



		Class One		Year Group: FS		Year 2023-24	
		Autumn Term One and Two		Spring Term Three and Four		Summer Term Five and Six	
TOPIC TITLE:		All About Me	Let's Celebrate!	Chinese New Year 'Ice and fire'	Grow, grow, grow	Long, Long ago	Journey round the world
Hook		Little books of me	Teddy is 5	Dragon footprints	Baby photos/visit	Suitcase of artefacts	Pretend Postcard from Anna hibiscus
Trip/Visit to inspire		Watermill Theatre trip		Sutton Courtney Environmental Centre		Anne Hathaway's house? tbc	
Outcome		Self-portrait	Christmas party with families	Chinese new year celebration	Easter hunt and picnic	Museum	Celebration of Africa with parents on stand by me picnic day 2 nd July
Learning focus		PSED, PD, Music, drama, literacy		UW EAD		UW EAD music, writing	
CLL Communication & Language and Literacy	Understanding English, communication and languages	<p>EYFS</p> <p>Quality Fiction and poetry texts across the year Specific Author of each term Non-fiction texts as appropriate Planned literacy activities and story mapping sessions weekly. Phonics: phase 1 phonic activities T1- rhyme, alliteration etc and continued across the year Twinkl - level 2, 3 and 4 phonemes, graphemes and star words (common exception words) Handwriting linked to Twinkl letter formation rhymes. Speaking and Listening opportunities in a range of everyday contexts and imaginary situations Range of Mark making tools and writing opportunities in a range of everyday contexts and imaginary situations and word banks/sound mats to support Guided Reading books linked to phonics learning and matched to stage of each individual.</p>					
		Text type	Nursery rhymes and fairy tales, repetitive texts, labels and lists. Traditional tales. Rhythm and rhyme		Fiction- Non-fiction text Science books		Non Fiction books Chapter books poems
Author focus		Julia Donaldson Allan Ahlberg		Jill Murphy Martin Waddell		Michael Rosen Attinuke	
Phonics progression		Phase 1 (2 weeks), assessment (1 week), Phase 2 (6 weeks), Phase 3 (3 weeks)		Phase 3 continued (2 days on each new GPC) and star words phase 2.		Phase 3 recap and star words phase 3 Phase 4	
Maths Number, Numerical Pattern.	Mathematical Understanding	<p>EYFS</p> <p>Follows progression of White Rose- EYFS</p> <p>In continuous provision and play opportunities for: Sorting, ordering, counting & labeling; tactile numeral cards; number track games; dominoes; matching & writing numerals; rhymes, songs, rhymes & stories involving counting on / back; one more /one less; recording through drawing & tallying up problems; numbers activities; number lines for reference; combining and taking way groups of objects; exploring properties of objects and shapes, weighing, measuring & length; numbers composition to 10 and beyond using 5,10 frames.</p>					
		Religious Education	<p>Big Questions:</p> <p>T1. WHAT IS THE SHELLINGFORD FAMILY? Belonging to the class, the school, the wider Christian family. Sharing in acts of worship in class, in the hall and in the church.</p> <p>T2. WHY DO CHRISTIANS PERFORM NATIVITY PLAYS AT CHRISTMAS</p>		<p>Big Questions:</p> <p>T3 WHY IS THE WORD GOD SO IMPORTANT FOR CHRISTIANS? What does the bible say about the beginning of the world and what does this mean for Christians?</p> <p>T4 WHY IS A CROSS THE CHRISTIAN BADGE? Why and how do Christians celebrate Easter?</p>		<p>Big Questions:</p> <p>T5 IS EVERYONE A CHRISTIAN? Meeting Harjeet a Sikh persona doll. Special clothing, stories, people and places to him. Enacting what happens in a sikh Gurdwara</p> <p>T6 SO WHAT IS RE? Recapping what we have learned this year. Comparing/contrasting what they know of Sikhism and Christianity</p>
UW Understanding the World	Scientific and understanding the world	<p>Science:</p> <p>Exploring the changing seasons → Autumn, Winter trees and leaves, minibeasts, birds, acorns, conkers and other seeds, leaves and natural found objects.</p> <p>Changing states- play dough, bread, gingerbread</p>		<p>Science:</p> <p>Exploring the changing seasons → Spring</p> <p>Changes during a human's life cycle. Plant and creature life cycles</p> <p>Changing states water/ice</p> <p>Planting & harvesting cress</p>		<p>Science:</p> <p>Exploring the changing seasons → Summer Exploring habitats of back field/pond/woods for Minibeasts, Flowers, creatures</p> <p>sun safety</p> <p>Sinking and floating</p>	
