

NOTTINGHAM ACADEMY PRIMARY – CURRICULUM 2020

F2	Themes	Communication & Language FANTASTIC lens	Personal, Social and Emotional School Values	Physical	Literacy, Phonics, Guided Reading	Mathematics	Understanding the World	Expressive Art and Design	Parental Involvement
	INTRA-CURRICULUM: <i>Designing</i> provision effectively within a specific subject		CROSS-CURRICULAR: <i>Purposefully</i> connecting and sequencing aspects of our whole school themes.			CONTINUOUS PROVISION 6 PILLARS: <i>Embedding</i> strong daily routines.			
Autumn 1	<u>Intra-Curriculum</u> Ourselves and our families <u>Texts</u> We are family Mixed Pets Aaagh spider Peculiar pets <u>Adventure</u> Drama in the wild	<u>FANTASTICS</u> We are family - noticing lens. <u>Mixed</u> Noticing lens, feelings lens <u>Aaaagh spider</u> Noticing lens, feelings lens <u>Peculiar pets</u> Noticing lens, touch lens, action lens. <u>Intervention:</u> Talking tables Musical interaction <u>Dev. Matters</u> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand 'why' questions Use longer sentences of four to six words. Learn new vocabulary 	<u>Value</u> Play fairly and thoughtfully. Transition into school - part time hours for 2 weeks. <u>Ourselves</u> 1) S2E Recognise that you are unique. Mi2) Express your own likes, dislikes and preferences. 2) Understands that we have lots of similarities and differences. S2E- 2) Express your own likes, dislikes and preferences. 3) Understands that we have lots of similarities and differences. S2F- 1) Can take turns. 2) Understand classroom rules and routines. 3) Learn about some of the school rules <u>Mixed - S2</u> D 1) Recognise, name and understands everyday feelings such as happy, sad, cross, worried, etc. S2 d 2) Show understanding that their actions can affect others and how they feel. S2 F- 1) Say who is special to me (family and friends)	<u>Focus activities</u> Cutting / scissor skills Name writing Tweezers - fine motor skills Introduce bikes <u>Intervention</u> Dough disco <u>Dev. Matters</u> <ul style="list-style-type: none"> Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs Continue to develop their movement, balancing, riding and ball skills. 	<u>PHONICS</u> Baseline assessment. Phase 1 and begin Phase 2 Phonics area / board in CP. <u>Dev. Matters</u> <ul style="list-style-type: none"> Spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound. <u>Guided reading</u> Lilac books GR Activities- Initial sound bingo <u>Dev. Matters</u> <ul style="list-style-type: none"> Names of the different parts of a book Engage in extended conversations about stories, learning new vocabulary <u>Focus activities</u> Name writing Draw family and label Story map for peculiar pets Pie Corbett- Draw new pet and write a sentence. <u>Dev. Matters</u> <ul style="list-style-type: none"> Write some or all of their name. 	Baseline assessment. Introduce CP area. Introduce number of the week. Number rhymes Daily counting Introduce maths groups. <u>Dev. Matters</u> <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total Show 'finger numbers' up to 5. Link numerals and amounts Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D shape Make comparisons between objects relating to size 	Introduce woodland area and investigation area in CP. Introduce taking home class mascot and have daily feedback about home/family at snack time. <u>Text</u> Mixed <u>Dev. Matters</u> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history Begin to understand the need to respect and care for the natural environment and all living things. Continue to develop positive attitudes about the differences between people. Talk about members of their immediate family and community. Name and describe people who are familiar to them 	Introduce small world and construction area in CP. Introduce painting, modelling and playdough areas <u>Role play</u> Home corner Vets S1B- 4) Play in a job-themed area e.g. construction corner shop, hospital S2F - 4) Show a willingness to care about others. <u>Focus activity</u> Paint your face <u>Intervention</u> Musical interaction <u>Dev. Matters</u> <ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits Explore different materials freely, in order 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. 	Establish routines - book bags / drop off and pick ups Maths homework - simple weekly play bases tasks

			<p>2) Recognise ways in which my family/carer is special.</p> <p>Establish daily routines. Introduce mascot to go home with 'star of the day'.</p> <p>S1 A 1) Learn and practise skills for maintaining hygiene.</p> <p>4) Know when I feel well or unwell and tell a trusted adult if I feel ill.</p> <p>S2 b-1) Name parts of the body, linked to their learning</p> <p>Making choices at CP - 2C 1) Make simple choices between activities, foods</p> <p>Me and my family - S1 B- 3) Speak about self in a positive way.</p> <p><u>Dev. matters</u></p> <ul style="list-style-type: none"> • Select and use activities and resources • 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 • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' 		<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Use some of their print and letter knowledge in their early writing 	<ul style="list-style-type: none"> • Extend and create ABAB patterns 		<ul style="list-style-type: none"> • Join different materials and explore different textures. • Explore colour and colour mixing 	
Autumn 2	<u>Texts</u> Bears Goldilocks	<u>FANTASTIC'S</u> <u>Goldilocks</u>	<u>Value</u> Use your talents to achieve your best	<u>Intervention</u> Dough disco	<u>Phonics:</u> Continue phase 2	<u>Maths Focus</u> Ordering by size- Goldilocks	<u>Focus</u> Christmas story and celebrations	<u>Role play</u> Santa's workshop	Class dojo videos to explain purpose of each resources in packs.

