



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	Superheroes	Growing	Space	Jungle
Core Texts/Rhymes	Nursery Rhymes 3 Little Pigs Goldilocks and the 3 bears Tiger Who Came to Tea 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	Supertato Superdaisy Superkid Superhero ABC Elliot's Midnight Superhero Charlie's Superhero underpants	Jack and the Beanstalk Superworm Aaagh Spider Enormous Potato Oliver's Vegetable Sam plants a sunflower	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	Giraffes Can't Dance The Lion Who Wanted to Love Rumble in the Jungle Walking through the Jungle The Gruffalo Where the Wild Things Are Three Billy Goats Gruff
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 Classroom rules promoting safety Diversity week	Remembrance Day Diwali Mutual respect and tolerance Anti-bullying day	Festivals (Chinese New Year) Disability awareness and equality Valentine's Day	Easter Mutual respect and tolerance of different faiths and beliefs World Book Day Sports Relief	Ramadan Special places Understanding and respecting different cultures in our community	Making a safe and happy environment (rule of law) Careers Week Sports Week Father's Day





	Black History Month			Mother's Day		
Phonics (RWI)	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)
Writing	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
Maths	 Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets Ordering objects and sets Recognise, describe, 	 Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six Explore zero Explore addition and subtraction 	 Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Days of the week, seasons 	 Count up to 15 objects and recognise different representations Order and explore number patterns to 15 One more or fewer Doubling and 	 Commutativity Explore addition and subtraction Compare two amounts Count up to 10 and beyond with objects Represent, compare and 	Describe capacities Compare volumes Compare weights Estimate, compare and order lengths Explore numbers and strategies Recognise and extend
	copy and extend colour		Sequence daily events	halving	explore numbers to 20	patterns





	and size patterns • Count and represent the numbers 1 to 3 • Estimate and check	 Estimate, order compare, discuss and explore capacity, weight and lengths Describe, and sort 3-D shapes Describe position accurately 	 Explore addition as counting on and subtraction as taking away Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing 	 Relationship between doubling and halving Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns 	 One more or fewer One more, one less Estimate and count Grouping and sharing Coin recognition and values Combinations to total 20p Change from 10p 	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.	Compete/Perform 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	Team Games Competition, teamwork, following simple rules	Team Games and Review Review skills and recap any skills that need further work.
Physical Development	•					



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





				• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter		 and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing
EAD	 Explore, use and refine a variety of artistic effects to express their ideas and feelings. 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. 	 Explore, use and refine a variety of artistic effects to express their ideas and feelings. 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 sector of the sector	 Explore, use and refine a variety of artistic effects to express their ideas and feelings. 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 	 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	 states of matter Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.





EAD – MUSIC SCHEME	Charanga Music scheme Unit 1 Title Me! (See plan)	 pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Unit 2 My Stories (See plan) 	 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. Unit 3 Our World (See plan) 	Unit 4 Big Bear Funk (See plan)	Unit 5 Big Bear Funk (See plan)	Unit 6 Reflect, Rewind and Replay
Communication	•Understand how to	•Understand how to	•Understand how to	•Listen attentively and	•Listen attentively and	•Listen attentively and
and Language	listen carefully and why listening is important.	listen carefully and why listening is important.	listen carefully and why listening is important.	respond to what they hear with relevant	respond to what they hear with relevant	respond to what they hear with relevant
	Learn new vocabulary	• Learn new vocabulary •	Learn new vocabulary	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
	 Ask questions to find 	 Ask questions to find 	 Ask questions to find 	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.	 Make comments 	 Make comments 	 Make comments
	Articulate their ideas	 Articulate their ideas 	 Articulate their ideas 	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
	Describe events in	Connect one idea or	Connect one idea or	understanding.	their understanding.	understanding.
	some detail	action to another using a	action to another using	Hold conversation	Hold conversation	Hold conversation
	• Develop social phrases	range of connectives.	a range of connectives.	when engaged in back- and-forth exchanges	when engaged in back- and-forth exchanges	when engaged in back- and-forth exchanges
	• Engage in story times.	 Describe events in some detail 	• Describe events in	with their teacher and	with their teacher and	with their teacher and
	• Listen to and talk		some detail	peers.	peers.	peers.
	about stories to build	 Use talk to help work out problems and 	 Use talk to help work out problems and 	Participate in small	•Participate in small	•Participate in small
			out problems and	group, class and one-to	group, class and one-	group, class and one-to
				group, class and one-to	group, class and one-	group, class and one-to





familiarity and understanding. • Retell the story, once they sound. • Usen new vocabulary in different ton to they kave developed a deep familiarity with new knowledge and wocabulary.organise thinking and activities explain how things work and why things work and why they sound. • Learn rhymes, poems and songs. • Listen to and talk about selected non-fiction books.organise thinking and activities explain how they sound.organise thinking and activities explain how they sound.one discussions, offering their own ideas, using recently introduced vocabulary.one discussions, offering their own ideas, using recently introduced vocabulary.• Offer explanations for why things might happen, making use of they have developed a deep familiarity with explanation to how they sound. • Learn rhymes, poems and songs. • Listen carefully to rhymes and songs. • Learn rhymes, poems and songs. • Learn rhymes, poems and songs. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Learn rhymes, poems and songs. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Learn rhymes, poems and songs. 						
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