



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Autumn All Around Us	It's Cold Outside	It's a Kind of Magic	Once Upon a Time...	Coast to Coast	What a Wonderful World!
Curriculum Map	Experiences	<ul style="list-style-type: none"><li>• Make a scarecrow.</li><li>• Harvest Festival in Church</li></ul>	<ul style="list-style-type: none"><li>• Christmas/Christingle service in Church</li><li>• Christmas party-see RE</li></ul>		<ul style="list-style-type: none"><li>• Salt Holme Pond Dipping trip (half day session??)</li><li>• Easter Service in Church</li></ul>	<ul style="list-style-type: none"><li>• Greatham Feast-service in church for St John and village parade.</li></ul>	<ul style="list-style-type: none"><li>• Bear Hunt around Greatham</li><li>• Class Butterflies (Insect Lore)</li><li>• Graduation Ceremony</li><li>• Sport's Day</li><li>• Leavers Services</li></ul>
	Global Community	<ul style="list-style-type: none"><li>• Harvest in other countries- food in other countries see RE link with charities harvest etc</li></ul>	<ul style="list-style-type: none"><li>• Northern Lights (see Literacy)</li></ul>		<ul style="list-style-type: none"><li>• Bridges to connect communities- see Geography.</li></ul>	<ul style="list-style-type: none"><li>• Link with pollution (See Geography)</li></ul>	<ul style="list-style-type: none"><li>• See literacy.</li></ul>
	Preparing for the Future	<ul style="list-style-type: none"><li>• Growing/planting veg/ harvesting/preparing the veg patches for the summer term/later in the year.</li></ul>	<ul style="list-style-type: none"><li>• Making a hedgehog house in preparation for hibernation.</li></ul>		<ul style="list-style-type: none"><li>• Illustrator as a future career?- see Art.</li></ul>	<ul style="list-style-type: none"><li>• Link with pollution-how can we help prevent it to preserve the planet for future generations? (See Geography)</li></ul>	<ul style="list-style-type: none"><li>• See DT.</li></ul>
	PSED	<ul style="list-style-type: none"><li>• I Belong (Everybody Welcome) and DENTAL HYGEINE</li><li>• Online Privacy and Security</li></ul>	<ul style="list-style-type: none"><li>• Positive Relationships (Blue Chameleon)</li><li>• Online Bullying (Link with Anti Bullying Week)</li></ul>	<ul style="list-style-type: none"><li>• Super Me (Red Rockets and Rainbow Jelly)</li><li>• Online Relationships</li></ul>	<ul style="list-style-type: none"><li>• Yes I Can</li><li>• Self-Image and Identity (Online)</li></ul>	<ul style="list-style-type: none"><li>• Being Safe and Underpants Rule (NSPCC)</li><li>• Online Reputation</li></ul>	<ul style="list-style-type: none"><li>• Reach for the Stars (You Choose)</li><li>• Online Health, Wellbeing and Lifestyle</li></ul>

	Communication and Language	<ul style="list-style-type: none"> <li>Early Talk Boost (Nursery)</li> <li>Rain, Rain Go Away</li> <li>Doctor Foster</li> <li>Dingle, Dangle Scarecrow</li> <li>Five Little Ducks</li> <li><b>STORY DOUGH (N)</b></li> </ul>	<ul style="list-style-type: none"> <li>Class Worship</li> <li>Here We Go 'Round the Mulberry Bush</li> <li>I Hear Thunder</li> <li>I'm a Little Snowman</li> <li>Five Christmas Puddings (in a Bakers' Shop)</li> <li><b>STORY DOUGH (N)</b></li> </ul>	<ul style="list-style-type: none"> <li><i>This is My Magic Wand</i></li> <li>Incy Wincy Spider</li> <li>Five Little Speckled Frogs</li> <li><b>STORY DOUGH (N)</b></li> </ul>	<ul style="list-style-type: none"> <li>Class Worship</li> <li>Hot Cross Buns (Easter)</li> <li>Jack and Jill</li> <li>Little Bo Peep</li> <li>Humpty Dumpty</li> <li><b>STORY DOUGH (N)</b></li> </ul>	<ul style="list-style-type: none"> <li>Row, Row, Row Your Boat</li> <li>1,2,3,4,5 (Once I Caught a Fish Alive)</li> <li>London Bridge is Falling Down</li> <li>I Had a Little Turtle</li> <li><b>STORY DOUGH (N)</b></li> </ul>	<ul style="list-style-type: none"> <li>Class Worship</li> <li>The Grand Old Duke of York</li> <li>The Wheels on the Bus</li> <li>Horsey, Horsey</li> <li><b>STORY DOUGH (N)</b></li> </ul>
	PD	<ul style="list-style-type: none"> <li>Handling equipment/balloon Games</li> <li>Reception- Advanced Dough Disco</li> <li>Reception- Handwriting (focus on pencil grip, directional language, writing posture and prewriting shapes)</li> <li>Nursery- Motor skills sessions (focusing on Shoulder stability, bilateral coordination, spatial awareness)</li> <li>Nursery- Story Dough</li> </ul>	<ul style="list-style-type: none"> <li>Speed Agility Travel</li> <li>Reception- Handwriting (focus on pencil grip, directional language, writing posture and prewriting shapes)</li> <li>Nursery- Motor skills sessions (focusing on Shoulder stability, bilateral coordination, spatial awareness)</li> <li>Nursery- Story Dough</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Beginners Dough Disco (Nursery)</li> <li>Handwriting (Reception)</li> <li>Story Dough (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Beginners Dough Disco (Nursery)</li> <li>Handwriting (Reception)</li> <li>Story Dough (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>Balance Bikes</li> <li>Games- Olympics (Reception)</li> <li>Intermediate Dough Disco (Nursery)</li> <li>Handwriting- including number formation (Reception)</li> <li>Story Dough (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day Games</li> <li>Gymnastics- Jumping Jacks (Reception)</li> <li>Intermediate Dough Disco (Nursery)</li> <li>Handwriting- including number formation (Reception)</li> <li>Story Dough (Nursery)</li> </ul>
