

## Connect Aim High Respect Excite

### Reception

| Term   | Term 1   | Term 2   | Term 3  | Term 4  | Term 5  | Term 6   |
|--|--|--|---|---|---|--|
| Jigsaw Theme   | Being me in my world   | Celebrating differences  | Dreams and goals  | Healthy Me  | Relationships   | Changing me  |
| EYFS (Subject to change linked to children's interests)          | Being me in my world   | Celebration Time!  | People who Help us  | Traditional Tales   | What's at the bottom of my garden?  | Amazing Animals  |
| Drawing Club   | Texts linked to topic and 50 top books/ authors for EYFS. A new text each week. See MTPs.  |  |   |   |   |  |
| <b>Communication &amp; Language</b>                              | <p>Enjoy listening to stories.</p> <p>Hear a wide range of vocabulary.</p> <p>Sing familiar nursery rhymes and songs and learn new ones.</p> <p>Engage in conversations with adults and peers (getting to know people in their class).</p> <p>Participate in group and class activities.</p> | <p>Talk about familiar books and stories.</p> <p>Develop communication with familiar peers and adults.</p> <p>Understand why questions and be able to follow simple instructions</p> <p>Connect ideas.</p> <p>Hear and begin to use a wider range of vocabulary.</p> <p>Learn rhymes, poems and songs.</p> | <p>Engage with well known fictional stories and their alternative versions. Talk about what they see, hear and experience. Learn new vocabulary.</p> <p>Use and understand questions. To follow instructions without prompting. To be able to retell stories. Learn, rhymes, poems and songs.</p> | <p>Engage with fiction and non-fiction texts</p> <p>Talk about what they see, hear, feel and experience. Learn new vocabulary.</p> <p>Use and understand questions. To be able to retell stories. Learn, rhymes, poems and songs.</p> <p>Connect one or more ideas</p> <p>Begin to describe events in detail.</p> | <p>Engage with fiction and non-fiction texts</p> <p>Use recently introduced vocabulary</p> <p>Give explanations for why things happen using conjunctions 'and' &amp; 'because'.</p> <p>Listen attentively and respond to what they hear</p> <p>Sing a large repertoire of songs.</p> <p>Engage in large group conversations, with to and from commentary.</p> <p>Begin to follow instructions in a two-part sequence.</p> | <p>Talk about non-fiction and fiction books showing some knowledge and understanding.</p> <p>Ask questions to clarify their understanding. Listen attentively and respond to what they hear with relevant questions and comments.</p> <p>Use new vocabulary in different contexts.</p> <p>Sing a large repertoire of songs and rhymes. To express their own ideas, feelings and experiences clearly.</p> <p>Follow instructions in a two- part sequence.</p> |
| <b>Personal, Social and Emotional Development</b><br><b>PSED</b> | Selecting resources, exploring and accessing all areas within their new  | Establishing firmer friendships and relationships with their peers.  | Show independence in selecting and using resources.   | Begin to regulate their own behaviour and use strategies given.   | To express their feelings and talk about how and why they feel this way.  | Manage their own basic hygiene and needs without being prompted,   |

