



Overview of Seasons:

This half term, our learning will be centred around the theme ‘**Seasons**’, explored through rich, practical, and play-based experiences. Children will begin to develop an understanding of the four seasons and how they change throughout the year in our country. This concept will be introduced through sensory exploration and observation of different types of weather. We will use the five senses to help children engage with seasonal changes in a meaningful and memorable way. Through hands-on activities, outdoor learning, stories, songs, and creative tasks, children will explore how each season looks, feels, sounds, smells, and tastes. Alongside this experiential learning, we will begin to introduce elements of formal learning structure, supporting children in developing skills in communication, literacy, mathematical, and scientific thinking. This approach will ensure that children are not only immersed in the natural world but are also building knowledge and skills in a developmentally appropriate way.

- **Phonics**- Little Wandle Letter and Sounds SEND Phonics, Phase 2 and 3. The SEND programme has been created to help children learn to read using the right level of challenge for each child and using the graduated approach if needed.
- **English**- Children will engage with a carefully selected range of texts to support the development of early literacy skills. Our focus texts this half term include: *A Walk in the Woods*, *The Gingerbread Man* and *Non-fiction Weather Reports*. These texts have been chosen to provide a balance of fiction and non-fiction, supporting children’s understanding of narrative structure, character development, and factual information. Through a multi-sensory storytelling approach, children will be encouraged to actively participate in retelling stories using choral speaking, role play, and memory recall strategies, fostering both language development and confidence in communication. Children will take part in structured group discussions and guided reading and writing activities to deepen their understanding of characters, settings, and story structure. The use of Colourful Semantics will support children in identifying key elements of a sentences. As part of our progression towards formal learning, children will begin to explore the concept of story sequencing, identifying the beginning, middle, and end of a narrative, and understanding how each part contributes to the overall plot. This will be reinforced through visual aids, sequencing cards, and collaborative storytelling. Children will also be supported to write simple sentences using Colourful Semantics and sensory prompts. The focus will be on: Letter formation, Phonetic spelling and Grammatical accuracy.
- **Maths**- In mathematics, children studying the Early Years curriculum will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Children studying the KSI Curriculum will develop a secure understanding of addition and subtraction within 10, building on their foundational number knowledge. This unit is designed to support children in developing fluency, reasoning, and problem-solving skills in line with the expectations of the National Curriculum for Mathematics. A CPA (Concrete–Pictorial–Abstract) approach will be used to ensure all learners can access and understand mathematical concepts. Children will engage with a variety of manipulatives such as counters, number lines, ten frames, and cubes to support conceptual understanding before moving to pictorial and abstract representations.
- **Science**- Children will learn about everyday materials, they will be able to identify and name a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. Describe simple physical properties of a variety of everyday materials. Identify the use of everyday material e.g. glass for windows and sort and classify by grouping objects/materials by property (e.g. bendy/not bendy, rough/smooth). Learning will be delivered through a combination of hands-on investigations, guided exploration, and structured discussion, encouraging children to observe, question, and reason scientifically. Pupils will be supported to use accurate terminology and develop their ability to record findings using drawings, labels, and simple charts.
- **Geography**- Children will develop their understanding of the four seasons and how they change throughout the year. Children will recognise and name the seasons, identifying associated weather patterns, and observing changes in the natural environment. Learning will be delivered through practical investigations, seasonal walks, sensory exploration, and structured discussions, encouraging children to observe closely and ask questions about the world around them. Pupils will be supported to use scientific vocabulary **to** describe their observations and record findings using drawings, labels, and simple charts.

- **Design and Technology-** Children will begin to explore the concept of structures through practical design and construction activities. This unit supports children in understanding how structures are formed, what makes them stable, and how they are used in both natural and human-made environments. Learning will be delivered through hands-on exploration, guided construction tasks, and collaborative problem-solving, encouraging children to test ideas, evaluate outcomes, and refine their designs. Pupils will be supported to use appropriate technical vocabulary and reflect on the effectiveness of their structures.
- **Music-** Children will develop their understanding of key musical elements including pulse, tempo, and duration. This unit supports children in building foundational musical skills through active listening, movement, and performance Children will learn to: understand and maintain a steady pulse through clapping, movement, and instrument play Recognise and respond to changes in tempo (speed) and duration (length of sound). Represent sounds using symbols and simple graphic notation, supporting early musical literacy. Follow simple musical instructions, including starting and stopping together as part of a group performance.
- **Physical Education-** In hockey, children will explore different ways to use and move with a ball. Show control of a ball with basic actions by sending and passing a ball and successfully catch/stop a ball. Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed. They will use skills in different ways when playing games.
- **PSHE-** Learn and Thrive- Understanding your emotions- Children will begin to explore and understand a range of emotions, developing strategies to recognise, express, and manage their feelings in healthy and constructive ways.

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

- Attention Autism- Bucket Time
- Speech and Language Therapy
- Sensory Circuit
- 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. 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—Seasons Level I (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 toothbrushing.

