









	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Overriding Topic	<p>Homes</p> 	<p>Traditional Tales</p> 	<p>Down In the Jungle</p> 	<p>Pirates</p> 	<p>Dinosaurs</p> 	<p>Seaside</p> 
Secondary topics in addition to our main topic.	<ul style="list-style-type: none"> -Autumn - Harvest -Halloween 	<ul style="list-style-type: none"> -Christmas -Winter -Bonfire night -Diwali -Remembrance Sunday 	<ul style="list-style-type: none"> -New Year -Chinese New Year -Shrove Tuesday -Valentines Day 	<ul style="list-style-type: none"> -Spring -Easter -St David's Day -Mothers Day -St Patricks Day -World Book Day -Comic Relief -World Poetry Day 	<ul style="list-style-type: none"> -St Georges Day -Father's Day -International Dance day -St George's Day 	<ul style="list-style-type: none"> -Summer -World Environment Day -Water Safety Week -International Picnic Day -Sports Day
Literacy	Quality text: Peace at Last	Quality text: The Three little Pigs	Quality text: Let's All Creep Through Crocodile Creek	Quality text: The Pirates Are Coming	Quality text: Giganotosaurus	Quality text: The Ses Saw
Wirral School Library delivers fiction, non-						



<p>fiction and poetry $\frac{1}{2}$ termly.</p>	 <p>Additional texts: Whatever Next by Jill Murphy Home by Carson Ellis Lullabyhullabaloo by Mick Inkpen</p>	 <p>Additional texts: The Three Ninja Pigs by Corey Rosen Schwartz The Three Little Pigs from Revolting Rhymes by Roald Dahl There's a pig up my nose by John Dougherty</p>	 <p>Additional texts: Find me a Tiger by Lynley Dodd All Aboard for the Bobo Road by Stephen Davies Alfie's Feet by Shirley Hughes</p>	 <p>Additional texts: The Pirates Next Door by Jonny Duddle Ten Little Pirates by Mike Brownlow How I became a Pirate by Melinda Long Commotion in the Ocean by Giles Andreae Peter Pan (1953 film) by Disney</p>	 <p>Additional texts: Dinosaur Roar by Paul and Henrietta Stickland Katie and the Dinosaurs by James Mayhew The big book of dinosaurs by Usborne How big is a million? by Anna Milbourne Volcanoes Usborne Beginners</p>	 <p>Additional texts: That rabbit belongs to Emily Brown by Cressida Cowell The Teddy Robber by Ian Beck Under the same sky by Britta Teckentrup</p>
<p>Book Trust 5 Memorable Text's: Stories we re-read daily before they are added into our class library.</p>	<p>-Goldilocks and the three bears by Lauren Child -Handa's Surprise by Eileen Browne -The Leaf Thief by Alice Hemming</p>	<p>-The Three Little Wolves and The Big Bad Pig by Eugene Trivizas - Little Red Riding Hood by Mara Alperin - Three Billy Goats</p>	<p>-The Gruffalo by Julia Donaldson -The Selfish Crocodile by Faustin Charles - Goldilocks and The Three Crocodiles by Michael Rosen</p>	<p>-Counting in Green 10 Little Ways to Help Our Big Planet by Hollis Kurum - The Spring Rabbit by Joyce Dunbar - One Springy Day by Nick Butterworth</p>	<p>-Harry and the Bucketful of Dinosaurs by Ian Whybrow and Adrian Reynolds -The Paper Dolls by Julia Donaldson</p>	<p>-Changing Tides by Julia Moscardo -I Hear You Ocean by Callie George -We Love The Seaside by Kate Tym</p>



