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| **Global Citizen Framework:**  **Learn, Empower, Take Action** | | | | | |
| **Vision** | High standards for all pupils | Resilient Learners | Team work | Partnerships with families and the local and global community | Enriched well-being |
| **Values** | **FRIENDSHIP RESPECT EXCELLENCE INSPIRATION COURAGE DETERMINATION EQUALITY** | | | | |
| **Global Goals** | 1. No poverty 2. Zero hunger 3. Good health and well-being | 5. Quality Education  6. Gender equality  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 |
| **Rights Respecting Schools Goals** | Children are happier and healthier | Children feel Safe | Children have better relationships | Children become active in school life and the wider world | |
| **SMSC/British Values** | Social Moral Spiritual Cultural Education  British Values Education | | | | |

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|  | **AUTUMN** | | **SPRING** | | **SUMMER** | |
| **School Events**   * **Theme days** * **Charity events** * **Community events** | **What could we learn if we travelled the world?**  **(World Dance Day 12/9/19)**  **What strategies can we use to learn if we don’t use pens in school? 02/10/19**  **What can I learn about Science outside? wk starting 28/09/19** | **What small changes can we make to make a BIG DIFFERENCE to bullying and racism at our school?**  **How can we be creative to raise money for our school at Christmas? 06/12/19**  **What features would we need to include to write a bestseller at Christmas? (December)** | **How can I keep myself safe online? (11/2/20)**  **Why do we make pancakes on Shrove Tuesday?**  **World Book Day 05.03.20 (dress up only)**  **How do we know when we have written a great poem? (wk starting 23/03/20)** | **Why do we celebrate St George’s Day? 23/04/20**  **What happens to our mental health if we are physically healthy?(wk starting 18/3/20)** |  | **Why do we celebrate the Queen's birthday in June? 12/06/20**  **How do I solve problems outside? wk starting 08/06/20**  **What skills can I use to produce a quality work of art? (wk starting 06/07/20)** |
| **Charity Events** | **Fundraise for plastic free oceans 24/10/19** | **Children in Need 15/11/19** |  | **Red Nose Day 24/03/20** |  | **Fundraise for Unicef wk starting 15/06/20** |
| **FOL Events** | **Disco** |  | **Disco** |  |  | **Summer Fair** |
| **Class trip** |  | Willows Farm |  | Local walk |  | Summer trip? |
| **TOPIC**  **Big Question** | All about me  **Where do we come from?** | Children led topics to be decided with the children | Children led topics to be decided with the children | Children led topics to be decided with the children | Children led topics to be decided with the children | Children led topics to be decided with the children |
| **Global Goals/RRS covered** | 1, 3, 4, | | 5 | | 11, 13, 14, 15 | |
| **REFLECT ED** |  |  |  |  |  |  |
| **PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT** | -Demonstrates friendly behaviour  -Initiates play  -Selects activities with support  -Confidently talk to other children  -Begins to accept the needs of others. | -Keeps play going by responding to others  -Can play in a group- extending play  -Enjoys responsibilities  -More outgoing towards unfamiliar people.  -Usually tolerate delay  -Can adapt behaviour to different situations | -Initiates conversation and listen to others.  -Takes steps to resolve conflict  -Confident to speak to others about own wants and needs  -Understands own actions affect other people.  -Aware of boundaries set. | -Explains own knowledge and understanding  -Can describe self in positive terms  -Begins to negotiate and solve problems. | -Can play cooperatively and take turns.  -Can take into account others ideas  -Confident to try new activities  -Say when you do or do not need help  -Can talk about how you show feelings  -Talk about behaviour and consequences. | -Sensitive towards others needs  -Confident to speak in a familiar group  -They adjust behaviour in different situations  -Take changes in their stride. |

