

### Personal, social and emotional Development

I can select and use activities and resources, with help when needed.

I can wash my hands independently.

I know how to follow routines and rules in preschool. I am developing my sense of responsibility and membership of a community.



### 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.

PE UNIT – Complete P.E Walking/Running



### Communication and language

I know how to listen to stories, and I can remember much of what happens. I can respond to stories, songs and rhymes by joining in. I can sing rhymes and look at picture books.

I know how to follow instructions. I know how to listen attentively to stories, songs and rhymes.



# Preschool All About Me

### Mathematics

I can subitise up to 3

I can recite numbers past 5 I can say one number for each item in order: 1,2,3,4,5.

I can explore 2D and 3D shapes in my play and I am beginning to use informal language to describe them such as 'straight', 'flat' and 'round'.

I know how to sing a range of number songs I can say number names to 5 in order I have an awareness of some 2D shapes and their names



### Expressive arts and design

I can use an object to represent something else in my play, even though they are not similar. I know how to explore different materials freely. I can develop my ideas about how to use them and what to make.

I know how to take part in simple pretend play. I know how to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.



### Wow

Walk through village  
Autumn scavenger hunt  
Visit from L.I.V.E.S  
Visit from the dentist

### Key:



### Understanding the world

I can talk about who is in my family and who I live with. I can identify similarities and differences between myself and my peers I can create a self-portrait.

I can talk about occupations within my family.

I know how to talk about what I see, using a wide vocabulary.

I know my own life story and family history.

I can talk about who is in my family.



### Literacy

#### Phonics

Phase 1 Phonological Awareness:

Aspect 1 Environmental sounds

Aspect 2 Instrumental sounds

#### Writing

I can mark make through gross motor movements

I can sit and listen to a short story.

I can recognise familiar logos and labels within the environment.

I know print has a purpose

I know that books are read from left to right and top to bottom in English.

I know how to turn the pages of a book, one by one.



## Phonics

**Phonic Sounds:** Little Wandle sound progression  
**Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  
End of term assessments

## Writing

Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists,  
Writing initial sounds and simple captions.  
Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!

## Reading

Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print.  
Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  
Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.

## Wow

Walk through village  
Autumn scavenger hunt  
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Visit from the dentist

## Physical development

Threading, cutting, weaving, playdough, Fine Motor activities.

Manipulate objects with good fine motor skills  
Draw lines and circles using gross motor movements  
Hold pencil/paint brush beyond whole hand grasp  
Pencil Grip

Cooperation games i.e. parachute games.  
Balance Bike Ability

Different ways of moving to be explored with children  
Help individual children to develop good personal hygiene.

Changing – clothes/coats/shoes etc. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.  
Exploring healthy foods from harvest

## Mathematics

**Getting to Know you**  
Taking time to play and get to know the children.

**Just Like Me**  
Number

**Match and Sort**  
**Compare Amounts**

Measure Shape and Spatial Thinking  
Compare Size, Mass and Capacity  
Exploring Pattern

## Understanding the world

Identifying their family.  
Commenting on photos of their family; naming who they can see and of what relation they are to them.

Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.

Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.

Introduce children to different occupations and how they use transport to help them in their jobs.

Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.

## All About Me



## Flamingos EYFS

### Communication and language

Welcome to EYFS

Settling in activities

Making friends

Children talking about experiences that are familiar to them

What are your passions / goals / dreams?

Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"  
Oral retelling stories through Talk for writing and oral innovation of stories.

Story language

### Expressive arts and design

Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.

Sing call-and-response songs, so that children can echo phrases of songs you sing.

Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.

Exploring sounds and how they can be changed, tapping out of simple rhythms.

Provide opportunities to work together to develop and realise creative ideas.

Bread Making.

### Personal, social and emotional Development

Being me in my world

New Beginnings

See themselves as a valuable individual  
Class Rule Rules and Routines  
Supporting children to build relationships

## 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. We will also focus on a chapter book as part of our whole-class guided reading, answering lots of different questions whilst working with the class teacher.

## Religious Education

What do Christians believe God is like. In this unit, pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family.

## Science

In Science we are learning about animals including humans, In our lessons we will be exploring different types of animals and exploring features of animals and what their diets consist of. We will then be moving on to learning about the human body which will include learning about the 5 senses, the parts of the body and how we can look after our body

## Geography

Our topic focus this term is Geography, We will be exploring the school grounds and our local area, seeing how these areas support plant growth, How to create a map, how to give directions and learning about the weather in our local area.



# Flamingos - Year 1/2 Autumn 1 On our Doorstep



## Maths

In maths we are working through our place value unit before moving on to addition and subtraction. We will also be working on problem solving and reasoning questions.

