences in environments and animal habitats.</p> <p>Ask and answer questions using where, when, why.</p> <p>Begin to explain and describe some changes that occur (plants, seasons, frogs, butterflies)</p> <p>Retell some familiar stories (traditional tales)</p>	<p>Talk with confidence about why things happen using new vocabulary learnt.</p> <p>Be able to explain some different lifecycles (sunflower, frog, butterfly, duck)</p> <p>Engage in meaningful conversation with others.</p> <p>Retell some familiar stories (traditional tales)</p>	<p>Recall some facts using new vocabulary.</p> <p>Explain some consequences that actions can have (littering, recycling etc.)</p> <p>Engage in meaningful conversation with others.</p> <p>Talk about some events in the past that have been important for today (Mary Anning – dinosaurs)</p> <p>Make comments about their learning using learnt vocabulary.</p>

	Physical Development	<ul style="list-style-type: none"> <li>Gross Motor Skills</li> <li>Fine Motor Skills</li> </ul>	<p>PE - Travelling + Movement – developing and refining movement skills rolling, crawling, jumping, running, hopping, skipping.</p> <p>Use the equipment in Wobbly Wood.</p> <p>Fine motor skills carousel on entry</p> <p>Dough Disco</p> <p>Demonstrate a preference for a dominant hand when mark making.</p> <p>Begin to use scissors to make straight cuts in paper (use looped scissors if needed)</p> <p>Gross Motor Skills – Jungle Journey</p>	<p>PE - Movement + Control of small apparatus –developing hand to eye coordination</p> <p>Use the equipment in Wobbly Wood with greater confidence.</p> <p>Gross Motor Skills –Jungle Journey</p> <p>Dough disco</p> <p>Letter formation – curly caterpillar/long ladder – know how to make anticlockwise movement and follow vertical lines.</p> <p>Use palm drills in woodworking area with conkers.</p> <p>Use scissors to cut own shapes in paper and card (use looped scissors if needed)</p> <p>Manage own needs at snack time – pouring milk/water.</p>	<p>PE - Gym – Apparatus – developing body strength, balance, co-ordination, agility and climbing skills.</p> <p>Gross Motor Skills – Jungle Journey</p> <p>Fine Motor Skills –Jungle Journey</p> <p>Dough Disco</p> <p>Letter formation – one armed robot letters/ zig zag letters</p> <p>Use Large scale construction for obstacle courses.</p> <p>Develop confidence using trikes</p> <p>Use scissors to cut along pre drawn shapes and lines in paper and card (use looped scissors if needed)</p> <p>Mix ingredients for playdough with support.</p> <p>Manage own needs at snack time – pouring milk/water</p>	<p>PE - Ball Skills - Football</p> <p>Dance to develop throwing catching, kicking and aiming skills</p> <p>Fine Motor Skills –Jungle Journey</p> <p>Dough Disco</p> <p>Super Sentences</p> <p>Use Large scale construction for obstacle courses.</p> <p>Develop confidence using trikes and bikes.</p> <p>Use tools such as stubby hammers and tacs in wood working area safely and accurately</p> <p>Use scissors to cut along pre drawn shapes and lines in paper, card and materials</p> <p>Pour and mix ingredients for playdough with support.</p> <p>Manage own needs at snack time – pouring milk/water, preparing fruit.</p>	<p>PE - Ball Skills - Cricket to developing throwing, catching, batting and aiming skills.</p> <p>Dough Disco</p> <p>Super Sentences</p> <p>Use the large climbing frame in playground</p> <p>Develop confidence bikes.</p> <p>Hold a pencil effectively and use it to form recognisable letters.</p> <p>Use tools such as hammers and pins in wood working area safely and accurately</p> <p>Use scissors to cut effectively.</p> <p>Pour and mix ingredients for playdough with minimal support.</p> <p>Manage own needs at snack time – pouring milk/water, preparing fruit.</p>	<p>PE - Ball Skills - Athletics + Sports Day tp develop precision and accuracy when using a ball and overall body strength and coordination.</p> <p>Dough Disco</p> <p>Demonstrate good control in a large and small scale movements – large climbing frame; nets, climbing wall, firefighter’s pole – trikes and bikes.</p> <p>Moves confidently in a variety of different ways.</p> <p>Sits with good posture and holds good core strength. Hold tools for writing with a tripod grip.</p> <p>Use scissors and pattern scissors to cut a range of materials.</p> <p>Pour and mix ingredients for playdough independently.</p> <p>Pours own drinks and prepares fruit for snack.</p>
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SPECIFIC AREAS	Literacy	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Writing</li> <li>• Word Reading</li> </ul>	<p>Know that words convey meaning.</p> <p>Phase 1 phonics</p> <p>Know the sounds/graphemes for the taught Phase 2 phonics s,a,t,p,l,n,m,d,g,o,c,k,ck</p> <p>Be able to form the taught graphemes S,a,t,p,l,n,m,d,g,o,c,k,ck</p> <p>Be able to hear the initial sound in words and match objects/words with the same sound.</p> <p>Be able to orally blend CVC words.</p> <p>Be able to decode VC words.</p> <p>Exploring Rhyme and Alliteration</p> <p>Be able to sequence some familiar stories.</p> <p>Practise sounds and words at home daily. Wordless books and CVC word books.</p>	<p>Know that words convey meaning</p> <p>Know that text is read from L-R.</p> <p>Know the sounds/graphemes for the taught Phase 2 phonics – e,u,r,h,b,f,l,ff,ll,ss, 's' saying/z/ Phase 3 phonics – j,v,w,x,y,z,zz</p> <p>Be able to form the taught graphemes phase 2 - e,u,r,h,b,f,l,ff,ll,ss phase 3 - j,v,w,x,y,z,zz</p> <p>Recognise taught phase 2 HF words the to I no go put.</p> <p>Be able to decode CVC words with taught sounds.</p> <p>Be able to decode short captions.</p> <p>Exploring Rhyme and Alliteration</p> <p>Be able to sequence some familiar stories and recall facts.</p> <p>Hear sounds within CVC words to segment for writing.</p> <p>Practise sounds and words at home daily. CVC one word/short caption books..</p>	<p>Know that words convey meaning.</p> <p>Know that text is read from L-R.</p> <p>Know the sounds/graphemes for the taught phase 3 phonics – qu ch sh th (unvoiced), th (voiced) ng ai ee igh oa oo/oo</p> <p>Be able to write the taught graphemes phase 3 qu ch sh th ng ai ee igh oa oo/oo</p> <p>Recognise taught phase 3 TW words: he she we me be was</p> <p>Be able to decode CVC (maybe CVCC) words with taught sounds.</p> <p>Be able to decode short captions.</p> <p>Know the spellings of some familiar words to them and TW the to I no go</p> <p>Hear sounds within CVC (maybe CVCC) words to segment for writing and construct and write a simple caption.</p> <p>Retell some familiar stories and recall facts.</p> <p>Anticipate what may happen next in a story and talk about it.</p> <p>Practise sounds and words at home daily.</p> <p>Short caption/ sentence books.</p>	<p>Know that text is read from L-R, top to bottom.</p> <p>Know the sounds/graphemes for the taught Phase 3 Phonics – Or ar or ur ow oi ear air ure er</p> <p>Be able to write the taught graphemes phase 3 Or ar ur ow oi ear air ure er</p> <p>Recognise taught phase 3 TW words: you they here all are</p> <p>Be able to decode a simple sentence.</p> <p>Know the spellings of some familiar words to them and TW the to I no go</p> <p>Hear sounds within CVC (maybe CVCC) words to segment for writing and construct and write a simple caption/sentence.</p> <p>Show an awareness of finger spaces and capital letters.</p> <p>Anticipate what may happen next in a story and talk about it.</p> <p>Practise sounds and words at home daily. Short caption/sentence books.</p>	<p>Know that text is read from L-R, top to bottom.</p> <p>Know the sounds and graphemes for all taught sounds. (Phs 2 and 3)</p> <p>Be able to write the taught graphemes for all Phase 2 and 3 phonics.