



THE DOWNLEY SCHOOL

"Learning, Growing and Succeeding Together"



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
School Value	Teamwork	Inclusion	Resilience	Responsibility	Respect	Integrity
Topic Themes	Marvellous me and my community	Once Upon a Time - Traditional tales	Our favourite books	People Who Help Us	Animals (mini beasts and dinosaurs)	Journeys Transition to year 1
Quality Text/s	The colour monster The Colour Monster goes to school- Anna Llenas) Pumpkin Soup- (Helen Cooper) The giant Pumpkin (Joy Cowley) Pink Panther (Utube) The Little Red Hen (Traditional version) Farmer Duck (Martin Waddell) Three Little Pigs (Traditional version)	Little Red Riding Hood (Traditional version) The Wolf's story- (Toby Forward) Goldilocks. The Magic Porridge Pot. Hansel & Gretel (Traditional version). The Gingerbread Man (Traditional version).	Stick man & The Magic paintbrush (Julia Donaldson) Tiger who came for tea (Judith Kerr) Wacky Races (Utube) The Rainbow fish (Marcus Phister)	Not Now Bernard- (David McKee) Stuck (Oliver Jeffers) Trapdoor stories (Utube) Where the wild things are (Maurice Sendak) The story of the little Mole (Werner Holzwarth) The Odd Egg (Emily Gravett)	Jack and the beanstalk (Traditional version) and alternative versions, 2 weeks rollover The very Hungry Caterpillar & The Tiny Seed (Eric Carle) Oliver's Vegetables (Alison Bartlett) Banana Man (Utube)	Non-fiction books & Travel magazines. Once there were giants- (Martin Wadell) Journey- Neil Griffiths The Journey- Aron Becker Lost and Found (Oliver Jeffers) Roadrunner (utube) The Giant Jam Sandwich (Janet Burroway)
Enrichment	Explore at Forest School- what can we find in our woodland areas?	Imagination studio- festival of lights. Nativity	Mystery parent readers.	Parent visitors Visit from emergency services. Mystery readers	High Wycombe Bee Keeping society to visit with Live bees. Live Caterpillars to hatch	Trip with year 1 End of year performance Sports day

Prime areas of learning

Communication and Language

Listening, Attention and Understanding	To be able to understand how to listen carefully and know why it is important.	To begin to understand how and why questions.	To be able to ask questions to find out more.	To retell a story and follow a story without pictures or props.	To be able to understand a question such as who, what, where, when, why and how.	To be able to have conversations with adults and peers with back-and-forth exchanges.
Speaking	To be able to talk in front of small groups and their teacher offering their own ideas.	To be able to use new vocabulary throughout the day.	To talk in sentences using conjunctions e.g. and, because	To engage in non-fiction books and to use new vocabulary in different contexts.	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To be able talk in sentences using a range of tenses.

Personal, Social and Emotional Development

PSHE	Being Me in my world: Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities PANTS - NSPCC	Celebrating Difference: Identifying talents Being Special Families Where we live Making friends Standing up for yourself	Dreams & Goals: Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me: Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety PANTS - NSPCC	Relationships: Family life Friendships Breaking friendships Dealing with Bullying Being a good friend	Changing me: Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations PANTS - NSPCC
Self-Regulation	Follow one step instructions, recognise different emotions and focus during short whole class activities.	To talk about how they are feeling and to consider others feelings.	To be able to focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally.	Control their emotions using a range of techniques.	To follow instructions of three steps or more.
Managing Self	To wash hands independently	To understand the need to have rules.	To begin to show resilience and perseverance in the face of a challenge.	To develop independence when dressing and undressing.	To manage own basic needs independently. To dress independently.	Show a 'can do' attitude To understand the importance of healthy food choices
Building Relationships	To seek support from adults and gain confidence to speak to peers and adults.	Begin to develop friendships.	To be able to use taught strategies to support turn taking.	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group.	To be able to have confidence to communicate with adults around the school.

Physical Development

Gross motor	To move safely in a space.	Explore different ways to travel using equipment.	To be able to control a ball in different ways, balance on a variety of equipment and climb	To jump and land safely from a height.	To move safely with confidence and imagination, communicating ideas through movement.	To play by the rules and develop coordination.
Fine motor	Begin to use tripod grip when using mark making tools.	To accurately draw lines, circles and shapes to draw pictures.	To handle scissors, pencil and glue effectively.	Able to use cutlery appropriately.	Hold scissors correctly and cut out small shapes.	To form letters correctly using a tripod grip.

