



Subject	Autumn	Spring	Summer
	<p align="center"><b><u>Marvellous Me</u></b> PSED, R.E</p> <p align="center"><b><u>Let's Get Moving</u></b> (R.E UW)</p>	<p align="center"><b><u>Splendid Skies</u></b> UW</p> <p align="center"><b><u>Little Beasts</u></b> (Geography/ Literacy/ Science)</p>	<p align="center"><b><u>Dinosaurs</u></b></p> <p align="center"><b><u>Castles and Knights</u></b> (Literacy/ History)</p>
<p><b>English</b></p>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p><b><u>Phonics</u></b></p> <ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother •</li> </ul> <p><b><u>C &amp; L</u></b></p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><b><u>Phonics Writing</u></b></p> <ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.</li> </ul> <p><b><u>Narratives</u></b></p> <p>Nursery Rhymes. Retelling and sequencing Traditional Tales The Bus Is for Us! by Michael Rosen and Gillian Tyler Mr Gumpy's Motor Car by John Burningham Mr Gumpy's Outing by John Burningham Oi! Get Off Our Train by John Burningham The Train Ride The Cat, the Mouse and the Runaway Train by Peter Bentley Magic Train Ride by Sally Crabtree Please Don't Chat to the Bus Driver Percy's Bumpy Ride by Nick Butterworth . Using books about the self to inspire speech. . . .</p> <p><b><u>Non- Fiction</u></b></p> <p>Writing their name. Cars, Trains, Ships and Planes by DK Things That Go – Let's Get Moving! by DK Look Inside: Things That Go by Rob Lloyd Jones My First Book of Transport by Charlotte Guillain Non Fiction books on vehicles. . Letters to Father Christmas.</p>	<p><b><u>Phonics Reading</u></b></p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known lettersound 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.</li> </ul> <p><b><u>Phonics Writing</u></b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b><u>Narratives</u></b></p> <p>Retelling and writing about our key stories- <b><u>Whatever Next</u></b> - Jill Murphy, <b><u>Roaring Rockets</u></b> by Tony Mitton and Ant Parker, <b><u>Beegu</u></b> by Alexis Deacon, <b><u>Man on the Moon (a day in the life of Bob)</u></b> by Simon Bartram, <b><u>Aliens Love Underpants</u></b> by Claire Freedman and Ben Court, <b><u>I'm Coming to Get You</u></b> by Tony Ross, <b><u>Here Come the Aliens</u></b> by Colin McNaughton, <b><u>We're Off to Look For Aliens</u></b> by Colin McNaughton <b><u>Laura's Star</u></b> by Klaus Baumgart, <b><u>How to catch a Star</u></b> by Oliver Jeffers, <b><u>The Very Hungry Caterpillar</u></b>, <b><u>What the Ladybird Heard</u></b> <b><u>The Snail and The Whale</u></b> and <b><u>Look Out Ladybird</u></b> and <b><u>Mad about Minibeasts</u></b>.</p> <p><b><u>Non- Fiction</u></b></p> <p>Writing non chronological reports and different minibeasts, _</p> <p><b><u>Instructions –</u></b></p> <p>_How to make honey biscuits, snail biscuits and star biscuits.</p>	<p><b><u>Phonics Reading</u></b></p> <p>Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <b><u>Word Reading</u></b> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b><u>Phonics Writing</u></b></p> <p><b><u>Writing</u></b> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.</p> <p><b><u>Narratives</u></b></p> <p><b><u>George and The Dragon, George, The Dragon and The Princess by Christopher Wormell, Sleeping Beauty and other fairy tales.</u></b> Bumpus Jumpus Dinosaurumpus by Tony Mitton and Guy Parker-Rees Gigantosaurus by Jonny Duddle Harry and the Bucketful of Dinosaurs by Ian Whybrow and Adrian Reynolds Stomp, Chomp, Big Roars! Here Come the Dinosaurs! by Kaye Umansky and Nick Sharratt Mad About Dinosaurs! by Giles Andreae and David Wojtowycz A First Book of Dinosaurs by Simon Mole and Matt Hunt Crunch Munch Dinosaur Lunch! by Paul Bright and Michael Terry</p> <p><b><u>Non-Fiction:</u></b></p> <p><b><u>What Were Castles For, Inside Castles, _</u></b> <b><u>We</u></b> will be learning to label, writing fact files, information reports, and writing menu cards for a scarecrows wedding.</p>
<p><b>Maths</b></p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers</p>	<p>Pupils 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</p>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied</p>

	<p>within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will:</p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers</li> </ul> <p>Pupils 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. Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers</li> </ul> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of 'whole' when talking about objects which have parts.</li> </ul>	<p>two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers.</li> <li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<p>practice. Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.</li> <li>• begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek.</li> </ul>
<p><b>Science</b></p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary</li> </ul> <p>Explore and talk about different forces they can feel.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to</li> </ul>	<p>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes</li> </ul>

	Understand the effect of changing seasons on the natural world around them	understand the need to respect and care for the natural environment and all living things <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul> Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	in the natural world around them, including the seasons and changing states of matter.
<b>Computing</b>			
<b>History</b>	Begin to make sense of their own life-story and family's history		Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
<b>Geography</b>		<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> </ul> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> </ul>
<b>Art and Design</b>	Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing	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.	Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories
<b>Design and Technology/ STEM</b>	As above	As above	As above
<b>P.E</b>	<b>Fundamental Movement Skills</b> <b>Dance</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match	<b>Games</b> <b>Gymnastics</b> Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - 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	<b>Athletics</b> <b>Team Games</b> Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

	their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	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	
<b>Languages</b>			
<b>Music</b>	Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.	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.	• Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
<b>R.E.</b>	<b>Derbyshire scheme- Specific Units- Key questions Enquiry</b>  Where do we belong ( F5) Which times are special and why? (F4)	<b>Derbyshire scheme- Specific Units- Key questions Enquiry</b> Which people are special and why? (F2) What is special about our world? ( F6)	<b>Derbyshire scheme- Specific Units- Key questions Enquiry</b>  Which stories are special and why? (F1)  Which places are special and why? (F3)
<b>P.H.S.E Personal development</b>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.</li> </ul>

## Buxworth Primary School values

Friendship	Entrepreneurial	Respect	STEM	Resilience
Compassion	Trustworthy	Thankful	Aspiration	Environmental