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|                                | <p>classroom environment. Getting used to new routines, rules and boundaries. Developing relationships with adults and peers in the setting.</p> | <p>Exploring feelings and behaviour. Increasingly following routines, rules and boundaries. Beginning to take changes of routines in their stride and adapting their behaviour. To be able to tolerate some delay when needs are not immediately met. To explore all areas within the classroom environment showing developing confidence and independence. Develop independence of dressing and undressing only seeking adult support with fasteners and turning items the correct way around</p> | <p>To begin to solve problems independently before seeking adult help. When seeking adult support to be able to articulate their wants and needs. Identify a range of feelings and emotions and start to understand how others may feel. Begin to take on challenges and show some resilience and perseverance.</p> | <p>Show independence in managing their own needs. Begin to show resilience in the face of a challenge. To be able to dress and undress independently only seeking support with fasteners.</p> | <p>See themselves as valuable individuals (within their family unit and school community). Begin to resolve conflicts. To explain reasons for rules and boundaries, showing an understanding of right and wrong. To follow an activity through to the end showing developing perseverance. To be able to tolerate delay when needs are not immediately met.</p> | <p>showing awareness of why this is important. To be able to undress and dress independently. Work cooperatively and take turns with their peers and friendships groups. Show an understanding of other people's feelings and perspectives. Give focused attention on their task in hand showing high levels of perseverance. Access activities and resources with confidence and independence showing knowledge and understanding of safety. To be able to show resilience and bounce back after difficulties.</p> |
| <b>Physical Development PD</b> | <b>REAL PE- Personal cog</b>   | <b>REAL PE- Social cog</b>   | <b>REAL PE- Cognitive cog</b>   | <b>REAL PE- Creative cog</b>  | <b>REAL PE- Physical cog</b>  | <b>REAL PE- Fitness cog</b>   |
| <b>Literacy</b>                | <p><b>Twinkl Phonics Level 2</b><br/>To listen and engage in story time sessions talking about the</p>   | <p><b>Twinkl Phonics Level 2</b><br/>To listen to and join in with the repeated</p>  | <p><b>Twinkl Phonics Level 2 consolidation/ Level 3</b></p>   | <p><b>Twinkl Phonics Level 3</b><br/>To be able to listen to and join</p>   | <p><b>Twinkl Phonics Level 3 consolidation/ Level 4</b><br/>To retell familiar and well-known stories</p>   | <p><b>Twinkl Phonics Level 4</b><br/>To have a secure knowledge of level 2 and level 3 sounds and use</p>   |

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|                           | <p>features of a book. To listen to songs and stories containing rhymes. Opportunities for children to recognise their own and other's names. To be able to write a few letters giving meaning to them. To be able to write a few letters from their name. To show an interest in mark making. To talk about words, they have heard.</p> | <p>refrain within stories. To hear the rhymes within words and identify these. To be able to write their own first name with developing letter formation and accuracy. To be able to write the initial sounds in words. To begin to orally segment and blend cv, vc and cvc words. To give meanings to the marks they make, becoming more refined in their control. To use and talk about new vocabulary during whole class, group and individual work.</p> | <p>To listen to new texts, discuss new vocabulary and respond to what they hear. To be able to independently write their own name and attempt to write their surname. To be able to segment and blend cvc words for reading and writing purposes. Develop accurate letter formation. To be able to hear initial, medial and final sounds in words, To be able to orally construct a simple sentence showing awareness of basic sentence construction. Begin to retell simple stories in sequence.</p> | <p>in class story times with interest and enthusiasm discussing likes and dislikes of a text. To make predictions about what might happen next within a story. To be able to write phonemes, digraphs, cvc words, labels, lists and captions with growing confidence and phonic knowledge. To be able to form lower case letters accurately and match to their corresponding upper-case letter.</p> | <p>using their own words in sequence. To make predictions of texts and talk about key events in stories. To be able to read simple phrases and sentences with developing confidence. To be able to spell words using their phonic knowledge. To use a developing wide range of vocabulary.</p> | <p>and apply these in their reading and writing. To be able to read some key words on sight and decode more complex words using effective segmenting and blending skills. To be able to read simple sentences showing understanding of what they have read. To be able to read the tricky words on sight. To make predictions about unknown texts and give reasons for their thinking. To be able to write simple sentences that can be read by others.</p> |
| <p><b>Mathematics</b></p> | <p>To join in with number songs and rhymes with enthusiasm. To revise numbers 1-5 To be able to count with 1-1 correspondence up to 5 To show and make</p>   | <p>To join in with number songs and rhymes showing awareness of patterns in numbers. To subitise within 5. To use fingers to</p>  | <p>Subitise within 5: structured and random. To revise numbers 1-10. To explore patterns to 5 and more than 5. To explore</p>   | <p>Explore the concept of 2 more and 2 less using knowledge of number patterns to 10. Cardinality of numbers within</p>   | <p>Subitise with familiar patterns and irregular patterns. To count on from a given number. Verbal counting to 20 and beyond. Counting on and back from</p>  | <p>To have a deeper understanding of numbers to 10. To be able to subitise effectively. To be able to count on and back from a given number. To be able to</p>  |