	<p>Going on a bear hunt</p> <p><u>Christmas</u> Going on a Santa hunt</p> <p><u>Adventure</u> Wild Art</p>	<p>Noticing lens, Action lens</p> <p><u>Going on a bear hunt</u> Noticing lens, Touch lens, checking lens (listening lens)</p> <p><u>Intervention</u> Talking tables Musical interaction SALT</p> <p><u>Dev. Matters</u></p> <ul style="list-style-type: none"> Learn new vocab Use vocab in different contexts Understand a why questions Articulate ideas and thoughts through well- formed sentences Retell the story once they have developed a deep familiarity with the text 	<p><u>Interventions</u> Music interaction</p> <p>Introduce family boxes S1 B 2) Understand the idea of growing from young to old.</p> <p>Bear hunt - how to make the bear happy</p> <p>4) Show a willingness to care about others. Goldilocks- S2 d 1) Recognise, name and understands everyday feelings such as happy, sad, cross, worried, etc. 2) Show understanding that their actions can affect others and how they feel.</p> <p><u>Focus</u> Welly boots and coats- develop independence Talk about characters feelings</p> <p><u>Dev. Matters</u></p> <ul style="list-style-type: none"> Think about the perspective of others. Express their feelings and consider the feelings of others Manage their own needs 	<p><u>Focus</u> Retell the story - going on bear hunt outdoors. Using spoons and forks when exploring porridge. Cut out characters to make story puppets. Cut and order by size.</p> <p><u>Dev. Matters</u></p> <ul style="list-style-type: none"> Revise and refine fundamental movements Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus 	<p>LA - Phase 1 with phase 2 sounds</p> <p>Introduce dinosaur words.</p> <p><u>Guided reading</u> CVC word bingo Group children by ability for GR. Introduce pink texts where ready. Bear hunt title GR game. Role play of story going on a bear hunt with key phases to follow. Bear hunt- pictures and words. Instructions to make a decoration</p> <p><u>Literacy focus</u> Goldilocks story map Pie Corbett text and write favourite part. Bear hunt story map and labels. Pie Corbet to going on a Santa hunt. Christmas list</p> <p><u>Dev. Matters</u></p> <ul style="list-style-type: none"> Read individual letters Blend sounds in words Read some letter groups Spell words by identifying the sounds and then writing with the sound with letters 	<p>Capacity language More / less / the same One more than Shape bears using 2d shapes Playdough bears- count into a cave Positional language outdoors Outdoor number scavenger hunt</p> <p><u>Dev Matters</u></p> <ul style="list-style-type: none"> Count objects actions and sounds Subitise Compare numbers Understand one more/one less between consecutive numbers Continue copy and create patterns Compare length, weight and capacity 	<p>Talk about traditions at Christmas and Diwali. Diwali day with activities. Map of bear hunt. Talk about environments from the story</p> <p><u>Dev. Matters</u></p> <ul style="list-style-type: none"> Draw info from a map Recognise that people have different beliefs and celebrate special times in different ways Explore the natural world around them Recognise some similarities and differences between life in this country and other countries. Describe what they see, hear and feel whilst outside. 	<p>S1 B 4) Play in a job-themed area e.g. construction, corner shop, hospital</p> <p><u>Focus</u> Retell story using props and story maps Christmas performance to parents. Diwali song. Bear paintings Models of bed/chairs to retell Goldilocks story. S2F – what’s gone well in my model? 3) Recognise what I am good at from what others tell me.</p> <p><u>Dev. Matters</u></p> <ul style="list-style-type: none"> Explore use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. 	<p>Send videos of phonics session and GR to support parents at home.</p>
Spring 1	<p><u>Space</u> Zob the Alien-Crash landing Astro Girl Look Up The Great Race</p> <p><u>Adventure</u></p>	<p><u>FANTASTICS</u></p> <p><u>Zob the alien</u> Asking lens Thinking of questions about Zob’s planet, life etc...</p> <p><u>Astro Girl</u></p>	<p><u>Value</u> Listen to other’s views</p> <p>Look up - S2D 1) Recognise, name and understands everyday feelings such as happy, sad, cross, worried, etc.</p>	<p><u>Focus activity</u> Making models of spaceships / rockets / aliens Indoors and outdoors Create ‘space’ obstacle courses to navigate in the woods Dough Aliens</p>	<p><u>Phonics</u> Complete phase 2 and begin phase 3 LA continue with phase 2 Continue dinosaur words as appropriate to group</p>	<p><u>Maths</u> Further develop understanding of numbers to 10 Counting and ordering numbers to 10 Beginning to count beyond 10</p>	<p><u>Focus</u> Learn about Space, rockets and astronauts Explore the movement of the Earth and planets Explore ‘moon rocks’ Explore light (stars/sun) and how it shines</p>	<p><u>Role Play – Space centre</u> S1 B-4) Play in a job-themed area e.g. construction, corner shop, hospital</p> <p><u>Focus</u></p>	<p>Videos on dojo to support reading and writing at home - blending, segmenting</p> <p>Continued dojo interaction re messages, support,</p>

		<p>Noticing lens Space narrative</p> <p><u>Look up</u> Questioning lens Fact finding-astronauts and life in space</p> <p><u>The Great Race</u> Retell using puppets and props</p> <p><u>Intervention</u> Talking tables Musical interaction SALT</p> <p><u>Dev Matters</u></p> <ul style="list-style-type: none"> • Ask questions to find out more • Escribe events in some detail • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (Space) • Learn new vocabulary and use it through the day and in different contexts 	<p><u>Interventions</u> Music interaction</p> <p><u>Focus</u> Circle times Singing times Think and share times in Talk and write Golden Bear time-listening to others experiences</p> <p><u>Dev Matters</u></p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Ask questions to find out more and to check they understand what has been said to them • Listen carefully to songs and rhymes paying attention to how they sound 	<p>Stirring and mixing alien soup (Cutting and pencil control activities linked to topics)</p> <p><u>Intervention</u> Dough disco</p> <p><u>Dev Matters</u></p> <ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group. • Combine different movements with ease and fluency • Develop their small motor skills so they can use a range of tools competently 	<p><u>Guided Reading</u> Guided reading sessions with colour coded texts. Instructions to make a shape rocket Instructions to make an alien How to Make Alien Soup</p> <p><u>Literacy focus</u> Think of questions to write to ask Zob about his planet, life....</p> <p>Space narrative; a space adventure</p> <p>Fact file; being an astronaut/going into space</p> <p>Recipe for alien soup</p> <p>Descriptions of Zob and his planet.</p> <p><u>Interventions</u> Phonics interventions to support reading and writing skills For identified cusp children</p> <p><u>Dev Matters</u></p> <ul style="list-style-type: none"> • Blend sounds into words so that they can read short words made up of known sounds • Read a few common exception words (Dinosaur words) • Begin to read simple phrases and sentences made up of known sounds and words • Spell words by identifying sounds and writing the sound/letters 	<p>Recognising amounts to 6 automatically Comparing numbers; more / less / amounts / make up Recognise missing numbers to 10 Countdowns from 10-0 Ordinal numbers</p> <p><u>Focus</u> Shape rockets using 2D shapes Introduce 3D shapes to make rockets (bricks, lego, 3D shapes) 1 More / 1 less with rockets Printing patterns</p> <p><u>Dev Matters</u></p> <ul style="list-style-type: none"> • Understanding subitising • Linking the cardinal number with its number value. • Compare numbers • Understand the one more/one less than relationship between consecutive numbers • Explore the composition of numbers to 10 	<p>through some materials and creates shadows around others Create own world for Zob and describe own world to him Use natural materials to create Alien Soup</p> <p><u>Dev Matters</u></p> <ul style="list-style-type: none"> • Use all their senses to explore natural materials and their properties. *Show interest in different occupations (astronauts/scientists) • Explore how things work • Talk about differences between materials and changes they notice. • Talk about their own country/world • Recognise some environments are different to the ones where they live • Explore the natural world around them • Compare and contrast characters from stories inc figures from the past 	<p>Design and make own aliens/rockets/space stations Space station role play Paint/collage space pictures</p> <p><u>Chinese New Year Celebrations</u> Create Chinese New Year Dragons and create class dances to Chinese music</p> <p><u>Dev Matters</u></p> <ul style="list-style-type: none"> • Recognise that different people have different beliefs and celebrate special times in different ways • Explore, use and refine artistic effects to express their ideas and feelings • Develop storylines in their pretend play • Listen attentively, move to and talk about music. Watch and talk about dance and performance art. 	<p>sharing work and good practice.</p> <p>Share dragon dancing video.</p>
