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| All areas of learning are interconnected and not all learning has a predetermined outcome.  **Learning in Little acorns can take us to many places as we follow children’s interests but here are the possible themes we will follow:** | | | | | | |
|  | **AUTUMN TERM** | | **SPRING TERM** | | **SUMMER TERM** | |
| **Timings:** | Tues 5th Sept-Fri 27th Oct (8 wks) | Tues 7th Nov-Thu 21st Dec (7 wks) | Mon 8th Jan-Fri 9th Feb (5 wks) | Tues 20th Feb-Fri 22nd March (5 wks) | Mon 8th Apr-Fri 24th May (7 wks) | Mon 3rd Jun-Fri 19th July (7 wks) |
| **Topics/themes** | Settling In/New School  Magical Me  Families  Autumn | Festivals  Autumn  Christmas | Superheroes  People Who Help Us  Cold environments  Winter | Growing up  Babies, generations Health (inc. oral health)  Early Spring | Traditional Tales  Spring  Life Cycles - butterflies, beans, sunflowers | Under the sea  Hot environments  Summer |
| **Diary Dates:**  Take place in holidays | 31st Oct-Halloween | 5th Nov-Bonfire Night  11th Nov - Remembrance Day  12th Nov - Diwali  13th-17th Nov – World Nursery Rhyme Week  w/c 12th Dec – Christmas performances | 10th Feb - Chinese  13th Feb – Shrove Tues  New Year (Year of the Dragon)  14th Feb – Valentine’s Day | 7th March – World Book Day  10th March – Mother’s Day  29th March – Good Friday  31st March – Easter Sun  1st Apr – Easter Mon | 23rd April – St George’s Day  6th & 27th - Bank Holidays | 16th June - Father’s Day  Sports week  Transition |
| **PSED** | Feeling welcome and making new friends  Knowing how to make friends  Following the schools and class rules  Recognise and identify feelings | Learn about differences  Including everybody Being a kind friend and looking after others  Being a good friend | Developing a positive attitude  Achieving own goals  Working as part of a team  Helping others achieve their goals | Making healthy choices Eating a healthy balanced diet  Keeping physically active  Keeping ourselves safe | Solving friendship problems  Helping others feel part of a group  Treating others with respect  Helping themselves and others when they feel upset  Good relationships | Express feelings about change  Understanding change in ourselves and others  Asking for help when worried  Looking forward to change |
| **Ongoing**: See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene | | | | | |
| **Physical Development -**  **PE sessions** | **Introducing PE and Real PE – Unit 1**  Co-ordination and one-legged balance. Listening to and Following instructions.. Importance of Exercise. | | **Real PE – Units 2 and 3**  Jumping and Landing  Seated static balance  Exploring static and dynamic balance | | **Real PE – Unit 4 and outdoor athletics**  Ball skills  Counter balance  Games / Team Games. Sports Week events. | |
| **Ongoing gross and fine motor skills** | Ongoing skill development: develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.  Develop their small motor skills so that they can use a range of tools competently, safely, and confidently eg. pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Fine motor skills are the small movements used for control and precision during activities.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop overall body-strength, balance, co-ordination, and agility. develop the foundations of a handwriting style which is fast, accurate and efficient. | | | | | |
| **C&L** | Listening and responding to others 1:1, in small groups and whole class.  Enjoy listening to stories and can remember what happens. Retell main parts of a story. Listen carefully to rhymes and songs, paying attention to how they sound.  Join in with repeated refrains and anticipate key events and phases in stories or rhymes.  Sing a large repertoire of songs e.g. nursery rhymes or numbers songs.  Make relevant comments when listening to a story and can answer ‘why’ questions. Link events in a story to their own experiences.  Follow instructions with 1- 2 parts in familiar situations Beginning to know that maintaining attention in new situations e.g. whole school assembly or PE sessions in the hall is important. Develop the use of social phrases e.g. ‘Good Morning!’ Use intonation to make meaning clear to others. Use simple conjunctions in talk to link thoughts ‘and’ ‘because’. Retell a past simple event. Recognise words that rhyme or sound similar E.g. “Cat and hat | | Listen attentively in a range of situations and know how to listen carefully  Make predictions about what might happen next or story endings in response to texts read. Link events in a story to their own experiences.  Begin to use past tense verbs, such as "ran" or "fell" correctly. Recount events that happen in their day. Offer explanations for why things happen.  Articulate their ideas and thoughts in well-formed sentences.  Understand ‘how’, ‘why’ and ‘where’ questions | | Recount an event in the correct order and some detail. Articulate their ideas, feelings and experiences clearly in well formed sentences of 8 words or more in length with some detail. E.g. “I made a big round pizza with tomato, cheese and ham on top”. Use conjunctions to extend and articulate their ideas, join phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’ E.g. “I can have a biscuit if I eat all my dinner” Show that they can use language to reason and persuade E.g. “Can I go outside because it’s stopped raining?”  Articulate and create an imaginary story of their own in play or in writing.  Use past, present, and future tenses in conversation with peers and adults.  Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth.  Retell a story with some exact repetition and in their own words.  Carry out a series of 3 directions. | |
| **Ongoing C&L** | Engage in stories that are familiar and new with interest and enjoyment. Learn new rhymes, poems, and songs. Engage in non-fiction books.  Listen attentively in a range of situations and know how to listen carefully. Understand why listening is important. Listen attentively and respond to what they hear with relevant questions, comments, or actions sometimes whilst busy with another task. Consider the listener and takes turns to listen and speak in different contexts.  Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.  Respond to others appropriately in play, play co-operatively and can pretend to be someone else talking. Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Introduce a storyline into their play  Use talk to help work out problems and organise thinking and activities.  Learn new vocabulary. Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations.  Start a conversation with peers and familiar adults and continue it for many turns. | | | | | |
| **Literacy** | Understands that thoughts and stories can be written down. Aware that writing communicates meaning. Give meaning to marks they make. Write their name copying it from a name card or try to write it from memory. Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words  Use appropriate letters for initial sounds  Know that print carries meaning and in English, is read from left to right and top to bottom.  Form letters from their name correctly. Recognise that after a word there is a space.  Show a dominant hand. Begin to form some recognisable letters. Holds a pencil effectively to form recognisable letters.  Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Explain in simple terms what is happening in a picture in a familiar story.  Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play. | | Build words using known letter-sound correspondences in own writing. Use familiar words in their writing. Orally compose a simple sentence/caption and hold it in memory before attempting to write it. Write from left to right and top to bottom. Know how to form clear ascenders and descenders. Begin to form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Retell stories in the correct sequence, draw on language patterns of stories. Correctly sequence a story or event using pictures and/or captions | | Show awareness of the different audience for writing. Write short sentences with words with known letter sound correspondences sometimes using a capital letter and full stop.  Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly  Know the difference between different types of texts (fiction, nonfiction, poetry) | |
| **Ongoing literacy** | Use writing in play. Play is influenced by experience of books (small world, role play) - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Show understanding of some words and phrases in a story that is read aloud to them. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Enjoy joining in with rhyme, songs and poems. Complete a repeated refrain in a familiar rhyme, story | | | | | |
| **Phonics** | Phase 1 and 2 from Little Wandle Letters and Sounds Revised | | Phase 2 and 3 from Little Wandle Letters and Sounds Revised | | Phase 3 and 4 from Little Wandle Letters and Sounds Revised | |
| **Maths** | **White Rose Maths**  **Just like me!**  Matching and sorting  Compare amounts  Compare size  Mass & capacity  Exploring pattern  **It's me 1, 2, 3!**  Representing 1,2,3  Comparing 1,2,3  Composition of 1,2,3  Circles and Triangles  Positional Language  **Light & dark**  Representing 4 and 5  Comparing 4 and 5  Composition of 4 and 5  One more one less  Shapes with 4 sides  Time | | **White Rose Maths**  **Alive in 5!**  Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass  Compare capacity  **Growing 6, 7, 8**   6, 7 & 8 Combining two amounts Making pairs Length & height Time  **Building 9 & 10**  Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns | | **White Rose Maths**  **To 20 and beyond**   Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning - Match, rotate, manipulate  **First, then, now**  Adding more Taking away Spatial reasoning - Compose and decompose with shapes  **Find my pattern**  Doubling Sharing & grouping Even & odd Spatial reasoning - Visualise and build  **On the move**  Deepening understanding Patterns & relationships Spatial mapping | |
| **Ongoing maths** | Count objects, actions, and sounds. Link the number symbol with its cardinal number value Count beyond ten. Compare numbers. Subitise up to 5. Number formation | | | | | |
| **Understanding the World themes/topics** | Families – differences and similarities  Our School – finding our way around  Festivals – traditional festivals, celebrations and events. Festivals from other cultures.  Autumn | | People who help us – important people in our community  Growing up and staying healthy  Cold Environments – contrasting environment to Ripponden (animals and landscape)  Chinese New Year – festival from other cultures  Winter  Early Spring | | Life cycles  Summer  Hot environments  transport | |
| **Knowledge and Understanding of the World** | | | | | | |