</p> <p>Recognise all phs 2 and 3 TW.</p> <p>Work on Phase 4 phonics – initial consonant blends and final consonant blends – CCVC and CVCC words.</p> <p>Recognise taught phase 4 TW words: have, like, some, come, said , so.</p> <p>Hear sounds within CVCC and CCVC words to segment for writing.</p> <p>Construct simple sentences, sometimes beginning to extend them with a connective such as and</p> <p>Know that a sentence starts with capital letter and ends with a full stop.</p> <p>Use of story language and narrative reflected in play</p> <p>Practise sounds and words at home daily.</p> <p>Practise sounds and words at home daily. Sentence books/ longer sentence books.</p>	<p>Know that text is read from L-R, top to bottom.</p> <p>Know the sounds and graphemes for all taught sounds. (Phs 2 and 3)</p> <p>Be able to write the taught graphemes for all Phase 2 and 3 phonics.</p> <p>Work on phase 4 phonics consonant blends CCVCC and poly-syllabic words.</p> <p>Recognise taught phase 4 TW words: were, there, little, one, do, when, out, what.</p> <p>Construct simple sentences, sometimes beginning to extend them with a connective such as and</p> <p>Uses finger spaces.</p> <p>Know that a sentence starts with capital letter and ends with a full stop.</p> <p>Use of story language and narrative reflected in play.</p> <p>Practise sounds and words at home daily.</p> <p>Sentence books/ longer sentence books.</p>

Maths	<ul style="list-style-type: none"> <li>Number</li> <li>Numerical Pattern</li> </ul>	<p><b>White Rose – Getting to know you – Baseline</b></p> <p><b>White Rose – Match, sort and compare</b></p> <p>Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p> <p><i>Say when things are the same or different, and spot an odd one out.</i></p> <p><i>Demonstrate accurate 1:1 counting</i></p> <p><b>White Rose - Talk about measure and patterns</b></p> <p>Compare size Compare mass Compare capacity Explore simple patterns Continue and copy simple patterns Create simple patterns</p>	<p><b>White Rose – It’s me 1,2,3</b></p> <p>Find 1,2, 3 Subitise 1,2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1,2,3</p> <p><b>White Rose – Circles and triangles</b></p> <p>Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p><b>White Rose – 1,2,3,4,5</b></p> <p>Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5</p> <p><b>White Rose – Shapes with 4 sides</b></p> <p>Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p><b>White Rose – Alive in 5!</b></p> <p>Introduce zero – What does it represent?</p> <p>Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition of 4 and 5 Explore Number bonds to 5 Conceptual subitising to 5</p> <p><b>White Rose – Mass and capacity</b></p> <p>Compare mass and capacity.</p> <p>Compare mass Find a balance Explore capacity Compare capacity</p> <p><b>White Rose - Growing 6,7,8.</b></p> <p>Find and compare 6,7, 8 and Subitise Represent 6,7 and 8 1 more 1 less Composition of 6,7 and 8 Make pairs – odd and even (beginning to count in 2s) Double to 8 (find a double)</p> <p>Double to 8 (make a double) Combine 2 groups</p>	<p><b>White Rose – Length, height and time</b></p> <p>Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p> <p><b>White Rose - Building 9 &amp; 10.</b></p> <p>Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts)</p> <p><b>White Rose - Explore 3-D shapes</b></p> <p>Recognise and name 3-D shapes Find 2-D shapes within 3D shapes Use 3-D shapes for tasks 3-D shapes in the environment (<i>Explore 3D shape by matching, comparing, describing etc.</i>) Identify more complex patterns Copy and continue patterns Patterns in the environment</p> <p><i>Recognise, complete, correct and create ABB, AAB, ABC, patterns.