







Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Topic	<b>Lets Explore (G)</b>	<b>Marvellous Machines (S/H)</b>	<b>The Enchanted Woodland (S)</b>	<b>Ready, Steady, Grow (G)</b>	<b>Animal Safari (G)</b>	<b>Long Ago (H)</b>
Text	Going on a bear hunt	Car, Car, Truck, Jeep - Katrina Charman.	Stick man What's Hidden in The Woods	Hungry Caterpillar Olivers Vegetables	Never Tickle a Tiger	Peepo
English	Comprehension; Word reading; Writing <ul style="list-style-type: none"> <li>Letter formation- Show a preference for a dominant hand and use a comfortable grip with good control when holding tools</li> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play</li> <li>Learn simple rhymes by heart.</li> </ul>	Comprehension; Word reading; Writing <ul style="list-style-type: none"> <li>Creating labels -mark making, initial sounds, Talk about the pictures in storybooks and use them to discuss how characters might be feeling.</li> <li>Letter formation- Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	Recounts; Information texts and letters; Lists and instructions; Narratives <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Become very familiar with key stories, fairy stories and traditional tales</li> <li>Compose a phrase orally before writing it -as appropriate(scribe/share)</li> <li>Learn simple rhymes by heart.</li> </ul>	Comprehension; Word reading; Writing: <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words/via play, role play etc</li> <li>Retell a story via sequencing, play, small world etc</li> <li>Mark making/Writing opportunities</li> </ul>	Comprehension; Word reading; Writing: <ul style="list-style-type: none"> <li>To be able to understand that a character is a person, animal or thing that speaks or does something in a story. To identify a character.</li> <li>Talk about the pictures in storybooks (relevant to needs-share, actions, small world)</li> </ul>	Comprehension; Word reading; Writing: <ul style="list-style-type: none"> <li>Begin to show accuracy and care when mark making/writing</li> <li>Letter formation-. Write some recognisable letters</li> <li>Read/Share aloud simple phrases, sentences and books</li> <li>Learn and share simple rhymes by heart.</li> </ul>
Communication and language	Listening, attention and understanding; Speaking; <ul style="list-style-type: none"> <li>Participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play.</li> <li>Talk about the pictures in storybooks</li> <li>Individual SALT/EHCP Programmes</li> </ul>	Listening, attention and understanding; Speaking; <ul style="list-style-type: none"> <li>Remembering and recalling what we have done.</li> <li>creating labels/captions for photographs</li> <li>Listen attentively and respond to what they hear with relevant communication (relevant to their needs )when being read to and during whole class discussions and small group interactions.</li> <li>Individual SALT/EHCP Programmes</li> </ul>	<ul style="list-style-type: none"> <li>Individual SALT/EHCP Programmes</li> <li>Ask relevant questions to extend their understanding and knowledge.</li> <li>Listen and respond appropriately to adults and their peers.</li> <li>Maintain attention and participate</li> </ul>	Listening, attention & understanding; Speaking <ul style="list-style-type: none"> <li>Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.</li> <li>Participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play.</li> <li>Individual SALT/EHCP Programmes</li> </ul>	Listening, attention & understanding; Speaking <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences</li> <li>Remembering and recalling what we have done.</li> <li>Individual SALT/EHCP Programmes</li> </ul>	Listening, attention & understanding; Speaking <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using sentences containing four to six words, articulating most sounds and simple words.</li> <li>Have favourite stories that they enjoy listening to, share with an adult/peers</li> <li>Individual SALT/EHCP Programmes</li> </ul>
Reading and Phonics Skills	Baselines; <ul style="list-style-type: none"> <li>Read Write Inc</li> <li>Interventions</li> <li>Reading for Pleasure class reads</li> </ul>	Individual levels: <ul style="list-style-type: none"> <li>Read Write Inc</li> <li>Interventions</li> <li>Reading for Pleasure class reads</li> </ul>	Individual levels: <ul style="list-style-type: none"> <li>Read Write Inc</li> <li>Interventions</li> <li>Reading for Pleasure class reads</li> </ul>	Individual levels: <ul style="list-style-type: none"> <li>Read Write Inc</li> <li>Interventions</li> <li>Reading for Pleasure class reads</li> </ul>	Individual levels: <ul style="list-style-type: none"> <li>Read Write Inc</li> <li>Interventions</li> <li>Reading for Pleasure class reads</li> </ul>	Individual levels: <ul style="list-style-type: none"> <li>Read Write Inc</li> <li>Interventions</li> <li>Reading for Pleasure class reads</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Number; Numerical patterns</li> <li>Subtraction</li> <li>Addition</li> <li>Place Value</li> <li>Using White Rose Maths</li> <li>Appropriate individual level</li> </ul>	<ul style="list-style-type: none"> <li>Number; Numerical patterns</li> <li>Subtraction</li> <li>Addition</li> <li>Place