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|  | **AUTUMN** | | **SPRING** | | **SUMMER** | |
| **COMMUNICATION AND LANGUAGE** | -Listens to others in one to one or small group  -Listens to stories with increasing attention  -Shows an understanding or prepositions  -Responds to simple instructions  -Begins to use more complex sentences  -Use talk to connect ideas | -Able to follow directions  -Focused attention  -Begins to understand why and how questions  -Use talk in pretend play  -Builds up vocabulary | -Maintains attention and concentration  -Responds to instructions involving 2 parts  -Listen and respond to ideas  -Use a range of tenses  -Question why things happen. | -Introduces storyline and narrative in their play  -Use language to recreate roles  -Understand humour  -Use talk to organise, sequence and clarify. | -Can listen attentively  -Can follow instructions involving several ideas  -Express themselves effectively  -Use past, present and future tenses accurately | -They listen to story accurately anticipating key events  -Answers how and why questions  -They develop their narrative and explanations. |
| **PHYSICAL DEVELOPMENT** | -Moves freely with pleasure and confidence  -Runs skillful and negotiates space.  -Can tell an adult when they are hungry or tired  -Can attend to toileting needs mostly by themselves. | -Use one handed tools and equipment  -Can copy some letters  -Can usually manage to wash and dry hands  -Can dress with help | -Travels with confidence and skill  -Handles tools and objects with increasing control  -Usually clean and dry during the day  -Shows and understanding of a need for safety. | -Uses simple tools to effect changes to materials  -Shows a preference for a dominant hand  -Practice appropriate safety measures. | -Shows good control and coordination  -Know about the importance of good health and physical exercise. | -Handle tools and equipment effectively.  -Manage their own basic hygiene. |
| **LITERACY** | -Enjoys rhyming and rhythmic activities  -Listens to stories with increasing attention and recall  -Describes main story settings and characters.  -Gives meaning to the marks they paint and draw. | -Looks at books independently.  -Holds a book the correct way up and turns pages  -Knows that print carries meaning and reads from left to right.  -Ascribes meaning to marks they see in different places. | -Hears and says the initial sounds in words  -Can segment the sounds in simple words and blend them together.  -Gives meaning to the marks the draw, write or paint. | -Continue a rhyming string.  -Begins to read words and simple sentences  -Enjoys and increasing range of books  -Writes own name and other things such as labels and captions  -Attempts to write a short sentence | -Children read and understand simple sentences  -Children use phonic knowledge to decode regular words  -Children use their phonic knowledge to write words which match their spoken sounds  -They write some irregular common words | -They read some common irregular words  -They demonstrate understanding when talking about what they have read.  -They write simple sentences which can be read by themselves and others  -Some words are spelt correctly, others are phonetically plausible. |
| **MATHEMATICS** | -Knows that number identify how many objects are in a set  -Sometimes matches numeral and quantity correctly.  -Compares 2 groups of objects saying when they have the same number.  -Shows and interest in shape and space  -Show awareness of similarities in shape | -Seperates a groups of 3 or 4 objects in different ways.  -Realises not only objects but anything can be counted  -Shows interest in shape by sustained construction activities  -Begins to talk about the shape of everyday objects. | -To ecognise numerals 1-5  -Selects correct numerals to represent 1-5 and then 1-10  -To use the language of more and fewer when comparing sets.  -Selects a particular named shape  -Describes relative positions  -Order 2 or 3 items by length or height. | -Find the total of 2 groups by counting them all  -Finds 1 more and 1 less than a set of objects to 10  -Records using marks they can interpret and explain  -Order items by weight and capacity  -Order and sequences familiar events | -Can count reliably numbers 1-20 and place them in order  -Says 1 more and 1 less than a given number  -Recoginse, create and describe patterns  -They explore characteristics of everyday objects and shapes using mathematical language | -Using quantities and objects to subtract 2 single digit numbers  -To count on and back to find the answer  -To solve problems including doubling, halving and sharing  -Use language to talk about size, weight, capacity, position, distance, time and money. |
| **UNDERSTANDING THE WORLD** | -Shows an interest in the lives of people familiar to them.  -Comments and asks questions about aspects of their familiar world.  -Knows how to operate simple equipment. | -Knows some things that make them unique and talk about similarities and differences  -Shows care and concern for living things and the environment  -Knows that information can be retrieved from computers | -Enjoys joining in with family customs and routines  -Looks closely at similarities, differences, patterns and change.  -Can use ICT to interact with age appropriate software | | -Children talk about past and present events in their own lives.  -They know that other children don’t always enjoy the same thing  -They talk about the features of their own immediate environment and how they vary from others.  -Children recognise a range of technology is used in places such as home and school. | -They know about similarities and differences between themselves and others.  -They make observations of animals and plants and explain why things occur  -They select and use technology for particular purposes. |
| **EXPRESSIVE ART and DESIGN** | -Enjoys joining in with dances and ring games.  -Explores colour and how they can be changed  -Developing preferences for forms of expression  -Notices what adults do | -Use various construction materials  -Realise tools can be used for a purpose  -Engage in imaginative role play based on own experiences  -Builds stories around toys. | -Understands that different media can be combined to create new effects  -Begins to build a repertoire of songs and dances.  -Create simple representations of people, events and objects  -Chooses a particular colour for a purpose. | -Constructs with a purpose in mind using a variety of resources.  -Selects appropriate resources and adapts work when necessary.  -Plays alongside other children who are engaged in the same the same theme  -Plays cooperatively as part of a group to develop a narrative. | -Children sings songs, dance and experiment with ways of changing them  -CHildren use what they have learnt about media and materials in original ways  - | -They safely use a range of materials, tools and techniques  -They represent their own ideas in a range of ways. |

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|  | **AUTUMN** | | **SPRING** | | **SUMMER** | |
| **HISTORY** |  |  |  |  |  |  |
| **GEOGRAPHY** |  |  |  |  |  |  |
| **ART and DESIGN** |  |  |  |  |  |  |
| **DESIGN and TECHNOLOGY** |  |  |  |  |  |  |
| **MUSIC** |  |  |  |  |  |  |
| **RELIGIOUS EDUCATION** |  |  |  |  |  |  |
| **FRENCH** |  |  |  |  |  |  |