		<p>Geography: our class, our school within the village the natural areas near our school- the field, woods and pond</p> <p>Social understanding: the Shellingford community</p>		<p>Social understanding: Exploring a different cultural celebration- Chinese new year</p> <p>History focus: Thinking about their own personal timeline and growth (baby, toddler, child etc) and considering the different generations within their family</p>		<p>Geography focus: Where have the pupils been? How did they get there? pins on map key features of globe-land masses/water-continents/poles/equator Features of Contrasting regions of the world eg -ocean/polar/rainforest/desert/savannah etc</p> <p>Africa focus: Eg Nigeria (link Atinuke) equator etc Rainforest, savannah, mangrove swamps etc also Handa's surprise- (kenya)/ Stand by me link - Ethiopia Fact files about native, endangered and dangerous creatures</p> <p>History focus: Examine old home artefacts up to 100 years ago 500 years ago: Life in a castle/house Shakespeare's time Possible Shakespeare-related trip (whole school) to Anne Hathaway's house</p>	
EAD Expressive Arts and Design	Exploring & Using Media & Materials Being Imaginative	<p>Art focus: Free painting exploring colours with a purpose. Basic Colour mixing with primary colours Self portraits, autumn leaves</p> <p>DT: junk modelling with purpose Play dough modelling- dough disco Use of scissors Building bridges/houses for nursery rhyme/fairy tale character</p> <p>Music focus: Link with phase 1 phonics</p>		<p>Art focus: winter scenes- cool colours Spring- pastel colours Traditional Chinese art. Art using nature materials Clay birds/slat dough. Easter crafts</p> <p>DT: Eg Chinese puppet dragon with slinky body-overlap/link/stick paper chains</p> <p>Music focus:</p>		<p>Art focus: Symbols and colours-Design for a coat of arms on a shield African batik Weaving- baskets, bright colours Friendship bracelets Natural dyes Look at the art of Andy Goldsworthy. Art from natural materials</p> <p>DT: make musical instruments eg seed shakers/drums Shelters/den building techniques</p>	

		<p>songs, rhymes and sound discrimination</p> <p>tempo and rhythm – body, wooden and skinned percussion taking turns, pass the beat etc link with PSED Songs for Christmas production.</p> <p>Dance: Action songs and rhymes Christmas performance</p>	<p>Metal untuned percussion for wintry sounds</p> <p>Pitch- vocal and Tuned percussion- up and down the glockenspiel- growth high /low etc Music of China- pentatonic scale</p> <p>Dance: Getting ready for Chinese new year... Cleaning the house, Stirfry dance, firework dance etc</p>	<p>Water wall Paper planes Plan and make fruit kebabs</p> <p>Music focus: From a different place - Africa clubs, sticks, seed rattles, Hand clapping and lap/thigh slapping, stamping drumming, djembe drum rhythms Replicating animal sounds From a different time eg courtly/medieval Fanfare for a king or queen Dance Courtly royal dance, traditional country dancing. Summer Listen to Vivaldi- 'Summer' 'The four seasons'</p>
<p>PD Physical Development</p>	<p>Understanding physical development, Fine and gross motor skills.</p>	<p>Fundamental movement skills Travelling in different ways on feet, spatial awareness, simple games</p> <p>Use a range of tools such as scissors. Start to hold a pencil effectively in preparation for mark making and fluent writing progression.</p>	<p>Fundamental movement skills: Gymnastics, balance, travelling using different body parts on floor and apparatus Rolling a ball, bouncing, throwing, catching</p> <p>Begin to show accuracy and care when drawing</p>	<p>Fundamental movement skills running, jumping, throwing, catching, balance in different surfaces. Individually or in a small team. Personal bests</p> <p>Negotiate space and obstacles considering themselves and others.</p>
<p>PSED Personal, Social and Emotional Development</p>	<p>Dressing and self care skills; school / class rules and routines</p> <p>Building relationship. Managing self. Self-Regulation.</p>	<p>PSED focus:</p> <p><u>Me and my relationship</u></p> <p>All about me, what makes me special? Me and my special people. Who can help me and my feelings.</p> <p><u>Valuing Difference</u></p> <p>I am special and you are special to compare differences and similarities of myself and other, my home and my family. I am a caring and friendly person.</p>	<p>PSED focus:</p> <p><u>Keeping myself Safe</u></p> <p>Explore what it is safe to go onto my body to keep myself safe including medicines. How to keep myself safe indoors and outdoors. Keeping safe online. People who help to keep me safe.</p> <p>Listening to my feelings.</p> <p><u>Growing and changing</u> (moved here to link with Grow Grow Grow topic)</p> <p>Seasons: summer. How life stages-plants, animals, humans. Life Stages: Human life stages-Who will I be?</p> <p>Me and my body-girls and boys.</p>	<p>PSED focus:</p> <p><u>Being my best</u></p> <p><u>Bouncing back when things go wrong.</u> Growing mindset. With a positive mind to "Yes, I can!" attitude. My healthy mind basic on Healthy eating, move your body and a good night's sleep.</p> <p><u>Rights and Responsibilities</u></p> <p>Looking after my special people and friends. Being helpful at home and caring for our classroom. Caring for our world.</p> <p>Looking after money: saving money, spending it and keeping it safe.</p>