



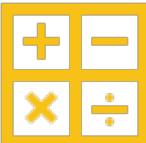
# Oughtibridge Primary School – Long Term Plan 2022-23 – FS2

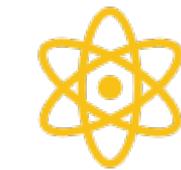
Theme	Autumn Term		Spring Term		Summer Term	
	Starting School/I Wonder Who Could Help Me?	I Wonder What Happens in the Dark?	I Wonder What Moves?	I Wonder What's in That Book?	I Wonder What That Will Grow Into?	I Wonder What's by The Seaside?
<b>WOW Days</b>	<ul style="list-style-type: none"> <li>• Dentist/Police/Ambulance visit</li> <li>• Parents/carers invited into school to talk about their occupations</li> <li>• Occupations talk (online)</li> </ul>	<ul style="list-style-type: none"> <li>• Balance Bike Training</li> <li>• Road Safety Sessions</li> <li>• Owl Handling Workshop</li> </ul>			<ul style="list-style-type: none"> <li>• Hatching chicks</li> <li>• Caterpillars from Insectlore</li> </ul>	<ul style="list-style-type: none"> <li>• FS2 Seaside day</li> <li>• Touch Tank</li> </ul>
<b>Other Enrichment Activities/Days</b>	<ul style="list-style-type: none"> <li>• When I Grow Up dressing up day</li> <li>• Autumn Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali</li> <li>• Bonfire Night</li> <li>• Be Bright Be Seen Day</li> <li>• Remembrance Day</li> <li>• World Nursery Rhyme Week</li> <li>• Christmas Craft Day</li> <li>• Nativity Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese LingoTot Workshop</li> <li>• Dress in red for Chinese New Year</li> <li>• Valentine's Day</li> <li>• Winter Walk</li> </ul>	<ul style="list-style-type: none"> <li>• World Book Day</li> <li>• Spring Walk</li> </ul>		<ul style="list-style-type: none"> <li>• Puppet show</li> <li>• Summer Walk</li> <li>• Graduation</li> </ul>



## English

<u>Writing Genres</u> Name Writing Mark Making Story Maps Labels Lists	<u>Writing Genres</u> Name Writing Mark Making Story Maps Labels Lists Descriptions Posters	<u>Writing Genres</u> Story Maps Labels Lists Descriptions Posters Non-fiction Writing Character Descriptions Sentence structure	<u>Writing Genres</u> Story Maps Labels Lists Descriptions Posters Non-fiction Writing Character Descriptions Sentence structure	<u>Writing Genres</u> Story Maps Labels Lists Descriptions Posters Non-fiction Writing Character Descriptions Sentence Structure Instructions Story Writing	<u>Writing Genres</u> Story Maps Labels Lists Descriptions Posters Non-fiction Writing Character Descriptions Sentence Structure Instructions Story Writing
<b><u>Whole Class</u></b> <b><u>Reading Texts</u></b> All are Welcome Here Supertato When I Grow Up	<b><u>Whole Class</u></b> <b><u>Reading Texts</u></b> Day and Night Animals (non-fiction) Owl Babies Day Monkey/ Night Monkey Dipal's Diwali Whatever Next Look Up My Pet Star Wow Said the Owl Wow! It's Night-time Man on the Moon We're Going on an Elf chase The Nativity Story Dear Santa All I want for Christmas Kipper's Christmas Eve	<b><u>Whole Class</u></b> <b><u>Reading Texts</u></b> The Hundred Decker Bus Whatever Next? The Train Ride Duck in a Truck The Great Balloon The Runaway Train Mr Gumpy's Motor Car All Kinds of Cars All aboard for the Bobo Road Journey Lost and Found	<b><u>Whole Class</u></b> <b><u>Reading Texts</u></b> Gingerbread Man Three Little Pigs Goldilocks and the Three Bears The Rainbow Bird Aboriginal Stories	<b><u>Whole Class</u></b> <b><u>Reading Texts</u></b> Jasper's Beanstalk Jack and the Beanstalk Tadpole's Promise Tiddalik The Big Wide Mouthed Frog What the Ladybird Heard Hungry Caterpillar The Bees Sneeze The Little Red Hen Chicken Licken Willbee the Bumblebee	<b><u>Whole Class</u></b> <b><u>Reading Texts</u></b> Rainbow Fish If a Fish Could Wish Tiddler Sharing A Shell Commotion in The Ocean The Bravest Fish Fidgety Fish Pirates Love Underpants Do Pirates Take Baths? I wish I was a Pirate Tip Tap Went The Crab

			The Christmas Bear  <u>Poems to learn</u> Remember, remember the fifth of November story Why is the poppy red? Hovis the Hedgehog It was a Cold, Dark Night (YouTube) Star Light, Star Bright				