	<p><b>Key Texts</b></p> <p><b><u>ALSO SEE</u></b></p> <p><b><u>BAKING/COOKING/FOOD PREPARATION ACTIVITIES FOR ADDITIONAL NON-FICTION TEXTS (RECIPE BOOKS)</u></b></p>	<ul style="list-style-type: none"> <li>The Little Red Hen (Literacy)</li> <li>The Scarecrows' Wedding (Literacy)</li> <li><b><u>Non-Fiction</u></b></li> <li>Awesome Autumn (Literacy and Adult Led- History and Art)</li> </ul>	<ul style="list-style-type: none"> <li>The Magic Sky (Literacy)</li> <li>Out and About: A First Book of Poems by Shirley Hughes (Literacy)</li> <li>One Snowy Night (Literacy)</li> <li>The Snowman (Literacy)</li> <li><b><u>Non-Fiction</u></b></li> <li>Secrets of Winter. A shine-a-light Book by Carron Brown and Georgina Tee (Adult led-</li> </ul>	<ul style="list-style-type: none"> <li>Room on the Broom (Literacy)</li> <li>The Magic Porridge Pot (Literacy)</li> <li>Cinderella (Literacy)</li> </ul>	<ul style="list-style-type: none"> <li>The Gingerbread Man (Literacy)</li> <li>The Three Billy Goats Gruff (Literacy)</li> <li>Each Peach Pear Plum (Literacy)</li> <li><b><u>Non-Fiction</u></b></li> <li>A Book of Bridges. Here to There and Me to You (Cheryl Keely) (Geography and DT)</li> <li>Illustrators Annual 2020 by Bologna Children's Book</li> </ul>	<ul style="list-style-type: none"> <li>The Lighthouse Keeper's Lunch (Literacy)</li> <li>Somebody Swallowed Stanley (Literacy)</li> <li>The Snail and the Whale (Literacy)</li> <li><b><u>Non-Fiction</u></b></li> <li>gracedarling.co.uk (History)</li> </ul>	<ul style="list-style-type: none"> <li>We're Going on a Bear Hunt (Literacy)</li> <li>The Very Hungry Caterpillar (Art)</li> <li><b><u>Non-Fiction</u></b></li> <li>(Royal Horticultural Society) How Does a Butterfly Grow? (Literacy,</li> </ul>

		Geography)		Fair (Art) <ul style="list-style-type: none"><li>101 Things for Kids to Do Outside (see DT)</li></ul>		History and Science) <ul style="list-style-type: none"><li>The World Around Me (fold out book) (Literacy)</li><li>Collage Workshop for Kids. The Eric Carle Museum by Shannon Merenstein (Art)</li><li>101 Things for Kids to Do Outside (see DT)</li></ul>
Literacy (Drawing Club)	See Key Texts for Drawing Club Focus					
Mathematics <p>NCETM recommend that we DO NOT use the symbols associated with addition and subtraction as it is too early for reception children to develop a deep understanding of the symbols. They also advise we do not use part whole models as they are too abstract and can be very confusing.</p> <p>They want us to use actions/claps/dough/animals/counters etc- things they can physically manipulate- not abstract things e.g. I had 5 frogs and now I only have 2 (show them with physical frogs) How many are hiding? Here they will be using their knowledge of number bonds " automatically recalling number bonds"- this is the subtraction that the ELG refers to. ADDITION IS FINDING AN UNKNOWN WHOLE SUBTRACTION IS FINDING AN UNKNOWN PART.</p>	<u>Reception</u> <ul style="list-style-type: none"><li>Subitising within 3, Counting, Ordinality and Cardinality, Composition of 3 and 4, Subitising objects and sounds, Comparison of sets by looking, Match, Sort and Compare, Talk About Measure and Patterns</li><li><u>Nursery</u> Colour, Matching, Sorting</li></ul>	<u>Reception</u> Counting, ordinality and Cardinality (2), Comparison of sets by matching, Composition- whole and part, Composition 3,4 and 5, Counting, Ordinality and Cardinality- object counting, matching numeral to quantity, Circles and Triangles, Shapes with 4 sides <u>Nursery</u> Number 1, Number 2 (including subitising), Pattern	<u>Reception</u> Subitising within 5, Counting, Ordinality and Cardinality- staircase pattern, Composition- 5, Composition- 6 and 7, Composition- sets, Mass and Capacity, Length, Height and Time <u>Nursery</u> Number 3 (including subitising), Number 4 (including composition), Number 5 (including composition)	<u>Reception</u> Counting, Ordinality and Cardinality- ordering Comparison- to 8, Composition- 7, Composition- doubles, Composition- odd and even, 3D Shapes <u>Nursery</u> Number 6, Height and Length, Mass, Capacity	<u>Reception</u> Counting, Ordinality and Cardinality- larger sets, Subitising to 6, Composition- 5 and a bit, Composition- 10, Comparison- linked to ordinality, Manipulate, Compose and Decompose <u>Nursery</u> Sequencing, Positional language, More than/fewer, 2D shape, 3D shape	<u>Reception</u> Review and assess subitising, bonds, composition of numbers, comparison, number patterns and counting. Map and Build, Making Connections <u>Nursery</u> Number composition, What comes after? What comes before? Numbers to 5
Understanding the World (RED TEXT- MAKING LINKS WITH KS1)	<ul style="list-style-type: none"><li><u>History (Past and Present- also link with Natural World Chronology, identifying changes in their own lives, using</u></li></ul>	<ul style="list-style-type: none"><li><u>Science (Physical Processes, Everyday Materials, Working Scientifically )</u>-Ice melting-freeing the</li></ul>	<ul style="list-style-type: none"><li><u>History (Past and Present- identifying similarities and differences, connections between past and present,</u></li></ul>	History (Past and Present- <u>identify similarities and differences, make connections between past and present, looking</u>	<ul style="list-style-type: none"><li><u>Science (The natural world, Everyday Materials, Working Scientifically)-</u> Float and sink experiment</li></ul>	<ul style="list-style-type: none"><li><u>Weeks 2/3/4- Science/History (Animals Including Humans, Working Scientifically,</u></li></ul>

