







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Let's be chefs	Let's Celebrate!	Let's be heroes!	Let's be me!	Let's be gardeners!	Let's be explorers!
Text Drivers						
Key Vocabulary	Harvest, slices, chopped, clucked, ear of corn, grind, dissolve, ingredients, knead	Celebration, festival, Hindu, Christian, religion, belief, communities	Occupation, emergency, services, vehicles, rescue, healthy, safe, bravery, hygiene	Past, History, present, time, remembering, memory, changes, events	Planting, seed, seedling, shoot, roots, stem, growth, pollen,	Explore, map, journey, route, compare, features, landmark, travel
Communication & Language	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary. Develop social phrases.</p> <p>Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary linked with text Develop social phrases.</p> <p>Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books</p>	<p>Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary related to journeys and transport in different contexts. Learn rhymes, poems and songs.</p>	<p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Discuss the setting of the story. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction books about minibests to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about selected non-fiction linked with farm animals to develop a deep familiarity with new knowledge and vocabulary.</p>
Personal, Social and Emotional Development	<p>Getting to know you Settling in to a new class Creating class rules Becoming familiar with routines and expectations See themselves as a valuable individual. Manage their own needs. - Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -tooth brushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian PHSEE</p>	<p>Celebrating differences Talking in a familiar group about their own family Exploring emotions and feelings – how do we show emotions? Positive relationships with adults and other children Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others Manage their own needs. - Personal hygiene</p> <p>PHSEE</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p> <p>PHSEE</p>	<p>Manage their own needs. - Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -tooth brushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian</p> <p>PHSEE</p>	<p>Talk about their own ideas Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. - Personal hygiene</p> <p>PHSEE</p>	<p>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. Think about the perspectives of others. Manage their own needs. - Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -tooth brushing -sensible amounts of 'screen time' -having a good sleep routine</p> <p>PHSEE</p>

	Healthy Lifestyles Feelings & Emotions Being Happy	Respecting Self & Others Feelings & Emotions Shared Responsibilities	Aspirations, Work & Career Feelings & Emotions Medicines	Growing & Changing Families & close relationships	Keeping Safe Friendships	-being a safe pedestrian PHSEE Safe Relationships Communities Being hurtful
Physical Development	<p>Through weekly PE sessions and outdoor provision, revisit movement skills such as: rolling, crawling, walking, jumping, running, hopping, skipping and climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</p> <p>Develop small motor skills so they can use a range of tools competently, safely and confidently e.g., pencils, paintbrushes, scissors, knives, forks and spoons</p>	<p>Through weekly PE sessions and outdoor provision, revisit movement skills such as: rolling, crawling, walking, jumping, running, hopping, skipping and climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</p> <p>Develop small motor skills so they can use a range of tools competently, safely and confidently e.g., pencils, paintbrushes, scissors, knives, forks and spoons</p>	<p>Through weekly PE sessions and outdoor provision develop the overall body strength, co-ordination, balance and agility, combining different movements with ease and fluency</p> <p>Develop different styles of dance just like the animals in the story.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully.</p> <p>Develop small motor skills so they can use a range of tools competently, safely and confidently e.g., pencils, paintbrushes, scissors, knives, forks and spoons</p>	<p>Through weekly PE sessions and outdoor provision, progress towards a more fluent style of moving, with developing control and grace.</p> <p>Travel in different ways, relating to different modes of transport</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully.</p> <p>Develop small motor skills so they can use a range of tools competently, safely and confidently e.g., pencils, paintbrushes, scissors, knives, forks and spoons</p>	<p>Through weekly PE sessions and outdoor provision, progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency. Move in different ways just like different minibeasts.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully.</p> <p>Develop small motor skills so they can use a range of tools competently, safely and confidently e.g., pencils, paintbrushes, scissors, knives, forks and spoons</p>	<p>Through weekly PE sessions and outdoor provision, progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Prepare for Sports Day</p> <p>Develop small motor skills so they can use a range of tools competently, safely and confidently e.g., pencils, paintbrushes, scissors, knives, forks and spoons</p>