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|  | <p>numbers using objects. Use language of comparison in amounts, length, weight and capacity. To begin to subitise within 5. To join in counting patterns up to and beyond 10 and back again. To talk about and play with simple shapes and patterns.</p> | <p>represent quantities. 1-1 correspondence, knowing the last number counted is the total amount. Cardinality of numbers to 5. Recognise, create and continue simple repeating patterns. To count up to 10 and begin to count beyond with fluency and understanding. Recognise numbers 1- 8. Compose own numbers within 5. To explore 5 frames looking at the composition of numbers. Explore parts and wholes of numbers. Compare sets and use language of comparison. Including length, weight and capacity. To use the language of more and less. Start to explore the concept of 1 more and 1 less. To identify and talk about 2D shapes within their environment.</p> | <p>number bonds to 5 using addition and subtraction. To have quick recall of 1 more and 1 less than a given number to 5 and use resources for numbers to 10. To use fingers to represent quantities in different ways. To verbally count to 20 and back down again. To join in counting songs looking at pattern in numbers. To count objects and images with 1-1 correspondence. To make estimations with small amounts up to 10. To order numbers. Composition of numbers to 10 missing and hidden parts.</p> <p>To explore 10s frames looking at the pattern and composition of numbers. Use comparative</p> | <p>10. Counting patterns beyond 20 Odd and even numbers and their patterns Doubling numbers linking to even numbers Symmetry linked to doubling Explore composition within 10. Comparing numbers and reasoning using: how many and position in the number system, To play with shapes and compose and decompose shapes so they can recognise shapes within a shape. To begin to recognise features of common 2D shapes. To begin to recognise common 3D shapes within the environment.</p> | <p>different starting points. Composition of ten. Exploring number bonds to ten showing awareness of addition and subtraction. Ordering sets of objects. Use new mathematical vocabulary and comparative vocab linked to number, length, weight and capacity. To understand the concept of halving using shapes, amounts and numbers and its relationship to doubling.</p> | <p>add and subtract amounts within 10 showing good knowledge and understanding. To recognise number patterns and identify missing numbers. To have good recall of number bonds to 5. And 10. To quickly recall 1 more and 1 less from a given number up to 10. To identify odd and even numbers. To be able to double and half numbers. To talk about and explore 2D and 3D shapes using informal and mathematical language. To use and understand vocabulary linked with length, weight and capacity.</p> |
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|                                   |   |   | language. For number, amounts, and length, weight and capacity.  |  |   |  |
| <b>Understanding the world UW</b> | Explore the world around them – nature walks, walks around our school environment etc. Consider what they see, hear and feel. Look at the effect of the changing seasons on the area around them. Talk about their family and their role in it. Talk about why they are special and who is special to them. | Talk about family members and the community. Talk about people who are important to them and why. Talk about familiar situations from the past. Explore different beliefs and celebrations. Look at special places and special members of the community. Explore figures from the past. | Look at similarities and differences between life in this country and another country. Look at the celebration of Chinese New Year! Look at how some environments are different to the one in which they live. To explore special places through traditional tales, linking in with materials, textures, categories, Start to develop our canopy garden: looking at what living things need in order to stay alive. To look at different environments and compare. Own home to a farm: categories animals and talk | Look at and compare characters from stories. Make their own maps. Look at simple maps and draw information from them. Explore figures from the past. | Relationships/families and communities. Understand the effects of changing seasons on the natural world around them. Continuing to grow and plant in the canopy garden. Explore the natural world around them: making observations and talking about their findings. Explore figures from the past. | Look at how some environments are different to the one in which they live. Countryside (farm), sea side, city. Recognise some environments are different from the one in which they live: compare and contrast. Draw information from a map (farm, sea side, city). Explore the natural world around them making observations of animals and minibeasts. Describe what they see, hear and feel whilst outside. Matlock Farm Park/ Butterfly House Trip |

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|                                       |  |  | about what their basic needs are.   |   |   |  |
| <b>Expressive Arts and Design EAD</b> | <p>Explore a variety of different sized bushes and equipment to create art work. Explore primary colours Draw / paint people with basic body features and limbs. Sing simple songs and nursery rhymes. Explore a variety of musical instruments and create own sounds. Use and hold scissors with developing skill and accuracy and start making snips in paper. To explore movements to music, expressing their feelings. To participate in imaginary play creating their own story lines and taking on a role.</p> | <p>Draw / paint people with basic features and limbs. To create own masterpieces in the workshop showing increasing knowledge of how to use scissors, cellotape and glue independently. Talk about their own creations and how they have constructed them. Explore malleable materials using skills or rolling, pressing, patting techniques. Explore the art or sponge and splatter painting. To begin to mix colours and talk about what is happening. Learn songs and dances for our Christmas performance.</p> | <p>Draw people and animals with correct features and limbs. Start to use other joining materials more effectively: split pins and treasury tags. Join malleable media together to create 3D ideas. Sing new songs. Use fine paint brushes and try to stay in lines a little more, to develop more coordination and control over their paintings. To use scissors with increased control. To retell stories and adapt them in their play. To take on a role in their play and adapt the story to suit their imagination,</p> | <p>Combine media and materials. Explore colour mixing using a range of powder and readymix paints. Tear materials for a purpose. Make up songs and dances within their play. Shares likes and dislikes about performances using 'because'. To work as part of a team sharing ideas, resources and skills. To be able to solve problems with a level of independence and developing skill. To explore musical instruments and talk about what they can hear and recreate to songs and tunes they have heard in the past.</p> | <p>Observational drawings and paintings. Adding details using fine paint brushes. Explain which primary colours make which secondary colours. Design and adapt plans to create. Use scissors correctly. Sing songs.</p> | <p>Draw / paint bodies of appropriate size and proportion. Add white / black to colours to alter shades. Join and assemble modelling materials with a purpose, Builds models using a variety of media that they can give meaning to. To work independently and as part of a team. To evaluate their own work. To perform as part of a group. Appraise, listening to a variety of music giving reasons why.</p> |

## Connect Aim High Respect Excite

### Year 1

| Subject   | Term 1   | Term 2  | Term 3   | Term 4  | Term 5  | Term 6   |
|---|--|---|--|---|---|--|
| <b>Phonics (Twinkl)</b>   | Level 4 recap/ Level 5                                     | Level 5   | Level 5  | Level 5   | Level 5   | Level 5/ PSC                                       |
| <b>Literacy</b>   | Pathways To write-<br>Recount                              | Pathways To write-<br>Non chronological<br>report   | Pathways To write-<br>fiction journey  | Pathways To write-<br>fiction adventure   | Pathways To write-<br>fiction fantasy                   | Pathways To write-<br>fiction traditional<br>tales |
| <b>Maths</b>  |  |   | <b>White Rose Scheme</b>   |   |   |  |
| <b>Theme</b>  | <b>There's no place<br/>like home</b>                      | <b>Magnificent<br/>Materials</b>  | <b>To Infinity and<br/>Beyond</b>  | <b>A toy story</b>  | <b>Animals from<br/>around the world</b>                | <b>How does your<br/>garden grow?</b>              |
| <b>Science</b><br><small>(working scientifically runs<br/>throughout)</small> | Animals including<br>Humans. Senses                        | Seasonal Changes-<br>Autumn   | Seasonal Changes-<br>Winter  | Everyday Materials<br>Seasonal Changes-<br>Spring   | Animals   | Plants<br>Seasonal Changes-<br>Summer              |
| <b>Geography</b>  | Location and place<br>knowledge<br>(Chesterfield)          | Location and place<br>knowledge (UK)<br>Human/ Physical<br>features. UK<br>Landmarks                                      |  |   | Location and place<br>(Revisit UK)                      |  |
| <b>History</b>  | Historical places in<br>own environment<br>(Crooked Spire) |   | Historical events<br>beyond living memory<br>(Space race)<br>Significant Individuals<br>(neil armstrong, mae<br>Jemison) | Changes in the past<br>(Monarchy). Toys my<br>grandparents played<br>with<br>Victorian times<br>Monarch changes over<br>this time |   |  |
| <b>PSHE (Jigsaw)</b>  | Jigsaw 1: Being Me in<br>My world                          | Jigsaw 2: Celebrating<br>Differences  | Jigsaw 3: Dreams &<br>Goals  | Jigsaw 4: Healthy Me  | Jigsaw 5: Relationships                                 | Jigsaw 6: Changing Me                              |
| <b>RE (Discovery)</b>   | What do Christians<br>believe about God?                   | What gifts might<br>Christians in my town<br>have given Jesus if he<br>had been born here<br>rather than in<br>Bethlehem? | Who is God to<br>Muslims?  | Why was Jesus<br>welcomed like a king or<br>celebrity by the crowds<br>on Palm Sunday?  | How important is the<br>prophet Muhammad<br>to Muslims? | How important is the<br>Qur'an to Muslims?         |

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| <b>Computing<br/>(Teach Computing)</b>   | CS- computing systems and networks around us- using Seesaw           | CS- Programming- beebot- UK maps  | CS- Space- programming- scratch Jnr (twinkl planning)                          | IT Digital Painting-tux and Seesaw                                       | IT Non chronological reports (animals)  | IT Stop motion animation- bring my puppet to life (chatterpix)                          |
| <b>Art</b>                               | Self portrait- build up of skills<br>Pencil line drawing             | Collage- Seasons calendar   | Drawing- Peter Thorpe  | Tic, tac, toe- clay manipulation.  | Textiles- puppets   | Drawing- Goergia O Keefe. Van Gogh<br>Printing- natural patterns tote bag               |
| <b>D &amp; T</b>                         |  |   | Pancake Day- make pancakes and toppings  | Design, make and evaluate a toy with a moving part.                      | Design, make and evaluate sewing an animal puppet   |   |
| <b>Music- Charranga</b>                  | Hey You!   | Rhythm is the way we walk   | In the Groove  | Round and round  | Your imagination  |   |
| <b>PE- Real PE</b>                       | Cog: Personal<br><br>Fundamental Skills-<br>Footwork, on leg balance | Cog: Social<br><br>Fundamental Skills-<br>jumping and landing, seated balance | Cog: cognitive<br><br>Fundamental Skills-<br>Balance on a line, static balance | Cog: creative<br><br>Fundamental Skills-<br>Balls skills, with a partner | Cog:Applying physical<br><br>Fundamental Skills-<br>Sending and receiving, reaction/ response | Cog: Health and fitness<br><br>Fundamental Skills-<br>Ball chasing, balance floor work. |
| <b>Experiences<br/>Hooks<br/>Outcome</b> | Baby pictures  | Library   | Space Invasion   | Invite in Grandparents with old toys                                     | Parent showcase- puppets, reports, presentations  | Art Gallery with Y2   |

