



Subject	Autumn	Spring	Summer
	<p align="center"><b><u>What Makes Me Special</u></b>  <b>PSED, R.E</b>  <b><u>Winter Festivals</u></b>  <b>(R.E UW)</b></p>	<p align="center"><b><u>Winter Wonderland</u></b>   <b><u>Minibeasts</u></b>   <b><u>(Geography/ Literacy/ Science)</u></b></p>	<p align="center"><b><u>Castles and Knights</u></b>   <b><u>People Who Help Us</u></b>   <b><u>(Literacy/ History)</u></b></p>
<p><b>English</b></p>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p><b><u>Phonics</u></b></p> <ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> </ul> <p><b><u>C &amp; I</u></b></p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><b><u>Phonics Writing</u></b></p> <ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul> <p><b><u>Narratives</u></b></p> <p>Retelling and sequencing Traditional Tales. The Story of Rama and Sita and The Christmas Story.</p> <p>Using books about the self to inspire speech.</p> <p><b><u>Non- Fiction</u></b></p> <p>Writing their name.</p> <p>Instructions on how to make Indian sweets and diya lamps.</p> <p>Letters to Father Christmas.</p>	<p><b><u>Phonics Reading</u></b></p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known lettersound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> <p><b><u>Phonics Writing</u></b></p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul> <p><b><u>Narratives</u></b></p> <p>Retelling and writing about our key stories- Frozen, Lost and Found, The Polar Express, Jack Frost, The Very Hungry Caterpillar, what the Lady Bird Hear and Mad about Minibeasts.</p> <p><b><u>Non- Fiction</u></b></p> <p>Writing non chronological reports on The Arctic, The Antarctic and different minibeasts.</p> <p><b><u>Instructions –</u></b></p> <p>How to make honey biscuits, snail biscuits hot chocolate.</p>	<p><b><u>Phonics Reading</u></b></p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p>Word Reading</p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b><u>Phonics Writing</u></b></p> <p>Writing</p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul> <p><b><u>Narratives</u></b></p> <p>Fiction Texts: George and The Dragon, George, The Dragon and The Princess by Christopher Wormell, Sleeping Beauty and other fairy tales.</p> <p>Awesome Engines: Emergency Margaret Mayo, Burglar Bill, Funnybones and Cops and Robbers by Allan Ahlberg, Tessa the Teacher, Vicky the Vet , Daisy the Doctor series</p> <p><b><u>Non-Fiction:</u></b></p> <p>What Were Castles For, Inside Castles and The Jobs People Do Series</p> <p>We will be learning to label, writing fact files, information reports, and writing menu cards for a Medieval banquet.</p>
<p><b>Maths</b></p>	<p>Numbers to 5</p> <p>Uses some number names and number language spontaneously.</p> <ul style="list-style-type: none"> <li>Uses some number names accurately in play.</li> <li>Recites numbers in order to 5.</li> <li>Sometimes matches numeral and quantity correctly.</li> </ul> <p>Sorting in to groups</p> <ul style="list-style-type: none"> <li>Knows that numbers identify how many objects are in a set.</li> </ul>	<p>Recites numbers in order to 10.</p> <p>Counting to 10.</p> <p>Comparing groups to 10</p> <p>Combining 2 groups to find the whole</p> <p><b>Part whole model – segmenting numbers.</b></p> <p><b>Addition to 10</b></p> <p><b>Measure- length, height and weight</b></p> <p><b>Addition to 10</b></p> <p><b>Number bonds to 10</b></p>	<p>Numbers to 20</p> <p><b>Counting on and counting back</b></p> <p><b>Adding and subtraction by counting on and back.</b></p> <p><b>Numerical patterns</b></p> <p><b>Shape 2D and 3D composing and decomposing shapes.</b></p> <p><b>Doubling and halving</b></p> <p><b>Odd and even</b></p>

	<ul style="list-style-type: none"> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Compares two groups of objects, saying when they have the same number</li> </ul> <p>Comparing groups within 5. Change within 5 . Recognising basic 2D and 3D shapes Recognising numberbonds to 5 Spatial awareness and prepositional language</p>	<p><b>Subtraction</b> <b>Exploring patterns</b> <b>Time</b></p>	<p>Measure – volume and capacity Time Sorting Word problems problems</p>
<b>Science</b>	<p>Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary Explore and talk about different forces they can feel. Understand the effect of changing seasons on the natural world around them</p>	<p>Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>- Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<b>Computing</b>			
<b>History</b>	<p>Begin to make sense of their own life-story and family’s history</p>		<p>Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<b>Geography</b>		<p>• Draw information from a simple map. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Draw information from a simple map.</p>
<b>Art and Design</b>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.</p>	<p>Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories</p>

<b>Design and Technology/ STEM</b>	As above	As above	As above
<b>P.E</b>	<p><b>Fundamental Movement Skills</b> <b>Dance</b></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p><b>Games</b> <b>Gymnastics</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency</p>	<p><b>Athletics</b> <b>Team Games</b></p> <p>Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
<b>Languages</b>			
<b>Music</b>	<p>Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>• Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
<b>R.E.</b>	<p><b>Derbyshire scheme- Specific Units- Key questions Enquiry</b></p> <p>Which people are special and why? (F2) Which stories are special and why? (F1)</p> <p>Where do we belong ( F5)</p>	<p><b>Derbyshire scheme- Specific Units- Key questions Enquiry</b></p> <p>Which times are special and why? (F4)</p>	<p><b>Derbyshire scheme- Specific Units- Key questions Enquiry</b></p> <p>What is special about our world? ( F6)</p> <p>Which places are special and why? (F3)</p>
<b>P.H.S.E</b> <b>Personal development</b>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others.</li> </ul>	<p>Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to</p>

			adults and friendships with peers. • Show sensitivity to their own and to others' needs.
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<b>Buxworth Primary School values</b>				
Friendship	Entrepreneurial	Respect	STEM	Resilience
Compassion	Trustworthy	Thankful	Aspiration	Environmental