

Personal, social and emotional Development

- I can follow the routines and rules without an adult needing to remind me.
- I am becoming more outgoing with unfamiliar people, in the safe context of my setting.
- I can show confidence in new social situations such as group time and circle time.
- I know why rules in nursery are important. I know how to be a good friend.



Physical Development

- I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- I know how to go up steps and stairs, or climb up apparatus, using alternate feet.
- I know how to Skip, hop, stand on one leg and hold a pose for a game like musical statues. I know how to use gross motor movements to wave flags and streamers, paint and make marks.



Communication and language

- I can sing a large repertoire of songs with interest and engagement. I can use longer sentences of four to six words.
- I know how to use a wide range of vocabulary I know how to answer questions or instructions that have two parts, such as: "Get your coat and wait at the door."
- I know how to answer why questions, like: "why do you think the caterpillar got so fat?"



Preschool Once Upon a Time

Mathematics

- I can show 'finger numbers' up to 5.
- I can match numerals and amounts up to 5 I can count out a group of up to 5 objects.
- I can count using one to one correspondence. I can use informal language to describe sizes and lengths such as, 'bigger, small
- I know how to compare objects relating to size and length.
- I know that the last number reached when counting a small set of objects tells me how many there are in total.



Expressive arts and design

- I know how to explore Colour and colour mixing. I can talk about the changes. I know how to play instruments. I can play instruments to express my feelings and ideas.
- I know how to develop stories using small world equipment like animal sets, dolls and dolls houses etc.
- I can remember and sing entire songs.



Wow

Harvest festival
Visit to local churches
Nativity
Panto
Guy Fawkes / Bonfire Night
Dawali

Key:



Understanding the world

- I can operate simple equipment such as technological toys, remote controls or CD players
- I can talk about significant events in my life
- I know how to explore how things work. I know how to use all of my senses in hands-on exploration of natural materials.

Understanding different festivals – Harvest Festival.



Literacy Phonics

- Progression of sounds: s a t p l n
- I can hear the same initial sound for words and names of objects.
- I know how to blend CVC words using oral blending and objects.
- I can find my name using my picture.
- Phase 1 Phonological Awareness: Aspect 1 Environmental sounds Aspect 2 Instrumental sounds
- Aspect 3 Body Percussion

Writing

- I can mark make and identify my marks I am beginning to explore initial sounds in familiar words.
- I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- I can talk about and retell a range of familiar stories.
- I know that stories have a sequence; beginning, middle and end.
- I can identify familiar letters, e.g. letters in my name. I know that letters are used to make up words.



Personal, social and emotional Development

Celebrating difference

Getting on and falling out.
How to deal with anger Emotions
Self - Confidence
Build constructive and respectful relationships.

Learning about qualities and differences



Physical development

Balance- children moving with confidence
Gymnastic PE sessions
Dance related activities
Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.
Crates play- climbing. Skipping ropes in outside area
dance related activities
Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.
Climbing – outdoor equipment



Communication and language

Welcome to EYFS
Tell me a story!
Settling in activities
Develop vocabulary
Discovering Passions
Tell me a story - retelling stories
Story language
Word hunts
Listening and responding to stories
Following instructions
Takes part in discussion
Understand how to listen carefully and why listening is important.
Use new vocabulary through the day.
Choose books that will develop their vocabulary.



Once Upon a Time

Mathematics

It's Me 123
Number
Representing 1,2,3
Comparing 1,2,3
Composition of 1,2,3
Measure Shape and Spatial Thinking
Circles and Triangles
Positional Language
Light and Dark
Number
Representing numbers to 5
One More, One Less
Measure Shape and Spatial Thinking
Shapes with 4 sides
Time



Expressive arts and design

Listen to music and make their own dances in response.
Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems
The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.
Role Play Party's and Celebrations
Role Play of The Nativity
Making gingerbread men
Bear Masks for role play



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Key: R.E. Art
 English D.T.
 Mathematics Music
 Science P.E.
 History PSHE
 Geography

Understanding the world

Can talk about what they have done with their families during Christmas in the past.
Show photos of how Christmas used to be celebrated in the past. Look at how it is celebrated in other countries.
Share different cultures versions of famous fairy tales (the gingerbread man)
To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.
Spires Explorers Focus Weeks linked to seasonal changes as we enter Winter



Phonics

Phonic Sounds: Little Wandle sound progression
Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. , Common theme in traditional tales. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'she', help children identify the sound that is tricky to spell.

Writing

Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story. Write a caption.

Reading

Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus. Retelling of stories. Sequence story – use vocabulary of beginning, middle and end.
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books



Writing

Our writing this term will initially focus on captions, lists and labels where we are using a range of familiar books the children know and love to support writing in this. We are then going to be looking at grammar and punctuation in writing and practicing our handwriting throughout the term.

Reading

We will continue to follow the Little Wandle scheme for our Guided Reading sessions, answering comprehension questions about what we have read.

Religious Education

Who do Christians believe made the world? In this unit we will be learning about the creation story and learning about why Christians may give praise to God.

