

Numeracy

Reception	Year 1
Week 1, 2, and 3	Week 1,2,3,4,5,6
Baseline assessments	Place value
Week 4 & 5	- Sort objects
Match, sort and compare.	- Count objects
- Match objects	- Count objects from a larger group
- Match pictures and objects	- Represent objects.
- Identify a set.	- Recognise numbers as words.
- Sort objects to a type	- Count on from any number.
- Explore sorting techniques.	- 1 more
- Creating sorting rules	- Count backwards within 10.
- Compare amounts.	- 1 less
Week 6 & 7	- Compare groups by matching.
Talk about measure and pattern.	- Fewer, more, same
- Compare size.	- Less than, greater than, equal to
- Compare mass.	- Compare numbers.
- Compare capacity.	- Order objects and numbers
- Explore simple patterns.	- The number lines.
- Copy and continue simple patterns.	Week 7, 8, 9, 10, 11
- Create simple patterns.	- Introduce parts and wholes.
Week 8 & 9	- Part-whole model
It's me 1,2,3.	- Write number sentences.
- Find 1,2 and 3	- Fact families – addition facts
- Subitise 1, 2 and 3	- Number bonds within 10
- Represent 1,2 and 3	- Systematic number bonds within 10
- 1 more	- Number bonds to 10
- 1 less	- Addition – add together.
- Composition of 1,2 and 3	- Addition – add more.
Week 10	- Addition problems
Circles and triangles	- Find a part.
- Identify and name circles and triangles.	- Subtraction – find a part.
- Compare circles and triangles.	- Fact families – the eight facts
- Shapes in the environment	- Subtraction – take away/cross out
- Describe position.	(How many left?)
Week 11 & 12	- Take away (How many left?)
1,2,3,4,5	- Subtraction on a number line
- Find 4 and 5	Week 12 & 13
- Subitise 4 and 5	Shape
- Represent 4 and 5	- Recognise and name 3-D shapes.
- 1 more	- Sort 3-D shapes
- 1 less	- Recognise and name 2-D shapes.
- Composition of 4 and 5	- Sort 2-D shapes
- Composition of 1-5	- Patterns with 2-D and 3-D shapes.
Week 13	
Shapes with 4 sides	
- Identify and name shapes with 4 sides.	
- Combine shapes with 4 sides.	
- Shapes in the environment	
- My day and night	

Health and Wellbeing

P.E.
Dance – Jasmine PE
-To explore body shapes; standing and floor shapes e.g circles, turns, jumps with their body.
-To work with a partner.

My Happy Minds
Meet your brain
-Pupils will learn what their brain looks like, where it is and what it does to help us, learning about how to look after our brain, learning how we can grow our brains.
Celebrate
- Learning what are Character Strengths, about the Love and Kindness Strength. Character Strengths of Bravery and Honesty, and Teamwork and Friendship, Exploring and Learning, and Love of Life and Our World.

Topic
Exploring fruits and vegetables – linked to Harvest
Harvest games day
What am I thankful for?
Human and animal safety – linked to bonfire night.
Animals in the war – linked to remembrance

Expressive Arts

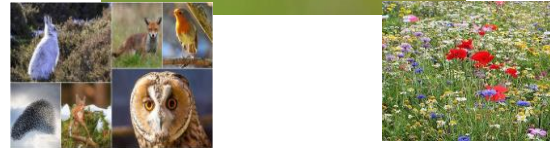
Getting to know you
-Self portrait

Art
- Nature art
- Local animal artists Tony Wyatt, Nick Mackman & Sophie Parkhill
o Sketching
o Clay models
o Blow painting

- Create a collage.
- Observational drawings

Music
- Carnival of the animal's

Digital Media
- Create an image of a chosen animal including their habitat on J2e - Jit5



Science and Technology

Getting to know you
- Identify and name parts of the human and animal body.
- 5 senses.

Chester Zoo Workshop
- The term "native species"
- Why UK habitats are important for the animals
- How humans can change native habitats, for better and worse!
- Why UK native species are important to humans e.g. pollination.

Topic
- Look into different animal groups, local and the wider world (based on pupil voice)
- Attributes of those animals, e.g carnivores, herbivores, chameleons change colour, cheetahs run fast, giraffes' long necks, etc.
- Sorting/ grouping animals, e.g farm, wild or reptiles, mammals, amphibians, etc.
- identify, name and compare a variety of common animals.

Plants
- Structure of a plant (root, stem, etc)
- Life cycle of a wild/garden plant.
- Life cycle of fruit/veg from either the UK or wider world.

Habitats
- Looking at different habitats, e.g Local (minibeast, hedgehogs) Ponds, forests, meadows
- Link to seasons, Wider world, Artic, rainforest, desserts, underwater.
- Design/make a habitat with junk modelling.

ICT
-Coding
-Animation
-Adobe

Literacy

Recount – Biography/Autobiography
Reception – Fact file All about me
Year 1 –Fact file All about a family member

Poetry
Reception – Choral recitation and performance poetry
Poem with simple sentences, with repetitive structure or pattern or an acrostic.

Year 1 – Shape or diamante poem
Observational poem/Senses poem using stems e.g., X smells like, x feels like, x looks like

Recount – event or experience, leading to diaries.
Reception – Oral recount of a picture they have drawn about an experience or event.
Oral retelling of events using time words and past tense.
Simple sentence recounting events, spoken and then written e.g., recount of a favourite day or event.

Year 1 – Series of sentences organised together to recount an experience or a place we have been e.g., we went...
Structure includes the title, an introductory sentence to show who, what, when where and why.
Series of sentences/sequences to show the passing of time, with a simple ending.

Narrative writing
Reception – Oral retelling of events using time words and past tense e.g., the giant was big.
Simple sentence about a well-known story, recounting them orally and then written.
Storyboard with a sequence of 3.

Year 1 – Story retelling a traditional tale or story in a familiar setting, with a predictable language pattern, imitating the plot.

Humanities

Getting to know you
- Darw and label your family
- To order and identify important dates in their lives.

Topic
- Where do animals live around the world? Look at local, national and wider world. Map work.
- Habitats
- Fact file on a chosen animal.
- Harvest.
- Understanding farming and where your food comes from – local/wider world

- The impact seasons have on this.
- Animals in the war looking at the purple poppy and what its worn for.

Remembrance Day
- Purple Poppy appeal