Value</li> <li>Geometry/Shape</li> <li>Using White Rose Maths</li> <li>Appropriate individual level</li> </ul>	<ul style="list-style-type: none"> <li>Number; Numerical patterns</li> <li>Subtraction</li> <li>Addition</li> <li>Place Value</li> <li>Using White Rose Maths</li> <li>Appropriate individual level</li> </ul>	<ul style="list-style-type: none"> <li>Number; Numerical patterns</li> <li>Measurement;</li> <li>Length</li> <li>Height</li> <li>Weight/volume</li> <li>Using White Rose Maths, Appropriate individual level</li> </ul>	<ul style="list-style-type: none"> <li>Number; Numerical patterns</li> <li>Geometry</li> <li>Using White Rose Maths</li> <li>Appropriate individual level</li> </ul>	<ul style="list-style-type: none"> <li>Number; Numerical patterns</li> <li>Measure</li> <li>Money</li> <li>Times</li> <li>Using White Rose Maths</li> <li>Appropriate individual level</li> </ul>
Science	<ul style="list-style-type: none"> <li>Begin to notice/talk about the different places around the world, including oceans and seas</li> <li>Describe/share how the weather, plants and animals of one place is different to another</li> <li>Take photographs, draw simple picture maps</li> </ul>	<ul style="list-style-type: none"> <li>Moving machines – Forces</li> <li>Represent scientific observations by mark making, drawing or creating simple charts and tables.</li> <li>Share, show or offer explanations for why things happen</li> <li>Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration.</li> </ul>	Working scientifically; Plants: <ul style="list-style-type: none"> <li>Identify, compare, group and sort a variety of common wild and garden plants</li> <li>Are all leaves the same?</li> <li>Do pine cones know it's raining?</li> <li>What's in a bud?</li> <li>How do leaves change?</li> <li>Describe how to care for plants and animals, including pets.</li> <li>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</li> </ul>	The Natural World: <ul style="list-style-type: none"> <li>Describe/share some ways that plants or animals should be cared for in order for them to survive.</li> <li>Care for growing seeds and plants</li> <li>Match animals to their young</li> <li>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to talk about and name the body parts of common animals, including pets.</li> <li>Identify common features for different groups of animals, including wild and domestic animals.</li> <li>Describe some ways that plants or animals should be cared for in order for them to survive</li> <li>With support, observe, record and talk about materials and living things.</li> <li>Ask a relevant scientific question to find out more, explain how things work and why they might happen.</li> </ul>	<ul style="list-style-type: none"> <li>Name and sort everyday items into groups of the same material.</li> <li>Represent different parts of the human body from observation, imagination or memory with attention to some detail</li> </ul>
Humanities (Geog/History)	<ul style="list-style-type: none"> <li>Notice and begin to name different human-made features in the immediate environment, including the school grounds, local streets and the place they live</li> <li>Play with globes, observe maps and listen to stories to develop an awareness of other places in the world</li> <li>Experience how the local environment has changed over time using photographs and first-hand experiences</li> <li>Make and use simple maps in their play</li> </ul>	Describe some similarities and differences between things in the past and the present Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures	Making maps: <ul style="list-style-type: none"> <li>Draw or read a simple picture map</li> <li>Recognise landmarks and basic human and physical features</li> <li>Follow a map (playground/Beebots)</li> </ul>	Past and present; People, culture and communities: <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>Describe/share how two places are the same or different using simple picture maps, photographs, data and other geographical resources.</li> <li>Begin to collect simple geographical data during fieldwork activities.</li> <li>Make and use simple maps in their play to represent places and journeys, real and imagined.</li> </ul>	<ul style="list-style-type: none"> <li>Notice similarities and differences between life now and in the past.</li> <li>Describe some similarities and differences between things in the past and the present.</li> <li>Explore aspects of their life and life in the past, using books, stories and pictures.</li> <li>Order and sequence a familiar events</li> <li>Recognise and share how they have changed from when they were babies</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Use a variety of digital technology, such as smartphones and tablets.</li> <li>Input simple instructions to technological toys, including floor robots and onscreen sprites.</li> </ul>	<ul style="list-style-type: none"> <li>Computers and tablets can be used to make pictures and images</li> <li>Play with and explore battery-powered toys and models</li> <li>Input simple instructions to technological toys, including floor robots and onscreen</li> </ul>	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school.</li> <li>Understand that there are online tools that can help people to create content and communicate.</li> </ul>	<ul style="list-style-type: none"> <li>Input simple instructions to make technological toys operate, including floor robots and onscreen sprites.</li> <li>Use age-appropriate software independently</li> </ul>	<ul style="list-style-type: none"> <li>Input simple instructions to technological toys, including floor robots and onscreen sprites.</li> <li>Navigate to find digital content, in digital folders and online, with supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Use age-appropriate software independently</li> <li>Play with and explore electronic toys and models</li> </ul>



**Medeshamstede Academy**  
**Primary Cycle B Pre-Formal Pathway**

		sprites				
PSHE (Personal Development)	Being Me in My World: Jigsaw. <ul style="list-style-type: none"> <li>Who am I and how do I fit at an appropriate individualised level</li> <li>Individual EHCP Targets</li> </ul>	Celebrating Difference: Jigsaw. <ul style="list-style-type: none"> <li>Respect for similarity and difference. Anti-bullying and being unique at an appropriate individualised level</li> <li>Individual EHCP Targets</li> </ul>	Dreams & Goals: Jigsaw. <ul style="list-style-type: none"> <li>Aspirations, how to achieve goals and understanding the emotions that go with this at an appropriate individualised level</li> <li>Individual EHCP Targets</li> </ul>	Healthy Me: Jigsaw. <ul style="list-style-type: none"> <li>Being and keeping safe and healthy at an appropriate individualised level</li> <li>Individual EHCP Targets</li> </ul>	Relationships: Jigsaw. <ul style="list-style-type: none"> <li>Building positive, healthy relationships at an appropriate individualised level</li> <li>Individual EHCP Targets</li> </ul>	Changing Me: Jigsaw. <ul style="list-style-type: none"> <li>Coping positively with change at an appropriate individualised level</li> <li>Individual EHCP Targets</li> </ul>
Creativity :	<ul style="list-style-type: none"> <li>Construct simple structures and models using a range of materials.</li> <li>Cut, tear, fold and stick a range of papers and fabrics.</li> <li>Make simple prints using a variety of tools, including print blocks</li> </ul>	Creating with materials : <ul style="list-style-type: none"> <li>Model Robots, model vehicles and machines</li> <li>Exploring texture, construction and small world</li> <li>Printing with nuts and bolts.</li> <li>Listening and responding to different Electronic music</li> <li>Explore, build and play with a range of resources and construction kits with wheels and axles.</li> </ul>	<ul style="list-style-type: none"> <li>Make transient art and pattern work using a range or combination of human-made and natural materials</li> <li>Identify and use paints in the primary and secondary colours</li> <li>Construct simple structures, models or other products using a range of materials.</li> </ul>	Creating with materials; Being imaginative and expressive: <ul style="list-style-type: none"> <li>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients</li> <li>Sing a range of well known nursery rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple prints using a variety of tools, including print blocks and roller</li> <li>Create art in different ways on a theme, to express their ideas and feelings.</li> <li>Cut, tear, fold and stick a range of papers and fabrics.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and talk about pictures of famous artwork as they paint and draw</li> <li>Remember and sing well known rhymes and songs in a small group</li> <li>Create art in different ways on a theme, to express their ideas and feelings.</li> <li>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</li> <li>Explore, build and play with a range of resources and construction kits with wheels and axles.</li> </ul>
Physical Development (Fine Motor, Gross Motor, PE)	<ul style="list-style-type: none"> <li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.</li> </ul>	Gross motor skills; Fine motor skills <ul style="list-style-type: none"> <li>Dance, ways of moving</li> <li>Different lines - drawing and tracing curves, zigzags etc in different materials, playdough modelling, etc</li> <li>Write recognisable letters,</li> <li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> </ul>	Team games: <ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Participate in simple playground games, following the rules.</li> </ul>	Fine & Gross Motor Development: <ul style="list-style-type: none"> <li>Begin to show accuracy and care when drawing.</li> <li>Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Write recognisable letters</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength</li> <li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>Move confidently in a range of ways and safely negotiate space, obstacles and terrains.</li> </ul>	<ul style="list-style-type: none"> <li>Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing.</li> <li>Manipulate malleable materials into a variety of shapes and forms using their hands and other tools.</li> <li>Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</li> <li>Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</li> </ul>