Literacy Objectives:

- Understand the five key concepts about print; it has meaning, different purposes, read from LL 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—Seasons

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—Seasons

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

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.

Mallards—Seasons

Level 3 (Four to Five Years/Reception)

PE Objectives:

- 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.

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.
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- 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 to 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—Seasons

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—Seasons Level 5

Speaking and Listening:

Group Discussion and Social Interaction

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

Grammar and Sentence Building

- 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

- 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

- 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

- 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

- Can read some common exception words (10 year 1 words). S4
- Reads most short vowel CVC without overt sounding and blending.

Strand: Phonics

- 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

- 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

- 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

- 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

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

Strand: Handwriting

- 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

- 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

- 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 $2 + 3 = 5$
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Strand: Subtraction

- 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	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Text: A Walk in the Woods Sensory Story	Text: A Walk in the Woods Colourful Semantics	Text: A Walk in the Woods Colourful Semantics	Text: Weather Reports	Text: The Gingerbread Man Sensory Story	Text: The Gingerbread Man Colourful Semantics	Text: The Gingerbread Man Colourful Semantics
Phonics	Little Wandle SEND Programme Phase 2 & 3 Teach GPC Oral Blend Blend	Little Wandle SEND Programme Phase 2 & 3 Teach GPC Oral Blend Blend	Little Wandle SEND Programme Phase 2 & 3 Teach GPC Oral Blend Blend	Little Wandle SEND Programme Phase 2 & 3 Teach GPC Oral Blend Blend	Little Wandle SEND Programme Phase 2 & 3 Teach GPC Oral Blend Blend	Little Wandle SEND Programme Phase 2 & 3 Teach GPC Oral Blend Blend	Little Wandle SEND Programme Phase 2 & 3 Teach GPC Oral Blend Blend
Maths	EYFS- Mastering Number-Composition KSI- Introducing parts and wholes Part Whole Models	EYFS- Mastering Number-Composition KSI- Fact Families	EYFS- Mastering Number- Counting, ordinality and cardinality KSI- Number bonds withing 10	EYFS- Mastering Number- Subitising KSI- Number bonds to 10	EYFS- Mastering Number- Counting, ordinality and cardinality KSI- Addition/ Subtraction	EYFS- Mastering Number-Composition KSI- Addition/ Subtraction	EYFS- Mastering Number-Composition KSI- Addition/ Subtraction
Science- Everyday materials	L.O. To explore everyday materials	L.O. To name everyday materials	L.O. To describe simple physical properties of a variety of everyday materials	L.O. To describe simple physical properties of a variety of everyday materials	L.O. To identify the use of everyday material e.g. glass for windows	L.O. To sort and classify by grouping objects/materials by property (e.g. bendy/not bendy, rough/smooth).	L.O. To sort and classify by grouping objects/materials by property (e.g. bendy/not bendy, rough/smooth).
Geography	L.O. To name the four seasons L.O. To observe and notice the changes in weather	L.O. To order the four seasons L.O. To observe and notice the changes in weather	L.O. To name the weather patterns in Winter and Spring L.O. To observe and notice the changes in weather	L.O. To name the weather patterns in Summer and Autumn L.O. To observe and notice the changes in weather	L.O. To name the changes in each season L.O. To observe and notice the changes in weather	L.O. To name the changes in nature in each season L.O. To observe and notice the changes in weather	L.O. To name the changes in nature in each season L.O. To observe and notice the changes in weather

	using my senses	using my senses	using my senses	using my senses	using my senses	using my senses	using my senses
Design and Technology	L.O. To understand structures created by humans (e.g., buildings, bridges)	L.O. To understand structures found in nature (e.g., trees, mountains)	L.O. To compare structures created by human and found in nature	L.O. To recognising which shapes (e.g., triangles, squares) provide strength and stability in construction.	L.O. To recognising which shapes (e.g., triangles, squares) provide strength and stability in construction.	L.O. To make a stable structure following a demonstration	L.O. To make a stable structure following a demonstration
Music	L.O. To explore pulse through songs and movement	L.O. To explore pulse through songs and movement	L.O. To explore pulse through songs and movement	L.O. To control pulse using voices and instruments	L.O. To control pulse using voices and instruments	L.O. To control pulse using voices and instruments	L.O. To control pulse using voices and instruments
PSED	Learn and Thrive Understanding your emotions	Learn and Thrive Understanding your emotions	Learn and Thrive Understanding your emotions	Learn and Thrive Understanding your emotions	Learn and Thrive Understanding your emotions	Learn and Thrive Understanding your emotions	Learn and Thrive Understanding your emotions
P.E	L.O. To move fluently	L.O. To use equipment safely and correctly	L.O. To control a ball with hands	L.O. To hold a hockey stick correctly	L.O. To stop a ball using a hockey stick	L.O. To play games	L.O. To play games