

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Lets Explore (G)	Marvellous Machines (S/H)	The Enchanted Woodland (S)	Ready, Steady, Grow (G)	Animal Safari (G)	Long Ago (H)
Text	<ul style="list-style-type: none"> What can you see? What to do with a box. Where the wild things are. 	<ul style="list-style-type: none"> Alan Dean Foster Nobot, the Robot with no Bottom 	<ul style="list-style-type: none"> Stick Man Little Red Riding Hood Hansel and Gretel 	<ul style="list-style-type: none"> The Little Red Hen 	<ul style="list-style-type: none"> Rumble in the Jungle Non Fiction Texts 	<ul style="list-style-type: none"> The Big Afie and Annie Rose Storybook Toby and the Great Fire of London
English	<p>Listening, attention and understanding:</p> <ul style="list-style-type: none"> Talk about stories and make connections with events in their own lives or other familiar stories Asking questions Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Recounts:</p> <ul style="list-style-type: none"> Blend sounds into words so that they can read short words made up of known letter-sound correspondences Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text 	<p>Listening, attention and understanding:</p> <ul style="list-style-type: none"> Talk about stories and make connections with events in their own lives or other familiar stories Asking questions Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Recounts:</p> <ul style="list-style-type: none"> Creating Labels simple phrases and sentences that can be read by others for maps, pictures of road scenes Explain their ideas and thoughts in full sentences 	<p>Listening, attention and understanding:</p> <ul style="list-style-type: none"> Talk about stories and make connections with events in their own lives or other familiar stories Ask and answer questions beginning with question words <p>Recounts;</p> <ul style="list-style-type: none"> Information texts and letters; Lists and instructions Narratives Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text 	<p>Listening, attention and understanding:</p> <ul style="list-style-type: none"> Talk about stories and make connections with events in their own lives or other familiar stories Ask and answer questions beginning with question words <p>Recounts;</p> <ul style="list-style-type: none"> Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Listening, attention and understanding:</p> <ul style="list-style-type: none"> Sharing stories Talk about stories and make connections with events in their own lives or other familiar stories <p>Recounts:</p> <ul style="list-style-type: none"> Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge Blend sounds into words so that they can read short words made up of known letter-sound correspondences. 	<p>Listening, attention and understanding:</p> <ul style="list-style-type: none"> Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. Talk about the pictures in storybooks and use them to discuss how characters might be feeling <p>Recounts:</p> <ul style="list-style-type: none"> Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Communication and language	<ul style="list-style-type: none"> Individual SALT/EHCP Programmes Participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play. Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge. 	<ul style="list-style-type: none"> Remembering and recalling what we have done. Individual SALT/EHCP Programmes During small group, class and 1:1 discussions, ask questions to understand what has been said. Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge. 	<ul style="list-style-type: none"> Individual SALT/EHCP Programmes Ask relevant questions to extend their understanding and knowledge. Listen and respond appropriately to adults and their peers. Maintain attention and participate Discuss the meanings of new words in their reading, drawing on known meanings 	<ul style="list-style-type: none"> Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems. Individual SALT/EHCP Programmes Listen to others when 1:1 or in a small group, and start and continue a conversation with a friend for many turns Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate 	<ul style="list-style-type: none"> Individual SALT/EHCP Programmes Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. Express their ideas and feelings about their experiences using sentences 	<ul style="list-style-type: none"> Individual SALT/EHCP Programmes Begin to use words relating to the passage of time when retelling a past event Comment and ask questions about objects from the past Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
Reading and Phonics Skills	<p>Baselines;</p> <ul style="list-style-type: none"> Read Write Inc Interventions Reading for Pleasure class reads 	<p>Individual levels:</p> <ul style="list-style-type: none"> Read Write Inc Interventions Reading for Pleasure class reads 	<p>Individual levels:</p> <ul style="list-style-type: none"> Read Write Inc Interventions Reading for Pleasure class reads 	<p>Individual levels:</p> <ul style="list-style-type: none"> Read Write Inc Intervention Reading for Pleasure class reads 	<p>Individual levels:</p> <ul style="list-style-type: none"> Read Write Inc Interventions Reading for Pleasure class reads 	<p>Individual levels:</p> <ul style="list-style-type: none"> Read Write Inc Interventions Reading for Pleasure class reads
Mathematics	<ul style="list-style-type: none"> Number; Numerical patterns Subtraction Addition Place Value Using White Rose Maths <p>Appropriate individual level</p>	<ul style="list-style-type: none"> Number; Numerical patterns Subtraction Addition Place Value Geometry/Shape Using White Rose Maths <p>Appropriate individual level</p>	<ul style="list-style-type: none"> Number; Numerical patterns Subtraction Addition Place Value Using White Rose Maths <p>Appropriate individual level</p>	<ul style="list-style-type: none"> Number; Numerical patterns Measurement; Length Height Weight/volume Using White Rose Maths, Appropriate individual level 	<ul style="list-style-type: none"> Number; Numerical patterns Geometry Using White Rose Maths <p>Appropriate individual level</p>	<ul style="list-style-type: none"> Number; Numerical patterns Measure Money Times Using White Rose Maths <p>Appropriate individual level</p>
Science	<ul style="list-style-type: none"> Begin to notice and talk about the different places around the world, including oceans and seas Describe how the weather, plants and animals of one place is different to another using simple geographical terms Take photographs, draw simple picture maps and collect simple data during fieldwork activities. 	<ul style="list-style-type: none"> Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration. 	<ul style="list-style-type: none"> Identify, compare, group and sort a variety of common wild and garden plants Are all leaves the same? Do pine cones know it's raining? What's in a bud? How do leaves change? Describe how to care for plants and animals, including pets. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. 	<ul style="list-style-type: none"> Describe some ways that plants or animals should be cared for in order for them to survive. Care for growing seeds and plants and describe observable features of different types of plants and trees Match animals to their young Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. 	<ul style="list-style-type: none"> Begin to talk about and name the body parts of common animals, including pets. Identify common features for different groups of animals, including wild and domestic animals. Describe some ways that plants or animals should be cared for in order for them to survive With support, observe, record and talk about materials and living things. Ask a relevant scientific question to find out more, explain how things work and why they might happen. 	<ul style="list-style-type: none"> Name and sort everyday items into groups of the same material. Represent different parts of the human body from observation, imagination or memory with attention to some detail.
Humanities (Geog/History)	<ul style="list-style-type: none"> Notice and begin to name different human-made features in the immediate environment, including the school grounds, local streets and the place they 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Making maps: Draw or read a simple picture map Recognise landmarks and basic human and physical features 	<ul style="list-style-type: none"> Past and present; People, culture and communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and 	<ul style="list-style-type: none"> Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. 	<ul style="list-style-type: none"> Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations using books,



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	<ul style="list-style-type: none"> live Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world Discuss how the local environment has changed over time using photographs and first-hand experiences Make and use simple maps in their play to represent places and journeys, real and imagined. 	books, stories and pictures	<ul style="list-style-type: none"> Follow a map (playground/Beebots) 	<ul style="list-style-type: none"> maps. 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. 	<ul style="list-style-type: none"> Begin to collect simple geographical data during fieldwork activities. Describe how the weather, plants and animals of one place is different to another using simple geographical terms. Make and use simple maps in their play to represent places and journeys, real and imagined. 	<ul style="list-style-type: none"> stories and pictures. Notice similarities and differences between life now and in the past. Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. Recognise and discuss how they have changed from when they were babies Describe simply how weather changes as the seasons change. Discuss how the local environment has changed over time using photographs and first-hand experiences.
Computing	<ul style="list-style-type: none"> Use a variety of digital technology, such as smartphones and tablets. Input simple instructions to technological toys, including floor robots and onscreen sprites. 	<ul style="list-style-type: none"> Computers and tablets can be used to make pictures and images Play with and explore battery-powered toys and models Input simple instructions to technological toys, including floor robots and onscreen sprites 	<ul style="list-style-type: none"> Recognise common uses of information technology beyond school. Understand that there are online tools that can help people to create content and communicate. 	<ul style="list-style-type: none"> Input simple instructions to make technological toys operate, including floor robots and onscreen sprites. Use age-appropriate software independently 	<ul style="list-style-type: none"> Input simple instructions to technological toys, including floor robots and onscreen sprites. Navigate to find digital content, in digital folders and online, with supervision. 	<ul style="list-style-type: none"> Use age-appropriate software to create images and record sounds and videos.
PSHE (Personal Development)	<p>Being Me in My World: Jigsaw.</p> <ul style="list-style-type: none"> Who am I and how do I fit at an appropriate individualised level Individual EHCP Targets 	<p>Celebrating Difference: Jigsaw.</p> <ul style="list-style-type: none"> Respect for similarity and difference. Anti-bullying and being unique at an appropriate individualised level Individual EHCP Targets 	<p>Dreams & Goals: Jigsaw.</p> <ul style="list-style-type: none"> Aspirations, how to achieve goals and understanding the emotions that go with this at an appropriate individualised level Individual EHCP Targets 	<p>Healthy Me: Jigsaw.</p> <ul style="list-style-type: none"> Being and keeping safe and healthy at an appropriate individualised level Individual EHCP Targets 	<p>Relationships: Jigsaw.</p> <ul style="list-style-type: none"> Building positive, healthy relationships at an appropriate individualised level Individual EHCP Targets 	<p>Changing Me: Jigsaw.</p> <ul style="list-style-type: none"> Coping positively with change at an appropriate individualised level Individual EHCP Targets
Creativity :	<ul style="list-style-type: none"> Construct simple structures and models using a range of materials. Cut, tear, fold and stick a range of papers and fabrics. Make simple prints using a variety of tools, including print blocks 	<ul style="list-style-type: none"> Creating with materials : Model Robots, model vehicles and machines Exploring texture, construction and small world Printing with nuts and bolts. Listening and responding to different Electronic music Explore, build and play with a range of resources and construction kits with wheels and axles. Use a variety of paper and fabric to make images. Construct simple structures and models using a range of materials Make simple prints using a variety of tools, including print blocks and rollers 	<ul style="list-style-type: none"> Make transient art and pattern work using a range or combination of human-made and natural materials Identify and use paints in the primary and secondary colours Construct simple structures, models or other products using a range of materials. 	<ul style="list-style-type: none"> Creating with materials; Being imaginative and expressive: Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients Sing a range of well known nursery rhymes and songs. 	<ul style="list-style-type: none"> Make simple prints using a variety of tools, including print blocks and roller Create art in different ways on a theme, to express their ideas and feelings. Cut, tear, fold and stick a range of papers and fabrics. 	<ul style="list-style-type: none"> Explore and talk about pictures of famous artwork as they paint and draw Remember and sing well known rhymes and songs in a small group Create art in different ways on a theme, to express their ideas and feelings. 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. Explore, build and play with a range of resources and construction kits with wheels and axles.
Physical Development (Fine Motor, Gross Motor, PE)	<ul style="list-style-type: none"> Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases. 	<ul style="list-style-type: none"> Gross motor skills; Fine motor skills Dance, ways of moving Different lines - drawing and tracing curves, zigzags etc in different materials, playdough modelling, etc Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. 	<ul style="list-style-type: none"> Team games: Participate in team games, developing simple tactics for attacking and defending. Participate in simple playground games, following the rules. Manipulate malleable materials into a variety of shapes and forms using their hands and other tools. 	<ul style="list-style-type: none"> Fine & Gross Motor Development: Begin to show accuracy and care when drawing. 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 Negotiate space and obstacles safely, with consideration for themselves and others. Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases. 	<ul style="list-style-type: none"> Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Move confidently in a range of ways and safely negotiate space, obstacles and terrains. 	<ul style="list-style-type: none"> 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. Manipulate malleable materials into a variety of shapes and forms using their hands and other tools. Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.