

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land		16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	<p>Social Moral Spiritual Cultural Education</p> <p>Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <hr/> <p>British Values Education</p> <ul style="list-style-type: none"> • Democracy • The rule of Law • Individual Liberty • Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith 					

	AUTUMN		SPRING		SUMMER	
School Events <ul style="list-style-type: none"> • Theme days • Charity events • Community events 	<p>Class Author Week: Why are we named after this author? (02/09-10/09)</p> <p>Nepal week: What can we learn about Nepal's culture? (w/b 27/09)</p> <p>No Pens Day: What strategies can we use to learn if we don't use pens in school? (20/10)</p> <p>Black History Month: Why is it important to learn about black History? (October)</p>	<p>Anti-Bullying Week: What little acts of kindness can we do to prevent bullying and racism at our school? Odd sock day 15/11/21 (15/11-19/11)</p> <p>STEAM week: How do we look after our oceans? (22-26/11)</p> <p>Enterprise Day: How can we be creative to raise money for our school at Christmas? (10/12)</p> <p>Reindeer Day: What features would we need to include to write a bestseller at Christmas? (December)</p>	<p>Take one Book: (wb 06/01) Flotsam by David Wiesner</p> <p>Mental Health Week: Why is Mental Health important? (wb 31/01)</p> <p>Internet Safety Week: How can I keep myself safe online? (wb 07/02)</p>	<p>Shrove Tuesday: Why do we make pancakes on Shrove Tuesday? (01/03)</p> <p>World Book Day: How have books changed the world? (03/03)</p> <p>STEAM week: Can we live on Mars? (Wb 14/03)</p>	<p>French week (16/5): Take me over The Channel!</p> <p>Healthy Living & Walk to School Week: How do we stay healthy? (23/5)</p> <p>Queen's Jubilee Party: Why is the Queen an important person? (Platinum Jubilee 27/05)</p>	<p>STEAM week: Earth</p> <p>Take one Book: Zeraffa Giraffa by Diane Hofmeyr Suzanne</p> <p>Careers Month June: What is my dream job?</p> <p>Commonwealth Games/Cultural Fair: What is the Commonwealth? (wb 4th July)</p>
Charity Events		<p>Poppy Appeal 8-12/11/21</p> <p>Children in Need 12/11/21</p> <p>Christmas Jumper Day (17/12)</p>		Sports Relief 18/03/22		Local foodbank fundraiser
FOL Events	<p>Disco (15/10) Non uniform day (21/10)</p>	<p>Enterprise Day (10/12) Refreshments at Nativities (Dec)</p>		Disco (25/02)		Summer Fair (01/07)

Pupil Parliament	Cabinet vote (KS2) - (10/9/21) Reestablishment session (24/9/21) 11am	Focus session (19/11/21)	Focus session (4/2/22)		Focus session (24/06)	
Class trip		Willows Farm trip ?				Trip to local park
Global Goals			Good health and well-being			
Diversity Awareness	Nepal week Black History Month Harvest festival Oct	Anti Bullying week Children in Need Diwali- 4th No Christmas Hanukkah- 26 Dec	Chinese new Year 1st Feb Holi- Hindu 18 Mar	Easter 17 Apr	Ramadan- Islamic 1st May Shavout- 6th June	Commonwealth

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Communication and language	Sit on the carpet for 5 minutes Answer a simple question Show you are listening by sitting quietly, looking at the person who is talking, waiting for your turn to talk and answering a simple question about what was said.	Sit on the carpet during adult input 5-10 minutes Answer a simple why question Show you are listening by sitting quietly, looking at the person who is talking, waiting for your turn to talk and answering a simple question about what was said.	Listen to and respond to a partner while having a discussion Answer a simple why and where question Show you are listening by sitting quietly, looking at the person who is talking, waiting for your turn to talk and answering a simple question about what was said.	Listen and respond while in a small group discussion, beginning to ask questions. Answer questions about something you have done, seen or heard. Show you are listening by sitting quietly, looking at the person who is	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 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently	Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Offer explanations for why things might happen, making use of