	<b>Mathematics</b>	<u><b>Getting to Know You</b></u> Baseline Assessments  <u><b>Just Like Me</b></u> Match and Compare Amounts  <u><b>It's Me 1,2,3!</b></u> Compare Mass, Size and Capacity Exploring Pattern	<u><b>It's Me 1,2,3!</b></u> Compare Mass, Size and Capacity Exploring Pattern  <u><b>Light &amp; Dark</b></u> Representing, Comparing and Composition of 1,2,3  <u><b>It's Me 1,2,3!</b></u> Compare Mass, Size and Capacity Exploring Pattern	<u><b>Alive in Five</b></u> Introducing Zero Comparing 4 Composition of 4 & 5  <u><b>Growing 6,7,8</b></u> Compare Mass Compare Capacity  <u><b>6,7,8</b></u> Circles, Triangles and Positional Language  <u><b>6,7,8</b></u> Making Pairs Combining Two Groups Length Height Time	<u><b>Building 9 &amp; 10</b></u> 9 & 10 Comparing 9 and 10 Bonds to 10 3D shape Pattern (2)	<u><b>To 20 and Beyond</b></u> Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning Match Rotate Manipulate  <u><b>First, Then, Now</b></u> Adding More, Taking Away Spatial Reasoning Compose and Decompose	<u><b>Find My Pattern</b></u> Doubling, Sharing, Grouping Odd & Even Spatial Reasoning, Visualise and Build  <u><b>On the Move</b></u> Deepening Understanding Patterns and Relationships Spatial Reasoning Mapping



## Science

<b>Being Safe and Healthy</b> Children will learn to... -understand why we need to exercise -name and sort healthy and unhealthy foods -understand how to look after our teeth <b>Aim:</b> to understand how to look after ourselves and be healthy.	<b>Light and Dark</b> Children will learn to... -name light sources and non-light sources -investigate and explore using light sources to create shadows and reflections <b>Aim:</b> to explore ways to produce light and dark.  <b>Nocturnal Animals</b> Children will learn to... -talk about nocturnal and diurnal animals <b>Aim:</b> to understand differences between animals and their habitats.  <b>Space</b> Children will learn to... -understand where the Earth is -name some planets in the Solar System and talk about features of space <b>Aim:</b> to begin to understand and explore Space and the Solar System.	<b>Forces and Motion</b> Children will learn to... -observe, investigate and ask questions about how toys work -sort toys by how they work -use language to describe how toys work (push, pull, twist, turn, rotate, spin, force) -investigate how different forms of transport move -investigate magnetism -ask how and why questions <b>Aims:</b> <b>To explore toys and how they work.</b> <b>To begin to understand and describe what a force is.</b>	<b>Use of Everyday Materials</b> Children will learn to... -understand what an object is and what a material is -name everyday materials -investigate the properties of everyday materials -explore the properties of materials through investigations e.g. do they float/sink? -ask how and why questions about materials -sort materials by their properties <b>Aims:</b> <b>To investigate the best material to use to make different things by selecting and testing them e.g. a bridge for the Three Billy Goats Gruff.</b> <b>To say why they have chosen a specific material based on its properties.</b>	<b>Lifecycles</b> Children will learn to... -know what a life cycle is -observe the changes of things overtime as they grow (eggs to chicks, caterpillars to butterflies) -ask questions and make predictions -record changes through drawing and labels -draw and label simple life cycles <b>Aim:</b> to understand simple life cycles and how things grow.  <b>Plants</b> Children will learn to... -plant and observe how bulbs change over time -know what a plant needs to grow -label parts of a plant -observe changes of a plant over time through drawings <b>Aim:</b> to begin to understand how plants grow and change.	<b>Sea Creatures</b> Children will learn to... -talk about and compare habitats of sea creatures -talk about features and adaptations of sea creatures <b>Aim:</b> to understand about features and habitats of creatures in and near the sea.