## Connect Aim High Respect Excite

### Year 2

| Subject  | Term 1  | Term 2  | Term 3   | Term 4  | Term 5  | Term 6-<br>Transition  |
|--|---|---|--|---|---|--|
| <b>Phonics</b>   | Recap Phase 5/ Phase 6  | Phase 6   | Phase 6  | Phase 6   | Phase 6   | Phase 6/ PSC recheck   |
| <b>Literacy</b>  | Pathways to Write-fiction character   | Pathways to Write- non chronological report                                   | Pathways to Write- fiction adventure               | Pathways to Write- recount diary  | Pathways to Write-letter  | Pathways to Write-fiction moral                                      |
| <b>Maths</b>   | White Rose Maths scheme   |   |  |   |   |  |
| <b>Theme</b>   | <b>Knights, dragons, castles</b>  | <b>Around the World in 30 days</b>  | <b>Great Fire of London</b>                        | <b>Heroes and Heroines</b>  | <b>A Wonderful World, Our new world</b>   |  |
| <b>Science</b><br>(working scientifically runs throughout) |   | Animals, including humans. Living things and habitats                         | Everyday materials                                 |   | Plants  |  |
| <b>Geography</b>   | Improving our local environment.<br>Contrasting locality in Chesterfield- Bolsover.                             | Name and locate the world's seven continents and five oceans. Africa contrast |  |   | Galapagos Islands- revisit world knowledge.<br>Name and locate the world's seven continents and five oceans.            |  |
| <b>History</b>   |   |   | Great Fire of London. Events beyond living memory. | Inspirational people beyond the living memory. Florence Nightingale, Alan Turing      | People beyond and in the living memory.<br>Charles Darwin<br>David Attenborough<br>Joseph Turner (art)                  |  |
| <b>PSHE (Jigsaw)</b>                                       | Jigsaw 1: Being Me in My world  | Jigsaw 2: Celebrating Differences   | Jigsaw 3: Dreams & Goals                           | Jigsaw 4: Healthy Me  | Jigsaw 5: Relationships   | Jigsaw 6: Changing Me  |
| <b>RE (Discovery)</b>                                      | Is it possible to be kind to everyone all of the time?  | Why do Christians believe God gave Jesus to the world?                        | Who is God to the Jews?                            | How important is it to Christians that Jesus came back to life after his crucifixion? | Is Shabbat important to Jewish children?  | Does visiting the synagogue help Jewish children feel closer to God? |
| <b>Computing (Teach Computing)</b>                         | CS Year 2 technology around us (Seesaw)   | CS- Programming- Scratch.   | IT-Fire of London music making                     | CS- Beebot programming unit   | IT- Digital photography linked to wonderful world   | IT- Data handling link to Maths                                      |
| <b>Art</b>   | Drawing – line drawing techniques and shading.<br>Dragon eye oil pastels.<br>Printing – castle walls D & T link | 3D materials- Weaving technique (calendar)                                    |  | Collage-pop art. Andy Warhol  | Drawing-landscapes and water colour. Pencil grades shade/tone<br><br>Draw an iguana. Using clay materials- Clay iguana. |  |

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| <b>D &amp; T</b>                         | Design, make and evaluate a castle                                      | To be able to prepare food using a range of techniques. African couscous         |   |   | Design, prepare and make a healthy meal.  |   |
| <b>Music- Charranga</b>                  | Hands, feet, heart  | Ho, Ho, Ho   | I wanna play in a band  | Zoo time  | Friendship Song   | Reflect, rewind and replay  |
| <b>PE- Real PE</b>                       | Cog: Personal<br><br>Fundamental Skills-<br>Footwork, on leg<br>balance | Cog: Social<br><br>Fundamental Skills-<br>jumping and landing,<br>seated balance | Cog: cognitive<br><br>Fundamental Skills-<br>Balance on a line, static<br>balance<br>Dance Festival | Cog: creative<br><br>Fundamental Skills-<br>Balls skills, with a<br>partner | Cog: Applying physical<br><br>Fundamental Skills-<br>Sending and receiving,<br>reaction/ response | Cog: Health and<br>fitness<br><br>Fundamental Skills-<br>Ball chasing, balance<br>floor work. |
| <b>Experiences<br/>Hooks<br/>Outcome</b> | Bolsover Castle Trip<br>Castle exhibition for<br>parents                | Library  | Perform on a stage-<br>dance festival<br>Chesterfield fire station<br>visit                         | Inspirational People<br>presentation  | Art exhibition  | Trip-Lea Green  |