



#### Gilbert Colvin Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me Traditional Tales	Around the World	Dinosaurs	New Life	Space	Under the Sea
Core Texts/Rhymes	Nursery Rhymes The Three Little Pigs Goldilocks and the Three Bears Tiger Who Came to Tea Little Red Riding Hood We're Going on a Bear Hunt	Fireworks Diwali The Most Exciting Eid Handa's Surprise My Granny Went to Market Celebrations Christmas	Dinosaur Roar There's a T-Rex dinosaur in Town Dinosaur who lost his roar Dinosaur's Love Underpants Stomp, Chomp Big Roars! – Here Come the Dinosaurs! How to Grow a Dinosaur	The Very Hungry Caterpillar Tiny Seed What the Ladybird Heard The Crunching Munching Caterpillar The Bad Tempered Ladybird Tadpole's Promise	Whatever Next? Here Come the Aliens Roaring Rockets We're Off to Look for Aliens Come to Tea on Planet Zum-Zee Beegu On the Moon	Commotion in the Ocean Rainbow Fish Sharing a Shell Lost and Found Pirate's Love Underpants Little Mermaid 10 Little Pirates
RHE Topics	Relationships – people who look after us Our families	Healthy eating (fruit) Being respectful – (respectful friendships)	Internet safety week Mental health - Who can you talk to if you have a problem? (Link to Supertato text) Physical health – dental hygiene	Physical health Healthy eating	Relationships – working together, sharing, being considerate of others.	Internet safety – part of Year 1 transition
UW Celebrations	We are all special Class charter A democratic classroom	Remembrance Day Diwali Mutual respect and tolerance	Festivals (Chinese New Year) Disability awareness and equality	Easter Mutual respect and tolerance of different faiths and beliefs	Ramadan Special places Understanding and respecting different	Making a safe and happy environment (rule of law) Careers Week





promoting safety Diversity week Black History Month	Anti-bullying day	Valentine's Day	World Book Day Sports Relief Mother's Day	cultures in our community	Sports Week Father's Day
Read single – letter Set 1 sounds (first 16)	Read all Set 1 single letter sounds Blend sounds into words orally 25 sounds (all Set 1 single-letter sounds)	Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends 31 sounds (Set 1 Special Friends)	Read Red Storybooks Read 4 double consonants 35 sounds (4 double consonants)	Read Green Storybooks 35 sounds	Read Green or Purple Storybooks Read first 6 Set 2 sounds 41 sounds (first 6 Set 2 sounds)
Form lower case letters correctly as they are taught Children will independently recognise and write their own name.	Form lower case letters correctly as they are taught Begin to write cvc words Write tricky words – to, go, no, the, I Spell words by identifying sounds and then writing the sound with letters.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write 2 or 3 short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write 2 or 3 short sentences with words with known sound- letter correspondences using a capital letter and full stop.	Increased fluency with letter formation Write more complex sentences, e.g. and, because.
<ul> <li>Classifying objects based on one attribute</li> <li>Matching equal and unequal sets</li> <li>Comparing objects and sets</li> <li>Ordering objects and sets</li> <li>Recognise, describe,</li> </ul>	<ul> <li>Count up to six objects.</li> <li>One more or one fewer</li> <li>Order numbers 1 – 6</li> <li>Conservation of numbers within six</li> <li>Explore zero</li> <li>Explore addition and subtraction</li> </ul>	<ul> <li>Count up to ten objects</li> <li>Represent, order and explore numbers to ten</li> <li>One more or fewer, one greater or less</li> <li>Days of the week, seasons</li> </ul>	<ul> <li>Count up to 15 objects and recognise different representations</li> <li>Order and explore number patterns to 15</li> <li>One more or fewer</li> <li>Doubling and</li> </ul>	<ul> <li>Commutativity</li> <li>Explore addition and subtraction</li> <li>Compare two amounts</li> <li>Count up to 10 and beyond with objects</li> <li>Represent, compare and</li> </ul>	Describe capacities Compare volumes Compare weights Estimate, compare and order lengths Explore numbers and strategies Recognise and extend patterns
	Black History Month         Read single – letter Set 1         sounds (first 16)         Form lower case letters         correctly as they are         taught         Children will         independently recognise         and write their own         name.         • Classifying objects         based on one attribute         • Matching equal and         unequal sets         • Comparing objects and sets         • Ordering objects and sets	Black History MonthRead single – letter Set 1 sounds (first 16)Read all Set 1 single letter sounds Blend sounds into words orally25 sounds (all Set 1 single-letter sounds)25 sounds (all Set 1 single-letter sounds)Form lower case letters correctly as they are taughtForm lower case letters correctly as they are taughtChildren will independently recognise and write their own name.Form lower case letters correctly as they are taught• Classifying objects based on one attribute • Matching equal and unequal sets • Comparing objects and sets • Ordering objects and sets • Explore addition and subtraction	Black History MonthRead single – letter Set 1 sounds (first 16)Read all Set 1 single letter sounds Blend sounds into words orallyBlend sounds to read words Read short Ditty stories Read Set 1 Special Friends 31 sounds (Set 1 Special Friends)Form lower case letters correctly as they are taughtForm lower case letters correctly as they are taughtForm lower case letters correctly as they are taughtWrite short sentences with words with known sound-letter correspondences using a capital letter and full stop.