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 <p><b>Geography</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-talk about where they live</li> <li>-talk about places they have visited or like to go e.g. holidays, the park, grandparent's house</li> <li>-name and locate parts of school</li> <li>-know the name of the school they attend</li> </ul> <p><b>Aim:</b> to name and locate familiar places.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-describe seasonal changes using vocabulary e.g. know it is Autumn by looking at the changes in leaf colours</li> </ul> <p><b>Aim:</b> to begin to discuss seasons and change.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-discuss different festivals around the world</li> <li>-compare how different countries celebrate festivals e.g. Christmas</li> </ul> <p><b>Aim:</b> to recognise ways that people celebrate across the world.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-observe seasons and changes in the Woods of Wonder and the weather</li> </ul> <p><b>Aim:</b> to describe the weather and identify changes.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-discuss different ways they have or could travel to get to another country</li> <li>-draw information from a simple map</li> <li>-discuss different types of transport used in other countries</li> </ul> <p><b>Aim:</b> to explore modes of travel around the world.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-identify on a map where stories originate from</li> <li>-identify different types of stories from around the world (e.g. traditional tales, aboriginal stories)</li> </ul> <p><b>Aim:</b> to compare stories from around the world.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-make observations about the landscapes around the school</li> <li>-describe seasonal changes using vocabulary</li> </ul> <p><b>Aim:</b> to develop a further understanding of seasons and change.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-talk about places they have been on holiday and how they got there</li> <li>-discuss features of the beach and sea</li> <li>-begin to explore sea pollution and its impact on animals</li> </ul> <p><b>Aims:</b></p> <p>To talk about places we can visit around the world.</p> <p>To understand the geographical features of a coastal area.</p>
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 <p><b>History</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-understand ages of others e.g. grandparents are older than parents</li> <li>-share personal 'All About Me' books to promote discussions about their families</li> <li>-begin to make sense of their own life-story and family history</li> <li>-talk about the lives of people around them and their roles in society</li> </ul> <p><b>Aim:</b> to understand the simple structure of families.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-understand about the achievements and impact of Bill Thomas</li> </ul> <p><b>Aim:</b> to be able to identify Bill Thomas and recall simple facts about him.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-understand why we celebrate Bonfire Night</li> <li>-begin to discuss importance of Remembrance Day</li> <li>-learn about Christmas traditions over time</li> </ul> <p><b>Aim:</b> to understand simple history behind significant celebrations or dates.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-understand about the achievements and impact of Helen Sharman</li> </ul> <p><b>Aim:</b> to be able to identify Helen Sharman and recall simple facts about her.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-compare transport over the years</li> <li>-understand about the achievements of Amelia Earhart</li> </ul> <p><b>Aim:</b> to explore how types of transport have changed over time and relate this to Amelia Earhart's achievements.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-compare and sort present day toys with toys from the past</li> </ul> <p><b>Aim:</b> to identify and talk about similarities and differences between toys now and toys in the past.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-look at different versions of the same stories</li> <li>-read some traditional and aboriginal stories</li> </ul> <p><b>Aim:</b> to compare how stories have changed over time.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-discuss how we have changed since we were babies</li> <li>-to sequence photographs on a timeline of changes from a baby to the present day</li> </ul> <p><b>Aim:</b> to talk about changes from being a baby to the present day.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-investigate and compare ways in which the seaside has changed over time</li> </ul> <p><b>Aim:</b> to explore changes in the seaside from the past to the present.</p>
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## Design and Technology