Literacy	<p>Daily RWInc session (Read individual letters by saying the sounds for them.)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read simple phrases)</p> <p>Draws lines and circles in the air, on the floor, or on large sheets of paper, balancing well and using whole arm and body</p> <p>Uses tools for mark making with control</p> <p>Grips, using 5 fingers or preferably two fingers and a thumb for control</p> <p>Uses pincers, tweezers and threading equipment with increasing control and confidence.</p> <p>Copies shapes, letters and pictures.</p> <p>Forming some recognisable letters in their name</p> <p>Can talk about what they have painted or drawn</p>	<p>Daily RWInc session (Read individual letters by saying the sounds for them.)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to RWI</p> <p>Read simple phrases and sentences and a few exception words)</p> <p>Draws lines and circles in the air, on the floor, or on large sheets of paper, balancing well and using whole arm and body</p> <p>Copies shapes, letters and pictures.</p> <p>Forming some recognisable letters correctly</p> <p>Recognises a capital letter at the start of their name.</p> <p>Can talk about what they have painted or drawn</p> <p>Can give meaning to marks as they write</p> <p>Creates representations of people, events and objects.</p> <p>Identifies sounds in their name and other words</p> <p>Ascribes meaning to marks like on signage</p>	<p>Daily RWInc session (Read individual letters by saying the sounds for them.)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to RWI</p> <p>Read simple phrases and sentences and a few exception words)</p> <p>Re-read books to build up confidence, fluency, understanding & enjoyment</p> <p>Name writing</p> <p>Forms recognisable letters, some of them correctly.</p> <p>Uses a tripod grasp</p> <p>Form lowercase and capital letters correctly</p> <p>Uses identifiable letters to communicate meaning – writing captions and labels</p> <p>Re -reads what they have written.</p> <p>Rehearse what I want to write orally before writing.</p> <p>Write short sentences (with known sounds) using a capital letter and a full stop</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Daily RWInc session (Read individual letters by saying the sounds for them.)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to RWI</p> <p>Read simple phrases and sentences and a few exception words)</p> <p>Re-read books to build up confidence, fluency, understanding & enjoyment</p> <p>Name writing (first name and surname)</p> <p>Uses a tripod grasp</p> <p>Forms most lowercase and capital letters correctly</p> <p>Uses identifiable letters to communicate meaning – writing captions and labels</p> <p>Re -reads what they have written.</p> <p>Rehearse what I want to write orally before writing.</p> <p>Write short sentences (with known sounds) using a capital letter and a full stop</p> <p>Spell simple words and common exception words such as 'the' and 'said'</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Daily RWInc session (Read individual letters by saying the sounds for them.)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to RWI</p> <p>Read simple phrases and sentences and a few exception words)</p> <p>Re-read books to build up confidence, fluency, understanding & enjoyment</p> <p>Name writing (first name and surname)</p> <p>Forms lowercase and capital letters correctly</p> <p>Spell words and common exception words</p> <p>Write sentences with words with known letter-sound correspondences using a full stop and a capital letter</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Daily RWInc session (Read individual letters by saying the sounds for them.)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to RWI</p> <p>Read simple phrases and sentences and a few exception words)</p> <p>Re-read books to build up confidence, fluency, understanding & enjoyment</p> <p>Name writing (first name and surname)</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter.</p> <p>Write simple phrase and sentences that can be read by others, using a full stop and a capital letter</p> <p>Re-read what they have written to check that it makes sense.</p>

<p>Mathematics</p>	<p>Introducing Maths Meeting (daily) Days of the week Date How many days in F2 How many children at school Counting Nursery rhymes (careful counting numbers to 5) How many fingers Abstract counting Numerals to 5 Shape – square / circle</p> <p>Sorting/Grouping/ Similarities/Differences</p> <p>Mastery in maths Perceptual subitising to 4 Counting, cardinality and ordinality Composition</p> <p>Number Sense Book 1 – Lots of ones Book 1 One of something Book 2 – Lots of twos Book 1 – Two of something Book 1 – One or Two Book 6 – Partitioning – Collections of 2 Book 6 – Tell me a story of 2 Book 6 – What’s missing form 2?</p>	<p>Maths Meeting (daily)</p> <p>Mastery in maths Perceptual subitising to 4 Comparison Counting, Ordinality and Cardinality Comparison</p> <p>Shape, Space and Measure Comparing size Patterns</p> <p>Number Sense Book 2 – lots of threes Book 2 – three of something Book 2 – two or Three Book 7 -Tell a story of 3 Book 7 – How do you see 3 Book 7 – Partitioning 3 Book 3 –lots of fours Book 3 - four of something Book 3 Three of four Book 3 – How many Book 8 – how do you see 4? Book 8 – collections of 4 Book 8 – Tell me a story of 4</p>	<p>Maths Meeting (daily)</p> <p>Mastery in Maths Composition Counting, Ordinality and Cardinality Subitising</p> <p>Shape, Space and Measure Positional language</p> <p>Number Sense Book 4 – lots of fives Book 4 – five of something Book 4 – two or four or five Book 4 how many? Book 4 - roll the dice Book 4 – five frame Book 4 – five frame gaps Book 9 Tell me a story of 5 Book 9 – How to you see 5? Book 9 - How many more to 5?