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| **Maths** **Outcomes –On track objectives Spring**  **I can count objects, claps, movements up to 10**  **I can match numeral and quantity (within 10)**  **I can quickly say how many there are (up to 5)**  **I can recall number bonds to 5**  **I can start to give some linked subtraction facts**  **I can start to recall some double facts e.g. 1 and 1 is 2**  **I can count to 20, knowing the teen numbers**  **I can compare two quantities saying when one is bigger/smaller/same**  **I can say a number that is one more/ less without resources**  **I can spot errors in the pattern**  **I can name my pattern e.g. ABAB**  **I can start to identify odd and even numbers linked to sharing**  **Daily Maths Meeting** - Days of the week, months of the year, yesterday, today, tomorrow, weather, subitising to 5, counting to 20 and back from 10, one more and one less.  **Specific activities – WhiteRose Maths Medium Term Plan**  Voting for favourite fruit using tally chart and making chart using Purple Mash.  Block 5: 1, 2, 3, 4, 5: Find 4 and 5, subitise 4 and 5,represent 4 and 5, 1 more and 1 less, composition of 4 and 5 and compostion of 1-5  Block 6: Introduce zero, Find 0 to 5, Subitise 0 to 5, Represent 0 to 5, 1 more and 1 less, Composition, Conceptual subitising to 5  **Maths enhanced provision –**  Activities  Writing numbers, sorting activities, maths unit with acitivites, maths games, maths stones, repeating patterns, shape tapping, maths jigsaws, peg boards for making pictures and patterns, measuring activities, weighing scales in home corner, measuring ingrediants when baking or making playdough. Compostion of numbers a different one each week- showing 1 or not 1 for example, shape hunts, tap a shape, shape walks. | | | **Literacy**  **Outcomes –On track objectives Spring**  **I can write most lower case letters correctly**  **I can write some upper case letters correctly**  **I can use a tripod grip**  **I can write CVC words and labels using set 1 sounds.**  **I can spell some tricky red words**  **I can write captions**  **I can write short sentences**  **I can start to use finger spaces between my words**  **I can read sentences back**  **Daily Literacy** - Name writing and CVC word writing, mark making, letter formation, RWI sessions.  **Specific activities -**  Farmer Duck- Speech/think bubbles- What do the Farmer Duck and the animals say.  Retelling of the story of Famrer Duck- retell using the ipads and write sentences for each picture.  Writing instructions for the fruit salad, order pictures of fruit salad making.  Make posters for fruit salad.  **Enhanced Provision** -  Writing recipes, lists, alphabet jigsaws, CVC making words using jigsaws, stone letters to make words and match initial sounds, chalk writing outside, play dough letters, find letters in the sand, reading books linked to topic. Talk about events and characters in a story read to me, Join in with rhymes and stories.  Fill in missing words from well-known rhymes. | |
| **Communication and Language**  **Outcomes – On track objectives** | | Spring 1  Farmer Duck  Farmer Duck : Waddell, Martin, Oxenbury, Helen: Amazon.co.uk: Books  Oliver’s vegetables  Oliver’s fruit salad  Oliver’s milk shake  Books for book area and to promote excitement about the topic.  Richard Attenborough- Little people big dreams  10 Things I can do to help my world by Melanie Walsh.  My Green day. 10 green things I can do today. by Melanie Walsh.  What a waste- Jess French  Which food will you choose? - Claire Potter  Where does my food come from? Annabel Karmel  Where food comes from. Emily Bone  Ocean full of wonder- Anna Smithers  How recycling truck works- Lara Byran  Recycling and rubbish- Alec Frith  Seas- Carmer Saldana | | **PSED**  **Outcomes – On track objectives**  **:**I can say how others are feeling based on their expressions and actions  I can say what I am good at and what I would like to improve  I can sit and listen during adult focus time  I can follow instructions with two or more parts  I can keep on trying even when I am finding something difficult  I can follow the school and class rules  I can talk about the school and class rules  I can talk about what is right and wrong  I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.  I can use words to help solve conflicts with others  I can work well with others listening and sharing ideas  I can show friendly behaviour in the classroom and around school  I am developing friendships with lots of different people  I can identify how others feel and respond to them appropriately  **Specfic activities.**  Playing games with children and involving children to share and take turns with each other.  Circle times.  Reminders to take truns and share when using provision- use timers to encourage fairness.  **RHE: Ten Ten**  **Lesson 3 Assessment.**  **PSHE: TenTen**  Session 2: New People, New Places  Children will recall their memories and feelings about their first days at school and notice how those feelings changed as they grew more familiar with their new environment. As they begin to prepare for their transition into Year 1, children will learn that change is a part of growing up and that they can feel safe and secure in the knowledge that God’s love for them never changes.  Module 2 Created to love others  Unit 1 Session 1 Unit 2. Unit 1 Assessment  Unit 2 Sessions 1,2,3 unit 2 Assesssment.  **PSED Enhanced Provision –**  **Feelings table with different emotions, different books realted to emotions, self regulating sensory items- pop its, rainbows, colourful timers.** |
