




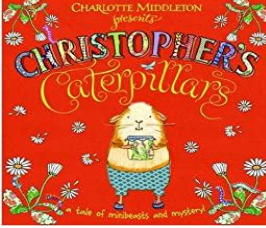






<p>Themes of Learning</p>	<p>Jack and the Beanstalk</p> 	<p>Terrific Teeth</p> 	<p>Special Places</p> 	<p>On the Farm</p> 	<p>The Royal Family</p> 	<p>Christopher's Caterpillars</p> 	<p>Special Times</p> 
<p>Enrichment</p>	<ul style="list-style-type: none"> <li>• Class visit to Smithills Open Farm</li> <li>• Caterpillars (live – to illustrate the lifecycle process)</li> <li>• Class visit to church – a tour guided by members of the church community</li> </ul>						
<p>Showcase</p>	<ul style="list-style-type: none"> <li>• Sports Day (parents/carers invited)</li> <li>• Butterfly release (parents/carers invited)</li> </ul>						
<p>Parental Involvement</p>	<ul style="list-style-type: none"> <li>• Weekly newsletter – sent via Class Dojo</li> <li>• Regular learning updates – sent via Class Dojo</li> <li>• End of year report</li> </ul>						
<p>PSED</p>	<p style="text-align: center;"><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Understand feelings and those of others, regulate behaviour appropriately</li> <li>• Work towards achieving a goal set by themselves or others</li> <li>• Take turns and share</li> <li>• Give focused attention to what the teacher says</li> <li>• Give appropriate responses</li> <li>• Follow instructions with more than one step</li> </ul>	<p style="text-align: center;"><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Try new activities demonstrating resilience and perseverance</li> <li>• Follow rules and know what is right and wrong</li> <li>• Behave appropriately – following the school rules of be ready, be respectful and be safe</li> <li>• Dress and undress independently</li> <li>• Go to the toilet independently</li> <li>• Manage own basic hygiene</li> <li>• Understand the importance of healthy food choices, tooth brushing and a good sleep routine</li> </ul>	<p style="text-align: center;"><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Take turns and play cooperatively</li> <li>• Make friends and form positive relationships with adults</li> <li>• Be kind and help others should they need it</li> </ul>				




<p>PSHE</p>	<p><b>Being my Best</b></p> <ul style="list-style-type: none"> <li>• Bouncing back when things go wrong</li> <li>• Yes, I can!</li> <li>• Healthy eating</li> <li>• My healthy mind</li> <li>• Move your body</li> <li>• A good night's sleep</li> </ul>	<p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Seasons</li> <li>• Life stages – plants, animals, humans</li> <li>• Life stages – human life stage, who will I be?</li> <li>• Where do babies come from?</li> <li>• Getting bigger</li> <li>• Me and my body – girls and boys</li> </ul>
<p>Communication and Language</p>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen carefully</li> <li>• Respond to what has been heard with relevant questions, comments and actions when listening to a book or poem, during whole class discussion and during small group sessions</li> <li>• Make comments about what has been heard and ask questions to clarify understanding</li> <li>• Hold a conversation with both adults and peers</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one to one discussion, sharing ideas and using new vocabulary</li> <li>• Use new vocabulary from stories, non-fiction, rhymes and poems appropriately</li> <li>• Express ideas in full sentences</li> <li>• Use past, present and future tense correctly</li> <li>• Use conjunctions within sentences with support from an adult</li> </ul>
<p>Physical Development</p>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Begin to sure accuracy and care when drawing</li> </ul>
<p>PE</p>	<p>Games At the Farm Dance</p>	<p>Athletics</p>



<p><b>Literacy</b></p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Retell stories and narratives using own words and recently introduced vocabulary to demonstrate understanding</li> <li>• Anticipate key events in stories</li> <li>• Use new vocabulary during discussions about stories, non-fiction books, rhymes and poems both within play and in conversations</li> </ul>		<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters focusing upon correct formation</li> <li>• Spell words by identifying the sounds within the word and representing the sounds with a letter or letters</li> <li>• Write short sentences and phrases, using finger spaces, capital letters and full stops</li> <li>• Read writing back to check that it makes sense</li> <li>• Writing can be read by others</li> </ul>			
<p><b>Phonics (word reading)</b></p> 	<p><b>Basics Three consolidation &amp; Basics Four</b></p> <p>During Basics Four the children learn to hear more than three sounds in a word. They will continue to embed their mastery of Basics Two and Three spellings for sounds in words and progress to four, five and six sounds within a word. Example words from Basics Four: tent, chest, blast, grass, windmill</p> <p>Children will read books that are consistent with their phonic knowledge, including tricky words.</p> <p><b>Basics Four Tricky Words:</b> were, what, like, have, there, here, said, one, house, when, our, your, love, school, then, them, that, this</p>					
<p><b>Maths</b></p>	<p><b>To 20 and Beyond</b></p> <ul style="list-style-type: none"> <li>• Build numbers beyond 10</li> <li>• Continue patterns beyond 10</li> <li>• Verbal counting beyond 10</li> <li>• Verbal counting patterns</li> </ul>	<p><b>How Many Now?</b></p> <ul style="list-style-type: none"> <li>• Add more</li> <li>• How many did I add?</li> <li>• Take away</li> <li>• How many did I take away?</li> </ul>	<p><b>Manipulate, Compose and Decompose</b></p> <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes</li> <li>• Explain shape arrangements</li> <li>• Compose/decompose shapes</li> <li>• Copy 2D shape pictures</li> <li>• Find 2D shapes within 3D shapes</li> </ul>	<p><b>Sharing and Grouping</b></p> <ul style="list-style-type: none"> <li>• Sharing</li> <li>• Grouping</li> <li>• Odd/even grouping</li> <li>• Play with and build doubles</li> </ul>	<p><b>Visualise, Build and Map</b></p> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Replicate and build scenes and constructions</li> <li>• Visualise and describe positions</li> <li>• Give instructions to build</li> <li>• Explore mapping</li> </ul>	<p><b>Make Connections</b></p> <ul style="list-style-type: none"> <li>• Deepen Understanding</li> <li>• Patterns and relationships</li> </ul>



<p><b>Understanding the World</b></p>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• The Royal Family</li> </ul>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• My special places – including a visit to church</li> <li>• My special times</li> </ul>	<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Growing plants</li> <li>• Looking after our teeth</li> <li>• Animals on the farm</li> <li>• Exploring the lifecycle of a butterfly</li> </ul>
<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p>	<p><b>Artist: Vincent Van Gogh – The Sunflowers</b></p>  <ul style="list-style-type: none"> <li>• Painting including colour mixing</li> <li>• Drawing – with increasing complexity and detail</li> <li>• Printing</li> <li>• Sculpture</li> <li>• Collage work</li> <li>• Joining techniques including glue, sticky tape, split pins</li> <li>• Create pieces of art work both collaboratively and independently</li> </ul>		
<p><b>Being Imaginative and Expressive</b></p> <p><b>Music (Sing up Music)</b></p>	<ul style="list-style-type: none"> <li>• Learn a variety of songs and rhymes</li> <li>• Sing in a group or on their own</li> <li>• Explore and engage in music making and dance on a theme (On the Farm)</li> <li>• Learn songs to sing during worship with the rest of the school</li> <li>• Develop storylines within pretend play using props and costumes</li> <li>• Down There Under the Sea</li> <li>• It's Oh So Quiet!</li> <li>• Slap Clap Clap</li> </ul>		



<p><b>Computing</b></p>	<p><b>Programming 2: Programming Bee-Bots</b> Learn about directions and experiment with programming a Bee-Bot</p>	<p><b>Data Handling: Introduction to Data</b> Sort and categorise data, introduce branching databases and pictograms</p>
<p><b>R.E.</b></p>	<p><b>Special Places</b> What makes a place holy?</p>	<p><b>Special Times</b> How do you celebrate special times?</p>
	<p><b>Holy Places</b> <b>What is a holy place for Muslims?</b> <b>Islam</b></p>	
<p><b>Christian Values</b></p>	<p><b>Perseverance</b></p>	<p><b>Truthfulness</b></p>