</p>	<p>Maths Meeting (daily)</p> <p>Mastery in Maths Composition Counting, Ordinality and Cardinality Subitising Comparison</p> <p>Shape, Space and Measure Money –</p> <p>Number Sense Book 11 – how do you see six? Book 11 – Tell a story of six? Book 11 – six or not six? Book 11 - Collection of 6 Book 5 – Models of 6 Book 11 – How do you see seven? Book 11 – Tell a story of seven Book 11 – seven or not seven Book 5 - Models of seven</p> <p>Book 11 – How do you see eight? Book 11 – Tell a story of eight Book 11 – eight or not eight Book 5 – models of eight</p>	<p>Maths Meeting (daily)</p> <p>Mastery in Maths Cardinality, ordinality and counting Subitising Composition</p> <p>Shape, Space and Measure</p> <p>Length Weight Mass Capacity</p> <p>Number Sense Book 11 – How do you see nine? Book 11 – Tell a story of nine Book 11 – nine or not nine Book 5 – models of nine Book 13 - Doubles Snap Book 13 - Doubled or Not Doubled Book 10 – how do you see 10 Book 10 – collections of 10 Book 5 – Models of ten</p> <p>Book 10 – make a ten shape Book 10 – build a ten frame Book 10 – what’s missing from the ten frame</p>	<p>Maths Meeting (daily)</p> <p>Mastery in maths Subitising on a rekenrek Counting beyond 20 comparison review Comparison Patterns within numbers to 10 Automatic recall understanding review Understanding of numbers to 10</p> <p>Shape, Space and Measure Shape 2d and 3d Money Height Length – Distance</p> <p>Number Sense Book 12 – seeing more Book 12 – dotty comparisons Book 12 – Compare the castles Book 12 – Comparing quantities Book 12 – Numerals and quantities Book 13 – odd and even groups of 2 Book 13 – odd and even numbers to ten Book 13 – equal distribution</p>
<p>Understanding the World</p>	<p>Circle time: Talk about members of their immediate family and community. Discuss similarities/ differences between themselves and others. Name and describe people who are familiar to them.</p> <p>Science: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Seasonal: Understand the effect of changing seasons on the natural world around them.</p> <p>RE Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Circle time: Talk about members of their immediate family and community. Discuss similarities/ differences between themselves and others. Name and describe people who are familiar to them.</p> <p>Science: Explore the natural world around them. Seasonal: Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>RE Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Circle time: Talk about members of their immediate family and community. Discuss similarities/ differences between themselves and others. Name and describe people who are familiar to them.</p> <p>Science Explore the natural world around them. Seasonal Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>RE Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Circle time: Talk about members of their immediate family and community. Discuss similarities/ differences between themselves and others. Name and describe people who are familiar to them.</p> <p>Science Describe what they see, hear and feel whilst outside. Seasonal Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>RE Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways</p> <p>History Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Circle time: Talk about members of their immediate family and community. Discuss similarities/ differences between themselves and others. Name and describe people who are familiar to them.</p> <p>Science Describe what they see, hear and feel whilst outside. Seasonal Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>RE Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Circle time: Talk about members of their immediate family and community. Discuss similarities/ differences between themselves and others. Name and describe people who are familiar to them.</p> <p>Science Describe what they see, hear and feel whilst outside. Seasonal Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live.</p> <p>RE Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Geography: Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p>

Expressive Arts & Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Colour mixing to paint their own self portrait. Create collaboratively, sharing ideas, resources and skills. 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. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Creating pictures of different animals Explore the pattern of different animals Create collaboratively, sharing ideas, resources and skills. 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. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create pictures of different transport Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore reflections Create collaboratively, sharing ideas, resources and skills. 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. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Make 3d models of minibeasts Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 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. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Make a house for a little pig. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 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. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.