| I can retell key events from stories I have read/or have had read to me  I can describe the key events in detail  I can recall facts from a non- fiction book  I can say what might happen next linked to other similar stories  I can talk about stories, rhymes, non-fiction and songs.  I can match all set 1 single letters and sounds  I can match some set 2 letters and sounds  I can start to identify some digraphs  I can segment the sounds in CVC words for reading  I can blend the sounds in CVC words for reading  I can segment and blend simple words matched to my phonics knowledge  I can read captions  I can read phonics matched tricky words | I can respond to what I have heard by asking questions and saying what I think  I can say what I think  I ask questions about what I have heard  I can respond to what others say  I can share my ideas in small groups  I can share my ideas with familiar adults  I can explain events that have already happened in detail  I can engage in stories, rhymes and non-fiction sharing my ideas about them  I can start to use full sentences  I am starting to use past, present and future tenses |
| **Specific activities -**  Retelling of the story Farmer Duck, read books and watch video clips from David Attenborough.  RWI: Daily sessions varioud groups from Set 1 sounds,  Reading 1:1 books and additional flash card phonics throughout the day.  Complete sound of the day work activities and booklet.  **Poetry Basket** – practice poems and record- performance poetry.  Icicles  A day at the farm  Wheat  C&L Enhanced Provision –  Farmer duck order pictures, receipe books in the homecorner and writing receipes, small world farm. | |

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| **Expressive Arts and Design**  **Outcomes –On track objectives**  I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)  I am able to combine different techniques e.g. collage, paint, crayon, clay to create art  I can talk about my artwork or designs- linked to some of the materials/ techniques I used  I can use materials and props to retell stories and create imaginary situations linked to what I know  I can adapt well known stories and narratives and small world/ role play them with others  I can use what I know and have read to help create my own stories  I can sing well known songs in a group or alone and match the pitch and melody  I can listen carefully to music and start to move to it  I can join in with singing and dancing  **Daily** -  Role play area/Small World area/ Construction small and large-. Cut and stick resources, ribbon, feathers, pipe cleaners, tape/masking tape, tissue paper.  Children to take pictures of their models and creations.  Singing and dancing- Go Noodle and outdoor music area | **Physical Development**  **Outcomes –On track objectives**  I can throw, kick, pass and catch a large ball  I can move and use both large and smaller scale equipment (building blocks etc)  I can sit at a table to write  I can hold a pencil in a tripod grip  I can use scissors  **PE specific objectives:**  **Put the objectives from the sessions here from Get Set 4 PE**  . |
| **PE:**  Get Set 4 PE  Unit 2 Ball skills  In this unit children will develop their ball skills through the topic of weather. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross moter skills through a range of game play with balls. Children will work independently and with a partner and will develop making and using simple tactics.  Key Skills  Physical:  Rolling a ball  Tracking a ball  Throwing at a target  Bouncing a ball  Dribbling with a ball  Kicking a ball  Social:  Co-operation  Sharing and taking turns  Emotional:  Determination  Thinking:  Using tactics  Decision making.  Objectives:  To develop dribbling with hands  To develop throwing and catching wth a partner  To develop dribbling a ball with your feet  To To develop rolling and tracking a ball  To develop accuracy when throwing to a target  To develop kicking a ball to a target  Pen Disco: Weekly sessions focusing on different patterns and movments to support fine motor skills and pencil grip. |
| **Design & Technology**  Making paper  Children will recognise that recycling is important by using recycled paper to create their own piece of art paper  Children will find out what we will need to carry out the task and learn the metod which is needed to create their own recycled paper.  Objectives  Fruit tasting Fruit tasting and voting which one they like the best- label fruit and possible draw? |
| **Art**  **Access art:**  My colour book:  Children wil create a material my colour book and explore colour recognition. Colour mixing, mark making and how various media responds on a textured surface.  Objectives:  I can recognise colours.  I can explore colour mixing.  I can explore how different media responds on a textured surface.  Wax crayon rubbings of different materials:  Make a rubbings piece of art work  Children will use wax crayons to make rubbings of recycled or everyday materials materials they have found within the classroom or outside.  I can use scissors to cut out my paper  I can use wax crayons to create a rubbing.  I can say which technique I have used to create my artwork.  Fruit and veg heads:  Children will create a face on a piece of fruit or veg using cocktail sticks and plastercine or modelling clay. This activity will give the children the opportunity to develop their dexteritory and modelling skills and create their own narratives. Children will give their fruit or veg head a name and a little backstory about where they came from.  Objectives:  I can explore 3D materials  I can use plastercine or clay to create a model of a face.  I can create a narrative for my model.  Ongoing activities: using fingers and tools to create tactile pieces of paper which will later be used to create a collaborative environmental collage piece of artwork. |
| **Music Express:**  Working world: Musical focus: Texture  Topics: Litter, Farm, our town,  Make musical shakers using farmers grains and pulses. |