| **Science** | **Autumn – seasonal changes**  Looking at plants/trees/shrubs. What do we notice? Colours, seeds and leaves falling off, dying.  Weather – change and clothing  Birds and animals in our environment – hibernation and migration | | **Winter – seasonal changes**  What do we notice about trees/shrubs/plants? Have all the trees lost their leaves? What about the shrubs and bushes?  Weather – change and clothing  Where are all the butterflies and bees?  **Seasonal Changes – Spring**  What do we notice about trees/shrubs/plants? New growth, colour, flowers, buds  Weather – changes and clothing  Birds and animals – more active  **Animals (including humans) – linked to PSED**  Staying healthy and looking after ourselves  Eg personal hygiene, personal safety, wellbeing: toothbrushing, road safety, screen time, sleep routine, healthy eating, physical exercise.  **Living things and habitats - Recognise some environments that are different to the one in which they live.**  Animals and plants that live in cold climates eg. polar bears and penguins in Arctic and Antarctica.  Weather in cold climates | | **Seasonal Changes – Spring**  Insects start to appear  Young animals are born  **Animals (including humans)**  Names of some young animals  Young animals - grow quickly and change  Life cycles (plants and animals)  **Seasonal Changes – Summer**  How have the plants and trees changed over the seasons? Do they look the same in Summer as Autumn/winter?  Weather – changes and clothing  **Living things and habitats - Recognise some environments that are different to the one in which they live.**  Animals and plants that live in hot climates eg. camels, meerkats, cacti  Weather in hot climates | |
| **Everyday Materials**  Names of some everyday materials: wood, plastic, paper, fabric, metal, cardboard, glass – link to recycling and looking after our environment  Some properties: shiny, hard, rough, smooth, soft, bendy, stiff.  What can you do with them? cut, tear, scrunch, paint, pull, drop, fold, stand on  Everyday objects are often made of these materials: lego, scissors, jumpers, books, windows, spoons  **Animals (including humans)**  Learn the names of body parts  Use our senses (and know which ones we are using) when exploring and observing the natural world, physical processes and our environment.  **Physical processes/change of state**  Observed and discussed through naturally occurring opportunities eg. ice forming then melting, evaporation, condensation, wind resistance, shadows  Other processes to be included (magnetism, friction, gravity) in planned experiences across the year. | | | | | |
| **Past and Present** | Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.  Ongoing through texts eg: Burglar Bill, Peepo, Shirley Hughes stories, Jack and the Beanstalk | | | | | |
|  | Families  Significant individuals: Who is in their family? Significant events: Talk about experiences they have had as a family (celebrations, holidays, births)  Significant events: birthdays, Christmas, Diwali, Bonfire Night, Halloween  Significant historical events: Remembrance Day | | Growing Up  Events within Living Memory: Personal Timelines | | Lifecycles – How things change  Events beyond Living Memory: Changes in transport | |
| **Ongoing chronological skills** | **That times passes in sequential order;** visual daily timetable, daily routine, days of the week, months and seasons  **That there are key words/vocabulary associated with the passage of time;** past tense verbs, before/after, language to order sequentially – first, next, last  **That the passage of time changes all living things and the world around us;** Human growth, things which are the same/different over time, living things change over time, life-cycles  **That events/celebrations take place at specific points of the year every year:** personal events, family events, community/national/global events  **We need to change what we do/wear in response to the passage of time;** dress and act in different ways throughout different seasons to stay safe and comfortable | | | | | |
| **People, culture and communities** | Families and familiar people: similarities and differences  Families celebrate in different ways  Different family traditions  Know that some people celebrate Diwali  Know that some people celebrate Christmas | | People in the Local Community – roles and responsibilities  Know that Christians celebrate Easter,  Know that some people celebrate the Lunar New Year | | Know there are different countries/cultures in the world and talk about the differences they have experienced or seen in books and photos. | |
| **Expressive Arts and Design** | Self portraits – drawing and painting.  Observational drawings: Autumnal natural objects.  Exploring the transient art of Andy Goldsworthy and James Blunt.  Mixing colours and exploring textures.  Exploring the art of Kandinsky and Piet Mondrian.  Linking colours to festivals  Christmas decorations  Divas. | | Observational drawings: Winter scenes and natural phenomena (ice crystals, snow flakes)  Exploring texture through landscape collage (land, sea, polar regions)  Chinese New Year – lanterns, fans and lettering  Observational drawings: early spring flowers  Vegetable printing | | Observational drawings: growing plants, mini-beasts.  Exploring colour in hot landscapes and seascapes. | |
| Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters  Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | | | | | |