







Cycle B 2020-21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver	Self-direction	Possibilities	Differences	Self-direction	Possibilities	Differences
Topic title	 Marvellous Me! / I am a Super Hero!	 Look to the Future	 Where's Wally?	 Up the River	 Take one picture	 Japan/Olympics
Learning behaviours	<ul style="list-style-type: none"> • Push oneself • Understand others • Not give up 	<ul style="list-style-type: none"> • Work hard • Concentrate • Imagine 	<ul style="list-style-type: none"> • Understand others 	<ul style="list-style-type: none"> • Work hard • Concentrate 	<ul style="list-style-type: none"> • Imagine • Improve 	<ul style="list-style-type: none"> • Push oneself • Understand others • Not give up
Lead curriculum area	PSHE EYFS- PSED	Computing EYFS- UTW (T/ P&C)	Geography EYFS- UTW (TW)	Science and local history EYFS- UTW (TW/ P&C)	DT/Art EYFS- EAD (EMM) PD (MH) UTW (T)	History and geography EYFS- UTW (TW/ P&C)
Focus days		The world of work	Environmental change			
Literacy	Use talk, role play and listening to learn stories. Use marks to convey meaning. Model text for T4W- Supertato/ Owl Babies	Use talk, role play and listening to learn stories. Use marks to convey meaning. Model text for T4W- Whatever Next	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Uses some clearly identifiable letters to communicate meaning. Model text- We're going on a bear hunt	Beginning to be aware of the way stories are structured. Suggests how the story might end. Uses some clearly identifiable letters to communicate meaning. Model text- Mr Grumpy's Outing	Describes main story settings, events and principal characters. Children use their phonic knowledge to write words in ways which match their spoken sounds. Model text- Goldilocks and the three bears	They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Model text- On my way home
Phonics	Phase 1 and 2 <ul style="list-style-type: none"> • Hear initial sounds in words. • Name and sound all letters of the alphabet 		Phase 2 and 3 <ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together. 		Phase 3 (phase 4 if ready) <ul style="list-style-type: none"> • Begins to read words and simple sentences 	
Maths	Number <ul style="list-style-type: none"> • Use 1 to 1 correspondence and count groups up to 6 	Number <ul style="list-style-type: none"> • Count objects in groups up to 10. • Learn more/less • Start to use add and subtract 	Shape, space and measure <ul style="list-style-type: none"> • Know names for 2D and some 3D shapes • Understand and use pre-positional language 	Shape, space and measure <ul style="list-style-type: none"> • Use everyday language relating to time and money 	Number <ul style="list-style-type: none"> • Review and consolidate learning from the Autumn term • Identify gaps 	Space, shape and measure <ul style="list-style-type: none"> • Review and consolidate learning from the spring term • Identify gaps

			<ul style="list-style-type: none"> • Discuss weight and capacity 			
Expressive arts and design	<p>Exploring media and materials</p> <ul style="list-style-type: none"> • Use colour to create effects • Use different media 	<p>Being imaginative</p> <ul style="list-style-type: none"> • Use role play, resources, movement and song to imagine 'the future'. 	<p>Exploring media and materials</p> <ul style="list-style-type: none"> • Uses simple tools and techniques competently and appropriately. 	<p>Being imaginative</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. 	<p>Exploring media and materials</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. 	<p>Being imaginative</p> <ul style="list-style-type: none"> • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories
Understanding the world	<p>People and communities</p> <ul style="list-style-type: none"> • Who are we? • What do we do? • How can we help the environment? • How are we the same and different? 	<p>Technology / People and communities</p> <ul style="list-style-type: none"> • Begin to program using beebots/ scratch junior • Learn about different occupations 	<p>The world</p> <ul style="list-style-type: none"> • They make observations of animals and plants and explain why some things occur, and talk about changes. 	<p>The world/ people and communities</p> <ul style="list-style-type: none"> • Talk about the features of their own immediate environment • Similarities and differences between communities. 	<p>Technology</p> <ul style="list-style-type: none"> • They will use technology for particular purposes. Cameras to take pictures, websites to access information. 	<p>The world/ people and communities</p> <ul style="list-style-type: none"> • Similarities and differences between cultures/ traditions and place.
Communication and Language	<p>Listening and attention</p> <ul style="list-style-type: none"> • Listen and show attention. • Join in with class activities. 	<p>Understanding</p> <ul style="list-style-type: none"> • Use objects, instructions, directions and prepositions. • Ask and answer why and how? 	<p>Listening and attention</p> <ul style="list-style-type: none"> • Follow directions and instructions. • Listen to stories and anticipate key events. 	<p>Speaking</p> <ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<p>Understanding</p> <ul style="list-style-type: none"> • Follow instructions, directions and prepositions. 	<p>Speaking</p> <ul style="list-style-type: none"> • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
PSHE	<p>All areas.</p> <ul style="list-style-type: none"> • What makes me feel good and confident? • Learn to make friends • Learn to manage 	<p>Making relationships</p> <ul style="list-style-type: none"> • Make good relationships • Work as a group 	<p>Managing feelings and behaviour.</p> <ul style="list-style-type: none"> • Follow instructions, rules and boundaries • Be aware of others feelings 	<p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • Say when they do or do not need help. • Persist when challenges occur 	<p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Work as a group/ class to follow rules and instructions 	<p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • Talk about themselves positively • Confident to try new activities and

	feelings and be comfortable in the school environment.			<ul style="list-style-type: none"> Work hard to achieve a goal. 		<p>experiences.</p> <ul style="list-style-type: none"> Find ways to improve.
PE	<p>Health and self-care</p> <ul style="list-style-type: none"> How do we keep our bodies super? <p>Physical development</p> <ul style="list-style-type: none"> Build fine and gross motor skills 	<p>Health and self-care</p> <ul style="list-style-type: none"> What keeps us physically and mentally healthy? <p>Physical development</p> <ul style="list-style-type: none"> Use dance and movement to improve control 	<p>Health and self-care</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. <p>Physical development</p> <ul style="list-style-type: none"> Over, under and through, different ways of moving. 	<p>Health and self-care</p> <ul style="list-style-type: none"> Manage their own basic hygiene and independence, including undressing and dressing for PE. <p>Physical development</p> <ul style="list-style-type: none"> Throw, catch and kick 	<p>Health and self-care</p> <ul style="list-style-type: none"> Use and transport equipment safely. Use equipment safely managing risk independently. <p>Physical development</p> <ul style="list-style-type: none"> Balancing, climbing using equipment 	<p>Health and self-care</p> <ul style="list-style-type: none"> Learns about a variety of food and what you need to keep healthy. <p>Physical development</p> <ul style="list-style-type: none"> Aiming and controlling balls and other equipment
Primary Entitlement	<p>6. Use something made just by yourself</p> <p>38. Learn to be resilient and lead yourself</p>	<p>39. Learn how to stay safe using the internet and social media</p>	<p>10. Record and review 2 places that you have visited</p> <p>23. Identify and name 5 trees and plants</p> <p>27. Visit woodlands and listen to sounds in your environment</p>		<p>3. Visit and art gallery</p> <p>12. Met and work with an artist</p>	<p>7. Try a new sport</p> <p>16. Visit a sports venue</p>
Visits/Visitors						