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Spring 2	Life in Water Storm Whale Clean Up Easter	FANTASTICS <u>Storm Whale</u> Feelings lens-how the characters and whale feel Speech bubbles Clean Up Pollution posters Question lens - What could we do to help? How can we help? <u>Interventions</u> Talking Tables Music interaction <u>Dev Matters</u> <ul style="list-style-type: none"> Learn new vocabulary and use through the day in different contexts Ask questions to find out more and check they understand what has been said to them Articulate their ideas in well formed sentences Use talk to help work out problems and organise thinking activities Listen to and talk about stories to build familiarity Understanding 	<u>Clean up/Storm Whale</u> S2 D 1) Recognise, name and understands everyday feelings such as happy, sad, cross, worried, etc. S2E 1) Recognise that you are unique. S2F -_4) Show a willingness to care about others. <u>Value</u> Respect the environment all around us Clean up - Respecting and taking care of environment - giving roles to children. S2F- 4) Understand that we have different roles within school including being in charge of our tidy up areas. SH1- 1) Take care of class environment. Introduce recycling of paper and fruit- SH1- 2) Recycle paper and plastic in my classroom. <u>Focus Activity</u> Explore water pollution and its effects on sea and animal life Learn about reduce / reuse / recycle Explore natural / man made materials Litter hunt / pond clean Video - little blue <u>Dev Matters</u> <ul style="list-style-type: none"> Build constructive and respectful 	<u>Focus Activity</u> How to save the whale - develop ways to move a heavy object through trial and error Litter collections Pond clean (Ongoing cutting and writing activities) Dolphin adventure yoga 'Water music' dancing and painting <u>Interventions</u> Dough disco <u>Dev Matters</u> <ul style="list-style-type: none"> Develop overall body strength, co-ordination, balance and agility Develop small motor skills so they use a range of tools competently, safely and confidently. 	<u>Phonics</u> Continue Phase 3 LA Complete phase 2 Continue Dinosaur words <u>Guided Reading</u> Read instructions to explore floating and sinking Read instructions to show emotions Clean up eye spy Under the sea booklet Phonics (digraph) bingo Spring sentence match Clean up bingo <u>Focus Activity</u> Speech bubbles for characters in the story using feeling words. Pollution posters Story maps <u>Interventions</u> Phonics interventions to support reading and writing skills For identified cusp children <u>Dev Matters</u> <ul style="list-style-type: none"> Blend sounds into words so that they can read short words made up of known sounds Read a few common exception words (Dinosaur words) Begin to read simple phrases and sentences made up of known sounds and words 	<u>Focus Activity / CP Enhancements</u> Making 10 using numicon Stack and roll sorting 3d shapes Estimation with easter eggs. Sharing with litter / eggs odds and evens. <u>Dev Matters</u> <ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. Count beyond 10 Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. 	<u>Focus Activity</u> Explore islands and life on an island including occupations-fishermen Explore single parent families Litter collect and sort Natural v man made material sort Plastic pollution in our seas and land Reduce, reuse, recycle Make Island maps Comparing Nottingham and Jamaica <u>Dev Matters</u> <ul style="list-style-type: none"> Recognise some environments that are different to where they live Recognise the similarities and differences between life in this country and other countries. Explore the natural world around them. Draw information from a simple map 	<u>Focus Activity</u> Whole class sea creature sculptures Water play Paintings and collage 'Water music' dancing and painting. Map of Jamaica. Observational paintings of tadpoles. Split pin frogs Sea creature wax crayon and wash pictures. <u>Dev Matters</u> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 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. 	Targeted reading group and individual readers - support videos sent to parents and resources sent home. Differentiated support videos for shielding children. Ongoing dojo support for parents and communication.