		<p><u>simple language that relates to the passing of time, identifying changes between past and present, continuity and change, making connections between past and present</u>)- link with Awesome Autumn book, <b>but do later in the half term so changes are more evident.</b> Look at photos of Greatham in the summer. Think about signs of Autumn from the book. Find the same place as the photo- how has it changed? Which signs of Autumn can you see?</p> <ul style="list-style-type: none"> <li>• <b>Science (Physical Processes- waterproof materials, everyday materials, Working Scientifically)</b>-test hats to find which will keep the scarecrow dry.</li> <li>• <b>Geography (Natural World/People and Communities)</b>- work out which area in the garden would be most appropriate for the scarecrow to be places- based on what they learn about the purpose of scarecrows. Finish a map by adding photos in the correct place</li> </ul>	<p>animals from the ice.</p> <ul style="list-style-type: none"> <li>• <b>Geography (Natural world- weather)</b>- What happens outside in winter? Can we spot any of these things in our own school outdoor environment? What do animals do in winter? Use Secrets of Winter book. Link with DT <b>Human and Physical Geography Geographical Skills and Fieldwork AND SCIENCE LINK- SEASONAL CHANGES</b></li> <li>• <b>History (Past and Present using simple language that relates to the passing of time, identifying changes in their own lives, identifying similarities and differences, chronology)</b>- Why do we wear different clothing at different times of year? (From Historical Association)</li> <li>• Children will also make Christingle in RE (record in RE book)</li> </ul>	<p><b>chronology, using simple language that relates to the passing of time, investigating artefacts, how historians use sources of evidence</b>)- link with Cinderella's coach- how has transport changed?</p> <ul style="list-style-type: none"> <li>• <b>Geography (Natural World)</b>- make a 'Greatham' potion, selecting appropriate 'ingredients' using their knowledge of what would be found in this familiar location and what they know about the environment/people etc <b>Place Knowledge Human and Physical Geography</b></li> <li>• <b>Science (Everyday Materials, Working Scientifically)</b>- Bubbling Magic Potion experiment</li> </ul>	<p><b>closely at images, investigating artefacts, using simple language that relates to the passing of time)</b>- Make comparisons between Each Peach Pear Plum and the same/similar items we have today (focus on household items).</p> <ul style="list-style-type: none"> <li>• <b>Geography</b>- explore different types of bridges. What are they for? What do they do? Briefly find their location on a globe. Visit the bridge in Greatham and then compare with other bridges in Hartlepool (using photos)- Link with Three Billy Goats (See DT) Use: A Book of Bridges. Here to There and Me to You (Cheryl Keely) <b>Place Knowledge Human and Physical Geography</b></li> <li>• <b>Science (Everyday Materials) See DT AND GEOG</b></li> <li>• Making pancakes (see RE)</li> <li>• Purple Mash 2Paint (link with EAD)- children to use the ICT programme to design gingerbread man, Easter Eggs</li> </ul>	<p>(Somebody Swallowed Stanley)</p> <ul style="list-style-type: none"> <li>• <b>History (past and present- using simple language that relates to the passing of time, chronology, similarities and differences and make connections between past and present, looking closely at images)</b>- Who was Grace Darling? What did she do? Why was this important? How was her life different to ours? (Lighthouse Keeper's Lunch link)</li> <li>• <b>Geography</b>- trip to Playology beach school/Seaton Beach Nursery- explore the coast <b>(Link with pollution and Somebody Swallowed Stanley in Literacy?) Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork</b></li> </ul>	<p><b>natural world/life cycles/past and present- using simple language that relates to the passing of time, identifying similarities and differences and consistencies and inconsistencies and making connections between past and present, investigating artefacts.) Ongoing over two weeks.</b></p> <p>Make a timeline of the butterflies. Predict how they might change? How have they changed? Look at life cycle figures to support. Use (Royal Horticultural Society) How Does a Butterfly Grow?</p> <ul style="list-style-type: none"> <li>• <b>Week 1- Geography (people, cultures and communities, natural world see literacy session week 3 also)</b>- Use a map of the school to identify and then find/walk</li> </ul>
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		<p>on the map. Then, mark on the map where they have selected for their scarecrow. <b>Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Purple Mash 2Paint (link with EAD)- children to use the ICT programme to design poppy, a Harvest basket, Diva lamp,</li> </ul>					<p>to different locations of the school. Pick your favorite location in school and then have a 'Greatham photo challenge'. How many different geographical features does our environment have e.g. places with shade/trees/open space etc Create a photo exhibition (Link with going on a Bear Hunt). Add their photos to the correct location on the map.</p> <p><b>Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork</b></p>
	<p><b>Expressive Art and Design</b> <b>(RED TEXT- MAKING LINKS WITH KS1)</b></p>	<ul style="list-style-type: none"> <li>• Learn and perform nursery rhymes (see C&amp;L)</li> <li>• <b>Art-</b> Look at the work of Georgia O'Keefe (Autumn Leaves). Make leaf prints pictures using the autumnal colours used in her work. <b>Exploring and Developing Ideas, Printing, Work of</b></li> </ul>	<ul style="list-style-type: none"> <li>• Learn and perform nursery rhymes (see C&amp;L)</li> <li>• <b>Baking/cooking/food preparation-</b> Banana Snowmen <b>Cooking and Nutrition</b></li> <li>• <b>Art-</b> Create 'cold' coloured pictures. <b>Exploring and Developing Ideas,</b></li> </ul>	<ul style="list-style-type: none"> <li>• Learn and perform nursery rhymes (see C&amp;L)</li> <li>• <b>Art-</b> Magic reveal pictures (wax crayon colour washing. <b>Exploring and Developing Ideas, Drawing</b></li> <li>• <b>Baking/cooking/food preparation-</b> Fruity magic wands (SEE LITERACY)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and perform nursery rhymes (see C&amp;L)</li> <li>• <b>Art-</b> Become an illustrator. Look at Illustrators Annual 2020 by Bologna Children's Book Fair. Critique the styles. Children select a style they like and then mirror this style to create an illustration.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and perform nursery rhymes (see C&amp;L)</li> <li>• <b>Art-</b> Water colours. (Snail and the Whale) <b>Exploring and Developing Ideas, Painting</b></li> <li>• <b>DT (STEM CHALLENGE!)-</b> Pulleys (link with The Lighthouse Keeper's Lunch)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and perform nursery rhymes (see C&amp;L)</li> <li>• <b>Week 3-Art-</b> Collage Butterflies in the style of Eric Carle (see Collage Workshop for Kids. The Eric Carle Museum by Shannon)</li> </ul>

		<ul style="list-style-type: none"><li>• <b>Other Artists</b></li><li>• <b>DT-</b> Design and make a scarecrow. <i>Design, Making, Evaluate Technical Knowledge</i></li><li>• <b>Baking/cooking/food preparation-</b> Harvest Vegetable/Pumpkin Soup. <i>Cooking and Nutrition</i></li><li>• Make Cauliflower card.</li><li>• Music: Me (<i>Listening and Appraising, Singing, Performing</i>)</li></ul>	<ul style="list-style-type: none"><li>• <b>Painting</b></li><li>• <b>DT-</b> Make a hedgehog house for hibernating hedgehogs. <i>Design, Making, Technical Knowledge</i></li><li>• Christmas gift.</li><li>• Christmas card.</li><li>• Calendar and Christmas hats.</li><li>• Children will also make Christingle in RE (record in RE book)</li><li>• Music: My Stories (<i>Listening and Appraising, Singing, Improvising/Composing Using Instruments- invent a pattern to go with a song using one note, Performing</i>)</li></ul>	<p>ALSO FOR MAKING PORRIDGE)</p> <p><i>Cooking and Nutrition</i></p> <ul style="list-style-type: none"><li>• Music: Everyone! (<i>Listening and Appraising, Singing, Improvising/Composing Using Instruments- use the starting note to explore melodic patterns using one or two notes, Performing</i>)</li></ul>	<p><i>Exploring and Developing Ideas, Drawing, Work of Other Artists</i></p> <ul style="list-style-type: none"><li>• <b>DT-</b> design a bridge for the goats- link with Geog- do Geog first, then this!). Look at different styles of bridge: A Book of Bridges. Here to There and Me to You (Cheryl Keely) Explore the properties of different materials that would be suitable for a bridge. <i>Design, Making, Evaluate, Technical Knowledge</i></li><li>• <b>Baking/cooking/food preparation-</b> Making Gingerbread men <i>Cooking and Nutrition</i></li><li>• Mother's Day cards</li><li>• Easter cards</li><li>• Music: Our World (<i>Listening and Appraising, Singing, Improvising/Composing Using Instruments- use the starting note to explore melodic patterns using one or two notes, Performing</i>)</li></ul>	<p>and food preparation activity) Use to transport their sandwiches (see below- <b>do on the Monday before food prep literacy activity in 'do' part of the teaching sequence</b>). <i>Design, Making, Evaluate, Technical Knowledge</i></p> <ul style="list-style-type: none"><li>• <b>Baking/cooking/food preparation-</b> prepare a picnic/sandwiches for the lighthouse keeper's lunch (link with literacy and DT- <b>do as literacy activity in the 'do' part of the teaching sequence, along with using the pulley made the day before!</b>). <i>Cooking and Nutrition</i></li><li>• Music: Big Bear Funk (<i>Listening and Appraising, Singing, Performing</i>)</li><li>•</li></ul>	<p>Merenstein book and The Very Hungry Caterpillar) <i>Exploring and Developing Ideas, Collage Work of Other Artists</i></p> <ul style="list-style-type: none"><li>• <b>Week 4- DT-</b> Make a butterfly feeder for the Nature Garden (ready for releasing the butterflies) See '101 Things for Kids to do Outdoors' book <i>Making, Evaluate, Technical Knowledge</i></li><li>• <b>Week 6- Baking/cooking/food preparation-</b> Fruity Butterflies <i>Cooking and Nutrition</i></li><li>• Music: Reflect, Rewind and Replay (<i>Listening and Appraising, Singing, Performing</i>)</li></ul>
Religious Education	Let's Find Out About Special Times (Baptisms, Weddings, Harvest Festival) and	<ul style="list-style-type: none"><li>• Let's Find Out About Christmas.</li></ul>	<ul style="list-style-type: none"><li>• Let's Find Out About Special Books- (Bible, Qu'ran, Torah).</li></ul>	<ul style="list-style-type: none"><li>• Let's Hear Stories Jesus told.</li><li>• Let's Find Out About Easter here</li></ul>	Let's Find Out About Why I am Special.	Let's Find Out About My World, Jesus' World.	

