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| **Pearson logo** | **2023 - 2024** |
| **Autumn** | **Spring** | **Summer** |
| Community and Possibilities |  **Teddy bear’s picnic****Autumn Walk in school grounds** | **Christmas crafts****Christmas production** | **Chinese New Year celebration** | **Visit church for Easter service****Easter crafts** | **Tea party****Farm visit** | **Sports day** |
| **Topic** | **Bears** | **Growing** | **Animals** |
| **Key Texts** | We’re Going on a Bear Hunt Goldilocks and the 3 bears | Peace at lastBrown bear, brown bear what do you see? | The Little Red HenFarmer Duck | Jack & the BeanstalkThe Hungry Caterpillar | The tiger who came to teaHanda’s hen | Giraffes can’t danceHanda’s surprise |
| **Literacy Genres** | Stories from familiar settings | Stories from familiar settings | Traditional Tales | Traditional Tales |  Stories from other cultures | Poetry and RhymeRecount |
| **Nursery rhymes** | Humpty dumptyJack and JillHey diddle diddle | Twinkle twinkle …Hickory dickory dock | Mary Mary quite contrary..Baa baa black sheepTwo little dicky birds | Pat a cake, pat a cakeLittle Miss MuffetI’m a little teapot | Incy wincy spiderPolly put the kettle onRow row row your boat | 5 fat sausagesThe grand old duke of York5 Little men in a flying saucer |
| **Maths –** coverage areas | Listen to and join in with number rhymes, songs, stories and gamesRealise that anything can be counted, not just objects | Positional languageAnticipate events related to elements of daily routine and use the terms ‘before’ and ‘after’Sing the days of the weekRecognise and use the names of circles and triangles | Recite numbers from 0 to 10 forwards and backwards using songs and rhymesSort and match sets of objects by recognising similaritiesCompare, sort and order two objects in terms of size, weight or capacity by direct observation | Count reliably up to 5 objectsDemonstrate an understanding of 1:1 correspondence by matching pairs of objects or picturesPatterns – copy a range of simple patterns | Recognise numbers 0 to 5 and relate a number 0 to 5 to it’s respective quantityUse mark making to represent numbers in play activities, that can be interpreted and explained | Compare and order numbers to at least 5Use the terms first, second, third and last in daily activities and playUnderstand and use the concept of ‘one more’ and ‘one less’ in their playUse counting to solve simple mathematical problems in everyday and play situations |
| **Understanding the World** | *Personal History**F1 All about me* | Talk about members of their immediate familyTalk about people who are familiar to them – police, nurses, teachers | Generational HistoryF1 Within own family | Comment on images of familiar situations in the past – use Jack & the beanstalk, compare clothes, houses | Abstract HistoryF1 Comparing picture/resources | Sequence events using basic chronology, recognising that things happened before they were born |
| Harvest FestivalRE – Theme – Special peopleKey question – What makes people special? | Theme – ChristmasConcept – IncarnationKey question – What is Christmas? | Valentine’s day Chinese New YearTheme – CelebrationsKey question – How do people celebrate? | Mother’s dayTheme – EasterConcept – SalvationKey question – What is Easter? | EidTheme – StoriesKey question – What can we learn from stories? | Father’s dayTheme – Special placesKey questions – What makes places special? |
| (Throughout the year continually observe the effect of the changing seasons) | Immediate environmentFinding out about the child, their family and where they live. | Local environmentFinding out about the local environment including Pearson Park. Visitors into school from the local community. | Contrasting EnvironmentFinding out about a rural environment (the farm) and making simple comparisons with the local area.Finding out about children in other parts of the world. |
| Looking at Change – Autumn WalkLiving creatures (mini beasts) - explore the garden with magnifiers | Light/dark/space - Bonfire night, fireworks, use torches to exploreShadows outside and shadow puppetsMaterials - Explore different materials using appropriate vocabulary | States of matter- solids/liquids - Melting chocolate to decorate biscuits | Looking at change- Spring WalkLife cycles – Caterpillars & frogsGrowing (Animals/plants)- Plant beans | Floating & sinkingFarm Visit – name farm animalsMarine life – seaside | Looking at change - SummerAnimals names & parts of the body |
|  | Looks at a range of technology |  |  | Recognises that a range of technology is used in homes and schools |  |
| **Expresive arts and design** | *Drawing – self -portraits* *Draw own family* | *Mixing Autumn colours**Printing – using leaves & natural objects* | *Painting – develop painting skills & colour mixing**Artist Study- Vincent Van Gough - Sunflowers* | *Observational paintings – daffodils**Make different shades of yellow & green* | *Collage – animals using different materials**Artist Study- Hannah Hoch* | *Use clay to make animals**Colour mixing – hot colours* |
| Food Technology – make porridge for the 3 bears | Food Technology – make sandwiches for the teddy bear’s picnic  | Food Technology – valentine’s biscuitspancakes | Food Technology – Easter nest bunsEaster cards | Food Technology – sandwiches for the tiger | Food Technology – fruit salad |
| Singing familiar songs/rhymesKapow | RhythmLearning new songsChristmas productionKapow | Sing the pitch of a tone sung by another personExploring instrumentsKapow | Make music and experiment with ways of changing musicEaster songsKapow | Play instruments with increasing controlKapow | Create their own songs/improvise a song they knowKapow scheme |
| **Physical Development** | Manipulation and Coordination | Dance | Travelling | Gymnastics | Games | Athletics |
| **PSED - Jigsaw** | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |

 BAME Books

100 books to read in primary school