

Unit/Theme	All About Me	Woodland Explorers	To Infinity and Beyond	Things that Grow	Trains, Planes and Cars	On the Seven Seas	
Destination	To create a collage display which reflects the local community.	To have a teddy bears picnic in the Forest Schools area of the school.	Orally tell a story based upon Space.	To grow and look after vegetables.	To design and make your own mode of transport.	Parent assembly to present learning from the term.	
Big Question	What is a community?	What's in the woods?	What is out there?	How does your garden grow?	How can we travel the world?	What's in the ocean?	
STEM	<p>STEM Skills: Problem Solving Creativity Inquiry Skills Observation Flexibility Collaboration</p> <p>White Rose Maths Scheme of Learning</p>						
	Specific Area Maths	<ul style="list-style-type: none"> To use LEGO bricks to compare lengths. To select appropriate shapes to create a house or person. 	<ul style="list-style-type: none"> To use woodland materials to support maths. 	<ul style="list-style-type: none"> To consolidate core number skills – deep understanding to 10. To verbally count to 20 and beyond. Countdown to rocket launch 	<ul style="list-style-type: none"> To use beans for counting and comparing amounts. To make patterns using beans. 	<ul style="list-style-type: none"> To count wheels, windows, passengers of different transport. To measure distance toys travel – using cubes, string etc. 	<ul style="list-style-type: none"> To count sea creatures, place them into groups, share. To use sea creatures to draw number families.
	Specific Area Understanding of the World	<ul style="list-style-type: none"> To recognise similarities and differences within my own community and the wider world. To recognise traditions with my own life and those of others. <p>PAST, PRESENT, FAMILY, FRIENDS, BIRTH, PARENTS, BODY, FACE, HOUSE, SCHOOL, GROW, DIFFERENT,</p>	<ul style="list-style-type: none"> To investigate minibeasts in the woods. To identify and observe different trees, weather, woodland animals. <p>PRESENT, PAST, MICROHABITAT, WILDLIFE, HABITAT</p>	<ul style="list-style-type: none"> To name some of the things in space. To name the planets of the solar system. <p>FUTURE, EXPLORE, PLANET, EARTH, SOLAR SYSTEM</p>	<ul style="list-style-type: none"> To grow and eat vegetables To know where vegetables grow around the world To draw pictures of flowers/plants To learn about the lifecycle of a butterfly (Christopher's Caterpillar) <p>PRESENT, DIFFERENT, GROW, LIFE CYCLE, TALL, SHORT</p>	<ul style="list-style-type: none"> To compare old and new transport in the UK. To look at different forms of transport around the world. E.g., taxis, trains etc. <p>OLD, NEW, VEHICLE, TRANSPORT, PUSH, PULL, MAGNETIC</p>	<ul style="list-style-type: none"> To explore the natural world around them. To compare oceans (hot and cold, coral reef/artic) and what lives there. To observe changing states of matter – ice – water. <p>TIME, CHANGE, MICRO-HABITAT, SEASONS</p>
		NOS: Self Image and identity ME, FRIEND	NOS: Online Relationships SAFE, INTERNET NOS: Online Reputation ONLINE, KIND	NOS: Online Bullying STOP BULLY	NOS: Managing Online Information INFORMATION NOS: Health, Wellbeing and Lifestyle SLEEP TIME EXERCISE	NOS: Privacy and Security SECURE PASSWORD	NOS: Copyright and Ownership OWN COPY
Prime Area PSED	<ul style="list-style-type: none"> To recognise that I am an important member of my community and we all work together. <p>COMMUNITY, COLLABORATION</p>	<ul style="list-style-type: none"> To explore the feelings of characters within stories. <p>FEELINGS, EMOTIONS</p>	<ul style="list-style-type: none"> To continue to learn to share. To notice and celebrate differences between each other. <p>RESPECT, COMPARE</p>	<ul style="list-style-type: none"> To understand how to care for living things To show perseverance in watching and observing changes To understand making healthy food choices is important <p>HEALTH, WELL-BEING</p>	<ul style="list-style-type: none"> To take turns and listen to others. To talk about preferences and experiences of travel. <p>COMMUNICATION, CONSIDERATION</p>	<ul style="list-style-type: none"> To continue giving focused attention to the teacher during lessons. To understand why friends are important and how to be good friend. <p>RELATIONSHIP, FRIENDSHIP</p>	
Prime Area Communication and Language	<ul style="list-style-type: none"> To talk about important people, places and events in my community. 	<ul style="list-style-type: none"> To use vocabulary associated with woodland. To ask questions they want answered about the woodland habitat (inquiry) 	<ul style="list-style-type: none"> To talk about what happens in a story. To orally retell a story, they have heard. 	<ul style="list-style-type: none"> To compare two stories and talk about similarities and differences To talk about changes to plants 	<ul style="list-style-type: none"> To discuss and use vocabulary linked to transport. To join in with repetition with stories and songs. 	<ul style="list-style-type: none"> To talk confidently about what they have learned. 	