Role Play	Home Corner Cafe	Home Corner	Home Corner Doctors' Surgery/Vets	Home Corner Old Toy Artefacts	Home Corner Flower Shop	Home Corner Post Office
Talk Through Stories Texts & Poems	<ul style="list-style-type: none"> The Three Billy Goats Gruff Goldilocks & the three bears The Three Little Pigs Pumpkin Soup The Little Red Hen Room on the Broom The Poetry Basket Bedtime past march – poetry 	<ul style="list-style-type: none"> After the Storm Little Acorn Coming Home Stickman The Gruffalo's Child Nursery Rhymes The Poetry Basket Cakeausaurus – poetry 	<ul style="list-style-type: none"> One Snowy Night There's a pig up my nose Little Chick The Gingerbread Man The Storm Whale The Poetry Basket Where am I? - poetry The Runaway Wok 	<ul style="list-style-type: none"> Paper Dolls One springy day Somebody Swallowed Stanley Tiddler Once they were giants The house that once was The tiger –poetry 	<ul style="list-style-type: none"> Oliver's Vegetables Jack and the beanstalk Tad Norman the slug with the silly shell Superworm Spinderella The little sunflower The Poetry Basket Oh oh the story man – poetry 	<ul style="list-style-type: none"> Mr Gumpy's Outing The Gruffalo The everywhere bear Martha maps it out What the Ladybird Heard The Poetry Basket Handa's Surprise Zanzibar – poetry Burglar Bill
Parent/Carers	Nursery Rhyme Week Christmas FS2 Parents Evening		FS2 parents evening		Sports Day Celebration Assembly	
Cultural Capital	Harvest	Diwali Dancing	Dentist visit Police/Fire Service	Visit to Kelham Island Visit to Mapplewell Library	Fire Engine Visit *through Fire Service	Local Walk – Picnic in Mapplewell Park
Topic Linked Texts			<ul style="list-style-type: none"> The Runaway Pancake Mr Wolf's Pancakes Snow Bears 	<ul style="list-style-type: none"> The Tiny Seed 		<ul style="list-style-type: none"> Martha Maps it out
British Values and Celebrations	<p>Individual Liberty Encourage them to develop a positive sense of themselves and to celebrate their personal achievements Ensure that all children engage in a wide range of activities and are not limited by gender or other stereotypes Allow children to develop their independence, offering them opportunities to follow their own ideas and interests</p> <p>Democracy Support children to understand that they are part of a family, class, school and community Encourage children to value each other's views and talk about their feelings, likes and dislikes Use group times and circle times to promote turn taking, to encourage children to listen to each other and value everyone's contribution</p> <p>The Rule of the Law Discuss why rules are needed and how they should be administered fairly so that everyone is kept happy and safe Encourage and support children with learning about right from wrong Encourage children to take turns, share and cooperate Children should be given the opportunity to learn about the jobs of those involved with the rule of law, such as police officers</p> <p>Mutual Respect and Tolerance of different Faiths and Beliefs</p>		<p>Individual Liberty Provide opportunities to develop children's self-esteem and confidence in their own abilities Enable children to take on challenges, risks and responsibilities, showing perseverance and resilience Encourage children to explore their thoughts and feelings with those that they trust and offer them the vocabulary to help them to do this</p> <p>Democracy Make sure that children know that their views and opinions matter Encourage children to make decisions together</p> <p>The Rule of the Law Create an environment in which actions are always followed through - so discussions are followed up, conflicts are resolved and requests are responded to Help children to understand their own and others' behaviour and feelings, as well as the consequences of their actions</p> <p>Mutual Respect and Tolerance of different Faiths and Beliefs Create an environment that includes, values and respects different faiths, cultures, views and ethnicities Help children to learn about other faiths, cultures, traditions, families, communities and ways of life and to be curious and appreciative. Encourage children to share their own experiences and respond to the experiences of others. They might learn</p>		<p>Individual Liberty Motivate children to ask questions. Ensure they know that their questions, ideas and opinions will be valued and respected Encourage children to express their own views and respect the fact that others may have different views</p> <p>Democracy Give children the chance to vote for choices Create an environment which is a safe space to share ideas, consider alternative courses of action, make mistakes and try again Offer opportunities for children to take turns, share, discuss and collaborate in a range of activities</p> <p>The Rule of the Law Help children understand how to keep themselves safe and how to resolve conflicts appropriately</p> <p>Mutual Respect and Tolerance of different Faiths and Beliefs Encourage children to appreciate similarities as well as differences, helping them to build constructive and respectful relationships</p>	



Encourage children to reflect on their similarities and differences with each other and foster an inclusive approach
Provide opportunities to make links with the local community
Encourage children to see themselves as part of a wider community. They can learn about national commemorations, such as Remembrance Day. They could also learn about places around the world

about festivals and special days, different types of family units and different occupations