		Christian festivals around the world.			and Easter around the world.	<ul style="list-style-type: none"> <li>Let's Find Out About Special Objects.</li> <li>Let's Find Out About Special Music.</li> <li>Let's Find Out About Special Places.</li> </ul>	
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		All Creatures Great and Small	Come and Join the Celebration	Dinosaur Explorers	If You Go Down to the Woods...	It's Time for a Change	Planet Earth
Curriculum Map	Experiences	<ul style="list-style-type: none"> <li>Zoolab visit for the first half of this topic or SWEEPING FOR BUGS IN SCHOOL GROUNDS??</li> <li>School's Harvest festival in Church</li> </ul>	<ul style="list-style-type: none"> <li>Christmas/Christingle service in Church</li> <li>Christmas party- see Geog</li> <li>Trip to a synagogue/ visit from synagogue representative to learn about Hanukkah (see RE)</li> </ul>	<ul style="list-style-type: none"> <li>Trip- SCIENCE CENTRE IN NEWCASTLE- PLAYFUL SCIENCE, IT'S DINO TIME WORKSHOP IF AVAILABLE.</li> </ul>	<ul style="list-style-type: none"> <li>Summerhill trip (woodland/forest school)</li> <li>Adopt an animal- bornfree.org.uk</li> <li>Easter Service in Church</li> </ul>	<ul style="list-style-type: none"> <li>Order chicks (Living Egg Company)</li> <li>Greatham Feast- service in church for St John and village parade.</li> </ul>	<ul style="list-style-type: none"> <li>Name a Star for the class</li> <li>Graduation Ceremony</li> <li>Sport's Day</li> <li>Leavers Services</li> </ul>
	Global Community		<ul style="list-style-type: none"> <li>Exploring special times from other cultures/communities/ countries (see UTW and RE).</li> </ul>		<ul style="list-style-type: none"> <li>Adopt a bear or gorilla- bornfree.org.uk (see Geography)</li> </ul>		
	Preparing for the Future	<ul style="list-style-type: none"> <li>Aspirations- what is it like to be a vet? Who might want to be a vet/vet nurse when they are older?]</li> <li>Preparing animals for cold weather- See DT and Geog</li> </ul>			<ul style="list-style-type: none"> <li>Species conservation- see Geography.</li> </ul>	<ul style="list-style-type: none"> <li>Predictions about how they might change (see history)</li> </ul>	
	PSED	<ul style="list-style-type: none"> <li>Our Rules incl. Underpants Rule recap</li> <li>Online Privacy and Security</li> </ul>	<ul style="list-style-type: none"> <li>Working Together (<a href="#">Hello, Hello</a>)</li> <li>Online Bullying (Link with Anti Bullying Week)</li> </ul>	<ul style="list-style-type: none"> <li>How I Feel</li> <li>Online Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Me and My World (<a href="#">The Family Book</a>)</li> <li>Self-Image and Identity (Online)</li> </ul>	<ul style="list-style-type: none"> <li>My Body (Including A Healthy Smile)</li> <li>Online Reputation</li> </ul>	<ul style="list-style-type: none"> <li>Look What I Can Do</li> <li>Online Health, Wellbeing and Lifestyle</li> </ul>
	Communication and Language	<ul style="list-style-type: none"> <li>Early Talk Boost (Nursery)</li> <li><a href="#">Old McDonald Had a Farm</a></li> <li><a href="#">Mary Had a Little Lamb</a></li> </ul>	<ul style="list-style-type: none"> <li>Class Worship</li> <li><a href="#">If You're Happy and You Know It</a></li> <li><a href="#">Pat-a-Cake, Pat-a-Cake Baker's Man</a></li> <li><a href="#">There's Something Special</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Dinosaur Hokey-Cokey</a></li> <li><a href="#">1 Little, 2 Little, 3 Little Dinosaurs</a></li> <li><a href="#">Dinosaur, Dinosaur Turn Around</a></li> </ul>	<ul style="list-style-type: none"> <li>Class Worship</li> <li><a href="#">See the Little Bunnies</a></li> <li><a href="#">When Goldilocks Went to the House of the Bears</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Wind the Bobbin Up</a></li> <li><a href="#">Mary, Mary Quite Contrary</a></li> <li><a href="#">Heads, Shoulders, Knees and Toes</a></li> <li><a href="#">Chick, Chick</a></li> </ul>	<ul style="list-style-type: none"> <li>Class Worship</li> <li><a href="#">Hey Diddle Diddle</a></li> <li><a href="#">Twinkle Twinkle Little Star</a></li> <li><a href="#">5 Little Men in a Flying Saucer</a></li> </ul>



	<ul style="list-style-type: none"><li>• <i>Hickory Dickory Dock</i></li><li>• <i>This Little Piggy Went to Market</i></li><li>• <b>STORY DOUGH (N)</b></li></ul>	<ul style="list-style-type: none"><li>• <i>Going On</i></li><li>• <i>Five Currant Buns</i></li><li>• <b>STORY DOUGH (N)</b></li></ul>	<ul style="list-style-type: none"><li>• <b>STORY DOUGH (N)</b></li></ul>	<ul style="list-style-type: none"><li>• <i>Teddy Bear Teddy Bear Turn Around</i></li><li>• <b>STORY DOUGH (N)</b></li></ul>	<ul style="list-style-type: none"><li>• <i>Chicken</i></li><li>• <b>STORY DOUGH (N)</b></li></ul>	<ul style="list-style-type: none"><li>• <b>STORY DOUGH (N)</b></li></ul>