Science

In Science we are continuing our understanding of animals including humans but will be looking at how we stay alive and what we need to keep us alive. We will also be continuing our learning with the change in the seasons.

History

We are looking at our local area this term. We will be looking back at the old village and how it has changed over time. Then we will be looking further to Lincoln and the history of our great city.

Class 1- Year 1/2 Autumn 1 On our Doorstep



Maths

In maths we will be building on our prior understanding of numbers and number formation to support our understanding and reasoning of maths and be working on our place value and shape on the run up to Christmas.

Music

In this unit, we ask, 'How Does Music Make the World a Better Place?'. The Social Question evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world. We will sing, improvise, compose and perform each lesson.

Personal, Social & Health Education

Our focus is celebrating difference where we will be discussing similarities and differences in our classroom and the wider world. We will be celebrating what makes us unique.

Computing



This term we are exploring Technology all around us, We are going to be looking at the technology that is available around us, How to use a computer, gaining skills like mouse control, using a keyboard and using a computer responsibly, including how we can keep ourselves safe when we are using technology online.

PE

On a Tuesday Premier Education will be working with the children on our multi skills and dribbling. Seeing how we are able to manipulate the ball to move across the ground at our will. On a Friday, we will be developing our understanding of dance and how we move.

D.T

This term we will be developing our understanding of what DT stands for and why we use it. We also will be looking at structures and how they are created to support and hold fast. Then we will be creating our own structures to see if we can create a sturdy structure.

<h2>Writing</h2> <p>In English, we will be writing poetry designed to entertain, based on the poem The Dreadful Menace. Following this, we will be writing setting descriptions linked to our topic on WWII and then looking at writing letters.</p>	<h2>Reading</h2> <p>During guided reading sessions, we will encounter a wide variety of texts, answering questions which focus on retrieval, inference, prediction, vocabulary, summarising and explanation. We will also study a class novel on a Monday which is a Michael Morpurgo book called Friend or Foe.</p>	<h2>Maths</h2> <p>In maths, we will continue to work on addition and subtraction before we move onto multiplication and division. We will work on a variety of fluency, problem solving and reasoning questions. We will also continue to practise times tables.</p>	<h2>Science</h2> <p>In science, we will be learning all about sound. We will be learning about how sounds are made, what vibrations are, how we can affect pitch and volume, and which materials are most effective at muffling sounds.</p>
<h2>Geography/History</h2> <p>This term in history, we will be learning all about World War II, beginning with a trip to Metheringham Airfield. We will be looking at how the war began and the impact that it had on Lincolnshire.</p>	<h1>Panthers - Years 3/4</h1> <h2>Autumn 2 World War II</h2> <div></div> <div></div>		<h2>Religious Education</h2> <p>We will learn about whether you need to believe in God to be good. We will look at this question from the perspective of different religions. We will learn about how humanists and non-religious people find purpose in their lives as well.</p>
<h2>Computing</h2> <p>We will be looking at stop frame animation. The children will be creating their own animation using the tablets.</p>	<h2>Music</h2> <p>In this unit, we ask, 'How Does Music Connect Us with Our Past?'. The Social Question evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world. We will be singing, improvising, composing and performing throughout the unit.</p>		
<h2>French</h2> <p>In French we will be working on our conversational vocabulary to be able to talk about the 4 seasons.</p>	<h2>PE</h2> <p>Premier Education will be delivering one of our PE sessions each week, where we will be involved in netball. Our other PE session will include dance.</p>	<h2>Art and DT</h2> <p>Our DT this term will be looking at structures. The children will explore making their own structures for different purposes ensuring they are strong, stable and aesthetically pleasing. The children will explore a range of materials and techniques.</p>	<h2>Personal, Social & Health Education</h2> <p>Our focus this term is celebrating difference. We will be talking about our families and what makes us all unique and special.</p>

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Maths

In maths, we will begin by looking at multiplication and division followed by fractions. We will work on a variety of fluency, problem solving and reasoning questions.

Science

In science, we will be learning about evolution and inheritance. We will understand how we gain features from our parents and how adaptation differs from evolution. We will also understand how all living things, including plants, evolve.

Geography/History

This term in history, we will be learning all about World War II, beginning with a trip to Metheringham Airfield. We will be looking at how the war began and the impact that it had on Lincolnshire.

Computing

In computing, we will be creating media. This will be in the form of video production. We will storyboard, write scripts, film and then edit our own mini films. (We might even host our own little film festival).

French

In French, we will be learning about 'Do you have a pet?'. This will include looking at the vocabulary of different animals. There will be opportunities for conversation within our work.

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In this unit, we ask, 'How Does Music Connect Us with Our Past?'. The Social Question evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world. We will be singing, improvising, composing and performing throughout the unit.

Personal, Social & Health Education

We will be discussing and asking questions around 'celebrating differences.' We will understand that being different is a fantastic thing and that we should have mutual respect for people who are different to ourselves.

Panthers - Years 5/6 Autumn 2 World War II

