



Overview of Heroes:

This term focuses on supporting children as they settle into their new learning environment, enabling them to develop secure, trusting relationships with both peers and adults. Our theme for the half term is 'Heroes', which will be explored through rich, play-based and practical learning experiences. Children will learn about the concept of heroes in a variety of contexts, including themselves, their families, friends, fictional superheroes, and members of the wider community. Through this theme, children will also explore different environments where they live and play. A key focus will be on establishing daily routines, setting clear expectations, and reinforcing boundaries to promote a positive learning environment and support children's Personal, Social and Emotional Development (PSED).

> English— Pupils will develop early reading skills by applying their phonic knowledge to decode words and by segmenting and blending phonemes to support accurate word recognition and comprehension. They will engage with carefully selected texts through multisensory storytelling approaches, enabling them to retell and recall key information. Through group discussions and guided activities, pupils will deepen their understanding of characters, settings, and narrative structure. Vocabulary development will be explicitly supported to enhance both comprehension and spoken language skills. Pupils will begin to write short, simple sentences, with a focus on improving letter formation, spelling, and grammatical accuracy. They will also learn and perform a range of songs, rhymes, and simple poems, developing confidence in choral speaking and memory recall.

> Maths—In mathematics, children studying the Early Years curriculum will focus on developing a deep understanding of numbers to 3, with an emphasis on subitising. Through a range of multisensory, hands-on experiences, children will explore how numbers are composed and recognise that all numbers are made up of 1s. They will subitise both objects and sounds, enabling them to identify quantities without counting. Children will begin to compare sets, using and developing accurate mathematical language to describe quantity and difference. This foundational work supports their early number sense and builds the essential skills required for confident mathematical thinking. Children who are studying the KS1 curriculum will consolidate their understanding of the Early Learning Goals and continue to explore the composition of numbers within 10 and their position within the linear number system. They will subitise within 5, including when using structured resources such as the rekenrek, and revisit the composition of 5. Pupils will deepen their understanding of numbers 6 to 9 using the '5 and a bit' structure and will compare numbers within 10 using accurate and precise mathematical language. They will also recall the order of numbers within 10 and make connections with the concepts of 'one more' and 'one less' to strengthen their number sense and understanding of number relationships.

> Science—Pupils will learn about key life processes and explain how these relate to both plants and animals, as well as match living things to their habitats and describe how animals use these habitats for food and shelter. Pupils will begin to understand that plants make their own food and can identify producers, placing them correctly at the beginning of food chains and using arrows accurately to show the transfer of energy. When working scientifically, pupils will classify objects as alive, dead or never alive, giving clear reasons for their choices, and they are able to carry out simple research in order to answer scientific questions.

> History— Pupils will learn about the development of flight and its impact on people's lives. They will identify key events in the history of flight and explain how significant moments have changed the lives of others. Pupils will be encouraged to ask thoughtful questions about people and events from the past and will use primary sources to find out information for themselves. They will also develop their chronological understanding by correctly ordering events on a timeline, showing a secure grasp of how developments in flight fit within a wider historical context.

> In the *We Are Heroes!* topic, pupils learn to recognise their own unique qualities and strengths, exploring the idea of personal "superpowers" that make them special. They develop an understanding of identity and belonging by reflecting on themselves, their families, and their friends, recognising the importance of relationships and community. Through this, pupils build confidence, self-awareness and respect for others, while celebrating diversity and the positive contributions people make to their lives.

> Art –Life in Colour—Pupils will develop their knowledge and application of colour and texture through practical exploration and creative expression. They will learn to name primary and secondary colours, make predictions about colour mixing, and apply this understanding to match colours effectively in their work. Pupils describe the colours and textures they observe around them, experimenting with a range of tools and techniques to recreate textures and decide which are most effective. They will explore collage by selecting and arranging materials based on colour and texture, including overlapping shapes, and can identify different textures within a collaged artwork. Throughout the process, pupils are encouraged to talk about their ideas, share likes and dislikes about their own and others' work, and suggest ways to develop their collages further, making informed choices about the materials and tools they use.

Texts: *Guess How Much I Love You?*, *Knock, Knock Superhero* and *Superhero-themed Information Texts*

Each core text is explored over a three-week period. This extended focus allows pupils to fully engage with the content, supporting deeper understanding and enjoyment of both fiction and non-fiction. Pupils are given time to revisit, recall, and recite key elements of the texts, which supports language development, comprehension, and knowledge retention. The sustained exposure also enables pupils to explore themes, vocabulary, and text structures in greater depth, promoting a more meaningful and enriched learning experience.



> Music—In music, pupils will explore how sounds can be created, controlled, and combined to express ideas. They use their voices in different ways and experiment with dynamics to create atmosphere, working collaboratively to contribute to group soundscapes. Pupils develop their listening skills by identifying and responding to changes in dynamics, showing these through movement and vocals, and using musical vocabulary to compare pieces of music. They interpret music visually, recognise patterns within different pieces, and create their own rhythmic and pitch patterns. Through these experiences, pupils build confidence as performers and composers while deepening their understanding of how music is structured and communicated.

> PE—In dance, pupils will develop control, coordination and spatial awareness through performing a range of actions and simple movement patterns. They will explore and remember short dance phrases, repeating these with increasing accuracy and fluency. Pupils will compose short dances that communicate mood, ideas and feelings, varying simple compositional elements to enhance expression. They have opportunities to work both independently and collaboratively, showing creativity and teamwork in their performances.

> PSHE—Me and My Relationships; In this unit, pupils learn how their actions can contribute positively to the life of the classroom and make personal pledges to support this. They develop emotional literacy by using a wide range of words to describe their feelings and recognising that people express emotions in different ways. Pupils learn to identify helpful strategies for responding to the feelings of others and to recognise, name and manage emotions such as anger or loneliness. They are taught where to seek help if they are upset by someone else's behaviour and begin to understand the importance of friendship as a special relationship, exploring the different ways good friends show care for one another. Pupils also learn to distinguish between bullying and isolated unkind behaviour, recognise the different types of bullying, and understand that both bullying and unkindness are unacceptable, helping them to build respectful and supportive relationships.

Our children in Resource Base require a tailored, bespoke offer of learning, which is integrated in supporting their development within the KS1 curriculum. Additionally, children will have daily sessions to support their concentration and focus, communication and interaction and emotional regulation. Additional provision includes:

- > Attention Autism
- > Speech and Language Therapy
- > Sensory Story and/or Story Massage
- > Sensory Circuit
- > Little Wandles Phonics SEND Programme
- > Daily 1:1 reading
- > Life Skills
- > Child-directed learning
- > Enhanced Provision

Alongside these bespoke provisions, our environments enable our learners to succeed with a total communication approach, consisting of objects of reference, Makaton, core boards, visuals, visual timetable, now and next boards, non-verbal communication approaches including gestures, facial expressions, sign language, and communication boards, including assistive technology. We also use positive touch communication approaches to enable access to learning including story massage. This enables our children to communicate and build upon their language development.

PSED Objectives:

- > Engage with others through gestures, gaze and talk.
- > Find ways of managing transitions.
- > Establish their sense of self.
- > Find ways to calm themselves through being calmed and comforted by their key person.
- > Play with increasing confidence on their own and with other children, because they feel safe.
- > Learn to use the toilet with help.

PE Objectives:

- > To change into PE kit.
- > To listen to and respond to instructions.
- > To move in different ways.
- > To change direction when moving.
- > To participate in games.

Literacy Objectives:

- > Enjoy songs and rhymes, tuning in and paying attention.
- > Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- > Say some of the words in songs and rhymes.
- > Copy finger movements and other gestures.
- > Enjoy sharing books with an adult.
- > Pay attention and respond to the pictures or words.
- > Develop play around favourite stories using props.
- > Enjoy drawing freely.

Communication and Language Objectives:

- > Copy your gestures and words.
- > Understand single words in context.
- > Understand simple instructions such as finished, all gone, no, bye-bye.
- > Identify familiar objects and properties when they are described.
- > Understands and acts on longer sentences like 'make teddy jump' or 'find your car'.
- > Understand simple questions about who, what and where.
- > Develop pretend play.
- > Listen to other people's talk with interest, but can easily be distracted.

Mallards—Heroes

Level 1 (Birth to Three)

Maths Objectives (Number and Matching and Sorting):

- > Combine objects like stacking blocks and cups.
- > Put objects inside others and take them out again.
- > Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- > Take part in finger rhymes with numbers.
- > Count in everyday contexts, sometimes skipping numbers.
- > Climb and squeeze themselves into different types of spaces.
- > Build with a range of resources.
- > Complete inset puzzles.
- > Notice patterns and arrange things in patterns.

Understanding the World Objectives:

- > Repeat actions that have an effect.
- > Explore materials with different properties.
- > Explore natural materials indoors and outdoors.
- > Make connections between the features of their family and other families.
- > Notice the differences between people.
- > Explore how things work.
- > Explore collections of materials (sim/diff)

Expressive Arts and Design Objectives:

- > Show attention to sounds and music.
- > Respond emotionally and physically to music when it changes.
- > Move and dance to music.
- > Join in with songs and rhymes, making some sounds.
- > Start to make marks intentionally.
- > Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- > Enjoy and take part in action songs, such as 'Twinkle, twinkle Little Star'.
- > Start to develop pretend play, pretending that one object represents another.
- > Explore different materials using all their senses to investigate them. Manipulate and play with different materials.
- > Make simple models which express their ideas.

PSED Objectives:

- > Select and use activities and resources with help to achieve a goal or one which is suggested to them.
- > Develop sense of responsibility and membership of a community.
- > Play with one or more children, extending and elaborating ideas.
- > Find solutions to conflicts and rivalries.
- > Increasingly follow rules, understanding importance.
- > Develop appropriate ways to be assertive.
- > Talk with others to solve conflicts.
- > Talk about their feelings using words like 'happy'.
- > Be increasingly independent in meeting their own care needs.
- > Make healthy choices about food, drink, activity and tooth-brushing.

Literacy Objectives:

- > Understand the five key concepts about print; it has meaning, different purposes, read from IL to R and Top to Bottom, the names of different parts of a book and page sequencing.
- > develop phonological awareness to spot and suggest rhymes, count and clap syllables, recognise words with the initial sound.
- > Engage in extended conversations about stories learning new vocabulary.
- > Use some of their print and letter knowledge in early writing.
- > Write some or all of their name.
- > Write some letters accurately.

Communication and Language Objectives:

- > Enjoy listening to longer stories and can remember much of what happens.
- > Pay attention to more than one thing at a time, which can be difficult.
- > Use a wider range of vocabulary.
- > Understand a question or instruction that has two parts.
- > Understand 'why' questions.
- > Sing a large repertoire of songs and know many rhymes.
- > Develop their communication, but may have irregular tenses and plurals.
- > Develop pronunciation but may have problems saying some sounds.
- > Use longer sentences of 4-6 words.

Mallards—Heroes

Level 2 (Three to Four)

Maths Objectives (Number and Matching and Sorting):

- > Develop fast recognition up to 3 objects.
- > recite numbers past 5.
- > Say one number for each item in order.
- > Know the cardinal principle, end of counting is total.
- > Show finger numbers to 5.
- > Solve real world maths problems with numbers up to 5.
- > Compare quantities using language 'more than', 'fewer than'.
- > Talk about and identify the patterns around them.
- > Extend and create ABAB patterns.
- > Notice and correct an error in a repeating pattern.

Understanding the World Objectives:

- > Use all senses in hands-on experiences of natural materials.
- > Explore collections of materials with similarities and differences.
- > Talk about what they see, using a wide vocabulary.
- > Begin to make sense of their own life story and family's history.
- > Explore how things work.
- > Develop positive attitudes about the differences between people.

Expressive Arts and Design Objectives:

- > Take part in pretend play, using an object to represent something else.
- > Begin to develop complex stories using small world equipment.
- > Explore different materials freely to develop ideas about how to use them and what to make.
- > Develop their own ideas and decide which materials to use.
- > Join different materials together.
- > Create closed shapes with continuous lines and with detail e.g. a circle representing a face.
- > Explore colour and mixing.
- > Listen with increased attention to sounds.
- > Remember and sing entire songs.
- > Play instruments with increasing control to express feelings and ideas.

Communication and Language Objectives:

- >Understand how to listen carefully and why listening is important.
- >Learn new vocabulary.
- >Use new vocabulary through the day.
- >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.
- >Connect one idea or action to another using a range of connectives.
- >Describe events in some detail.
- >Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- >Develop social phrases.
- >Engage in story times.
- >Listen to and talk about stories to build familiarity and understanding.
- >Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- >Use new vocabulary in different contexts.
- >Listen carefully to rhymes and songs, paying attention to how they sound.
- >Learn rhymes, poems and songs.
- >Engage in non-fiction books.
- >Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Mallards—Heroes

Level 3 (Four to Five Years/Reception)

Maths Objectives (Number and Matching and Sorting):

- >Count objects, actions and sounds.
- >Subitise.
- >Link the number symbol (numeral) with its cardinal number value.
- >Count beyond ten.
- >Compare numbers.
- >Understand the 'one more than/one less than' relationship between consecutive numbers.
- >Explore the composition of numbers to 10.
- >Automatically recall number bonds for numbers 0-5 and some to 10.
- >Select, rotate and manipulate shapes 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.
- >Continue, copy and create repeating patterns.
- >Compare length, weight and capacity.

Literacy Objectives:

- >Read individual letters by saying the sounds for them.
- >Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- >Read some letter groups that each represent one sound and say sounds for them.
- >Read a few common exception words matched to the school's phonic programme.
- >Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- >Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- >Form lower-case and capital letters correctly.
- >Spell words by identifying the sounds and then writing the sound with letter/s.
- >Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- >Re-read what they have written to check that it makes sense.

PSED Objectives:

- >See themselves as a valuable individual.
- >Build constructive and respectful relationships.
- >Express their feelings and consider the feelings of others.
- >Show resilience and perseverance in the face of challenge.
- >Identify and moderate their own feelings socially and emotionally.
- >Think about the perspectives of others.
- >Manage their own needs: personal hygiene
- >Know and talk about the different factors that support their overall health and wellbeing:
 1. regular physical activity
 2. healthy eating
 3. toothbrushing
 4. sensible amounts of 'screen time'
 5. having a good sleep routine
 6. being a safe pedestrian

Mallards—Heroes

Level 3 (Four to Five Years/Reception)

Expressive Arts and Design Objectives:

- >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.
- >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.
- >Sing in a group or on their own, increasingly matching the pitch and following the melody.
- >Develop storylines in their pretend play.
- >Explore and engage in music making and dance, performing solo or in groups.

Understanding the World Objectives:

- >Talk about members of their immediate family and community.
- >Name and describe people who are familiar to them.
- >Comment on images of familiar situations in the past.
- >Compare and contrast characters from stories, including figures from the past.
- >Draw information from a simple map.
- >Understand that some places are special to members of their community.
- >Recognise that people have different beliefs and celebrate special times in different ways.
- >Recognise some similarities and differences between life in this country and life in other countries.
- >Explore the natural world around them.
- >Describe what they see, hear and feel whilst outside.
- >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.

Physical Development

>Revise and refine the fundamental movement skills they have already acquired:

1. rolling
2. crawling
3. walking
4. jumping
5. running
6. hopping
7. skipping
8. climbing

>Progress towards a more fluent style of moving, with developing control and grace.

>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, scissors, knives, forks and spoons.

>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

>Combine different movements with ease and fluency.

>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

>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.

Mallards—Heroes

Level 3 (Four to Five Years/Reception)

>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

>Develop the foundations of a handwriting style which is fast, accurate and efficient.

>Further develop the skills they need to manage the school day successfully:

1. lining up and queuing
2. mealtimes

Communication and Language Objectives:

- > Understand how to listen carefully and why listening is important.
- > Learn new vocabulary.
- > Use new vocabulary through the day.
- > Ask questions to find out more and to check understanding from what has been said to them.
- > Articulate their ideas and thoughts in well-formed sentences.
- > Connect one idea or action to another using a range of connectives.
- > Describe events in some detail.
- > Use talk to help work out problems, organise thinking and explain how things work and why they might happen.
- > Develop social phrases.
- > Engage in story times.
- > Listen to and talk about stories to build familiarity and understanding.
- > Retell the story with some repetition and some own words.
- > Use new vocabulary in different contexts.
- > Listen carefully to rhymes and songs, paying attention to how they sound.
- > Learn rhymes, poems and songs.
- > Engage in non-fiction books.
- > Listen to and talk about selected non-fiction to develop new knowledge and vocabulary.

PSED Objectives:

- > See themselves as a valuable individual.
- > Build constructive and respectful relationships.
- > Express their feelings and consider the feelings of others.
- > Show resilience and perseverance in the face of challenge.
- > Identify and moderate their own feelings socially and emotionally.
- > Think about the perspective of others.
- > Manage their own personal hygiene and health and wellbeing.

Mallards—Heroes

Level 4 (ELGs)

Maths Objectives (Number and Matching and Sorting):

- > Count objects, actions and sounds.
- > Subitise.
- > Link the number symbol with its cardinal number value.
- > Count beyond ten.
- > Compare numbers.
- > Understand the one more than/one less than relationship with consecutive numbers.
- > Explore the composition of numbers to 10.
- > Automatically recall number bonds for numbers 0-5 and some to 10.
- > Continue, copy and create repeating patterns.

Understanding the World Objectives:

- > Talk about members of their immediate family and community.
- > Name and describe people who are familiar to them.
- > Comment on images of familiar situations in the past.
- > Understand that some places are special to members of their community.
- > Explore the natural world around them.
- > Describe what they see, hear and feel whilst outside.
- > Recognise that some environments are different to the one in which they live.

Expressive Arts and Design Objectives:

- > 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.
- > Listen attentively, move to and talk about music, expressing their feelings and responses.
- > Sing in a group or on their own, increasingly matching the pitch and following the melody.
- > Develop storylines in their pretend play.
- > Explore and engage in music making and dance, performing solo or in groups.

Literacy Objectives:

- > Read individual letters by saying the sounds for them.
- > Blend sounds into words so they can read short words made up of known letter-sounds.
- > Read some letter groups that represent one sound and say sounds for them.
- > Read a few common exception words.
- > Read and re-read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.
- > Form lower-case and capital letters correctly.
- > Spell words by identifying the sounds and then writing the sound.
- > Write short sentences with words with known letter-sounds using a capital letter and full stop.
- > Re-read what they have written to check that it makes sense.

PE Objectives:

- > To change into PE kit.
- > To listen to and respond to instructions.
- > To move in different ways.
- > To change direction when moving.
- > To participate in games.

Mallards—Heroes

Level 4 (ELGs)

Mallards—Heroes Level 5

Speaking and Listening:

Group Discussion and Social Interaction

Level 5

> Interacts appropriately with an increasing number of children and adults in large and small groups taking turns, sharing sustaining conversation

Grammar and Sentence Building

Level 5

> Can use long and detailed sentences e.g. 'On Saturday my friend came to my house and we went to the park'.

Listening and Understanding

Level 5

> Listens attentively as part of a small group and then responds appropriately to questions about why or how, e.g. 'Why does a bird make a nest?', 'How do we copy this picture?'

> Listens to and understands simple instructions about what they are doing, without needing to look at the person speaking.

Verbal Storytelling and Narrative

Level 5

> Retells favourite stories using some of their own words e.g. '...and she said what a nice mouth you got and the wolf said 'I can eat you'

Strand: Vocabulary

Level 5

> Knows words can be put into groups (categorised) and can give common examples in them e.g. 'Animals: dog, cat, horse'

Reading Objectives:

Strand: Reading Fluency

Level 5

> Can read some common exception words (10 year 1 words). S4

> Reads most short vowel cvc without overt sounding and blending.

Strand: Phonics

Level 5

> Can read accurately by blending the sounds in words with up to five known graphemes. S4

> Can recognise and say up to 10 standard vowel digraphs and use them to read regular words.

> Can blend to read cvc words that include double final consonants i.e. ff, ss, ll,

> Can use phonic knowledge to read simple phonetically regular 2-syllable words (mango).

Strand: Understanding

Level 5

- > Can give a simple description of a character using the text and illustrations for support.
- > Can order a sequence of 3 pictures independently from a familiar story they have recently heard.

Writing Objectives:

Strand: Spelling

Level 5

- > Can spell a few common exception words. S4 (10 of the Y1 words).
- > Can identify or write 40+ graphemes on hearing the corresponding phonemes. S4
- > Can spell words by identifying the phonemes, including words with consonant clusters and simple digraphs (frog, hand, see, chop, splash) S4 e.g. rain, fort, soil, ff, ss, ll, ck
- > Can spell simple 2-syllable words e.g. mango

Strand: Composition

Level 5

- > Can make up their own sentences and say them aloud, after discussion with the teacher. S4
- > Can write down one of the sentences that they have rehearsed. S4 (which can be read by themselves and others).
- > Can re-construct a cut up sentence they have orally composed.

Strand: Punctuation and Grammar

Level 5

- > Knows that sentences are demarcated with capital letters and full stops and will use occasionally with adult reminders.

Strand: Handwriting

Level 5

- > Can form most lower-case letters correctly S4
- > (All lower case letters with only occasional errors).
- > Beginning to show consistency in size of letters.

Maths Objectives (Number and Matching and Sorting):

Strand: Number

Level 5

- > Counts, reads and writes numbers in numerals from 0 – 9 S4
- > Count to 20, demonstrating that the next number in the count is one more and the previous number one less S4
- > Counts in 2's forward and backwards to 10
- > Demonstrates that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away S4

Strand: Addition

Level 5

- > Add numbers when solving problems involving 10 objects practically
- > Demonstrates an understanding of the composition of numbers to 5 and a developing ability to recall number bonds within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$) S4
- > Begins to recognise that addition can be done in any order eg. $3 + 2 = 5$ and $2 + 3 = 5$

Strand: Subtraction

Level 5

- > Subtract numbers when solving problems involving 10 objects practically
- > Demonstrates an understanding of the composition of numbers to 5 and a developing ability to recall number bonds within 5 (e.g. e.g. $4 - 2 = 2$ and $4 - 3 = 1$) S4
- > Begins to understand that subtraction must be completed in order
- > Demonstrates an understanding that the total number of objects changes when objects are taken away S4

	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 (3 days)
English	Text: Guess How Much I Love You? Talk for Writing Immersion	Text: Guess How Much I Love You? Talk for Writing Innovation	Text: Guess How Much I Love You? Talk for Writing Application	Text: Knock Knock Superhero Immersion	Text: Knock Knock Superhero Innovation	Text: Knock Knock Superhero Application	Text: Real Superheroes Hook: Visit from Police, Fire Immersion	Text: Real Superheroes Innovation
Maths	EYFS: Mastering Number Subitising to 3 KS1: Sort and Count objects from small and large groups.	EYFS: Mastering Number Counting Skills KS1: Represent Objects, Recognise numbers as words	EYFS: Mastering Number Composition KS1: Count on from any number. 1 more	EYFS: Mastering Number Subitising KS1: Count backwards within 10 1 less	EYFS: Mastering Number Comparison KS1: Comparing groups by matching Fewer, more, same	EYFS: WRE Match, sort and Compare KS1: Less than, greater than, equal to Compare numbers	EYFS: WRE Talk about measure and patterns KS1: Order objects and numbers The number line	EYFS: WRE It's Me 1,2,3 KS1: Assessment
Phonics	Little Wandles SEND Programme Focus: GPC s, a Teach GPC Oral Blend Blend	Little Wandles SEND Programme Focus: GPC t, p Teach GPC Oral Blend Blend	Little Wandles SEND Programme Focus: GPC i, n Teach GPC Oral Blend Blend	Little Wandles SEND Programme Focus: GPC m, d Teach GPC Oral Blend Blend	SEND Assessment Phonics Little Wandles SEND Programme Focus: GPC g, o Teach GPC Oral Blend Blend	Little Wandles SEND Programme Focus: GPC c Teach GPC Oral Blend	Little Wandles SEND Programme Review all sounds Oral Blending and Blending Tricky words (if chn are blending)	Little Wandles SEND Programme Review all sounds Oral Blending and Blending Tricky words (if chn are blending)

	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 (3 days)
History	LO: To explore the story of the Wright brothers. Making wooden aeroplanes	LO: To understand important historical events. Fly aeroplanes	LO: To learn about pilots from the past. Bessie Coleman	LO: To use primary sources to tell a story.	LO: To learn about the moon landing.	LO: To identify significant flying events including to space.	LO: To identify how flight has changed over time.	Unit review Assessment
Music— Contrasting Dynamics—Space	LO: To create a simple soundscape using dynamic changes.	LO: To listen to music and respond creatively, considering how dynamics can be represented.	LO: To compare two pieces of music.	LO: To create a short pitch pattern to represent a planet.	LO: To practise a performance.	LO: To practise a performance.	LO: To perform a pitch pattern representing a planet.	Unit review Assessment
Science— Habitats	LO: To identify characteristics of living things.	LO: To recognise the difference between things that are alive, were once alive and have never been alive.	LO: To identify plants and animals in different habitats.	LO: To identify how a habitat provides animals and plants with what they need to survive.	LO: To recognise how animals and plants depend on each other.	LO: To recall how animals get their food from plants and other animals.	LO: To recognise how the senses are used in everyday life.	Unit review Assessment
Art—Life in Colour	LO: To develop knowledge of colour mixing.	LO: To know how texture can be created with paint.	LO: To know how texture can be created with paint.	LO: To use paint to explore texture and pattern.	LO: To use paint to explore texture and pattern.	LO: To compose a collage, choosing and arranging materials for effect.	LO: To compose a collage, choosing and arranging materials for effect.	Unit review Assessment
Computing—Stop Motion Animation using tablets	LO: To understand what an animation is.	LO: To create a stop motion animation.	LO: To plan my stop motion animation.	LO: To plan my stop motion animation.	LO: To create a stop motion animation.	LO: To create a stop motion animation.	LO: To create a stop motion animation.	Unit review Assessment

PSED—Me and My Relationships	Pre Assessment Reading facial expressions and emotions	LO: To understand that classroom rules help to learn and be safe.	LO: To learn to actively listen.	LO: To understand how feelings look and feel.	LO: To learn how to manage emotions.	LO: To recognise the hurt emotion.	LO: To identify good friendships and resolving conflict.	LO: To identify good friendships and resolving conflict.
PE—Dance	LO: To perform dances using simple movement patterns. To explore, remember, repeat and link a range of actions with coordination and control.	LO: To develop agility, balance and coordination. To perform dances using simple movement patterns. To watch and describe a performance accurately.	LO: To perform a range of actions with control and coordination. To work individually and with others.	LO: To compose and perform short dances that express and communicate mood, ideas and feelings. To begin to understand the importance of warming up.	LO: To perform dance phrases and short dances using rhythmic and dynamic qualities.	LO: To remember a short dance phrase showing control, coordination and spatial awareness.	LO: To remember a short dance phrase showing control, coordination and spatial awareness.	Unit review Assessment
RE— Being Respectful Why should we care for others?	LO: To explore Christian teachings on caring through stories about Jesus.	LO: To identify how and why some people care for others by exploring the Sikh belief in Sewa.	LO: To investigate why many Muslims believe it is important to care for others.	LO: To investigate why some ways of caring take more effort and receive less thanks.	LO: To identify some Humanist beliefs about caring for others.	LO: To explore modern examples of how to care for others.	LO: To understand how caring for others shows respect.	Unit review Assessment