	<u>Adventure</u>								

			relationships*Think about the perspectives of others <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. 		<ul style="list-style-type: none"> Spell words by identifying sounds and writing the sound/letters Re-read books to build up confidence in their word reading 				
Summer 1	<u>It's Magic</u> Invisible Tap the Magic tree <u>Texts</u> The Very hungry caterpillar Jack and the Beanstalk <u>Adventure</u> Terrific trees	FANTASTICS <u>Invisible</u> Feels and noticing lens <u>Tap the Magic tree</u> Noticing lens - seasons and change <u>Hungry Caterpillar</u> Pie Corbett story mapping and story adaption. <u>Jack and the Beanstalk</u> Noticing lens - Growing beans and bean diary Feeling lens - how the characters feel. Action lens - vocab linked to movement. Role play - garden centre <u>Dev Matters</u> <ul style="list-style-type: none"> Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Develop social phrases. 	<u>The Invisible Text</u> Community garden Stephen Lawrence project. <u>Text</u> Kind Star of the week linked to value. Golden bear daily. <u>Value</u> Respect all relationships <u>Dev Matters</u> <ul style="list-style-type: none"> Build constructive and respectful relationships Think about the perspectives of others Identify and moderate their own feelings socially and emotionally. S1a 2: Hungry caterpillar 2) Learn about different food type - some healthy, some not.	<u>Focus Activity</u> Gross motor - Community garden. Cricket coaches Road safety on balance bikes. Planting Fine motor - Cutting skills - cut and order numbers Cut and order life cycle pics. Dough tools. Interventions- Dough disco Daily handwriting sessions. Daily dash- handwriting. <u>Dev Matters</u> <ul style="list-style-type: none"> 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,	<u>Focus Activity</u> The invisible feelings of characters Write to compare seasons. Caterpillar diary, story maps and write a new version of the story (Pie Corbett). Jack and the beanstalks- Action and feelings lens- write captions for parts of the story. Label pictures. Invisible messages <u>Intervention</u> Daily dash and phonics intervention. <u>Dev Matters</u> <ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	<u>Focus Activity / Enhancements</u> 10 frames in the woods. 10 Frames in the playdough Measuring tree trunks Days of the week Big dice games to recognise numbers Magnetic construction to create 3d shapes <u>Dev Matters</u> <ul style="list-style-type: none"> Subitise Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<u>Focus Activity</u> Comparing seasons Life cycle of a tree Life cycle of a caterpillar Community garden- Stephen Lawrence Community garden map. Eid celebration <u>Dev Matters</u> <ul style="list-style-type: none"> Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise that people have different beliefs and celebrate special times in different ways. Understand the effect of changing seasons on the natural world around them. 	<u>Role Play – Garden Centre</u> 31) Understand that money can be exchanged for goods and services. 2) Describe differences between coins. <u>Focus Activity</u> 3D trees to represent different seasons Paintings Life cycles 3D flowers and resources for garden centre Caterpillar and butterfly art / fold painting Making castles Puppets to retell stories Observational drawings <u>Dev Matters</u> <ul style="list-style-type: none"> 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. 	Parent videos to support reading, introducing new scheme, recap reading diary. Ongoing dojo support. Video a writing workshop to send out to explain end of year expectations

				scissors, knives, forks and spoons. <ul style="list-style-type: none"> Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Know and talk about the different factors that support their overall health and wellbeing 					