	<p>Respond when your name is called</p> <p>Follow simple 1 step instructions.</p>	<p>Follow a simple 2 step instruction.</p>	<p>Follow a more complex 2 step instruction.</p> <p>Give a simple explanation of something you have done or seen.</p>	<p>talking, waiting for your turn to talk and answering a simple question about what was said.</p> <p>Follow a multi step instruction.</p> <p>Recount an event using conjunctions such as next, then, after that.</p>	<p>introduced vocabulary</p> <p>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.</p>	<p>recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>
<p>Physical development</p> <p>physical . personal and social skills</p>	<p>Simple basic movements</p> <p>Link physical skills jogging, skipping to hopping</p> <p>Ability to share, line up, work independently and collectivale</p> <p>Ask questions correctly Use of language Wait and follow simple instructions</p> <p>Interaction, talking to peers, operate skills</p>	<p>More complex</p> <p>Basic ball skills</p> <p>More complex</p>	<p>Gym work</p> <p>Entended and more complex</p> <p>Apparatus, jumping, landing, climb and dismount</p>		<p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil comfortably using the tripod grip</p> <p>Athletics- sports day</p>	<p>Demonstrate strength, balance and coordination when playing</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery</p> <p>Show accuracy and care when drawing and copying.</p> <p>Creative and independent with play, able to use taught skills</p> <p>Identify balls by shape, size, weight and texture and how they travel (correct vocab and language)</p>

<p>Personal social and emotional development</p>	<p>Settling into class- Separating from parents/ carers in the morning.</p> <p>Learning expectations of the class</p> <p>Begin to manage personal hygiene</p>	<p>Settling into class- Separating from parents/ carers in the morning.</p> <p>Begin to share resources with support</p> <p>Begin to take turns with support</p> <p>Begin to recognise how you are feeling using zones of regulation with support</p> <p>Begin to develop strategies for dealing with own feelings</p> <p>Manage own personal hygiene</p>	<p>Settling into class- Separating from parents/ carers in the morning.</p> <p>Begin to try new activities with support to set goals</p> <p>Begin to share with little support</p> <p>Begin to take turns with little support</p> <p>Begin to recognise the feelings of others</p> <p>Begin to recognise how you are feeling using zones of regulation with little support</p> <p>Begin to use strategies for dealing with own feelings</p>	<p>Begin to deal with conflict with support</p> <p>Begin to try new activities with support to set goals</p> <p>Begin to respond appropriately in a range of situations</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>	<p>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.</p> <p>Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
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<p>Phonics</p>	<p>Key Worker group phonics phase 2</p>	<p>Streamed groups Phase 3, phase 2 recap (LA)</p>	<p>Streamed groups Phase 2,3,4</p>	<p>Streamed groups Phase 4, 5</p>	<p>Streamed groups Phase 5</p>	<p>Streamed groups Phase 5 phonics</p>
<p>Talk for writing</p>	<p>Talk for writing simple stories Story maps, actions</p>	<p>Talk for writing simple stories Story maps, actions and</p>	<p>Talk for writing simple stories Story maps, actions</p>	<p>Talk for writing simple stories Story maps, actions</p>	<p>Talk for writing stories Including writing</p>	<p>Talk for writing stories Including writing</p>