	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>-explore a range of large construction toys to build models</li></ul> <p><b>Aim:</b> to build models using Duplo, Lego and blocks.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>-explore how to use a pair of scissors</li><li>-hold scissors in their dominant hand</li></ul> <p><b>Aim:</b> to use scissors appropriately to make snips in paper.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>-explore in the making area how to use masking tape, Sellotape and glue</li><li>-explore how to join two materials together</li></ul> <p><b>Aim:</b> to join two materials together e.g. boxes, paper, card using glue or tape.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>-explore threading of large beads and bobbins</li></ul> <p><b>Aim:</b> to be able to thread large objects onto laces.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>-explore a range of small construction toys to make models e.g. Lego and Kinnex</li></ul> <p><b>Aims:</b></p> <p><b>To build a model using construction materials.</b></p> <p><b>To connect construction together to make a model.</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>-practise using a knife and fork with malleable materials e.g. Playdough</li><li>-practise using a knife to cut up vegetables</li></ul> <p><b>Aim:</b> to understand how to use a knife safely.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>-design and make their own rocket or telescope</li></ul> <p><b>Aim:</b> to follow the TASC wheel steps to make a model.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>-follow steps of a recipe, with an adult modelling the process</li><li>-roll out dough and cut a shape to make a biscuit</li></ul> <p><b>Aim:</b> to be able to follow steps in a recipe to make star biscuits.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>-design and draw their own vehicle</li><li>-label the materials they will choose to use to make the vehicle</li><li>-join materials using glue and tape to construct a vehicle</li><li>-evaluate their models and talk about their likes and dislikes</li></ul> <p><b>Aim:</b> to design, construct and evaluate a 3D vehicle.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>-explore different materials and their properties and complete investigations, e.g. do materials float or sink?</li><li>-draw different ideas for the product that is being made</li><li>-follow their design and material choices</li><li>-use glue or tape to join the materials</li><li>-talk about and evaluate their product with a friend</li><li><b>Aim:</b> to use a design to make a product and discuss the final product with a friend.</li></ul> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>-follow a recipe with adult support</li><li>-roll out dough and cut a shape to make a biscuit</li></ul> <p><b>Aim:</b> to be able to follow steps in a recipe to make a gingerbread man.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>-design and label their own moveable animal</li><li>-learn how split pins work</li></ul> <p><b>Aim:</b> to make a moving animal using card.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>-whittle a stick to use for toasting a marshmallow</li><li>-use a knife to cut fruits</li><li>-thread fruits onto a stick</li></ul> <p><b>Aim:</b> to use a knife safely and independently to make a fruit kebab.</p>
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## Art

<b>Drawing</b> Children will learn to... -hold a pencil correctly -explore how to use pencils and pencil crayons to draw circles -explore lines and shapes using pencils of different thickness -follow instructions on a video to draw a simple picture <b>Aim:</b> to hold a pencil using a tripod grip to produce simple lines and shapes.  <b>Printing</b> Children will learn to... -explore printing with paints using a range of tools e.g fruit, vegetables, sponges, shapes, cogs, fingers <b>Aim:</b> to create a painted printed repeating pattern using a choice of tools.	<b>Drawing</b> Children will learn to... -observe artwork by Yayoi Kasuma -follow instructions to draw a simple picture -add additional features to the artwork <b>Aim:</b> to create a piece of artwork in the style of Yayoi Kasuma.  <b>Painting</b> Children will learn to... -observe artwork by Georgia O'Keeffe -look at objects from different angles and close up -use different brush strokes and techniques <b>Aim:</b> to create a piece of artwork in the style of Georgia O'Keeffe.	<b>Painting</b> Children will learn to... -names the primary colours -select the correct primary colours to paint a colour wheel <b>Aim:</b> to name the three primary colours.  <b>Drawing</b> Children will learn to... -understand how to produce an observational drawing - observe toys, including toy vehicles <b>Aim:</b> to produce an observational drawing of a toy/vehicle.	<b>Sculpture and 3D</b> Children will learn to... -observe and talk about the construction of different bridges in the world -to build a 3D model bridge using a choice of construction materials e.g. cardboard boxes and straws <b>Aim:</b> to create a 3D bridge model for the 3 Billy Goats Gruff.  <b>Painting</b> Children will learn to... -observe artwork by Yvonne Coomber -use different techniques with a paintbrush or other tools <b>Aim:</b> to create a piece of 'Spring' artwork in the style of Yvonne Coomber.	<b>Collage</b> Children will learn to... -weave using natural materials, card, paper and ribbons <b>Aim:</b> to create a piece of natural artwork on a weaving frame.  Children will learn to... -explore collage, camouflage and animal patterns -observe and talk about likes and dislikes of the animal paintings <b>Aim:</b> to create an animal collage using cutting, tearing, sticking and assembling techniques.	<b>Painting</b> Children will learn to... -observe artwork by Vincent Scarpace -explore adding fine details to a painting to make patterns <b>Aim:</b> to complete a piece of under the sea artwork in the style of Vincent Scarpace.  <b>Sculpture and 3D</b> Children will learn to... -use pieces of scrap material/junk modelling to make a picture <b>Aim:</b> to use recycled materials to create pictures of under the sea creatures.
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<p><b><u>Sculpture and 3D</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-observe painting by Picasso and discuss the shapes and colours used</li> <li>-experiment using playdough to make faces</li> </ul> <p><b>Aim:</b> to understand how to mould playdough to make a piece of work in the style of Picasso.</p>	<p><b><u>Chalk</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-observe artwork by Peter Thorpe</li> <li>-experiment which colours work well on a dark background</li> <li>-experiment blending with chalk pastels</li> </ul> <p><b>Aim:</b> to create a piece of artwork using chalk in the style of Peter Thorpe.</p> <p><b><u>Sculpture and 3D</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-explore the properties of clay and how it can be moulded using fingers and thumbs</li> </ul> <p><b>Aim:</b> to mould and decorate a Diva lamp.</p>	<p><b><u>Sculpture and 3D</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-observe artwork by Andy Goldworthy</li> <li>-use natural materials including twigs, flowers, leaves and stones to create natural artwork</li> </ul> <p><b>Aim:</b> to create a piece of natural art in the style of Andy Goldworthy.</p>			
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 <p><b>Computing</b></p>	<p><b><u>We Control Technology</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-recognise a range of technology and what it is used for</li> <li>-identify which device to choose from a selection to fulfil a specific task</li> <li>-explore different technology in school e.g. iPad, computers and cameras</li> <li>-name the basic parts of a computer or tablet e.g. mouse, screen, keyboard</li> </ul> <p><b>Aim:</b> to recognise and use a range of technology.</p>	<p><b><u>We Control Technology</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-explore a range of hardware and software to make things happen</li> <li>-understand that we control computers by giving them instructions</li> <li>-tinker with cause and effect apps and programmes</li> <li>-follow instructions to control a device e.g. Beebot</li> <li>-create a short program to move a programmable toy</li> </ul> <p><b>Aim:</b> to be able to use a programmable toy effectively.</p>	<p><b><u>Creating Media</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-create digital art using specific software</li> <li>-use basic tools to create an image in an art package</li> <li>-combine media to present information e.g. add text to artwork</li> <li>-record music and sound effects, create digital music and combine audio and images</li> <li>-use a digital camera/tablet camera to take photos and choose photos for a purpose</li> </ul> <p><b>Aim:</b> use an iPad to take photographs of their learning.</p>	<p><b><u>Creating Media</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-control a video loaded on a web page or from the computer using play/stop control on screen</li> <li>-use everyday technology to record a video e.g. microphones and cameras</li> <li>-create a short film as a class or group to present information or tell a story</li> <li>-use common gestures or controls to move through an eBook</li> <li>-choose images, text and audio content to add to an eBook</li> </ul> <p><b>Aim:</b> to use an iPad to record storytelling.</p>	<p><b><u>Creating Media</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-access and create digital content</li> <li>-answer questions about data presented in pictures</li> </ul> <p><b>Aim:</b> to make a photo journal of the lifecycle of chicks.</p>	<p><b><u>Data</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-sort objects according to key features</li> <li>-answer questions about groups of objects</li> <li>-understand how to keep personal information safe e.g. videos</li> <li>-recognise who to tell if they see something that upsets them online</li> </ul> <p><b>Aim:</b> to understand ways of staying safe online.</p>