PD	<ul style="list-style-type: none"><li>• Travelling (over and under)</li><li>• Reception-Advanced Dough Disco</li><li>• Reception-Handwriting (focus on pencil grip, directional language, writing posture and prewriting shapes)</li><li>• Nursery- Motor skills sessions (focusing on Shoulder stability, bilateral coordination, spatial awareness)</li><li>• Nursery- Story Dough</li></ul>	<ul style="list-style-type: none"><li>• Body Management</li><li>• Reception-Handwriting (focus on pencil grip, directional language, writing posture and prewriting shapes)</li><li>• Nursery- Motor skills sessions (focusing on Shoulder stability, bilateral coordination, spatial awareness)</li><li>• Nursery- Story Dough</li></ul>	<ul style="list-style-type: none"><li>• Cooperate and solve problems</li><li>• Beginners Dough Disco (Nursery)</li><li>• Handwriting (Reception)</li><li>• Story Dough (Nursery)</li></ul>	<ul style="list-style-type: none"><li>• Manipulation &amp; Coordination</li><li>• Beginners Dough Disco (Nursery)</li><li>• Handwriting (Reception)</li><li>• Story Dough (Nursery)</li></ul>	<ul style="list-style-type: none"><li>• Cricket</li><li>• Intermediate Dough Disco (Nursery)</li><li>• Handwriting including number formation (Reception)</li><li>• Story Dough (Nursery)</li></ul>	<ul style="list-style-type: none"><li>• Sports Day Games</li><li>• Intermediate Dough Disco (Nursery)</li><li>• Handwriting- including number formation (Reception)</li><li>• Story Dough (Nursery)</li></ul>
<b>Key Texts</b>  <b><u>ALSO SEE BAKING/ COOKING/ FOOD PREPARATION ACTIVITIES FOR ADDITIONAL NON-FICTION TEXTS (RECIPE BOOKS)</u></b>	<ul style="list-style-type: none"><li>• The Three Little Pigs (Literacy)</li><li>• The Great Pet Sale (Literacy)</li><li>• The Tiger Who Came to Tea (Literacy)</li><li>• James Herriot's Treasury for Children (Adult led- History)</li></ul> <b><u>Non-Fiction</u></b> <ul style="list-style-type: none"><li>• Animal Homes (by Libby Walden) (Adult led- Geography and Science)</li></ul>	<ul style="list-style-type: none"><li>• Guy Fawkes For Kids: The Gunpowder Plot of 1605 (Literacy) (<b>TRUE STORY-NON FICTION LINK</b>)</li><li>• Out and About: A First Book of Poems by Shirley Hughes (Literacy)</li><li>• Ten Rules of the Birthday Wish (Literacy)</li><li>• The Jolly Christmas Postman (Literacy)</li></ul>	<ul style="list-style-type: none"><li>• How to Look After Your Dinosaur (Jason Cockroft) (Literacy)</li><li>• Dear Dinosaur (Chae Strathie) (Literacy)</li></ul> <b><u>Non-Fiction</u></b> <ul style="list-style-type: none"><li>• Lift-the-Flap Questions and Answers About Dinosaurs (Literacy and Geog)</li><li>• Curious About Fossils by Kate Waters (History)</li></ul>	<ul style="list-style-type: none"><li>• Goldilocks and the Three Bears (Literacy)</li><li>• Little Red Riding Hood (Literacy)</li><li>• Hansel and Gretel (Literacy)</li></ul> <b><u>Non-Fiction</u></b> <ul style="list-style-type: none"><li>• RSPB First Book of Trees by Derek Niemann (see Science)</li><li>• 101 Things for Kids to Do Outside (see DT)</li></ul>	<ul style="list-style-type: none"><li>• Jack and the Beanstalk (Literacy)</li><li>• The Growing Story (Helen Oxenbury) (Literacy)</li><li>• A Chair for Baby Bear (Kaye Umansky &amp; Chris Fisher) (History)</li></ul> <b><u>Non-Fiction</u></b> <ul style="list-style-type: none"><li>• Egg to Chicken (Holly Duhig) (Literacy)</li><li>• Tree: Seasons Come, Seasons Go (Geography: Natural World)</li><li>• 101 Things for Kids to Do Outdoors (DT)</li></ul>	<ul style="list-style-type: none"><li>• Whatever Next (Literacy)</li><li>• Emma Jane's Aeroplane (Literacy)</li><li>• Here We Are (Literacy)</li></ul> <b><u>Non-Fiction</u></b> <ul style="list-style-type: none"><li>• Hello World! Moon Landing by Jill McDonald (History)</li></ul>
<b>Literacy (Drawing Club)</b>	<ul style="list-style-type: none"><li>• See Key Texts for Drawing Club Focus</li></ul>					



	<p><b>Mathematics</b></p> <p><u><b>Reception</b></u> Subitising within 3, Counting, Ordinality and Cardinality, Composition of 3 and 4, Subitising objects and sounds, Comparison of sets by looking, Match, Sort and Compare, Talk About Measure and Patterns</p> <p><u><b>Nursery</b></u> Colour, Matching, Sorting</p>	<p><u><b>Reception</b></u> Counting, ordinality and Cardinality (2), Comparison of sets by matching, Composition- whole and part, Composition 3,4 and 5, Counting, Ordinality and Cardinality- object counting, matching numeral to quantity, Circles and Triangles, Shapes with 4 sides</p> <p><u><b>Nursery</b></u> Number 1, Number 2 (including subitising), Pattern</p>	<p><u><b>Reception</b></u> Subitising within 5, Counting, Ordinality and Cardinality- staircase pattern, Composition- 5, Composition- 6 and 7, Composition- sets, Mass and Capacity, Length, Height and Time</p> <p><u><b>Nursery</b></u> Number 3 (including subitising), Number 4 (including composition), Number 5 (including composition)</p>	<p><u><b>Reception</b></u> Counting, Ordinality and Cardinality- ordering Comparison- to 8, Composition- 7, Composition- doubles, Composition- odd and even, 3D Shapes</p> <p><u><b>Nursery</b></u> Number 6, Height and Length, Mass, Capacity</p>	<p><u><b>Reception</b></u> Counting, Ordinality and Cardinality- larger sets, Subitising to 6, Composition- 5 and a bit, Composition- 10, Comparison- linked to ordinality, Manipulate, Compose and Decompose</p> <p><u><b>Nursery</b></u> Sequencing, Positional language, More than/fewer, 2D shape, 3D shape</p>	<p><u><b>Reception</b></u> Review and assess subitising, bonds, composition of numbers, comparison, number patterns and counting. Map and Build, Making Connections</p> <p><u><b>Nursery</b></u> Number composition, What comes after? What comes before? Numbers to 5</p>
<p><b>Understanding The World (RED TEXT- MAKING LINKS WITH KS1)</b></p>	<ul style="list-style-type: none"> <li>• <b>Science (Natural World, Animals Including Humans, Working Scientifically).</b> Which animals/bugs live in our school? Sweep for bugs.</li> <li>• <b>Geography (Natural World).</b> Link with science session. Sort animals into those they think could be found in school and those they think could not be found in school. Why do they think this? Refer to features of our environment to answer this. Go out into the grounds to try to find each feature needed by each animal to help them with their sorting. Chn to take photos of each feature as evidence. See NF text <b>Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>History (People, culture and Communities, Past and Present- Using simple language that relates to the passing of time, chronology)</b>-what are our favourite celebrations through the year? Create a timeline of when these events happen. Add children's individual birthdays.</li> <li>• <b>Geography (People, Culture and Communities)</b>- Google Expeditions/Youtube videos- festivals from around the world. Watch some videos of celebrations from other cultures. How to they compare/differ to celebrations from their experience? Briefly locate the countries the celebrations originate from on a map or globe and look at them in relation to proximity to UK. (link with our Christmas party/lunch/services)</li> <li>• <b>Science (Everyday Materials, Working Scientifically)</b>- Fireworks in a jar experiment (changing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Science- (Natural World. Animals Including Humans, Working Scientifically)</b> Playful Science- It's Dino Time (Science Centre in Newcastle).</li> <li>• <b>History- (Past and Present and Natural World Using simple language that relates to the passing of time, investigating artefacts, how historians use sources of evidence)</b> Fossils. What are they? What do they tell us? Make a fossil. What does this fossil tell us?</li> <li>• <b>Geography- (Natural World)</b>-Sort dinosaurs into those that lived in water and those that lived on land based on their physical features. Use Lift the Flap Dinosaur book <b>Place Knowledge</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>History-Past and Present- Using simple language that relates to the passing of time, chronology, similarities and differences, continuity and change, how Historians use sources of evidence).</b> The history/timeline of a tree (one in the school grounds using pictures/information about when it was planted. How has it changed?</li> <li>• <b>Geography- (Natural World/People and Communities)</b> Adopt a brown bear, Gorilla or other forest animal from bornfree.or.uk. Find out about the animal/and its location e.g. the geographical features of its location (weather, environment etc.) from the adoption</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Geography (Natural World)</b>- use Tree: Seasons Come, Seasons Go book and photos of Greatham from each season. Explore Greatham through the changing seasons. What similarities/differences can be seen in the photographs of the same location (Greatham school) during each season. <b>Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork ALSO SCIENCE LINK- SEASONAL CHANGES</b></li> <li>• <b>Science 1 (Natural World, Plants, Working Scientifically)</b>- Growing beans in a bag (link with Jack and the Beanstalk in Literacy).</li> <li>• <b>Science 2 (Natural World Animals Including Humans,</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>History (past and present- Using simple language that relates to the passing of time, How Historians use Sources of Evidence, Chronology, Making connections between Past and Present)</b>- Moon Landing. Read the NF book and watch the video of the historic event. Use NASA kids website. Compare with space exploration now (<b>Link with Whatever Next, then do moon pictures the week after</b>).</li> <li>• <b>Geography (People, culture and communities, natural world. Also see literacy week 3)</b>-Look at photos from different countries- what can you tell me about them from the clues in the photo? What can you tell me about the people</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>History (Past and Present-chronology, identifying changes in their own lives, using simple language that relates to the passing of time, identifying changes between past and present, continuity and change, making connections between past and present THEN AND NOW</b> Match animals with what they used to look like in the past (baby versions). Then, match children in the class with images of them from the past (baby photographs)</li> <li>• <b>ADDITIONAL-</b> VISIT A PETTING ZOO. RSBP BIG GARDEN BIRDWATCHING EVENT if appropriate?</li> <li>• Purple Mash 2Paint (link with EAD)- children to design farm, animal, elephant, frog, spider</li> </ul>	<ul style="list-style-type: none"> <li>• states of matter)</li> <li>• Children will also make Christingle in RE (record in RE book)</li> </ul>	<p>Human and Physical Geography Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> <li>• Purple Mash 2Paint (link with EAD)- children to use to design dinosaurs, Chinese lanterns</li> </ul>	<p>pack received. How does it compare to our environment/forest school/home?</p> <ul style="list-style-type: none"> <li>• <b>Science (Natural World- identifying and classifying, Plants, Working Scientifically)-</b> Using RSPB First Book of Trees, can children identify the types of tree in the Nature Garden</li> <li>• <b>Baking/cooking/food preparation-</b> Pancakes- link with Easter (See RE)</li> <li>• Purple Mash 2Paint (link with EAD)- children to use to design teddies, Three Bears' chairs, Easter Eggs</li> </ul>	<p><b>Working Scientifically)-</b> Class chicks. Observe the chicks. What do you notice? <u>What do they need to survive?</u> (Link with Egg to Chicken)</p> <ul style="list-style-type: none"> <li>• <b>History (Animals Including Humans, Working Scientifically, natural world/life cycles/past and present- using simple language that relates to the passing of time, identifying similarities and differences and consistencies and inconsistencies and making connections between past and present, investigating artefacts.) Ongoing over two weeks the chicks are here.