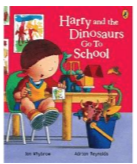
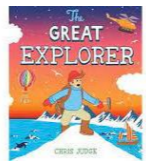


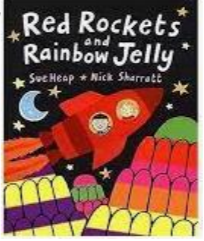
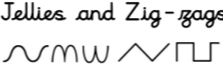
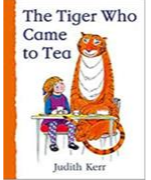

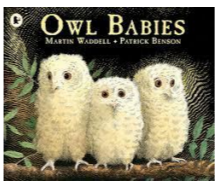






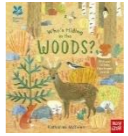


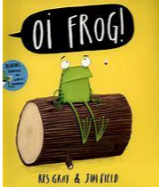
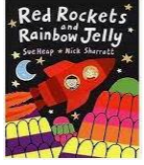

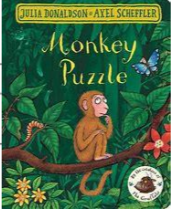


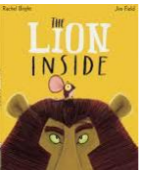

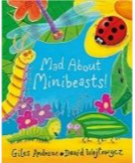
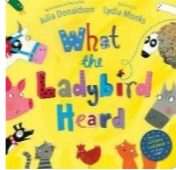
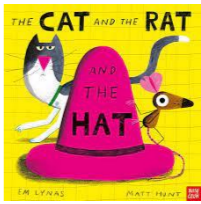
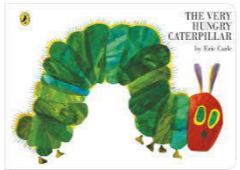

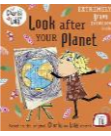

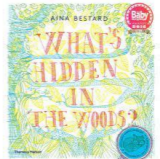





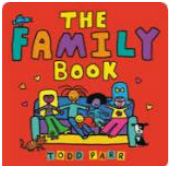
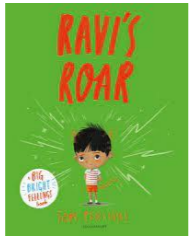



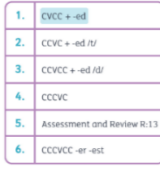
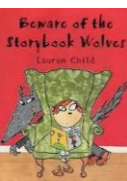

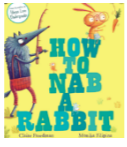
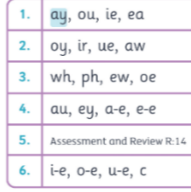




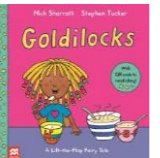
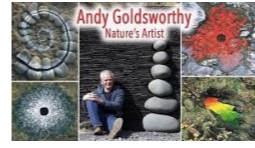


	Marvellous Me	Autumn 1	After dark	Autumn 2																																				
Communication & Language	<p>Teach Stop, Look and Listen Give simple instructions Who understands? Who needs time to process? Talking in small Groups and 1:1</p> <p>Rhymes One Finger, One Thumb Head, Shoulders, Knees and Toes Tommy Thumb Miss Polly had a Dolly (BBC) Brush your Teeth</p> 	I can join in with rhymes.	<p>Nativity performance 22.11 Reading cafe</p>  <p>Rhymes Twinkle, Twinkle Little Star Wee Willie Winkle Hey Diddle diddle Hickory Dickory Dock 10 in the bed</p>	I can talk in small group conversations back and forth.																																				
Personal, Social & Emotional	<p>Follow Routines and expectations. Introduce Dojos and how we get points. Use Now and Next board with visual timetable. Use 5 min warning for tidy up. Introduce new activities and changes in activities to children.</p> <p>Develop Friendships Name games and mixing groups weekly. Model using name to ask to play or asking child's name.</p> <p>No Outsiders</p> <p>Learning intention: To say what I think Success criteria: I can tell you the things I like and I can make my own mind up and I can ask others what they think.</p>  	I can follow class routines.	<p>No Outsiders</p> <p>Learning intention: To understand that it's OK to like different things Success criteria: I know my friends can like different things to me, and I know that we can still be friends.</p> <p>12.11 Children in need 15.11. Anti-bullying week</p> <p>23.11 Stay & play</p> 	I can talk about my likes and dislikes with friends																																				
Physical Development	<p>Getting to know our bodies Daily Adventure playground time. Obstacle courses crawling, balancing, moving heavy items. Big digging in sand Letter join- animal movements and pattern making. Real PE- Birthday Bike Surprise Loose parts- fine and gross motor.</p>	I can climb on the adventure playground.	<p>Firework sticks Under the table writing Christmas cards-cutting skills Real PE-Journey to planet Blue- social-jumping and landing</p> <p>Jellies and Zig-zags</p> <p>Learning outcomes: • To use appropriate vocabulary to describe pre-cursive patterns. • To sit correctly for handwriting and hold a pencil using the tripod grip. • To form Jellies and Zig-zags patterns correctly.</p> <p>Loopies and Waves QQ OO 888 CCC *</p> 	I can write my name																																				
Literacy	<p>Names sharing, reading and writing. The Tiger Who Came to Tea Talk about Who do you live with? Where do we go for tea? What do you like to eat? Write shopping lists Phonics</p> <table border="1" data-bbox="777 1003 1032 1264"> <tr><td>1.</td><td>s, a, t, p</td></tr> <tr><td>2.</td><td>i, n, m, d</td></tr> <tr><td>3.</td><td>g, o, c, k</td></tr> <tr><td>4.</td><td>ck, e, u, r</td></tr> <tr><td>5.</td><td>Assessment and Review R:1</td></tr> <tr><td>6.</td><td>h, b, f, ff, l, ll</td></tr> </table> 	1.	s, a, t, p	2.	i, n, m, d	3.	g, o, c, k	4.	ck, e, u, r	5.	Assessment and Review R:1	6.	h, b, f, ff, l, ll	I can read cvc words.	    <table border="1" data-bbox="2142 1003 2368 1234"> <tr><td>1.</td><td>j, v, w, x</td></tr> <tr><td>2.</td><td>y, z, zz, qu, ch</td></tr> <tr><td>3.</td><td>sh, th, ng, nk</td></tr> <tr><td>4.</td><td>ai, ee, igh, oa</td></tr> <tr><td>5.</td><td>Assessment and Review R:2</td></tr> <tr><td>6.</td><td>Review R:3</td></tr> </table>	1.	j, v, w, x	2.	y, z, zz, qu, ch	3.	sh, th, ng, nk	4.	ai, ee, igh, oa	5.	Assessment and Review R:2	6.	Review R:3	I can read digraphs in CVC words.												
1.	s, a, t, p																																							
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Mathematics	<table border="1" data-bbox="371 1285 557 1486"> <tr><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th></tr> <tr><td>Getting to Know You</td><td>Phonics</td><td>Just Like Me!</td><td>Number</td><td>Match and sort</td><td>Compare amounts</td></tr> <tr><td>Opportunities for setting in, introducing the area of provision and getting to know the children.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Key lines of day class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td>Compare size, mass & capacity</td><td>Exploring patterns</td><td></td></tr> </table> <p>Guidance Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape. Sorting enables the children to consider what is the same about all the objects in one set and how they are different to the other sets. They begin to understand that the same collection of objects can be sorted in different ways and should be encouraged to come up with their own criteria for sorting objects into sets. Lining up time is a great way to begin: If you like carrots line up, if you have a sister line up.</p> 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Getting to Know You	Phonics	Just Like Me!	Number	Match and sort	Compare amounts	Opportunities for setting in, introducing the area of provision and getting to know the children.						Key lines of day class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.									Compare size, mass & capacity	Exploring patterns		I can recognise numbers and count to 5.	<table border="1" data-bbox="1519 1285 1697 1486"> <tr><td>It's Me 1, 2, 3!</td><td>Light and Dark</td></tr> <tr><td>Representing 1, 2 & 3 Composing 1, 2 & 3 Composition of 1, 2 & 3</td><td>Representing Numbers to 5. One More and Less.</td></tr> <tr><td>Circles and Triangles Positional Language</td><td>Shapes with 4 Sides. Time</td></tr> </table> <p>Guidance Children continue to count, subitise and compare as they explore one more and one less. Encourage children to use a five frame to represent numbers and to predict how many there will be if they add one more or take one away. Prompt children to see the link between counting forwards and the one more pattern and counting back and the one less pattern. There are many books and rhymes to support one more and one less.</p> 	It's Me 1, 2, 3!	Light and Dark	Representing 1, 2 & 3 Composing 1, 2 & 3 Composition of 1, 2 & 3	Representing Numbers to 5. One More and Less.	Circles and Triangles Positional Language	Shapes with 4 Sides. Time	I can subitise numbers to 5 and compare groups.
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6																																			
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Understanding the World	<p>Nurse/Doctor visit Label body parts Harvest Festival Tour of school-hunt for objects Places we know in Eastleigh Look at baby pictures-Who is the baby? How have you changed?</p>  	I can name parts of the body and how I am same/different to friends.	<p>Halloween Hannukah Diwali Nocturnal animals Planetarium visit Night and Day Torches Advent books</p> <p>Key idea/concept: Celebrating birthdays Unit: Jesus' birthday</p> 	I can talk about night and day.																																				
Expressive Art & Design	<p>Collage faces Paul Klee –Sencio Mondrian Lowry Role Play-home, Library Performing- Dingle Dangle Scarecrow</p> 	I can attach materials together.	<p>Role play- Halloween, Santa's workshop, post office etc. Firework pictures Charcoal/black and white Van Gogh -starry Night</p> 	I can role play my experiences.																																				

	Explorers!	Spring 1	All Creatures Great and Small	Spring 2																																																						
Communication & Language	Reading Café Rhymes Wheels on the Bus The big ship sails Down at the station I hear thunder I can sing a Rainbow	I can ask questions to find out more.	Reading café- 28.02.22 Showcase Assembly-6.4.22 Retelling poems and Stories Helicopter Stories  <div style="border: 1px solid black; padding: 5px; width: fit-content;"> 5 Little ducks I went to visit a farm one day-BBC Old Macdonald-Charanga Incy Wincy Spider- Charanga Animal Fair Baa baa black sheep </div>	I can use new vocabulary related to animals.																																																						
Personal, Social & Emotional	04.02.22 Children's Mental Health Week 08.02.22 Internet safety day 11.02.22 Stay & play No Outsiders <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> Learning intention: To understand that it's OK to like different things Success criteria: I know my friends can like different things to me, and I know that we can still be friends. </div>  	I can take turns.	Stay and Play No Outsiders <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> Learning intention: To make friends with someone different Success criteria: I know that everyone is different in my class, and I can make friends with anyone. </div>  	I can describe my feelings and feelings of characters.																																																						
Physical Development	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> i l t u w e c o a d n m h </div> Chinese dragon dance Cutting skills Real PE- Train-cognitive-balance	I can cut down a line.	Funky Fingers- Dough Disco Cooking skills- Easter Biscuits 21/03/22 Real PE-clown-creative-ball skills	I can move safely in different ways in a space.																																																						
Literacy	Making Links Visualising Themes and conventions Non Fiction-Explorers    <table border="1" style="margin-left: 10px;"> <tr><td>1.</td><td>Review R.4. oo</td></tr> <tr><td>2.</td><td>ar, ur, oo, or</td></tr> <tr><td>3.</td><td>ow, oi, ear, air</td></tr> <tr><td>4.</td><td>ure, er, ow</td></tr> <tr><td>5.</td><td>Assessment and Review R.5</td></tr> <tr><td>6.</td><td>Review R.6</td></tr> </table>	1.	Review R.4. oo	2.	ar, ur, oo, or	3.	ow, oi, ear, air	4.	ure, er, ow	5.	Assessment and Review R.5	6.	Review R.6	I can write words.	Non Fiction-Farm- Fact Files   <table border="1" style="margin-left: 10px;"> <tr><td>1.</td><td>Review R.7</td></tr> <tr><td>2.</td><td>Review R.8</td></tr> <tr><td>3.</td><td>Review R.9</td></tr> <tr><td>4.</td><td>Review R.10</td></tr> <tr><td>5.</td><td>Assessment and Review R.11</td></tr> <tr><td>6.</td><td>Review R.12</td></tr> </table> 	1.	Review R.7	2.	Review R.8	3.	Review R.9	4.	Review R.10	5.	Assessment and Review R.11	6.	Review R.12	I can write a caption.																														
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Mathematics	<table border="1" style="margin-bottom: 5px;"> <tr> <th>Week</th> <th>Week</th> <th>Week</th> <th>Week</th> <th>Week</th> <th>Week</th> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Fluency</td> <td>Alive in 5!</td> <td>Growing 6, 7, 8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td>Introducing Zero Comparing Numbers to 5 Composition of 4 & 5</td> <td>8, 7 & 6 Making Pairs Combining 2 Groups</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Measure, Shape and Space/Problem Solving</td> <td>Compare Mass (2) Compare Capacity (2)</td> <td>Length & Height Time</td> <td></td> <td></td> <td></td> </tr> </table> <p>Guidance Children continue to apply the counting principles when counting to 6, 7 and 8. They represent 6, 7, and 8 in different ways and can count out the required number of objects from a larger group. Arranging 6, 7 or 8 items into small groups will support the children to conceptually subitise and see how the numbers are made up of smaller numbers. E.g. I know it is 8 because I see 4 and 4 Encourage the children to order and compare their representations, noticing the one more/less patterns as they count on and back to 8</p>	Week	Week	Week	Week	Week	Week	1	2	3	4	5	6	Fluency	Alive in 5!	Growing 6, 7, 8				Number	Introducing Zero Comparing Numbers to 5 Composition of 4 & 5	8, 7 & 6 Making Pairs Combining 2 Groups				Measure, Shape and Space/Problem Solving	Compare Mass (2) Compare Capacity (2)	Length & Height Time				I can count and recognise numbers to 10	 <table border="1" style="margin-left: 10px;"> <tr> <th>Week</th> <th>Week</th> <th>Week</th> <th>Week</th> <th>Week</th> <th>Week</th> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td></td> <td>Building 9 & 10</td> <td></td> <td></td> <td>Consolidation</td> <td></td> </tr> <tr> <td></td> <td>VIEW</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Guidance The children explore number bonds to 10 using real objects in different contexts. Eg. There are 10 apples. How many in the tree and how many on the ground? 10 frames or egg boxes (with 10 holes) can be partially filled with objects and the children asked How many more do we need to make a full ten?  Other manipulatives such as fingers, bead strings and number shapes are also useful for exploring bonds to 10</p>	Week	Week	Week	Week	Week	Week	7	8	9	10	11	12		Building 9 & 10			Consolidation			VIEW					I can say some number bonds to 10.
Week	Week	Week	Week	Week	Week																																																					
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Understanding the World	Sublime Science- 7.01.22- ice, nappy experiment, Chinese New Year 01.02.22- Dancing, food, dragon puppets, lanterns Maps and globes exploring countries <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> 27 Key idea/concept: Power within the context of the Hindu God Ganesh Explore this unit if pupils explore Hinduism at KS1 </div>  	I can compare places around the world.	Millers Ark Farm- 15.03.22 Farm maps Caterpillars Vet visit/ Pets at Home? <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> 12 Key idea/concept: New life within the context of Easter </div> 	I can compare and observe animals.																																																						
Expressive Art & Design	African dance (Year 2) artwork, crafts and drums Antarctic wax resist paintings. Edward-Saidi Tingatinga. Boat making Recycled materials art 	I can draw using circles and lines for a purpose.	The Snail-Henri Matisse Faberge Eggs Aboriginal artwork, crafts and music Mother's Day Cards- 21/3/22  	I can create designs and review my work.																																																						

	Once Upon a Time...	Summer 1	We're All Going on a Summer Holiday	Summer 2
Communication & Language	Drama workshop Helicopter stories 	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	Photos of holidays Poetry  BBQ Blues We're all going on a summer holiday The Sun has got his hat on Mary, Mary	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social & Emotional	No Outsiders  	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Show sensitivity to their own and to others' needs.	No Outsiders    Inside Out -youtube videos Transition	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly; Work and play cooperatively and take turns with others;
Physical Development	Real PE-physical-coordination/agility-fairytale	Negotiate space and obstacles safely, with consideration for themselves and others; Using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;	Real PE-squirrel/cat-Health & fitness- agility/balance	Demonstrate strength, balance and coordination when playing; Begin to show accuracy and care when drawing.
Literacy	The Three Little Pigs    	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Say a sound for each letter in the alphabet and at least 10 digraphs;	  	Anticipate – where appropriate – key events in stories; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Mathematics	 Guidance Encourage the children to build and identify numbers to 20 (and beyond) using a range of resources: 10 frames, number shapes, towers of cubes, rekenreks and bead strings all support the children to see that larger numbers are composed of full 10s and part of the next 10. Provide opportunities for children to recognise that the numbers 1-9 repeat after every full 10. So they have 1 full ten and 1, 1 full ten and 2, 1 full ten and 3 etc. Then 2 full tens and 1, 2 full tens and 2, 2 full tens and 3 and so on.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	 Guidance The children will learn that double means 'twice as many'. They should be given opportunities to build doubles using real objects and mathematical equipment. Building numbers using the pair-wise patterns on 10 frames helps the children to see the doubles. Mirrors and banner games are a fun way for children to see doubles as they build and to explore early symmetry. Encourage children to say the doubles as they build them, e.g. Double 2 is 4. Provide examples of doubles and non-doubles for the children to sort and explain why.	Have a deep understanding of number to 10, including the composition of each number; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
Understanding the World	Eastleigh Library visit 27 Key idea/concept: Power within the context of the Hindu God Ganesh Explore this unit if pupils explore Hinduism at KS1 History- Each Peach Pear Plum, The Jolly Postman- Ahlberg-Peepo Making houses	Understand the past through settings, characters and events encountered in books read in class and storytelling; Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Hilliers Visit Summer Jelly Maps and globe What they can do now-Reports Key idea/concept: Special within the context of special clothes for Christians and Hindus 	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
Expressive Art & Design	Nick Sharrat or Lauren Child Peter and the wolf 	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.		Share their creations, explaining the process they have used; Invent, adapt and recount narratives and stories with peers and their teacher;