

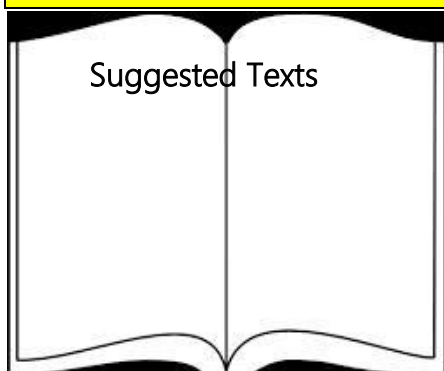


TOPIC – Autumn 1 (cycle 2) First half term	
Hook to Learning:	New School New classroom
Week 1	Write name and draw picture of self
Week 2	Look for me in this ABC – my name, my family, my likes and dislikes
Week 3	My class, labels and rules. My body
Week 4	Why are some vegetables kept frozen? (supertato!) Keeping me healthy... eat sleep exercise
Week 5	Keeping clean and safe (cleaning teeth/ hair/ body, road safety)
Week 6	The Very Hungry Caterpillar who looks after me when I am poorly? Going to the doctors/ dentist/ hospital
Week 7	The Very Hungry Caterpillar (Who is Mary Seacole?)
Reflection/ Performance Review and Collaborate	

TOPIC – Autumn 2 (cycle 2) Second half term	
Hook to Learning:	DINOSAUR FOOTPRINTS... and poo!
Week 9	DINOSAUR WEEK



Week 10	10 rubber ducks Where in the world to we live?
Week 11	10 rubber ducks Where in the world to we live?
Week 12	Penguin small 'Everyone knows that North Pole snow doesn't melt!'
Week 13	Penguin small 'Everyone knows that North Pole snow doesn't melt!'
Week 14	The Emperors Egg Who lives at the North pole and Who lives at the south pole?
Week 15	Christmas Story
Week 16	Christmas Story
Reflection/ Performance	



Literacy Links (Inc S&L):

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
 - Recognises rhythm in spoken words.
 - Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.
- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.

English Links Including Speaking and Listening		Mathematics Cross Curricular Opportunities
Suggested Texts *	Increase familiarity with a wide range of books – Look for me in this ABC My body, olivers vegetable, supertato, olivers fruit salad, 10 rubber ducks, penguin small, Christmas story	Through maths opportunities in each area of the continuous provision.



- Initiates play, offering cues to peers to join them.

FRIZINGTON COMMUNITY PRIMARY MEDIUM TERM



PLANNING

Enterprise and Building Learning Power:	Outdoor Opportunities / Trips and Visitors
How do we learn? What does a good learner look like? Introduce Cbeebies characters as learning models	Forest school/ beach school weekly once settled

COMMUNICATION AND LANGUAGE		
Listening and attention	Understanding	Speaking
Listens to others one to one or in small groups, when conversation interests them. <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 		
Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. 		

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT		
Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
Is more outgoing towards unfamiliar people and more confident in new social situations. <ul style="list-style-type: none"> • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. Can select and use activities and resources with help. <ul style="list-style-type: none"> • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. <ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them. 		

PHYSICAL DEVELOPMENT		
PD	Moving and handling	Health and self-care
Eats a healthy range of foodstuffs and understands need for variety in food. <ul style="list-style-type: none"> • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. Experiments with different ways of moving. <ul style="list-style-type: none"> • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. 		

Understanding the world		
People and communities	The world	Technology
40-60 UtheW people and communities' Shows interest in the lives of people who are familiar to them. <ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Looks closely at similarities, differences, patterns and change.		

Computing and ICT
SMSC Opportunities
SEAL- New beginnings/ getting on and falling out

Religious Education
STATUTORY: Cumbria Agreed Syllabus: what does it mean to belong to Buddhism? What are some Festivals of light?

Famous/Significant People, Places and Events: my Home, my family, my village, my school

EXPRESSIVE ARTS AND DESIGN
 Exploring and using media and materials/Being imaginative: *Role play, drama, acting out stories, puppets, junk modelling, painting, cutting and sticking.*