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<p>(1 per day repeated throughout the half term)</p>	<ul style="list-style-type: none"> -Pumpkin Soup by Helen Cooper -The Lost Acorns by Nick Butterworth 	<ul style="list-style-type: none"> -Percy The Park Keeper One Snowy Night by Nick Butterworth -Oh No! Shark In The Snow by Nick Sharratt 	<ul style="list-style-type: none"> -The Ugly Five by Julia Donaldson - Open Very Carefully BY Nicola O'byrne 	<ul style="list-style-type: none"> - Abracadabra, It's Spring! by Anne Sibley O'Brien -Polly Parrot Picks a Pirate by Peter Bently 	<ul style="list-style-type: none"> - The Smartest Giant In Town by Julia Donaldson -Mad About Dinosaurs! by Giles Andreae and David Wojtowycz -When Dinosaurs Walked The Earth by Sean Taylor 	<ul style="list-style-type: none"> - The Snail and The Whale by Julia Donaldson -What the Ladybird Heard on Holiday by Julia Donaldson
<p>Comprehension Word reading Writing</p>	<ul style="list-style-type: none"> -Read individual letters by saying the sounds for them -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences -Spell words by identifying the sounds and then writing the sound with letter/s -Form lower-case letters correctly -Oral retelling of story -Draw images and write labels to represent the story. - Read a few common exception words matched to the school's phonic programme -To label a plan and attempt to write a simple caption 	<ul style="list-style-type: none"> -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences - Read some letter groups that each represent one sound and say sounds for them - Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words - Read some common exception words matched to the school's phonic programme -To create a story map of the journey and write labels/captions/sentences describing the crocodile -Spell words by identifying the sounds and then writing the sound with letter/s - Re-read what they have written to check that it makes sense -Anticipate key events in stories 	<ul style="list-style-type: none"> - Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words -Write simple phrases and sentences that can be read by others - Develop word reading, fluency and comprehension - Form lower-case and capital letters correctly -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Use and understand recently introduced vocabulary during discussions and in play 			



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Phonics	<p>Children attend daily Read Write Inc phonics sessions differentiated to their individual reading stage. Assessments are made twice a term to determine accurate groupings.</p> <p>Children in F2 will learn 25 single letter sounds and set 1 special friends. They will learn to orally segment and blend to say, read and spell real/nonsense words. Children will then apply their phonics knowledge to reading ditty books.</p>
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<p>Mathematics</p> <p>(We begin each session with a NECTM Mastering Number Starter in addition to following WR)</p> <p>Number</p> <p>Numerical patterns</p>	<p>White Rose Baseline assessments</p> <p><u>Match, sort and compare:</u></p> <ul style="list-style-type: none"> -Match Objects -Match pictures -Identify a set -Sort objects to a type -Explore sorting techniques -Create sorting rules -Compare amounts <p><u>Talk about measure and pattern:</u></p> <ul style="list-style-type: none"> -Compare size -Compare mass -compare capacity -Explore simple patterns -Copy and continue simple patterns 	<p>White Rose</p> <p><u>Circles and Triangles:</u></p> <ul style="list-style-type: none"> -Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position <p><u>1,2,3,4,5</u></p> <ul style="list-style-type: none"> -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><u>Shapes with 4 sides:</u></p> <ul style="list-style-type: none"> -Combine shapes with 4 sides 	<p>White Rose</p> <p><u>Alive in 5:</u></p> <ul style="list-style-type: none"> -Introduce 0 -Find 0-5 -Subitise 0-5 -Represent 0-5 -1 more -1 less <p><u>Mass and Capacity:</u></p> <ul style="list-style-type: none"> -Compare mass -Find a balance -Explore capacity -Compare capacity <p><u>Growing 6,7,8:</u></p> <ul style="list-style-type: none"> -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition 6,7,8 	<p>White Rose</p> <p><u>Length Height and Time:</u></p> <ul style="list-style-type: none"> -Explore length -Compare length -Explore height -Compare height -Talk about time -Order and sequence time <p><u>Building 9 and 10:</u></p> <ul style="list-style-type: none"> -Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 -Conceptual subitising to 10 -1 more -1 less <p><u>Explore 3D shapes:</u></p> <ul style="list-style-type: none"> -Recognise and name 3D shapes -Find 2D shapes within 3D shapes 	<p>White Rose</p> <p><u>To 20 and beyond:</u></p> <ul style="list-style-type: none"> -Beyond numbers beyond 10 (10-13) -Continue patterns beyond 10 (10-13) -Build numbers beyond 10 (14-20) -Continue numbers beyond 10 (14-20) -Verbal counting beyond 20 -Verbal counting patterns <p><u>How many now?</u></p> <ul style="list-style-type: none"> -Add more -How many did I add? -Take away -How many did I take away? 	<p>White Rose</p> <p><u>Sharing and Grouping:</u></p> <ul style="list-style-type: none"> -Explore sharing -Sharing -Explore grouping -Grouping -Even and odd sharing -Play with and build doubles <p><u>Visualise, build and map:</u></p> <ul style="list-style-type: none"> -Identifying units of repeating patterns -Create own pattern rules -Explore own pattern rules -Replicate and build scenes and constructions -Visualise from different positions <p><u>Make Connections:</u></p>
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	<p>-Create simple patterns</p> <p><u>It's me 1,2,3</u></p> <ul style="list-style-type: none">-Find 1,2 and 3-Subitise 1,2 and 3-Represent 1,2 and 3-1 more-1 less-Composition of 1,2,and 3	<p>-Shapes in the environment</p> <p>-My day and night</p>		<p>-Use 3D shapes for tasks</p> <p>-3D shapes in the environment</p> <p>-Identify more complex patterns</p>	<p><u>Manipulate, compose and decompose:</u></p> <ul style="list-style-type: none">-Select shapes for a purpose-Rotate shapes-Manipulate shapes-Explain shape arrangements-Compose shapes-Decompose shapes	<p>-Deepen understanding</p> <p>-Patterns and relationships</p> <p>-Consolidation</p>
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<p>Communication and Language</p> <p>Listening and Attention</p> <p>Speaking</p>	<ul style="list-style-type: none"> - Engage in story times - Understand how to listen carefully and why listening is important - Learn new vocabulary - Develop social phrases - Engage in non-fiction books -Connect one idea or action to another using a range of connectives 	<ul style="list-style-type: none"> - Listen to and talk about stories to build familiarity and understanding -Engage in storytimes 	<ul style="list-style-type: none"> -Use new vocabulary through the day - Articulate ideas and thoughts -Describe events in some detail - Listen to and talk about stories to build familiarity and understanding - Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> - Articulate ideas and thoughts in well-formed sentences -Connect one idea or action to another using a range of connectives -Learn rhymes, poems and songs (add to unit) 	<ul style="list-style-type: none"> - Use new vocabulary in different contexts - Ask questions to find out more and to check they understand what has been said to them -Use talk to help work out problems and organise thinking and activities - Explain how things work and why they might happen 	<ul style="list-style-type: none"> - Describe events in some detail -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
<p>Personal, social and emotional development</p> <p>Self Regulation</p> <p>Managing self</p> <p>Building Relationships</p>	<ul style="list-style-type: none"> -Settle into Team F2 -Learn and follow classroom routines and promises -Try new activities and develop confidence -Express feelings -Reflect and share own bedtime routine 	<ul style="list-style-type: none"> -Manage basic hygiene and personal needs, including dressing, going to the toilet -Think about the perspectives of others -Build constructive and respectful relationships 	<ul style="list-style-type: none"> -See themselves as a valuable individual -Work collaboratively with others -Express feelings and consider the feelings of others -Work and play cooperatively and take turns with others 	<ul style="list-style-type: none"> -follow instructions involving several ideas or actions. -Talk about ways we can help others; showing sensitivity to others needs -Reflect and share what is important to them 	<ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others -Regulate behaviour -Give focused attention -Show independence, 	<ul style="list-style-type: none"> -Set and work towards simple goals -Show patience and control over immediate impulses -Respond appropriately even when engaged in activity -Talk about the importance of regular