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<p><b><u>Online Safety</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-understand the use of passwords when logging onto a computer and the importance of keeping them private</li> <li>-responsibly use technology e.g. asking to use technology using the Smartie the Penguin story</li> </ul> <p><b>Aim:</b> to use technology appropriately and understand the need to use a password.</p>	<p><b><u>Online Safety</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-understand online gaming, videos and adverts</li> <li>-understand online friends and being kind online</li> </ul> <p><b>Aim:</b> to understand the importance of being safe online.</p>	<p><b><u>Online Safety</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-understand about ownership of digital content e.g. 'Who does the artwork belong to?'</li> <li>-understand about who owns a piece of music</li> <li>-discuss getting permission when you take photos of other people</li> </ul> <p><b>Aim:</b> to understand that items belong to certain people and how to gain permission to use these items.</p>	<p><b><u>Online Safety</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-understand about personal information e.g. 'What should we keep private?'</li> <li>-recognise who to tell if something upsets them online</li> <li>-understand the number/letter on a DVD or at the cinema</li> </ul> <p><b>Aims:</b></p> <p>To understand what information is appropriate to share online.</p> <p>To understand how to tell an adult if something upsets them online.</p> <p>To understand why some films have ratings and how these help to keep them safe.</p>	
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 <p><b>Personal, Social and Health Education</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-follow the school routine and boundaries</li> <li>-join in and be part of a class</li> <li>-express feelings and emotions</li> </ul> <p><b>Aim:</b> to learn the school routine and feel happy, safe, and secure in their new class.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-understand how it feels to belong and that we are similar and different</li> <li>-start to recognise and manage their feelings</li> <li>-work with others to make school a good place to be</li> <li>-understand why it is good to be kind and use gentle hands</li> <li>-understand children's rights to allow everyone to learn and play safely</li> </ul>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-identify something they are good at and understand everyone is good at different things</li> <li>-understand that being different makes us all special</li> <li>-know we are all different but the same in some ways</li> </ul> <p><b>Aim:</b> to learn to respect each other and our similarities and differences.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-understand how to persevere to tackle challenges</li> <li>- explain about a time they didn't give up until they had achieved their goal</li> <li>-set a goal and work towards it</li> <li>-use kind words to encourage people</li> <li>-understand the link between what they learn now and the job they might like to do when they are older</li> <li>-say how they feel when they achieve a goal and know what it means to feel proud</li> </ul> <p><b>Aim:</b> to understand and recognise aspirations, how to achieve their goals and the emotions that are associated with this.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-understand that they need to exercise to keep their body healthy</li> <li>-understand how moving and resting are good for their bodies</li> <li>-know which foods are healthy and not so healthy and can make healthy eating choices</li> <li>-know how to help themselves go to sleep and understand why sleep is good for them</li> <li>-wash their hands thoroughly and understand why this is important especially before they eat and after they go to the toilet</li> <li>-know what a stranger is and how to stay safe if a stranger approaches them</li> </ul> <p><b>Aim:</b> to understand about being and keeping safe and healthy.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-know what a friend is</li> <li>-understand the difference between family and friends</li> <li>-work together to solve problems when friendships breakdown</li> </ul> <p><b>Aims:</b></p> <p>To build positive, healthy relationships with other children and adults.</p> <p>To understand what to do if conflict arises within play.</p> <p><b>Aim:</b> to feel ready and confident about transitioning into Year 1.</p>
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<p><b>Aims:</b>  <b>To know who I am and how I fit into the world.</b>  <b>To understand how to be kind towards others.</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-talk about how themselves and others show feelings</li> <li>-think about ways in which they can be kind</li> </ul> <p><b>Aim:</b> to understand what kindness is and how it can be shown to others.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-recognise different emotions</li> <li>-know steps they can take to regulate their emotions through discussing the Zones of Regulation</li> </ul> <p><b>Aim:</b> to recognise when they feel a particular emotion and know what they can do to deal with it.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-explain what they are good at</li> <li>-understand what makes them special</li> <li>-share about the people who are special to them, including both family and friends</li> </ul> <p><b>Aims:</b>  <b>To understand what they are good at and what makes them special.</b>  <b>To recognise that other children do not always enjoy the same things.</b></p>			