Prime Area Physical Development	<ul style="list-style-type: none"> To create a LEGO structure linked to the community to develop to develop gross and fine motor skills. <p>WATCH, COPY</p>	<ul style="list-style-type: none"> To plan and create journey obstacle course (e.g. going on a bear hunt). <p>HOP, SKIP</p>	<ul style="list-style-type: none"> To label pictures of space. To write a series of sentences (space story). <p>FULL STOP, PUNCTUATION</p>	<ul style="list-style-type: none"> To use different tools to plant seeds and look after them To water the plants regularly. <p>HOLD, THROW</p>	<ul style="list-style-type: none"> To practice with balance bikes, scooters etc. <p>BALANCE, SUPPORT</p>	<ul style="list-style-type: none"> To use balance boards. To practice jumping (walking the plank). <p>JUMP, LAND</p>	
PE Units	Fundamentals 1 Gymnastics 1 HOP SKIP	Fundamentals 1 Gymnastics 2 SIDE STEP FOOTWORK	Fundamentals 2 Dance 1 BALANCE SUPPORT	Fundamentals 2 Dance 2 WATCH COPY	Games- multi-skills Athletics JUMP LAND	Games- multi-skills Athletics HOLD THROW	
Specific Area Literacy	<ul style="list-style-type: none"> To begin to form letters correctly and write my own name. <p>LETTER, PENCIL GRIP</p>	To recount a familiar fairy tale RETELL, CHARACTER	<ul style="list-style-type: none"> To label pictures of space. To write a series of sentences (space story). <p>FULL STOP, PUNCTUATION</p>	<ul style="list-style-type: none"> To write simple instructions – how to plant a seed/care for a plant <p>CAPITAL LETTER, LOWER CASE</p>	<ul style="list-style-type: none"> To label and design a vehicle. <p>LABEL, ALPHABET (LETTER NAMES)</p>	<ul style="list-style-type: none"> To write a sentence about the seas. <p>FINGER SPACE, SENTENCE</p>	
Specific Area Expressive Arts and Design	<ul style="list-style-type: none"> To explore a variety of materials to create a collage <p>COLOUR, COLLAGE M – LOUD, QUIET</p>	<ul style="list-style-type: none"> To create natural sculptures and pictures using things from the woods. <p>SCULPTURES, NATURAL M – PERCUSSION, RHYTHM</p>	<ul style="list-style-type: none"> To create some space art – similar to Jackson Pollock. To create junk model rockets. <p>MODEL, DRIP M – KEYBOARD, PERFORMANCE</p>	<ul style="list-style-type: none"> To role play stories To create props to use when retelling stories <p>RETELL, CREATE M – PITCH, XYLOPHONE</p>	<ul style="list-style-type: none"> To look at the different features of different vehicles. To draw a vehicle design. <p>DESIGN, VEHICLE M – BANG, CRASH</p>	<ul style="list-style-type: none"> To perform poems, songs about the sea. To use props to role-play. <p>PERFORM, PROPS M – SONG, TAMBOURINE</p>	
Key Texts	<ul style="list-style-type: none"> - Harry & The Dinosaurs - Owl Babies - The Large Family - I'm Special, I'm Me - This is How we Do It - Matt Lamothe - Ordinary Mary's Positively Extraordinary Day - Emily Pearson - Hey Wall: A story of Art and Community Susan Verde <p>SOUNDS (RWI), LISTEN</p>	<ul style="list-style-type: none"> - Fairy tales – LRRH, Hansel and Gretel - Gruffalo, Gruffalo's Child - Percy the Park Keeper series. <p>RETRIEVAL, BEGINNING, MIDDLE, END</p>	<ul style="list-style-type: none"> - Aliens Love Underpants - How to Catch a Star – Oliver Jeffers. - Welcome to Alien School – Caryl Hart - Dinosaur who Pooped a Planet – Tom Fletcher <p>POEM, SEQUENCE</p>	<ul style="list-style-type: none"> - Jack and the Beanstalk - Jasper's Beanstalk - The Enormous Turnip - Eddie's Garden - Christopher Nibble <p>STORY, SETTING</p>	<ul style="list-style-type: none"> - Thomas the Tank Engine. - Who's Driving – Leo Timmers - Emma Jane's Aeroplane – Katie Howarth - Oi! Get off our Train. <p>PHONEME, RHYME</p>	<ul style="list-style-type: none"> - The Snail and the Whale - Tiddler - Sharing a Shell - One Day in Our Blue Planet: In the ocean. - Mungo and the Picture Book Pirates. <p>SYLLABLE, PREDICT</p>	
Rich Experiences	<ul style="list-style-type: none"> - Dress up day - come dressed to show what you want to be when you grow up. - Visiting speakers – e.g., Police officers and other members of the community. 	<ul style="list-style-type: none"> - Visit to the woods – go again in Spring to compare. - Decorate the Christmas tree. - Christmas Nativity 	<ul style="list-style-type: none"> - Watch a rocket launch. - Space food tasting. - Fizzing planet experiment. - Space day 	<ul style="list-style-type: none"> - Make a smoothie. - Garden centre visit 	<ul style="list-style-type: none"> - To observe different forms of transport near the school – traffic survey 	<ul style="list-style-type: none"> - Pirate day - Beach Trip 	

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Celebrations	- Harvest	- Halloween - Diwali - Bonfire Night - Christmas	- Chinese New Year	- Mother's Day - Easter		- Father's Day
SMSC & British Values	- Spiritual Development – (the world around us, matters in life). - Social Development – (community values, religion and faiths in the community).	- Social Development – considering the feelings of others/social awareness. - Spiritual Development – identify own religious beliefs. - Cultural Development – Christmas Nativity.	Moral Development – mutual respect of others. British Values – mutual respect.	Moral Development – caring for living things.	- Moral Development – respecting others.	- British Values – Tolerance. SMSC – Cultural Development – celebrating cultural and religious differences.
Discovery List <i>(some flexibility and overlap with these experiences)</i>	- Sing in a public performance. - Get muddy - jump in a big puddle.	- Build a den. - Sing carols around a real Christmas tree.	- Explore the frozen outdoors on a wintery day. - Play in the snow.	- Hatch butterflies. - Hatch an egg and hold a chick. - Feed and stroke a new pet. - Visit a farm.	- Build something from a cardboard box. - Join a library. - Compete in a sport event	- Help out at a community event. - Represent your school in a competition