|  |  |  |  |
| --- | --- | --- | --- |
| **Literacy** | **Maths** | **Understanding of the World** | **Expressive Arts and Design** |
| **I will never not ever never eat a tomato.**  **1/2-**  To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (I can understand how to listen carefully and why listening is important). To write recognisable letters, most of which are correctly formed (I can form lower case letters correctly). (I can write CVC words). (I can begin to write short sentences). To say a sound for each letter in the alphabet and at least 10 digraphs (I can read individual letters by saying the sounds for them).  To invent, adapt and recount narratives and stories with peers and their teacher (I can use role-play to recount narratives).  **Hairy Maclary**  **3/4 -**  To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (I can understand how to listen carefully and why listening is important). To write recognisable letters, most of which are correctly formed (I can form lower case letters correctly). (I can write CVC words). (I can begin to write short sentences). To say a sound for each letter in the alphabet and at least 10 digraphs (I can read individual letters by saying the sounds for them).  To invent, adapt and recount narratives and stories with peers and their teacher (I can use role-play to recount narratives). | **Alive in 5!**  **1/2/**- To have a deep understanding of number to 10, including the composition of each number (I can understand zero).  Numberblocks Series 3 Episode 5: Zero  (I can compare numbers up to 5). Room on the Broom/ A Squash and a Squeeze  (I can develop my understanding that numbers are made up of smaller parts). Number blocks: The Whole of ME, Five Friends Counting- Oxford Owl.  To subitise up to 5 (I can subitise up to 5). Anno’s counting book  (I can begin to compare mass) (I can understand capacity)  **Growing 6,7,8**  **3/4-**  Verbally count beyond 20, recognising the pattern of the counting system (I can count to 8). (I can see how numbers are made up of smaller numbers). Anno’s Counting book. What the Lady bird Heard.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (I can begin to understand that a pair is two).10 Fat Sausages, memory games/ Noah’s Ark  Have a deep understanding of number to 10, including the composition of each number (I can begin to combine objects to find out how many altogether). Quack and Count  I can begin to use language to describe length and height Jack and the Beanstalk  I can sequence important times in my day Days of the Week song/ Jaspers Beanstalk | **Can I talk about the role of the farmer and common farm animals?**  **Can I identify offspring?**  **1-** To explore the natural world around them, making observations and drawing pictures of animals and plants (I can explore the role of the Farmer and name common farm animals). Farmer Duck  **Can I name some vegetables/grains that are grown on a UK farm?**  **Can I identify where milk/eggs/meat come from?**  **2-** To explore the natural world around them, making observations and drawing pictures of animals and plants (I can talk about food found on farm). Oliver’s Vegetables  **Can I create my on healthy eating plate?**  To understand the importance of healthy food choices (I can explore healthy eating choices).    **Can I recall the lifecycle of a chicken?**  To understand some important processes and changes in the natural world around them (I can talk about the lifecycle of a chicken). Chickens are not the only ones.  **Can I explore a local farm and locate on Google Earth?**  **3-**  To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (I can locate where I live on a map and where Bow Thorpe Farm Park is) Farming day/virtual farm visit/ What the Lady Bird Heard/Little Red Hen  To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (I can explore tractors from the past). Encyclopaedia of Tractors  Bread tasting/planting/farm day  Can I compare Lincolnshire to Kenya in Africa?  **4-** To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts (I can locate Africa on the map and talk about similarities and differences). **Handa’s Surprise**  To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (I can talk about Easter and why it is important in the Christian calendar). **Easter story** | **Can I create a Mother’s Day Card?**   1. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (I can use a variety of techniques to create a Mother’s Day card).   **3-**To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (I can explore, use and refine a variety of artistic effects). Farm Landscape    **4-** To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (I can explore, use and refine a variety of artistic effects). Farm Landscape    **Gingerbread Traps and Maps** |

|  |  |  |
| --- | --- | --- |
| Communication and Language | Personal, Social and Emotional Development | Physical Development |
| This area of learning will be inter-weaved throughout the rest of the areas of the learning- it is central to what we do. | *Using Jigsaw we will:*   * I understand that I need to exercise to keep my body healthy * I understand how moving and resting are good for my body * I know which foods are healthy and not so healthy and can make healthy choices * I know how to help myself to go to sleep and understand why sleep is good for me * I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet * I know what a stranger is and how to stay safe if a stranger approaches me | This area of learning will be interweaved throughout the rest of the areas of learning.  Using bean bags and hoops (throwing, catching, aiming)  Please see MTP for P.E |