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## Physical Education

	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>- use basic movements</li><li>- understand how to follow instructions</li><li>- learn how to move their bodies in different ways</li></ul> <p><b>Aim:</b> to be able to control bodies correctly in different ways and use the skills learnt to follow the movements of a leader.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>- work on simple tasks by themselves</li><li>- follow instructions and practise safely</li><li>- revise and refine the fundamental movements of jumping</li><li>- develop overall balance needed to engage with future PE disciplines</li></ul> <p><b>Aims:</b></p> <p><b>To do a one leg static balance with control.</b></p> <p><b>To coordinate and control movements.</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>- move naturally with fluidity and minimal balance</li><li>- progress towards a more fluent styling of moving</li><li>- develop overall body balance</li></ul> <p><b>Aim:</b> to establish greater control of gross movements.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>- maintain balance on points and patches</li><li>- roll and control a large ball close to the body</li><li>- confidently use a range of large and small apparatus indoors, alone and in a group</li></ul> <p><b>Aim:</b> to increase control of equipment, and to establish greater control of gross movements.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>- explore and describe different movements</li><li>- work cooperatively with a partner to rock forwards and backwards</li><li>- use a ball in a variety of ways to send and receive with a partner</li></ul> <p><b>Aim:</b> to hold a seated counter balance with a partner, and to develop coordination and ball skills.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>- explore and describe different movements</li><li>- to understand the term 'balance'</li><li>- develop overall body strength, coordination and agility needed to engage with future PE disciplines</li></ul> <p><b>Aim:</b> to maintain a static balance using points of the body, and to respond quickly and appropriately in sporting situations.</p>
	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>- cruise on a balance bike</li><li>- practise pedalling on a pedal bike</li><li>- confidently and safely use a range of large apparatus outdoors, alone and in a group</li></ul> <p><b>Aim:</b> to practise simple skills on a balance bike.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>- imitate dance movements led by an adult</li><li>- become increasingly able to use and remember sequences that are related to music</li></ul> <p><b>Aim:</b> to perform age-appropriate dances to an audience.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>- perform star and tuck shapes in a range of ways</li><li>- use low level apparatus safely</li><li>- name some things they are good at</li><li>- understand and follow simple rules</li></ul> <p><b>Aim:</b> to explore and perform gymnastic shapes to produce a gymnastic routine.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>- continue to use basic dance moves (iMoves)</li><li>- work sensibly with others, taking turns and sharing</li><li>- practise a variety of different movements using their bodies</li><li>- become increasingly able to use and remember sequences that are</li></ul>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>- participate in a variety of different sporting events, understanding the rules for each activity</li><li>- understand how to take turns</li><li>- understand how to follow instructions for a variety of activities</li></ul>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>- follow simple instructions</li><li>- explore different ways of travelling</li><li>- demonstrate travel in a range of ways</li><li>- use low level apparatus safely</li><li>- name some things they are good at</li><li>- understand and follow simple rules</li></ul>

				<p>related to music</p> <p><b>Aim:</b> to use basic movements to complete a Fairytales themed dance</p>	<ul style="list-style-type: none"> <li>- confidently use a range of large and small apparatus outdoors, alone and in a group</li> </ul> <p><b>Aim:</b> to participate in a variety of Sports Day activities.</p>	<p><b>Aim:</b> to explore and perform ways of travelling to produce a gymnastic routine.</p>