• Classifying objects based on one attribute • Matching equal and unequal sets • Ordering objects and sets • Ordering objects and sets • Ordering objects and sets • Ordering objects and sets • Ordering objects and sets• Count up to six objects. • Count up to six objects. • Conservation of numbers within six Explore zero • Explore addition and subtraction• Count up to ten objects • Days of the week, seasons	Black History MonthRead single – letter Set 1 sounds (first 16)Read all Set 1 single letter sounds Blend sounds into words orally 25 sounds (all Set 1 single-letter sounds)Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends 31 sounds (Set 1 Special Friends)Read Red Storybooks Read 4 double consonants 35 sounds (4 double consonants)Form lower case letters correctly as they are taughtForm lower case letters correctly as they are taughtForm lower case letters 	Black History MonthRead single – letter Set 1 sounds (first 16)Read all Set 1 single letter sounds Blend sounds into words orally Special Friends 31 sounds (Set 1 Special Friends)Read Red Storybooks Read 4 double consonants 35 sounds (4 double consonants)Read Green Storybooks as ounds (4 double consonants)Form lower case letters correctly as they are taught Children will independently recognise and write their own name.Form lower case letters correctly as they are taughtForm lower case letters correctly as they are taughtWrite short sentences with words with known sound-letter correspondences using a capital letter and full stop.Write 2 or 3 short sentences with words with known sound-letter correctly as they are taughtWrite short sentences with words with known sound-letter capital letter and full stop.Write 2 or 3 short sentences with words with known sound-letter capital letter and full stop.Write 2 or 3 short sentences with words with known sound-letter capital letter and full stop.Write 2 or 3 short sentences with words with known sound-letter capital letter and full stop.Write 2 or 3 short sentences with words with known sound-letter capital letter and full stop.Write 2 or 3 short sentences with words with known sound-letter capital letter and full stop.Write 2 or 3 short sentences with words with known sound-letter capital letter and full stop.Write 2 or 3 short sentences with words with known sound-letter capital letter and full stop.Write 2 or 3 short sentences with words with known sound-letter one capital letter and full stop.Write 2 or





	and size patterns • Count and represent the numbers 1 to 3 • Estimate and check	<ul> <li>Estimate, order compare, discuss and explore capacity, weight and lengths Describe, and sort 3-D shapes</li> <li>Describe position accurately</li> </ul>	<ul> <li>Explore addition as counting on and subtraction as taking away</li> <li>Counting and sharing in equal groups</li> <li>Grouping into fives and tens</li> <li>Relationship between grouping and sharing</li> </ul>	<ul> <li>Relationship between doubling and halving</li> <li>Describe and sort 2-D and 3-D shapes</li> <li>Recognise, complete and create patterns</li> </ul>	<ul> <li>One more or fewer</li> <li>One more, one less</li> <li>Estimate and count</li> <li>Grouping and sharing</li> <li>Coin recognition and values</li> <li>Combinations to total 20p</li> <li>Change from 10p</li> </ul>	Apply number, shape and measures knowledge Count forwards and backwards
PSHE	JIGSAW Unit BM (Being Me in My World) 'Who am I and how do I fit?'	JIGSAW Unit CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	JIGSAW Unit DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	JIGSAW Unit HM (Healthy Me) Being and keeping safe and healthy	JIGSAW Unit RL (Relationships) Building positive, healthy relationships	JIGSAW Unit CM (Changing Me) Coping positively with change
Physical Development	Invasion Games: Play a range of chasing games. Follow simple rules.	<b>Compete/Perform</b> Participate in simple games e.g. Hide and seek, follow the leader, chasing games	Movement and Travelling skills Talk about how the body feels Spatial awareness Balance and coordination skills	Ball/Bean Bag skills Throwing and catching a variety of equipment Bounce, rebound, roll, throw, catch Balance	<b>Team Games</b> Competition, teamwork, following simple rules	Team Games and Review Review skills and recap any skills that need further work
UW	•Talk about members of their immediate family and community.	Talk about members of their immediate family and community.	• Comment on images of familiar situations in the past.	• Know some similarities and differences between things in the past and now, drawing	•Talk about the lives of the people around them and their roles in society.	<ul> <li>Know some similarities and differences between things in the past and</li> </ul>





Name and describe	<ul> <li>Understand that some</li> </ul>	<ul> <li>Compare and contrast</li> </ul>	on their experiences and	<ul> <li>Understand the past</li> </ul>	now, drawing on their
people who are familiar	places are special to	characters from stories,	what has been read in	through settings,	experiences and what
to them.	members of their	including figures from	class.	characters and events	has been read in class.