	<p>and role play</p> <ul style="list-style-type: none"> -Rosie's walk -The little Red Hen -The Three Little pigs - How to brush your teeth 	<p>role play</p> <ul style="list-style-type: none"> -The Gingerbread Man - Trip recount -We're going on a bear hunt 	<p>and role play</p> <ul style="list-style-type: none"> -Farmer Duck -Handa's surprise -Spring poem 	<p>and role play</p> <ul style="list-style-type: none"> -Six Dinner Sid -On my way home -How to catch a star -How to get to our trip 	<ul style="list-style-type: none"> -Mr Gumpy's Outing -Three Billy Goats Gruff -Whatever Next -Summer poem 	<ul style="list-style-type: none"> -The Gruffalo -Little Red Riding Hood - Jack and The Beanstalk - Recount of our trip
Maths	<p>Counting to 10 and beyond</p> <p>1:1 correspondence to 5</p> <p>Cardinality of numbers to 5</p> <p>Begin to recognise 'more' and 'fewer'</p>	<p>Recognise numbers to 5</p> <p>Subitising numbers to 5</p> <p>Addition to 5</p> <p>Subtraction to 5</p> <p>Become confident in 'more' and 'fewer' and begin to recognise when there is the same</p>	<p>Counting to 20</p> <p>1:1 correspondence to 10</p> <p>Cardinality to 10</p> <p>Counting things such as jumps, claps etc</p> <p>Subitising number to 5</p> <p>Find and make number bonds to 5</p>	<p>Count to 20 and beyond</p> <p>Subitising numbers to 10</p> <p>Begin to understand odd and even numbers</p> <p>Recall number bonds to 5</p> <p>Find and make number bonds to 10</p> <p>Addition to 10</p> <p>Subtraction to 10</p>	<p>Count to 20 and beyond</p> <p>Subitising numbers to 10</p> <p>Begin to understand odd and even numbers</p> <p>Recall number bonds to 5</p> <p>Find and make number bonds to 10</p> <p>Addition to 10</p> <p>Subtraction to 10</p> <p>Beging to make and find doubles to 10</p> <p>Begin to share quantities equally</p>	<p>Have a deep understanding of numbers to 10, including the composition of each number</p> <p>Subitise up to 5</p> <p>Automatically recall number bonds to 5 and some to 10, including doubling facts</p> <p>Verbally count beyond 20, recognising the pattern of the counting system</p> <p>To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than and the same</p> <p>Explore and represent patterns within numbers up to</p>

						10, including even and odd, double facts and sharing.
Understanding of the world	<p>Describe myself and my family</p> <p>Talk about when my birthday is and if I celebrate</p> <p>Identify where I live, the town and country.</p> <p>Talk about things I do with my family</p> <p>Talk about things I can see in our school grounds</p> <p>Cookery</p>	<p>Talk about Christmas and what my family do to celebrate or if I do not celebrate Christmas.</p> <p>Look at changes in the environment and what we notice</p> <p>Cookery</p>	<p>Look at changes in the environment and what we notice</p> <p>Talk about Chinese new Year 1st Feb and how it is celebrated</p> <p>Differences between China and UK</p> <p>Cookery</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Talk about Easter and do you celebrate</p> <p>Cookery</p>	<p>Talk about the lives of people around them and their roles in society</p> <p>Explore the natural world around them making observations and drawing pictures of animals and plants.</p> <p>Cookery</p>	<p>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.</p> <p>Cookery</p>
Expressive arts and design	<p>Draw simple pictures</p> <p>Coloured pencils- able to select correct colours</p> <p>Collage</p> <p>Colour mixing - printing</p> <p>Music introduce instruments and their names</p> <p>Dance</p>	<p>Draw a simple self portrait</p> <p>Coloured pencils, showing more control trying to stay within the lines</p> <p>Collage in different ways</p> <p>Colour mixing for a purpose</p> <p>Nativity - songs</p>	<p>Draw pictures with more detail</p> <p>Fixing and joining methods</p> <p>Copy a simple rhythm</p> <p>Junk modelling</p>	<p>Observational drawing Looking in detail</p> <p>Art involving fixing and joining</p> <p>Can you make your own simple rhythm</p> <p>Junk modelling</p> <p>How to use clay, rolling out</p>	<p>Draw and paint a step by step self portrait</p> <p>Simple DT project</p> <p>Making a simple tune</p> <p>How to fix and join clay</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p>