Specific areas of learning

Literacy

Reading	Phase 2 LWLS Segment and blend sounds together to read words. Enjoy shared story times	Phase 2 LWLS Begin to read captions and sentences. Retell a familiar story with props & a story map to follow	Phase 3 LWLS Recognise taught digraphs in words and blend the sounds together. Draw own story maps from a familiar text	Phase 3 LWLS Read words containing tricky words and digraphs.	Phase 4 LWLS Read longer sentences containing phase 4 words and tricky words.	Phase 4 LWLS Read books matching their phonics ability.
Writing	Hear and write initial sounds in words Form all letters correctly for each GPC taught so far	Write simple cvc/cvcc words that can be read by others- Write own name from memory with letters formed mostly correctly	Write simple cvc words (Independently) (Using a WIDGET guide) Write 2/3 word phrases	Write a letter to the giant from Jack to say sorry Write 3/ 4 word phrases (independently) Write some tricky words independently.	Write a simple fact file about an animal of their choice Spell out and write words based on phonic knowledge using digraphs/ trigraphs and some tricky words independently	Write a post card home and post in box Write simple sentences – (phrases) that can be read back. Write CVCC words and tricky words independently Use story maps to write simple stories that can be read by others

Maths

Number	Number and place value 1-10	Number addition and subtraction within 10	Number and place value 1-10 – number bonds.	Number addition and subtraction within 10.	Number and place value 10-20	Know number bonds to 10 including doubling facts.
Shape and Space	Geometry- properties of 2D shape			Geometry- properties of 3D shape	Exploring repeating patterns.	Measure Time

Knowledge and understanding the World

Science	Seasonal Changes - Autumn		Seasonal Changes - Winter	Seasonal Changes - Spring Plants	Animal Classifications	Seasonal Changes - Summer 2
Past and Present (History)	Know about their own life story and know they have changed. Retel daily routines to sequence daily events- Use words to sequence, e.g, first, then, next, after that, in the end.	Understand that there are special dates and times that repeat every year.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Show interest in different occupations and the lives of their family. Talk about the lives of people around them. Talk about past and present events in their lives and what has been read to them. Know the days of the week.	Use books and accounts to make comparisons between familiar objects, familiar situations and people from the past and the present	Understand and explain that there are differences and similarities between people of different ages. Describe memories that have happened.
People, Culture and Communities (RE)		Festivals & Celebrations Diwali Christmas around the world. The Nativity Story	Chinese New Year Eid	Easter Holi		
Geography	Describe their immediate environment using knowledge from observation. Know about features of the immediate environment. Talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library.	Know that there are many countries around the world. Know that people in other countries may speak different languages. Know that different countries have different homes.	Follow simple directions (Up, down, left/right, forwards/backwards) Follow directions using a small toy. Direct a friend from point A to B using positional language.	Postmen/women- post a letter home- Beginning to recall their address such as the name or number, the road/street and the village/town	To know that simple symbols are used to identify features on a map learn the continent song and match animals to their habitats and places of origin.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Technology	Using the camera take slide show photos Take a self-portrait for a drawing	N/A	Use Beebots to perform simple actions	N/A	Use Beebots to perform more complex actions and write o draw instructions to a friend for them to follow.	Update self-portrait photo

Expressive Arts and Design

Art & DT skills	<p>Fine motor activities- How to use the creative area- Draw/ paint a self-portrait to be compared in summer 2 Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Use different materials and textures to create collage/montage pictures Cutting and sticking skills</p>	<p>Use different painting techniques (magic paintbrush) Sponging/ flicking/spraying/paintbrush Use a water wash/ Wash and tidy all equipment</p>	<p>Use different techniques to join materials and create own collages</p>	<p>Explore and use a variety of artistic effects to express ideas and feelings.</p>	<p>Self-portraits- How have I changed? Use different materials to make boats/ planes/ trains and race them.</p>
Music	<p>Welcome song Days of the week song You've got a friend in me. Pulse and rhythm: All about me</p>	<p>Learn songs to perform at Nativity Reach for the stars (with actions)</p>	<p>Going on a bear Hunt – The Wiggles Tempo: Snail and the mouse</p>	<p>I love the flowers (as a round)</p>	<p>Deep in the deep (percussion instruments) looking at keeping a rhythm.</p>	<p>The continents song Performance to parents- Perform songs, rhymes and poems to others.</p>