Comment on images	community.	the past.		encountered in books	<ul> <li>Know some similarities</li> </ul>
of familiar situations in	<ul> <li>Recognise that people</li> </ul>	<ul> <li>Draw information</li> </ul>	<ul> <li>Understand the past</li> </ul>	read in class and	and differences
the past.	have different beliefs and	from a simple map.	through settings,	storytelling.	between different
Compare and contrast	celebrate special times in	<ul> <li>Recognise that people</li> </ul>	characters and events	<ul> <li>Describe their</li> </ul>	religious and cultural
characters from stories,	different ways.	have different beliefs	encountered in books	immediate	communities in this
including figures from	<ul> <li>Recognise some</li> </ul>	and celebrate special	read in class and	environment using	country, drawing on
the past.	similarities and	times in different ways.	storytelling.	knowledge from	their experiences and
	differences between life	<ul> <li>Recognise some</li> </ul>		observation,	what has been read in
	in this country and life in	similarities and	<ul> <li>Know some similarities</li> </ul>	discussion, stories,	class.
	other countries.	differences between life	and differences	nonfiction texts and	<ul> <li>Explain some</li> </ul>
	<ul> <li>Explore the natural</li> </ul>	in this country and life in	between different	maps.	similarities and
	world around them.	other countries. •	religious and cultural	<ul> <li>Know some</li> </ul>	differences between life
	• Describe what they see,	Explore the natural	communities in this	similarities and	in this country and life in
	hear and feel whilst	world around them. •	country, drawing on	differences between	other countries, drawing
	outside. • Recognise	Describe what they see,	their experiences and	the natural world	on knowledge from
	some environments that	hear and feel whilst	what has been read in	around them and	stories, nonfiction texts
	are different to the one in	outside. • Recognise	class.	contrasting	and (when appropriate)
	which they live.	some environments that		environments, drawing	map
	<ul> <li>Understand the effect</li> </ul>	are different to the one	<ul> <li>Explore the natural</li> </ul>	on their experiences	Know some similarities
	of changing seasons on	in which they live. •	world around them,	and what has been	and differences
	the natural world around	Understand the effect of	making observations	read in class.	between the natural
	them.	changing seasons on the	and drawing pictures of		world around them and
		natural world around	animals and plants.		contrasting
		them.			environments, drawing
			<ul> <li>Understand some</li> </ul>		on their experiences
			important processes and		and what has been read
			changes in the natural		in class.
			world around them,		<ul> <li>Understand some</li> </ul>
			including the seasons		important processes





				and changing states of		and changes in the
				matter		natural world around
				matter		them, including the
						seasons and changing
						states of matter
EAD	- Evelere use and refine	• Evalore use and refine a	• Evalere was and refine	aCataly was and avalars	•Safely use and	
EAD	•Explore, use and refine	•Explore, use and refine a	•Explore, use and refine	•Safely use and explore	,	•Safely use and explore
	a variety of artistic	variety of artistic effects	a variety of artistic	a variety of materials,	explore a variety of	a variety of materials,
	effects to express their	to express their ideas and	effects to express their	tools and techniques,	materials, tools and	tools and techniques,
	ideas and feelings.	feelings.	ideas and feelings.	experimenting with	techniques,	experimenting with
	Return to and build on	<ul> <li>Return to and build on</li> </ul>	Return to and build on	colour, design, texture,	experimenting with	colour, design, texture,
	their previous learning,	their previous learning,	their previous learning,	form and function.	colour, design, texture,	form and function.
	refining ideas and	refining ideas and	refining ideas and	<ul> <li>Share their creations,</li> </ul>	form and function.	<ul> <li>Share their creations,</li> </ul>
	developing their ability	developing their ability to	developing their ability	explaining the process	• Share their creations,	explaining the process
	to represent them.	represent them.	to represent them.	they have used.	explaining the process	they have used.