</i></p>	<p><b>White Rose – to 20 and Beyond</b></p> <p>Build numbers beyond 10 (10-13)</p> <p>Continue patterns beyond 10 (10-13)</p> <p>Build numbers beyond 10 (14-20)</p> <p>Continue patterns beyond 10 (14-20)</p> <p>Verbal counting beyond 20</p> <p>Verbal counting patterns</p> <p><i>Begin to count in 10’s.</i></p> <p><i>Use knowledge of numbers to 10 to solve addition and subtraction problems.</i></p> <p><b>White Rose – How many now?</b></p> <p>Add more How many did I add? Take away How many did I take away?</p> <p><i>Use first, then and now to build and solve mathematical stories.</i></p> <p><b>White Rose - Manipulate, compose and decompose</b></p> <p>Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3D shapes</p>	<p><b>White Rose – Sharing and Grouping</b></p> <p>Explore sharing</p> <p>Sharing (<i>Be able to share a set of objects and decide if is fair or not and why.</i>)</p> <p>Explore grouping Grouping</p> <p>Even and Odd sharing (<i>counting in 2s</i>)</p> <p>Play with and build doubles</p> <p><b>White Rose – Visualise, build and map</b></p> <p>Identify units of repeating patterns</p> <p>Create pattern rules Explore own pattern rules</p> <p>Replicate and build scenes and constructions</p> <p>Visualise from different positions</p> <p>Describe the positions</p> <p>Give instructions to build Explore mapping Represent maps with models</p> <p><i>Map-making positional language.</i></p> <p><b>White Rose – Make connections</b></p> <p>Deepen understanding Patterns and</p>
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								<p>relationships</p> <p><i>Problem solving – own ideas to solve problems e.g. how many legs.</i></p> <p><i>Own ways of recording mathematically – scores, size etc.</i></p>
		<ul style="list-style-type: none"> <li>Past and Present</li> </ul>	Talk about their own family and be aware of different family structures.	Exploration of life in the past through some traditional tales – Gingerbread Man, Enormous Turnip, Goldilocks. Traditional Christmas Story. etc.	Develop understanding of events in the past that shaped the future. E.g Amelia Earhart/	Look at some animals that have become extinct and those that are in danger of becoming extinct.	Look at how their family has changed over time – themselves, grandparents, or events in their past going on holiday etc.	Look at the lives of some explorers from the past eg. Mary Anning. (Text: The Bone Lady, Dinosaur Roar)

	Understanding the World	<ul style="list-style-type: none"> <li>• People Culture and Communities</li> <li>• The Natural World</li> </ul> <p>Science</p> <p>Geography</p> <p>History</p>	<p>(Texts: Peepo/Each Peach Pear Plum)</p> <p>Compare through photographs how they have changed since being a baby.</p> <p>Look at photos of our school and compare how it has changed over time.</p> <p>Talk about the roles of some of the people in their lives and their jobs – link to Florence Nightingale.</p> <p>Observe and describe changes in their local environment – Autumn + Weather. (Text: The Leaf Thief, Leaf Man, Ferdie and the Falling Leaves)</p> <p>Use senses to explore the natural world</p> <p>Use senses to explore some materials and their properties.</p> <p>Explore some of the functions of different parts of my body and how they work – hearing, sight, taste, smell and touch. (Text Funnybones)</p>	<p>Explore the historical reason we celebrate Bonfire Night and know who Guy Fawkes was.</p> <p>Locate London on a UK map.</p> <p>Celebrate Remembrance day and learn about the reason why it is celebrated. (Text: Where the Poppies Now Grow)</p> <p>Know some similarities and differences between religious and cultural communities and celebration e.g. Christmas, Bonfire, Diwali (Text: Little Glow, Rama and Sita, The Very First Christmas)</p> <p>Know some similarities and differences between animals and plants in the world around them – nocturnal/diurnal/hibernation etc. (Text: Don't Wake Mr Bear, Owl Babies)</p> <p>Describe some other environments eg. story settings using books and information from maps.