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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 Education6. Gender equality7. Affordable and clean energy8. Decent work and economic growth | 9. Industry, infrastructure and innovation10. Reduced inequalities11. Sustainable cities and communities | 12. Responsible consumption and production13. Climate action14. Life below water15. Life on land | 16. Peace, justice, and strong institutions17. 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** |  |  |  |  |  |  |