


	<p>Phase 2: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f & ff, l & ll, Ss, & revisit</p> <p>a, and, to, the, no, go, of, l, into, her</p> <p>One focused teacher led writing session: Name writing and initial sounds Handwriting</p> <p>Poetry – Nursery rhymes and traditional rhymes</p> <p>WR: Read individual letters by saying the sounds for them WR: Read a few common exception words matched to the school's phonic programme.</p>	<p>Phase 3: j, v, w, x, y, z & zz, qu, ch, sh, th, th, ng, ai, ee, igh, oa, oo (long), oo (short), ar, or, ur, ow</p> <p>Me, be, He, my, by, she, they, We, are</p> <p>One focused teacher led writing session: Initial sounds, words, sentences, lists and labels</p> <p>Letters (to Santa)</p> <p>WR: Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. WR: Read individual letters by saying the sounds for them WR: Read some letter groups that each represent one sound and say sounds for them. WR: Read a few common exception words matched to the school's phonic programme.</p>	<p>Phase 3: oi, ear, air, ure, er, revision Phase 4: Cvcc, ccvc, Ccvc, cccvc, cccvcc</p> <p>you, all, was, live, give, Said, have, like, so, do, Some, come, were, there, little, One, when, out, what</p> <p>One focused teacher led writing session: Words, sentences, lists and labels, captions</p> <p>Fairytales and Traditional Tales</p> <p>Recipes</p> <p>WR: Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. WR: Read individual letters by saying the sounds for them WR: Read a few common exception words matched to the school's phonic programme.</p>	<p>Phase 4: Compound words, revision</p> <p>One focused teacher led writing session: Labels, lists, captions, sentences</p> <p>Instructions</p> <p>WR: Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. WR: Read individual letters by saying the sounds for them WR: Read a few common exception words matched to the school's phonic programme..</p>	<p>Phase 5: Wh, ph, Ay, a-e, eigh (as ai), ey (as ai), ei (as ai), ea, e-e, ie (as ee), ey, y (as ee), ed (as t), ie, i-e, y (as igh), i (as igh), ow (as oa), o-e, o (as oa), oe</p> <p>Oh, their, people, Mr, Mrs, Ms, Called, looked, asked, water, where, who, again</p> <p>One focused teacher led writing session: Labels, lists, captions, sentences, posters</p> <p>Poetry: Counting rhymes</p> <p>Information texts, Description</p> <p>WR: Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. WR: Read individual letters by saying the sounds for them WR: Read a few common exception words matched to the school's phonic programme. WR: Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Phase 5: (long oo): ew, ue, u-e, (Short oo) u, oul, Revision</p> <p>thought, through</p> <p>One focused teacher led writing session: Labels, lists, captions, sentences</p> <p>Recount</p> <p>Quest story</p> <p>WR: Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. WR: Read individual letters by saying the sounds for them WR: Read a few common exception words matched to the school's phonic programme. WR: Read simple phrases and sentences made up of words with known letter–sound correspondences and, where</p> <p style="text-align: center;">ELGs</p>
Understanding the World-History/ Geography	<p>His: All about me: using the children's own lives to demonstrate change and passage of time To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling. To know they/children have gained new skills with the passage of time: sitting up, walking, talking, running, starting school. To talk about the similarities and differences between themselves as babies/toddlers/young children compared with the adults in their immediate family.</p> <p>Geo- Locational language Where is Bear? o Classroom based Main areas in building Comparison Draw information from a simple map – inside class, inside school, outside area o Burwell – what can we see?</p> <p>P,C&C: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. TNW: Draw information from a simple map</p>	<p>His: Important events in the past: Bonfire Night and Remembrance Day (national), birthday, Christmas and weddings (international) To understand that the Burwell war memorial is special to members of his/her community. To comment on images of familiar situations in the past. Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class</p> <p>Geo- Observe and identify weather. Observe and compare changes across seasons with reference to the senses. Draw information from a simple map – where celebrations happen</p> <p>P,C&C: Compare and contrast characters from stories, including figures from the past.</p>	<p>His- King and Castle: To comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past. To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling. To know some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class</p> <p> Geo- Draw information from a simple map – fairy tale maps Recognises some similarities and differences between life in this country and life in other countries – United Kingdom – link to Saint's Days</p> <p>P&P: Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.</p>	<p>His: Comparing our life now to life in the past: farming and shopping for food through the years To know some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class. Talks about the lives of the people around him/her and their roles in society. Talks about members of his/her immediate family and community.</p> <p>Geo- Understand the effect of changing seasons on the natural world around them – link to season's effects on the environment</p> <p>Change over time Observe and identify weather. Observe and compare changes across seasons with reference to the senses.</p> <p>P,C&C: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>His-To compare and contrast characters from stories, including figures from the past To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Geo- Draw information from a simple map – world maps, continents Recognises some similarities and differences between life in this country and life in other countries – link to landmarks, climates and continents and the equator</p> <p>P,C&C: Recognise some similarities and differences between life in this country and life in other countries.</p> <p>TNW: Draw information from a simple map</p>	<p>His-To compare and contrast characters from stories, including figures from the past To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Geo- Where is Barnaby Bear? Outside reception Main outdoor areas Observe and identify weather. Observe and compare changes across seasons with reference to the senses.</p> <p>P,C&C: Recognise some similarities and differences between life in this country and life in other countries.</p> <p>TNW: Draw information from a simple map</p>
Understanding the World-Science	<p>SC- The body, healthy eating, how to keep healthy</p> <p>My Health and Wellbeing: What is a balanced meal?</p>	<p>Seasonal change</p> <p>The Seasons (Changing Processes) What is happening to the trees outside? How do we know what season it is?</p>	<p>Properties of materials</p> <p>States of Matter (Changing Processes) How can we make the balloon powered car travel further? What happens to water when it gets cold?</p>	<p>Plants, lifecycles, growing</p> <p>My Natural World What makes plants grow?</p> <p>TNW:</p>	<p>Habitats, mini beasts, animals My Natural World Why is this habitat different?</p> <p>TNW: Explore the natural world around them.</p>	<p>Weather, seasonal change, climate</p> <p>The Seasons (Changing Processes) How much rain has fallen this week?</p> <p>TNW:</p>

	Why does my heart beat faster when I've been running around? TNW: Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	TNW: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	TNW: Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.
Understanding the World- RE	P,C&C: Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways					
	- Special people from different religions	- Celebrations and festivals in different religion - Weddings -	Artefacts/ special objects in different religions	- Celebrations and festivals in different religion- Easter, Purim, Saints Days, Holi	Special stories from different religions	Special stories from different religions
Expressive Art and Design- Art/ DT	Drawing skills	Painting skills	Sculpture (junk modelling) skills	Textiles/ collage skills	Sculpture (Clay) skills	Art from around the world- exploring colour, pattern, texture, line, shape, form and space
Expressive Art and Design- Music	Vocab: song, singing, music, perform, voice, listen, follow, repeat, loud, soft, high, low					
	Nursery rhymes Listening and appreciating: Listen with increased attention to sounds. Listen attentively, move to and talk about music. Performing: Remember and sing simple songs, Phase 1 phonics- listening, rhythm and rhyme, voice sounds, body percussion - Sing in a group or on their own, increasingly matching the pitch and following the melody.	Christmas songs: Performing: Remember and sing simple songs, Sing the pitch of a tone sung by another person Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. - Sing in a group or on their own, increasingly matching the pitch and following the melody.	Exploring different Instruments Performing: Play instruments with increasing control to express their feelings and ideas. Listening and appreciating: Listen with increased attention to sounds. Listen attentively, move to and talk about music. Musician: Mozart, Bach, Beethoven, Chart artists - Explore and engage in music making and dance, performing solo or in groups.	Easter Bonnet songs Performing: Remember and sing simple songs, Sing the pitch of a tone sung by another person Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Comparing different musical styles Listening and Appreciating: Respond to what they have heard, expressing their thoughts, feelings and responses. Musician: Mozart, Bach, Beethoven, Chart artists - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses.	Recap musical vocabulary learnt over the year: Composing: Create their own songs or improvise a song around one they know Performing: Sing in a group or on their own, increasingly matching the pitch and following the melody. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses.