



Subject

Autumn

Spring

Summer

Assemblies	Values Assemblies		Achievement Assemblies			
	Democracy Black History month	Harvest Celebrations Remembrance Children in Need Christmas Odd Socks Day Bring in a Toy Day Visit to Valence House Museum	Right respecting schools St Valentines Day Chinese New Year St David's Day St Patrick's Day Mothering Sunday Safer Internet Day NSPCC Numbers Day	Rule of Law World Book Day St George's Day Easter Sport Relief Spring Sing	Mutual respect and Tolerance Visitor for local place of worship Visit to Valence Park	Transition and moving on changes Local visitors – People who help us. Dress up day - heroes
Trips	Arp Autumn walk in the Park (Valence Park)	Possible Trip to Discover Children's Story Centre. Trip to a local library to find some new stories. If possible, schedule for World Book Day and dress up as story characters or have your own class dress up day.	Year group trips TBA	Plan a farm trip	Year group trips TBA	End of year family picnic
Parental Engagement	Parents evening		Mid-year reports Parents Evening and Mid-year report		End of year reports	
2024-25 Topic BDSIP BDSIP	All About Me 7 weeks 3 days	Traditional stories 6 weeks 4 days	Transport topic 5 weeks 4 days	On the Farm 6 weeks	Growing 5 weeks 2 bank holidays	Superhero 7 weeks 2 days



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<p>Books</p>	<p>2 weeks Inside out feelings Inside Out Meet the Zones: Green, Blue, Red, and Yellow - YouTube</p> <p>My Body , Jill McDonald So Much , Trish Cooke</p>	<p>The twelve hours of Christmas book Christmas story Elmer's Christmas (Elmer Picture Books) Paperback – International Edition, 3 Sept. 2015 The runaway chapati Three Little Pigs (TLP) – Debbie and Friends Goldilocks (G) – Debbie and Friends</p>	<p>Don't Let the Pigeon Drive the Bus The Train Ride , J. Crebbin & S. Lambert Don't Let the Pigeon Drive the Bus , Mo Willems Transport , Alain Gree</p>	<p>Click Clack Moo Cows That Type - by Doreen Cronin A Visit to the Farm (Collins Big Cat) On the Farm - Cosmic Kids Yoga</p>	<p>Up, Down and Around Once I Found a Cherry Stone (rhyme) How Does a Seed Grow? - Miss Molly Sing Along Songs Up, Down and Around , Katerine Ayres</p>	<p>There's a Superhero in my Book! , Tom Fletcher SuperTato , Sue Hendra & Paul Linnet Superworm , Julia Donaldson</p>
<p>Literacy</p>	<p>Semi formal/formal Describing yourself simply supported by selecting from options with symbols.</p> <p>Learning family nouns and labelling pictures of families, e.g. Mum, Dad, brother, sister, aunty, uncle, grandma, little/big/baby brother and sister).</p> <p>Write/trace/order names of self and family members.</p> <p>Answering and asking questions about families using photos as prompts. Sequence pictures to story using sensory story Produce a book about our family with photos and captions e.g. This is my brother (support with colourful semantics, selecting captions with symbols, ordering pre-written words, dictating to an adult scribe etc). Purpose: Retell a part of a story Pre</p>	<p>Semi formal/formal Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter 	<p>Semi formal/formal Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 			



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	<p>Enjoy drawing freely.</p> <ul style="list-style-type: none"> • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. 		<p>and full stop. • Re-read what they have written to check that it makes sense</p> <p>Sequence pictures to story using sensory story</p> <p>Pre</p> <p>Enjoy drawing freely.</p> <ul style="list-style-type: none"> • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. 		<ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others <p>Sequence pictures to story using sensory story</p> <p>Pre</p> <ul style="list-style-type: none"> • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 	
<p>Maths</p>	<p>Pre formal</p> <p>To match, sort and compare.</p> <p>To talk about measure and patterns.</p> <p>To find, represent and subsidise the numbers 1,2 and 3.</p> <p>Formal</p> <p>Place value within 10.</p>	<p>Pre formal</p> <p>To identify, compare and sort triangles and circles.</p> <p>To find, represent and subsidise the numbers 1-5.</p> <p>To identify, name and combine 4 sided shapes.</p> <p>To identify shapes in the environment.</p> <p>Formal</p>	<p>Pre formal</p> <p>To find, represent and subsidise the numbers 0-5. To identify that 0 represents "nothing there", "none" or "all gone".</p> <p>To compare mass, explore and compare capacity.</p> <p>To find, represent and subsidise the numbers 6,7 and 8.</p>	<p>Pre formal</p> <p>To explore and compare.</p> <p>To find, represent and subsidise the numbers 9 and 10.</p> <p>To recognise and name 3D shapes.</p> <p>To find, represent and subsidise the numbers 10-20.</p> <p>Formal</p>	<p>Pre formal</p> <p>To find, represent and subsidise the numbers 10-20.</p> <p>To understand and explore the change structure of addition by adding more.</p> <p>To manipulative, compose and decompose shapes.</p> <p>Formal</p>	<p>Pre formal</p> <p>To explore sharing and grouping.</p> <p>To begin to understand the concept of repeating patterns.</p> <p>To make connections by problem solving and reasoning.</p> <p>Consolidation.</p> <p>Formal</p>



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	To add and subtract within 10.	To add and subtract within 10 (continued). To recognise and compare 2D and 3D shapes. Place value within 20.	To explore and compare length and height. Formal Place value within 20. To add and subtract within 20.	Place value within 50. To compare and measure length and height. To compare and measure mass and volume	To multiply and divide (2s, 5s and 10s). To recognise a half and a quarter of an object or shape. To investigate direction and position.	Place value within 100. To identify and explore money. To identify and explore time.
Science	Animals Including Humans (Part 1) I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Identifying materials I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	Seasonal Changes I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies.	Plants I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Project – make bird food that hangs	Animals Including Humans (Part 2) I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Animals Including Humans (Part 3) I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
Computing	Computing systems and networks Story -Digiduck Digiduck’s Big Decision	Creating media Story -Digiduck Digiduck’s Famous Friend	Data and Information EYFS Computing v3.pdf Story Smartie the Penguin	Data and Information Story -Digiduck - Detective Digiduck	Programming Story -Digiduck Digiduck and the Magic Castle	Programming Story – Digiduck Digiduck Saves the Day
History	Black History- October.	Toys past and present.	The Local area, transport in the local area.			Significant individuals: Florence Nightingale



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						Mary Seacole.
Geography	Local area- Valence Park, Becontree estate.			Look at countries that we are from in the ARP and celebrate at the end of the term with our own "International day".	Looking at our school, simple pictorial hunt, treasure hunt. Link sensory circuit to maps.	
RE	What can be special about living with family and friends?	Festivals and Celebrations How and why do people celebrate? Christianity Jewish	What does it mean to belong to Islam	Belonging How do believers show they belong? Christianity Sikhism	What does it mean to belong to Hinduism?	What does it mean to belong to?
PSHE	New beginnings Rules/ agreements Kind hands	Developing a caring attitude Say no to bullying Keeping Safe	Going for dreams and Goals Celebrating achievements, tackling challenges, setting achievable targets.	Healthy living Making choices, maintaining personal hygiene	Relationships Special people, pets and feelings.	Healthy living Making choices, maintaining personal hygiene Dental Hygiene
DT	Using cutlery to cut fruits safely	Create a spinning toy	Design and make a rocket	Design and make jewellery Cooking jollof rice	Design and make a minibeast garden	Cooking superhero soup/salad
Art	Self portraits Beryl Cook and Lowry (Compare artists)	Design a Christmas Card Firework night picture	Using pastels Using Clay	Printing with materials Creating African masks	Observational drawings Block printing	Sketching Superhero's outfits



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			Looking at the work of Vincent Van Gogh			
Music	Following the Music scheme Charanga	Following the Music scheme Charanga	Following the Music scheme Charanga	Following the Music scheme Charanga	Following the Music scheme Charanga	Following the Music scheme Charanga
PE	<p>Large ball skills, use hands to roll and pat a large ball and feet to kick</p> <p>Rolling balls in paint to make tracks, or rolling balls covered in paint along paper</p> <p>Taking a dip in a paddling pool, splashing on body parts</p>		<p>Dance</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performing art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>		<p>Athletics</p> <p>Team games to support sports day</p>	