</b> Make a timeline of the chicks. Predict how they might change? How have they changed? Look at life cycle images provided by Living Eggs to support. Use A Chair for Baby Bear (Kaye Umansky &amp; Chris Fisher) to link to changes that happen to THEMSELVES too.</li> <li>• Purple Mash 2Paint (link with EAD)- children to use the ICT programme to, a lifecycle/a chick</li> </ul>	<p>that live there (from the clues in the photos?) Then, look at these countries on a globe. (size of country, location, proximity to water etc- intro to representations on a globe). (Link with <a href="#">Here We Are</a>) <b>PLAN LIKE READING COMP SESSION?? INCLUDE PHOTOS OF THE PEOPLE THAT LIVE THERE. WHAT CAN YOU TELL ME ABOUT THEM? Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• <b>Science (Physical processes- exploring magnets Everyday Materials, Working Scientifically) –</b> create a 'flying' aeroplane (<a href="#">link with Emma Jane's aeroplane</a>).</li> </ul>
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	<b>Expressive Art and Design (RED TEXT- MAKING LINKS WITH KS1)</b>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Art-</b> Look at work of Natalie McIntyre. Observational drawings of one of the bugs they have found using her work as inspiration. <i>Exploring and Developing Ideas, Drawing, Work of Other Artists</i></li> <li><b>DT-</b> Design and make habitats for the nature garden- Bug Hotels (not hedgehog house as we do this next year!). <i>Link with Geography. Design, Making, Technical Knowledge</i></li> <li><b>Baking/cooking/food preparation-</b> Bear toast. <i>Cooking and Nutrition</i></li> <li>Make Cauliflower card.</li> <li>Music: Me (<i>Listening and Appraising, Singing, Performing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Baking/cooking/food preparation-</b> Birthday cupcakes. <i>Cooking and Nutrition</i></li> <li><b>Art/DT ART FOCUS WITH DT LINK)-</b> Design and make their own wrapping paper- printing. Focus on William Morris- repeated patterns. USE THE WRAPPING PAPER TO WRAP UP THEIR CHRISTMAS GIFTS?? (making a piece of wrapping paper for a functional use- DT link). <i>Exploring and Developing Ideas, Printing, Work of Other Artists, Design, Making, Technical Knowledge</i></li> <li>Christmas gift.</li> <li>Christmas card.</li> <li>Calendar and Christmas hats.</li> <li>Children will also make Christingle in RE (record in RE book)</li> <li>Music: My Stories (<i>Listening and Appraising, Singing, Improvising/Composing Using Instruments- invent a pattern to go with a song using one note, Performing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Art-</b> Create collaborative dinosaur skeletons using sticks <i>Exploring and Developing Ideas, Collage</i></li> <li><b>DT-</b> Create a collaborative dinosaur small world/habitat/role play based on NF book <i>Making</i></li> <li><b>Baking/cooking/food preparation-</b> fossil biscuits (stamping dino shapes into dough). <i>Cooking and Nutrition</i></li> <li>Music: Everyone! (<i>Listening and Appraising, Singing, Improvising/Composing Using Instruments- use the starting note to explore melodic patterns using one or two notes, Performing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Art-</b> Tree bark rubbings <i>Exploring and Developing Ideas</i></li> <li><b>DT-</b> Make a mini wildlife pond for the Nature Garden <i>Design, Making Technical Knowledge</i></li> <li>Hand print bears (Mother's Day cards-Mummy Bear)</li> <li>Easter cards</li> <li>Music: Our World (<i>Listening and Appraising, Singing, Improvising/Composing Using Instruments- use the starting note to explore melodic patterns using one or two notes, Performing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Baking/cooking/food preparation (link with science- changing states)-</b> Ice lollies using fruit juice. <i>Cooking and Nutrition</i></li> <li><b>Art-</b> Colour mixing- changing colours. <i>Exploring and Developing Ideas, Painting</i></li> <li>Music: Big Bear Funk (<i>Listening and Appraising, Singing, Performing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Art-</b> chalk moon pictures. (<i>Link with Whatever Next</i>) <i>Exploring and Developing Ideas, Drawing</i></li> <li><i>Aeroplane</i>) <i>Making</i></li> <li><b>Baking/cooking/food preparation-</b> Cheesy Star biscuits- see Usborne recipe book. (<i>Link with Here We Are</i>) <i>Cooking and Nutrition</i></li> <li>Music: Reflect, Rewind and Replay (<i>Listening and Appraising, Singing, Performing</i>)</li> </ul>
	<b>Religious Education</b>	<ul style="list-style-type: none"> <li>Let's Find Out About Special Times From Different Cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Let's Find Out About Special Times From Different Cultures.</li> <li>Let's Find Out About How Christians Celebrate Christmas?</li> <li><b>Christianity at Christmas around the world.</b></li> </ul>	<ul style="list-style-type: none"> <li>Let's Find Out How The Bible Is A Special Book.</li> <li>Let's Find Out About Special People.</li> </ul>	<ul style="list-style-type: none"> <li>Let's Hear Some Stories Jesus Heard.</li> <li>Let's Find Out About Easter.</li> </ul>	<ul style="list-style-type: none"> <li>Let's Find Out About Friendship</li> </ul>	<ul style="list-style-type: none"> <li>Let's Find Out About Special Places- The Church. <b>Churches around the world.</b></li> <li>Let's Find Out About Prayer.</li> </ul>