</p> <p>Observe and describe changes in their local environment – Winter + Weather. (Text: Stick Man, Jack Frost, One Snowy Night.)</p> <p>Exploring changing states of water into ice.</p>	<p>Wright Brothers, Stevenson.</p> <p>Explore space travel and historical events such as moon landings and Neil Armstrong + Helen Sharman.</p> <p>Celebrate Chinese New and exploration of Chinese culture (Text: The Great Race) Locate China on a globe/google earth</p> <p>Explore forces – push, pull, twist and magnetic. Explore how to use forces to make things move – planes.</p> <p>Explore and investigate floating and sinking linked to boats.</p> <p>Begin to talk about the impact of some forms of travel on the environment.</p> <p>Observe and describe changes in their local environment – Winter + Weather. (Text: Stick Man, Jack Frost. One Snowy Night)</p>	<p>Look at some of the 'job's' animals were used for in the past.</p> <p>Explore the historical reason we celebrate Easter.</p> <p>Make observations of plants and animals through art work.</p> <p>Find minibeasts and create habitats for them, considering their needs. Understand and explain the lifecycle of a frog and butterfly.(Text: The Very Hungry Caterpillar, Tadpole's Promise) Begin to incubate eggs for hatching.</p> <p>Be able to compare environments and habitats to their own e.g., jungle, polar, woodland etc. Use Google Earth</p> <p>Begin to talk about some of the ways to care for the environment in relation to animals – link to David Attenborough.</p> <p>Observe and describe changes in their local environment – Spring (Text: One Springy Day)</p>	<p>Where did they go? Use a map/globe to find.</p> <p>Change over time and look at the tree to see how it has changed through the seasons (Text: The Tree and link to work of Jadav Payeng.)</p> <p>Care for seeds to grow our own plants - sunflowers, cress, beans and describe their lifecycle. (Text: The Very Tiny Seed, Oliver's Vegetables)</p> <p>Consider the impact of plants and flowers on wildlife such as bees and butterflies.</p> <p>Continue to incubate then hatch own eggs. Learn how to care for the ducklings and compare change over time and how their feet and feathers and beaks are suitable for the environment where they live.</p> <p>Explore our local environment and what grows here that of another county (Text: Handa's Surprise)</p> <p>Explore where our food comes from around the world and why it grows where it does (Text: The World Came to My Place Today and Google Earth)</p> <p>Begin to talk about some of the ways we can care for the environment in relation to Planet Earth (Text: Mother Earth is</p>	<p>Talk about how some discoveries such as fossils and bones have been important for what we know today.</p> <p>Describe what happened to the dinosaurs.</p> <p>Explore water – what happens to puddle outside? Explore shadows and changes during the day - What happens to your shadow?</p> <p>Explore collections of materials and use senses to describe.</p> <p>Explore what lives in the sea. How is this different from a pond? Other seas around the world? Look at Australia Great Barrier Reef? Locate on a globe and Google Earth.</p> <p>Talk about the impact of human action on the seas e.g. plastic pollution (Text: Someone Swallowed Stanley, Dear Greenpeace)</p>
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							Weeping, Wonderful Earth, Here We Are)	