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	and personal hygiene				resilience and perseverance in the face of challenge	physical activity and healthy eating
Understanding the World Past and Present People, Culture and communities The natural world	<ul style="list-style-type: none"> -Talk about members of their immediate family -Name and describe people who are familiar to them. -Observe and talk about environmental changes in Autumn -Plant tulip and daffodil bulbs 	<ul style="list-style-type: none"> - Look at homes in the community (Identify what is the same, what's different, How have homes changed over time) -Compare our homes to those around the world -Talk about landmarks in the local area -Explain some similarities and differences between how Christmas is celebrated around the world -Understand that some places such as churches are special 	<ul style="list-style-type: none"> -Investigate and describe what they see, hear and feel in the jungle - Discuss the life cycle of a crocodile - Explore and compare animal tracks - Programme a Beebot to go on a journey on a playmat -Investigate cause and effect over time -Discuss jungle animals and their young 	<ul style="list-style-type: none"> -Talk about how we celebrate Easter and why; recognising that people have different beliefs and celebrate special times in different ways. -Look at aerial views of the school setting recognising simple features -Investigate a compass and discuss what we now use to help us find our way -Understand why a map is flat and a globe a sphere - Compare the environment and climate of our country to others around the world 	<ul style="list-style-type: none"> -Observe and care for our growing plants - Make mini volcano eruption to observe the change of matter -Draw a map of a familiar setting -Describe dinosaurs and the environment they lived in (plains, wetlands, desert, forest and sea) -Categorise how animals are born -Talk about it means to be extinct 	<ul style="list-style-type: none"> -Look at a map of the UK and cities, towns, villages near the sea, inland or on islands of the UK -Talk to adults about what toys they played with as a child and compare them to what they play with today - Investigate what sort of telephones people used before they had mobiles -Talk about the 5 senses in relation to the beach -Find out about oceans, rivers, lakes, streams - Explore how transport has changed



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		<p>to members of their community</p> <ul style="list-style-type: none"> -Know how and why Diwali is celebrated -Talk about where we live in comparison to where arctic animals live -Observe and discuss snow and ice 		<ul style="list-style-type: none"> -Observe and talk about environmental changes in Spring -Observe and discuss the life cycle of a chick -Name farm animals and their young -Understand the need to respect and care for the natural environment and all living things 		<ul style="list-style-type: none"> - Investigate what materials float/sink -Observe and talk about environmental changes in Summer
<p>Expressive arts and design</p> <p>Creating with materials</p> <p>Being imaginative and expressive</p>	<ul style="list-style-type: none"> -Sing a range of well-known nursery rhymes and songs -Explore ways of joining materials -Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. 	<ul style="list-style-type: none"> -Perform songs, rhymes, poems and stories with others -Move in time to music -Make use of props and materials when role playing characters in narratives and stories. -Develop storylines in pretend play 	<ul style="list-style-type: none"> -Define colours, shapes, texture and smells in the natural world -Draw or paint a place from observation or imagination. - Listen attentively to music - Recognise changes and patterns as a piece of music develops 	<ul style="list-style-type: none"> -Experiment with colour, design, texture, form, and function -Make simple prints using a variety of tools, including print blocks and rollers. -Share creations with others explaining how it was made -Evaluate creations -Watch and talk about dance 	<ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and artistic techniques -Engage in conversation about an artist and create inspired art - Sing in a group or on their own, increasingly matching the pitch and following the melody 	<ul style="list-style-type: none"> -Invent, adapt and recount narratives and stories -Explore local art (Mermaid/ clown sculptures and wall art in New Brighton) -Develop colour-mixing techniques -Use natural materials and loose parts to make 2D and 3D art



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<p>PE</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> -Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Combine different movements with ease and fluency. - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Dance and Yoga</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses -Explore and engage in music making and dance, performing solo or in groups. -Watch and talk about dance and performance art, expressing their feelings and responses. 	<p>Multi-Skills</p> <ul style="list-style-type: none"> -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<p>Additional Fine and Gross Motor Skills</p>	<p>Throughout the year children have many opportunities linked to topic that involve:</p> <ul style="list-style-type: none"> ● Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes ● Fastenings ● Building with small Lego and small construction. ● Sorting loose parts using tweezers ● Nuts and Bolts ● Pasta and bead lacing ● Peg Boards and Pin Boards ● Water play ● Sand play ● Play-dough (dough disco) 		



	<ul style="list-style-type: none"> • Threading • Air writing in phonics 					
<p>Music</p> <p>Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and share and perform the learning that has taken place.</p>	<p>Each Charanga unit teaches children to:</p> <ol style="list-style-type: none"> 1. Listen and Respond In each step Children will listen and respond to a different song or piece of music in a different style. They will use music to inspire imaginative movement, initially free and child-led movement but start to teach the children to follow and copy instruction. The children will begin to respond verbally and with movement. 2. Explore and Create - initially using voices only but building to using classroom instruments too Reception is where we start our integrated approach to musical learning, laying down the foundations for KS1 and KS2 where we learn more about the interrelated dimensions of music (pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture), singing and playing instruments and that they are all linked. 3. Singing - nursery rhymes and action songs - building to singing and playing Children will learn four nursery rhymes and two action songs in each unit 4. Share and Perform 					
<p>Charanga Explore: growing, homes, colour, toys and how I look</p> 	<p>Charanga Explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend and Once upon a time</p>	<p>Charanga Explore: family, friends, people and music from around the world</p>	<p>Charanga Explore: animals, jungle, minibeast, night and day, sand and water, seaside, seasons, weather, sea and space</p>	<p>Charanga 1. Listen and Appraise 2. Musical Activities - learn about the interrelated</p>	<p>Charanga Reflect, Rewind and Replay Consolidation of learning and contextualising the history of music.</p>	



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					<p>dimensions of music through singing, improvising and playing classroom instruments</p> <p>3. Perform and Share</p> 	
<p>Trip Opportunities and events</p>	<p>-Halloween stay and play</p>	<p>-Christmas visit with an opportunity to see farm animals</p>		<p>-We have eggs in school and experience them hatching.</p> <p>-Easter stay and play</p>	<p>-Dinosaurs visit school</p> <p>-Dinosaur museum exhibit</p>	<p>-New Brighton Beach-</p> <p>-Transient art on the beach / Picnic /Mermaid trail</p> <p>-Sports Day</p>