Summer 2	<u>Superheroes</u> Elliott Midnight Superhero Jupiter, Jupiter <u>Sports Week</u> Ready, Steady Mo <u>Transition</u> Ruby's Worry <u>Adventure</u> Den Building	<u>FANTASTICS</u> Elliott Midnight Superhero Action lens vocab / imagination lens. Pie Corbett focus - adapt the story. Jupiter, Jupiter Ready, Steady Mo Action lens Ruby's Worry- feelings lens <u>Dev Matters</u> <ul style="list-style-type: none"> Retell a story once they have deep familiarity. Use ne vocab in different contexts Listen to and talk about stories Articulate ideas through well-formed sentences. 	<u>Value</u> Show resilience of body and mind for yourself and others <u>Juniper Jupiter</u> Challenging stereotypes <u>Ruby's worry</u> S1 B 5) Transition to KS1/ Y1. S2 D- 3) To speak to adults/ peers if I am worried or upset 1) Recognise, name and understands everyday feelings such as happy, sad, cross, worried, etc. S2 E 1) Recognise that you are unique. 2) Express your own likes, dislikes and preferences. 3) Understands that we have lots of similarities and differences. <u>Ready Steady Mo</u> S1 A 3: 3) Aware that we need to drink, exercise and sleep to keep healthy. S1 C 2) Identify dangers in pictures e.g. around the home.	<u>Focus activity</u> Superhero challenges-linked to superpowers-strength of Hulk, speed of blade etc. Introduce using the workshop and tools. S1 C 4) Understands that equipment and tools have to be used safely. Cutting and using materials to make medals. Pd - Outdoor races and obstacle courses. <u>Dev Matters</u> <ul style="list-style-type: none"> Progress towards a fluent style of movement. Develop overall body, strength, co-ordination, balance and agility. Develop fine motor skills so that they can use a range of tools. Use a range of apparatus indoors and outdoors. 	<u>Focus Activity</u> Pie Corbett- story maps and adapting story to create new superhero mission. Tell your new teacher about you. <u>FANTASTICS</u> How to you feel about year 1? Read instructions to make superhero capes. Mo Story - Continue where would you run to? Read instructions to move in different ways to places around the classroom/ outdoors Read instructions to make a medal <u>Dev Matters</u> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sounds. Write short sentences with 	<u>Focus Activity</u> Printing patterns for superhero capes. Superhero number stories add and take away. Races and ordinal numbers Composition of ten – linked to superheroes Copy superhero flying patterns <u>Dev Matters</u> <ul style="list-style-type: none"> Subitise Compare numbers Explore the composition of numbers to 10. Recall number bonds to 10. Compose and decompose shapes. Select, rotate and manipulate shapes in order to develop spatial reasoning. Compare length, weight and capacity. 	<u>Focus Activity</u> Draw a map to show the superhero mission. Explore super powers of nature- melting ice, casting shadows and magnetism. <u>Dev Matters</u> <ul style="list-style-type: none"> Draw information from a simple map Explore the natural world around them. 	<u>Focus Activity</u> Role play - superhero head quarters Superhero paintings. Make superhero characters. The kidnap of golden bear - how to rescue him? Explore superhero music themes -perform in time to the music. <u>Dev Matters</u> <ul style="list-style-type: none"> Develop storylines Explore and engage in music making and dance. Listen to, move and talk about music. Express feelings and responses. 	Preparation for transition - Discussions with parents.

			<div>Dev. Matters</div> <ul style="list-style-type: none">Build constructive relationships.Express their feelings and consider the feelings of others. <div>Focus activity</div> <div>How we can help others</div> <div>Getting and staying fit</div> <div>Exploring</div> <div>Change/transition</div> <div>Dev Matters</div> <ul style="list-style-type: none">Show resilience and perseverance in the face of challenge		<div>words with known sound- letter correspondences using capital letter and full stop.</div> <ul style="list-style-type: none">Re- read what they have written to check it makes sense.				
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