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	<p><b>Religious Education</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-with support, begin to talk about special times and events for their family and friends</li> <li>-recognise ways that people can celebrate Harvest</li> </ul> <p><b>Aims:</b></p> <p><b>To be able to talk about events and celebrations in their life and other people's lives, with support from an adult.</b></p> <p><b>To understand how people celebrate Harvest.</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-begin to talk about special times and events for their family and friends</li> <li>- begin to understand about different festivals around the world, with support from an adult</li> <li>-begin to understand that countries can celebrate festivals in different ways</li> <li>-recognise ways that people can celebrate Diwali, Bonfire Night, Hanukkah and Christmas</li> </ul> <p><b>Aims:</b></p> <p><b>To be able to talk about events and celebrations in their life and other people's lives.</b></p> <p><b>To understand how people celebrate Diwali, Bonfire Night, Hanukkah and Christmas.</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-talk about special times and events for their family and friends</li> <li>-begin to understand about different festivals around the world</li> <li>-understand that countries can celebrate festivals in different ways</li> <li>-recognise ways that people can celebrate Chinese New Year and Shrove Tuesday</li> </ul> <p><b>Aims:</b></p> <p><b>To be able to independently talk about events and celebrations in their life and other people's lives.</b></p> <p><b>To understand how people celebrate Chinese New Year and Shrove Tuesday.</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>- confidently talk about special times and events for their family and friends</li> <li>-understand about different festivals around the world</li> <li>-recognise ways that people can celebrate Easter</li> </ul> <p><b>Aims:</b></p> <p><b>To talk with confidence about events and celebrations in their life and other people's lives.</b></p> <p><b>To understand how people celebrate Easter.</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-recognise that people have different beliefs and celebrate special times in different ways</li> <li>-understand and compare different festivals around the world</li> <li>-recognise ways that people can celebrate Eid</li> </ul> <p><b>Aims:</b></p> <p><b>To talk about different beliefs, festivals and celebrations across the world.</b></p> <p><b>To understand how people celebrate Eid.</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>-understand some similarities and differences between different religious and cultural communities in this country</li> <li>-talk about members of their immediate family and community</li> </ul> <p><b>Aims:</b></p> <p><b>To explain the similarities and differences between communities in this country.</b></p> <p><b>To explain and compare ways that people celebrate in this country.</b></p> <p><b>To explain how they are similar or different to their family and friends.</b></p>
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 <p><b>Music</b></p>	<p><b>Me!</b>        Children will learn to...        -listen carefully to rhymes and songs, paying attention to how they sound        -find the pulse        -copy-clap the rhythm of names        -explore high sounds and low sounds using voices and glockenspiels  <b>Aim:</b> to be able to identify the pulse in a piece of music.</p>	<p><b>My Stories</b>        Children will learn to...        -recite and sing nursery rhymes as part of Nursery Rhyme Week        - explore high pitch and low pitch in the context of the songs        -invent a pattern to go with a song using one note  <b>Aim:</b> to recite familiar songs.</p>	<p><b>Everyone!</b>        Children will learn to...        -create their own sounds with voices and/or instruments        - explore high pitch and low pitch in the context of the songs        -use the starting note to explore melodic patterns using one or two notes  <b>Aim:</b> to explore and identify high and low pitch.</p>	<p><b>Our World</b>        Children will learn to...        -build on previous learning        -find the pulse in different ways        -play rhythm games        -explore high and low (pitch and improvisation with voices)  <b>Aim:</b> to create their own sounds using their voice or instruments.</p>	<p><b>Big Bear Funk</b>        Children will learn to...        -listen to a range of high-quality music and songs        -find the pulse in different ways        -play rhythm games (copyback teacher then child-led)        -explore pitch by creating their own sounds with voices and instruments (copyback games leading to improvisation and composition)  <b>Aim:</b> to engage in and develop rhythm games.</p>	<p><b>Reflect, Rewind and Replay</b>        Children will learn to...        -listen to a range of high-quality music and songs        -compose with the range of songs        -revisit songs from the year        -prepare for a performance of nursery rhymes, songs and activities from the year  <b>Aim:</b> perform nursery rhymes in a short video for parents.</p>
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