	<ul> <li>Create collaboratively</li> </ul>	<ul> <li>Create collaboratively</li> </ul>	<ul> <li>Create collaboratively</li> </ul>	• Make use of props and	they have used.	<ul> <li>Make use of props and</li> </ul>
	sharing ideas, resources	sharing ideas, resources	sharing ideas, resources	materials when role	<ul> <li>Make use of props</li> </ul>	materials when role
	and skills.	and skills.	and skills.	playing characters in	and materials when	playing characters in
	<ul> <li>Listen attentively,</li> </ul>	<ul> <li>Listen attentively, move</li> </ul>	<ul> <li>Listen attentively,</li> </ul>	narratives and stories.	role playing characters	narratives and stories.
	move to and talk about	to and talk about music,	move to and talk about		in narratives and	
	music, expressing their	expressing their feelings	music, expressing their		stories.	
	feelings and responses.	and responses. • Watch	feelings and responses.			
	<ul> <li>Watch and talk about</li> </ul>	and talk about dance and	<ul> <li>Watch and talk about</li> </ul>			
	dance and performance	performance art,	dance and performance			
	art, expressing their	expressing their feelings	art, expressing their			
	feelings and responses.	and responses. • Sing in a	feelings and responses.			
		group or on their own,	• Sing in a group or on			
		increasingly matching the	their own, increasingly			
		pitch and following the	matching the pitch and			
		melody.	following the melody.			
		• Develop storylines in	• Develop storylines in			
		their pretend play.	their pretend play.			
				1	1	<u> </u>





		• Explore and engage in	• Explore and engage in			
		music making and dance,	music making and			
		performing solo or in	dance, performing solo			
		groups.	or in groups.			
EAD – MUSIC	Charanga Music scheme	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
SCHEME	Unit 1	My Stories	Our World	Big Bear Funk	Big Bear Funk	Reflect, Rewind and
SCHEME	Title Me!	(See plan)	(See plan)	(See plan)	(See plan)	Replay
	(See plan)					
Communication	<ul> <li>Understand how to</li> </ul>	<ul> <li>Understand how to</li> </ul>	<ul> <li>Understand how to</li> </ul>	<ul> <li>Listen attentively and</li> </ul>	<ul> <li>Listen attentively and</li> </ul>	<ul> <li>Listen attentively and</li> </ul>
and Language	listen carefully and why	listen carefully and why	listen carefully and why	respond to what they	respond to what they	respond to what they
	listening is important.	listening is important.	listening is important.	hear with relevant	hear with relevant	hear with relevant
	<ul> <li>Learn new vocabulary</li> </ul>	<ul> <li>Learn new vocabulary</li> </ul>	<ul> <li>Learn new vocabulary</li> </ul>	questions, comments	questions, comments	questions, comments
	• Use new vocabulary	Use new vocabulary	• Use new vocabulary	and actions when being	and actions when	and actions when being
	through the day	through the day	through the day	read to and during	being read to and	read to and during
	<ul> <li>Ask questions to find</li> </ul>	<ul> <li>Ask questions to find</li> </ul>	<ul> <li>Ask questions to find</li> </ul>	whole class discussions	during whole class	whole class discussions
	out more and to check	out more and to check	out more and to check	and small group	discussions and small	and small group
	they understand what	they understand what has	they understand what	interactions.	group interactions.	interactions.
	has been said to them.	been said to them.	has been said to them.	<ul> <li>Make comments</li> </ul>	<ul> <li>Make comments</li> </ul>	<ul> <li>Make comments</li> </ul>
	<ul> <li>Articulate their ideas</li> </ul>	<ul> <li>Articulate their ideas</li> </ul>	<ul> <li>Articulate their ideas</li> </ul>	about what they have	about what they have	about what they have
	and thoughts in well-	and thoughts in well-	and thoughts in well-	heard and ask questions	heard and ask	heard and ask questions
	formed sentences.	formed sentences.	formed sentences.	to clarify their	questions to clarify	to clarify their
	<ul> <li>Connect one idea or</li> </ul>	<ul> <li>Connect one idea or</li> </ul>	<ul> <li>Connect one idea or</li> </ul>	understanding.	their understanding.	understanding.
	action to another using	action to another using a	action to another using	<ul> <li>Hold conversation</li> </ul>	<ul> <li>Hold conversation</li> </ul>	<ul> <li>Hold conversation</li> </ul>
	a range of connectives.	range of connectives. •	a range of connectives. •	when engaged in back-	when engaged in back-	when engaged in back-
	<ul> <li>Describe events in</li> </ul>	Describe events in some	Describe events in some	and-forth exchanges	and-forth exchanges	and-forth exchanges
	some detail	detail	detail	with their teacher and	with their teacher and	with their teacher and
	<ul> <li>Use talk to help work</li> </ul>	<ul> <li>Use talk to help work</li> </ul>	<ul> <li>Use talk to help work</li> </ul>	peers.	peers.	peers.