	Expressive arts and Design	<ul style="list-style-type: none"> <li>Creating with Materials</li> <li>Being imaginative and Expressive</li> </ul> <p>Art</p> <p>Music</p> <p>DT</p>	<p>Explore colour – choosing colours for a purpose and recreate art work – Piet Mondrian</p> <p>Create portraits of themselves – Frida Khalo</p> <p>Charanga – Me!</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p> <p>Harvest Performance song</p> <p>Give meanings to marks that are made.</p> <p>Construct with a purpose</p> <p>Clay work – tree faces – and leaf prints.</p>	<p>Design and create using pattern.</p> <p>Explore colour – choosing colours for a purpose and recreate art work</p> <p>Explore different tools and techniques that can be used to make art – Kandinsky – shapes (Twinkl Teaches Art) Jackson Pollock – splatter painting fireworks, Van Gogh – Starry Night (Twinkl Teaches Art)</p> <p>Charanga – My Stories</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p> <p>Nativity performance</p> <p>Participate in role play.</p> <p>Use simple tools – scissors, brushes, pens, pencils competently and explore new techniques – wax resist.</p> <p>Experiment with creating things and describe their use and purpose to others. Use known techniques to join and fix, sellotape, glue etc and begin to explore new methods – stapler.</p>	<p>Understand that pictures can be created through observations or imagination.</p> <p>Explore colour – mixing primary colours</p> <p>Use a widening range of media – paint, pencil, chalk, pastels.</p> <p>Charanga – Everyone!</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p> <p>Create resources to support role play using own ideas.</p> <p>Use known techniques to join and fix – sellotape, glue, stapler and begin to explore new methods – hole punch, split pin. (Text: The Most Marvelous Thing)</p>	<p>Eric Carle as an artist – create art inspired by his use of collage + bleeding tissue paper – (Text: Mixed Up Chameleon)</p> <p>Henri Matisse – The snail – create collage inspired by (Text: The Snail Trail/Swirl by Swirl)</p> <p>Explore colour – mixing primary colours.</p> <p>Charanga – Our World</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p> <p>Use a range or props (including their own) to support role play.</p> <p>To begin to select particular tools and techniques to achieve a particular outcome e.g. moving parts, folds etc.</p> <p>Begin to sometimes plan and evaluate ideas and methods used.</p>	<p>Know which primary colours to mix to make secondary colours.</p> <p>Arcimboldo (Twinkl Teaches Art)</p> <p>Van Gogh – observational drawing - Sunflowers (Twinkl Teaches Art)</p> <p>Andy Goldsworthy – create inspired natural sculptures</p> <p>Charanga – Big Bear Funk</p> <p>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</p> <p>Be able to make choices about range of media and materials based on its purpose.</p> <p>Construct with a purpose and evaluate their design.</p>	<p>Explore colour – mixing to make shades of one colour.</p> <p>Artist – Georgia Okeefe – observational drawing - Seashells</p> <p>Clay – shell prints/fossils/dinosaurs</p> <p>Charanga – Reflect, Rewind and Replay</p> <p>Consolidation of the learning that has occurred during the year.</p> <p>Learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p>Describe ways of safely using and exploring range of materials.</p> <p>Be independent in their selection and use of materials.</p> <p>Selects the most appropriate methods to and tools to shape, assemble and join the materials they are using.</p>

				Clay thumb pots for Diva lamps – tools for adding detail.	Begin to sometimes plan and evaluate ideas and methods used.	Clay – minibeasts/animals – with natural materials for detail.		
RE			Creation : Why is the word God so important to Christians?	Old Testament Stories – Which Stories are Special and why?	New Testament Stories – Which Stories are Special and why?	Salvation: Why do Christians put a cross in an Easter Garden?	World Faith Stories: Which stories are special and why?	World Faith Stories: Which stories are special and why?

			Incarnation: Why do Christians perform Nativity Plays at Christmas?				