## Music Learning to listen

In this unit, we ask, 'How Does Music Help Us to Understand Our Neighbours?'. The Social Question evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world. During this unit the children will sing, improvise, compose, perform, listen and respond as well as learn about the different elements of music.

## 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

We have two sessions of PE a week. On a Wednesday the lesson is delivered by Premier Education where they will be focusing on fundamental skills needed in PE, Whilst on a Friday this lesson will focus upon basic skills needed in PE. Some examples of these are running, jumping, rolling, skipping. These lessons may include object control skills such as bouncing, throwing and catching balls.

## Art

In this unit, children will be learning about portrait art and how artists are influenced. Children will learn about great artists from the past and present and look at creative works using the language of art. Children will produce their own creative work, exploring their ideas and recording their experiences.

## Personal, Social & Health Education

Our focus this term is 'Being me in my world' We will be looking at our hopes and dreams for this year at school, our rules, our rights and responsibilities, rewards and consequences and our learning charter.

## Writing

In English, we will begin by learning all about the 'place value' of grammar and punctuation before looking at writing a non-chronological report linked to our geography topic on mountains. We will also be writing poetry designed to entertain, based on the poem The Dreadful Menace.

## Reading

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.

## Maths

In maths, we will begin the year by looking at place value, before moving onto addition and subtraction. We will work on a variety of fluency, problem solving and reasoning questions.

## Science

In science, we will be learning all about light. We will be looking at what light and reflected light are, how shadows are formed and can be changed, and how we can keep ourselves safe in the sun.

## Geography/History

This term in geography we will be learning all about mountains around the world and finding out how they are formed. We will then focus in on Everest, the challenge of climbing it, and the impact of tourism on Everest.

# Panthers - Years 3/4

## Autumn | Mountains



## Religious Education

In RE, we are going to be thinking about how Biblical texts link with the Christian idea of God, how Christians put their beliefs into practice, and how the idea of a loving, holy god might make a difference in the world today.

## Computing

In computing, we will be thinking about connecting computers, how digital devices can help us in many different ways, and learning more about our school network.

## Music

Playing in a band  
In this unit, we ask, 'What Stories Does Music Tell Us About the Past?'. During this unit the children will sing, improvise, compose, perform, listen and respond as well as learn about the different elements of music.

## French

In French we will be working on our conversational vocabulary to be able to talk about different instruments.

## PE

Premier Education will be delivering one of our PE sessions each week, where we will be involved in orienteering. Our other PE lessons will focus on invasion games.

## Art and DT

We will be looking at portraiture in Art. We will use inspiration from the likes of Frida Kahlo, Rembrandt and Grant Wood to create our own portraits and self-portraits. To do this we will learn the differing styles and techniques each use.

## Personal, Social & Health Education

Our focus this term is being me in my world. We will be looking at our hopes for the year as well as learning about our roles, responsibilities and the ways in which we can affect others.

## Writing

In English, we will begin by learning all about the 'place value' of grammar and punctuation before looking at writing a non-chronological report linked to our geography topic on mountains. We will also be writing poetry designed to entertain, based on the poem The Dreadful Menace.

## Reading

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.

## Maths

In maths, we will begin the year by looking at place value, before moving onto addition and subtraction. We will work on a variety of fluency, problem solving and reasoning questions.

## Science

In science, we are going to be looking at light. We will consider how light travels, how the eye works, and how shadows change throughout the day. We will be using a variety of working scientifically skills in our lessons.

## Geography/History

This term in geography we will be learning all about mountains around the world and finding out how they are formed. We will then focus in on Everest, the challenge of climbing it, and the impact of tourism on Everest.

# Panthers - Years 5/6

## Autumn 1 Mountains



## Religious Education

In RE, we are going to be thinking about how Biblical texts link with the Christian idea of God, how Christians put their beliefs into practice, and how the idea of a loving, holy god might make a difference in the world today.

## Computing

In computing, we will be thinking about systems and searching, finding out how to search effectively, how results are ranked, and how searches are influenced.

## Music

Playing in a band  
In this unit, we ask, 'What Stories Does Music Tell Us About the Past?'. During this unit the children will sing, improvise, compose, perform, listen and respond as well as learn about the different elements of music.

## French

The children's new topic will be 'based around 'The Date', which will include learning numbers, the names of days of the week and months of the year, and how to talk about birthdays.

## PE

Premier Education will be delivering one of our PE sessions each week, where we will be involved in orienteering. Our other PE lessons will focus on invasion games.

## Art and DT

We will be looking at portraiture in Art. We will use inspiration from the likes of Frida Kahlo, Rembrandt and Grant Wood to create our own portraits and self-portraits. To do this we will learn the differing styles and techniques each use.

## Personal, Social & Health Education

Our focus this term is being me in my world. We will be looking at our hopes for the year as well as learning about our rights, roles, responsibilities and the impact that behaviours can have.