| **PD Enhanced Provision –**  Threading, cutting, weaving, playdough, Fine Motor activities.  Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control, Encourage children to draw freely. Holding Small Items / Button Clothing / zips Pen Disco, cutting Skills, fine motor skills- cutters, play dough making, balance bikes, nuts and bolts, golf teas, hammering, threading beads patterns. Large wooden blocks, obstacle courses, carrying blocks safely, large and small balls and cones. |
| **EAD Enhanced Provision –** |

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| **Understanding the World**  **Outcomes –On track objectives**  I can talk about changes that have happened within my family’s lifetimes e.g. talking to grandparents about holidays etc.  I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts  I can talk about what I have heard and seen in stories and picture books and how this is different/ the same  I can explore and talk about the natural world using what I know from stories/ non-fiction  I can draw information from a simple map  I can talk about some special places for people in our and other communities  I can draw information from a simple map  I can start to talk about the differences in lives in other countries  I can describe animals and plants (both from photos and real life experiences)  I can describe my own environment and local area  I can describe another environment e.g. desert, Artic etc.  I can talk about the weather linked to seasonal change  I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)  **RE specific objectives:** | |
| **History:**  Today, tomorrow and yesterday in every day language and related to time in maths. | |
| **Geography:**  Explore the local area whilst carrying out a litter pick with y5/6  Our planet Forest school activities.  Planet protectors:  Our Planet earth PP Children to think of ideas they can do to help protect their planet, switching of lights when they’re not used, turning water off, recycling, walking to school- links to travel tracker.Where food comes from discuss with children where their food comes from before it gets to the supermarket. Talk about different countries and coltures and where do they think people in those countries get their food from? Sorting activity: children will match different types of food to their source. Places activity:The aim of this activity is to discuss places where food comes form eg shops, supermarket, gardens or allotments. | |
| RE: Litergical prayer every week on Tuesday- children to support setting up and putting away. Godly Play  Celebration:  Complete the knowledge organiser.  Explore: Talk about experiences of celebrations the children have taken part in, talk about what is happening on the pictures, talk about how they feel when they celebrate and draw a picture of a celebration, wonder why people actually celebrate different events.  Lesson 1: Talk about what is happening on the pictures, talk about experiences of church and what they have seen, draw items from the church and label, learn the Lord’s prayer.  Lesson 2: Presentation story: Talk about experiences of church and what they have seen, talk about what is happening on the pictures, make a candle to represent Jesus being the light of the world, to answer questions about the presentation story. | **Chinese New Year**  Learn about the story of the Chinese New Year and the race.  Taste some Chinese food  Chinese number writing.. |
| **Science** PZAZ/ Forest School  Forest school: litter pick with year 5/6  PZAZ R9 Reception Chemistry, Materials, Different Materials:  Lucky Dip Activity:  Have pupils pick an object out of the bag.  Have them identify the object first.  Talk about the material(s) from which it’s made. Point out that often, more than one material may be needed to make an object.  You can discuss why an object is made from a particular material.  Use the sorting cards to group the materials  Possible questions: Why wouldn’t you make a coat out of paper?  Why wouldn’t you make a window out of wood?  What does a metal usually look like?  Forest School :  Children will be taught about their planet and what it is called they will learn about the living things that are on planet earth and why it is important to care for our planet and all og the living things on it.  All about planet Earth PP  Read 10 green things I can do today.  Objectives:  I can say what our planet is called?  I can draw and write some of the living things on my planet.  I can say how I can help to protect the living things on our planet  Winter explorers  Winter Birds:  Children will learn about some of the birds that live in the uk during the winter.  They will be taught about why birds need to stay warm during winter and how they do this. Children will learn how to help to look after the birds during wintertime. Children will make bird feeders from recycled materials for the winter birds.  Objectives:  I can identify some birds that live in the UK in winter.  I can say how birds keep  warm in winter.  I can say how to look  after birds in winter.PZAZ R9 Reception Chemistry, Materials, Different Materials: Design a waterproof bus shelter. Children will test different types of material to establish the best material to use to creat a waterproof bus shelter. They will carry out an experiment and observe what happens. They will then use this knowledge to create a waterproof bus shelter. | |
| **Computing: Using Ipads weekly- Wednesday PM**  Drawing pictures of fruit.  Taking pictures of their own work and uploading onto SeeSaw  Using purple Mash to creat a tally chart and pictogram of their favourite fruits.  Ordering the pictures of the Farmer Duck story and then retelling the story online and uploading to SeeSaw. | |
| **Forest Schools**- Outdoor learning.  **Enhanced Provision** – Ipads available to children to use purple mash throughout the day. | |