French (Languages)	Hello around the world (TEXT: HELLO WORLD)  French: Hello/goodbye/thank you	French: My name is Bonjour Mes Amis		French: Numbers 1-5	French: Numbers 6-10	French: Colours of the rainbow	French: songs
British Values	<b>Democracy</b> Choose favourite songs to sing Voting for our favourite stories Offer choices in snack time/choice of resources etc. Promote risk-taking and resilience Develop a class community Talk about feelings and emotions Promote opportunities for turn taking sharing and collaboration Develop good listener skills  <b>Rule of Law</b> Sharing and understanding what rules are and the need to be fair Children to decide on class rules Explore emotions and feelings, different behaviours and their consequences. Promote individual conflict management Encourage turn taking, sharing and co-operation. Learn about some of the jobs associated with law such as police.			<b>Mutual Respect and Tolerance</b>  Create an inclusive environment where similarities and differences are respected and celebrated. Learn about other faiths, cultures, traditions, families, communities and ways of life and encourage children to share their own experiences. Encourage children to see themselves as part of a wider community – school, village, town. Value and respect different faiths, cultures, views and ethnicities.		<b>Individual Liberty</b>  Develop children's self-esteem and confidence in their own abilities. Celebrate children's personal achievements. Encourage children to ask questions and show curiosity. Promote challenge taking, risk taking and develop sense of resilience and perseverance. Develop independence and allow children to develop own ideas and interests Ensure children have opportunity to participate in wide range of activities not limited by gender or stereotypes. Encourage children to express their own views and respect those of others.	
Educational Visits	Autumn walk in local environment.  Visit to the church (Harvest)	Reindeer Centre  Visit to the church (Christmas)		Winter walk in local environment	Led by the Wild ? Lambing Visit  Spring walk in local environment	Pond dipping at local pond?	Wingham Wildlife  Summer walk in local environment

	Pumpkin picking + carving					
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Outdoor Learning	<p>Twinkl A is for Autumn</p> <p>Twinkl: Take it outside: Autumn - Nature stamping</p> <p>Twinkl – Take it Outside – Autumn: Lovely leaves (Twinkl) Leaf Prints and Rubbings</p> <p>Autumn collage – Leaf Man</p> <p>Twinkl – Take it outside Autumn: Acorn Art (Conkers)</p> <p>Tree Faces – woodland watcher</p>	<p>Twinkl Outdoor Explorers Super Seeds</p> <p>Twinkl Outdoor Explorers: Super Squirrels</p> <p>Twinkl: Outdoor Explorers Wonderful Webs</p> <p>Twinkl Outdoor Explorers: Winter Wonderland</p> <p>Twinkl Outdoor Explorers: Winter Wonderland</p> <p>Twinkl Outdoor Explorers: Winter Trees</p>	<p>Twinkl Outdoor Explorers: Winter Birds</p> <p>Twinkl Outdoor Explorers: Snuggly Bugs</p> <p>Twinkl Outdoor Explorers: Spring Into Action</p> <p>Twinkl Outdoor Explorers: Bundled Up Buds</p> <p>Twinkl Outdoor Explorers: Green Can be Seen</p>	<p>Minibeast hunt</p> <p>Observational drawing of a minibeast.</p> <p>Make a minibeast trap (wildlife trust website)</p> <p>Create a minibeast hotel</p> <p>Clay minibeast with natural objects.</p> <p>Twinkl Outdoor Explorers: Busy Birds</p> <p>Twinkl Outdoor Explorers: Busy Bees</p>	<p>Art sculptures inspired by Andy Goldsworthy.</p> <p>Colours in nature – find the colours of the rainbow</p> <p>Leaf hammering onto calico</p> <p>Pond dipping</p> <p>Twinkl Outdoor Explorers: Summer Sunshine</p> <p>Twinkl Outdoor Explorers: Lovely Leaves</p> <p>Twinkl Outdoor Explorers: Animal Babies</p>	<p>Twinkl Outdoor Explorers: Flittering Fledglings</p> <p>Twinkl Outdoor Explorers: Clever Caterpillars</p> <p>Elder pencils</p> <p>Make your own nature paintbrush –twigs etc.</p> <p>Make your own paint – mud, berries etc.</p> <p>Photos from different angles (see White Rose maths plans)</p> <p>Making and measuring puddles</p> <p>Dinosaur Shadow drawing</p>
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