	out problems and	out problems and	out problems and	<ul> <li>Participate in small</li> </ul>	<ul> <li>Participate in small</li> </ul>	<ul> <li>Participate in small</li> </ul>
	organise thinking and	organise thinking and	organise thinking and	group, class and one-to	group, class and one-	group, class and one-to
	activities explain how	activities explain how	activities explain how	one discussions, offering	to one discussions,	one discussions, offering
	things work and why	things work and why they	things work and why	their own ideas, using	offering their own	their own ideas, using
	they might happen.	might happen.	they might happen.			





•	<ul> <li>Develop social phrases</li> </ul>	<ul> <li>Develop social phrases</li> </ul>	<ul> <li>Develop social phrases</li> </ul>	recently introduced	ideas, using recently	recently introduced
•	<ul> <li>Engage in story times.</li> </ul>	Engage in story times. •	<ul> <li>Engage in story times.</li> </ul>	vocabulary.	introduced vocabulary.	vocabulary.
	<ul> <li>Listen to and talk</li> </ul>	Listen to and talk about	<ul> <li>Listen to and talk</li> </ul>	<ul> <li>Offer explanations for</li> </ul>	<ul> <li>Offer explanations</li> </ul>	<ul> <li>Offer explanations for</li> </ul>
á	about stories to build	stories to build familiarity	about stories to build	why things might	for why things might	why things might
f	familiarity and	and understanding.	familiarity and	happen, making use of	happen, making use of	happen, making use of
ι ( ι	understanding.	<ul> <li>Retell the story, once</li> </ul>	understanding.	recently introduced	recently introduced	recently introduced
•	<ul> <li>Retell the story, once</li> </ul>	they have developed a	<ul> <li>Retell the story, once</li> </ul>	vocabulary from stories,	vocabulary from	vocabulary from stories,
t	they have developed a	deep familiarity with the	they have developed a	non-fiction, rhymes and	stories, non-fiction,	non-fiction, rhymes and
C	deep familiarity with the	text; some as exact	deep familiarity with the	poems when	rhymes and poems	poems when
t	text; some as exact	repetition and some in	text; some as exact	appropriate.	when appropriate.	appropriate.
r	repetition and some in	their own words.	repetition and some in	<ul> <li>Express their ideas</li> </ul>	<ul> <li>Express their ideas</li> </ul>	<ul> <li>Express their ideas</li> </ul>
t	their own words.	<ul> <li>Use new vocabulary in</li> </ul>	their own words.	and feelings about their	and feelings about	and feelings about their
	<ul> <li>Use new vocabulary in</li> </ul>	different contexts.	<ul> <li>Use new vocabulary in</li> </ul>	experiences using full	their experiences using	experiences using full
C	different contexts.	<ul> <li>Listen carefully to</li> </ul>	different contexts.	sentences, including use	full sentences,	sentences, including use
	<ul> <li>Listen carefully to</li> </ul>	rhymes and songs, paying	<ul> <li>Listen carefully to</li> </ul>	of past, present and	including use of past,	of past, present and
r	rhymes and songs,	attention to how they	rhymes and songs,	future tenses and	present and future	future tenses and
۲ ا	paying attention to how	sound.	paying attention to how	making use of	tenses and making use	making use of
t	they sound.	<ul> <li>Learn rhymes, poems</li> </ul>	they sound.	conjunctions, with	of conjunctions, with	conjunctions, with
•	<ul> <li>Learn rhymes, poems</li> </ul>	and songs.	<ul> <li>Learn rhymes, poems</li> </ul>	modelling and support	modelling and support	modelling and support
ā	and songs.	<ul> <li>Engage in non-fiction</li> </ul>	and songs.	from their teacher.	from their teacher.	from their teacher.
•	<ul> <li>Engage in non-fiction</li> </ul>	books.	<ul> <li>Engage in non-fiction</li> </ul>			
k	books.	<ul> <li>Listen to and talk about</li> </ul>	books.			
•	<ul> <li>Listen to and talk</li> </ul>	selected non-fiction to	<ul> <li>Listen to and talk</li> </ul>			
ā	about selected non-	develop a deep familiarity	about selected non-			
f	fiction to develop a	with new knowledge and	fiction to develop a			
C	deep familiarity with	vocabulary.	deep familiarity with			
	new knowledge and		new knowledge and			
N	vocabulary.		vocabulary.			