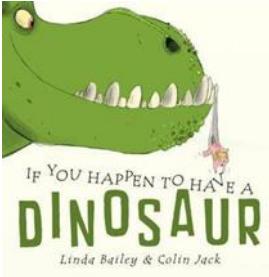
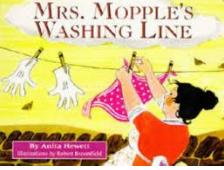


Term 3 Overview <b>A long time ago</b>	Personal, Social and Emotional development  PSE will be supported through the use of "Jigsaw"	Communication and language	Physical development  PE – Up and Under provision	Literacy  Little Wandle – Phonics scheme  Literacy will be supported through the use of "Drawing Club"	Maths  Supported through NCETM – Mastering Number	Understanding the World	Expressive Arts and Design
Week 1	<b>Dreams and goals</b>  <b>Challenge</b>  I understand that if I persevere, I can tackle challenges.	Use of Drawing club to encourage children to talk confidently, use new vocabulary, listen, share ideas, have back and forth conversation, collaborate, respect and help one another.  Vocabulary with actions (see Literacy)  Topic specific vocabulary found within the different "Areas of learning"	<b>Gymnastics.</b> I can carry and place apparatus. Follow instructions. Lift apparatus safely. Carry apparatus safely in a group. Place apparatus safely. Remember where apparatus goes.  <b>Up and Under P.E</b> Circuit training  <b>Scarf dancing –</b> developing handwriting and motor control	<b>Drawing Club</b> Key text:  Get up, stand up vocabulary: Shudder, sludgy, blunders, clatter  Explore the story through drawing and writing  Character, Setting, Take the story on an adventure.  <b>Little Wandle Phonics:</b> ai, ee, igh, oa	<b>Reception</b> I can hear and join in with the counting sequence to 10 including using songs and rhymes recognising that the stopping number tells us how many there are altogether. I can use my fingers to represent quantities to 5 and to begin to represent quantities to 10. I can match different representations of quantities to 5 with amounts shown on my fingers and understand that when representations are rearranged the quantity remains the same. Recognise numerals to 5.  <b>Yr 1</b> I can show how the numbers 6, 7, 8 and 9 are made using 5 and another part. I can split numbers into two parts when one of the parts is 5. I can use different maths tools to show	<b>Happy New Year</b> I know that people celebrate New Year in different ways I recognise traditions participated in during new year. I can make a new year resolution.  <b>Winter</b> I can talk about what I see, hear, feel and smell during Winter. (Welly Walks) I know that Winter is one of the four seasons and follows Autumn. I can name some of the changes that happen in Winter.	<b>Clay</b> I can pinch, shape and mould clay  <b>Music</b> I can sing the song Wind the Bobin up and play a G on a Glockenspiel.

					<p>how numbers are made. I can use a rekenrek to help me see how numbers 6 to 9 are built from 5 and another number. I can explain or show my thinking using number pictures and models.</p>		
Week 2	<p><b>Dreams and goals</b>  <b>Never giving up</b>  I can tell you about a time I didn't give up until I achieved my goal</p>	<p><b>Gymnastics</b> I can travel safely in different ways Bounce. Jump from two feet to two feet. Jump safely off and on to the equipment. Travel in different directions.</p> <p><b>Up and Under P.E</b> . Circuit training</p>	<p><b>Drawing Club</b> Key text:   Get up, stand up vocabulary: Jagged, rippling, sturdy, hatched</p> <p>Explore the story through drawing and writing</p> <p>Character, Setting, Take the story on an adventure.</p> <p><b>Little Wandle Phonics:</b> oo oo ar or  was you they</p>	<p><b>Reception</b> I can use my fingers to quickly show quantities on 1 hand I can recognise the numerals 1–5 and match quantities. I can develop my conceptual subitising skills with linear, die and paired arrangements of up to 6 dots and recreate the arrangements.</p> <p><b>Yr 1</b> I can look at two groups of objects and say which has more, fewer, or if they are equal. I can use the words <i>more than, fewer than, greater than, less than and equal to</i> correctly. I can compare sets by looking (subitising), or by matching objects when there are too many to see briefly. I can use a rekenrek or other maths tools to help</p>	<p><b>Freezing and melting</b> I can notice the changes of state that happen – melting I can explore and experiment – the effect substance have on ice. I can begin to record what I notice.</p>	<p><b>Design your own dinosaur</b> I can design my own dinosaur using my ideas. I can choose shapes and textures for my dinosaur.</p> <p><b>(Dinosaur names</b> I am beginning to understand how dinosaurs got their names. I can create my own dinosaur name.</p> <p><b>Lesson linked to Understanding the World and Literacy, Expressive Arts and Design)</b></p> <p><b>Music</b> I can learn the song Rock a Bye Baby and play a D on a Glockenspiel.</p>	

					me compare quantities.		
Week 3	<p><b>Dreams and goals</b> <b>Setting a goal</b> I can set a goal and work towards it</p>	<p><b>Gymnastics</b> I can travel at different speeds and levels Travel in different ways. Change my speed from fast to slow. Match the type of movement I use with the speed I am travelling at. Travel high and low.</p> <p><b>Up and Under P.E</b> Circuit training</p>	<p><b>Drawing Club</b> Key text: </p> <p>Vocabulary: convenient, marvellous, calamitous.</p> <p>Explore book through drawing and writing</p> <p>Character, Setting, Take the animation on an adventure.</p> <p><b>Little Wandle Phonics:</b> ur, ow, oi, ear  my, by, all</p>	<p><b>Reception</b> Recognise and order numerals to 5. Use the staircase pattern. Recognise 1 more than.</p> <p><b>Year 1</b> I can understand that numbers can tell how many (cardinal), be used as labels (nominal), and show position or order (ordinal). I can use Numberblocks staircases, cube towers and number tracks to explore the order of numbers and see how numbers come before and after each other. Learning Focus 3: Knowing the Counting Pattern I can practise counting forwards and backwards within 10, and I can say which number is 1 more or 1 less than a given number. Learning Focus 4: Seeing Counting Patterns in Different Representations I can use different maths equipment to spot counting patterns within 10 and beyond, and I can notice how the pattern repeats after 20.</p>	<p><b>Classifying dinosaurs</b> I can classify dinosaurs in different ways I can explain my choices <b>Herbivore, Carnivore, Omnivore</b> I can name herbivore, carnivore, and omnivore dinosaurs. I can say what different dinosaurs eat. I can sort dinosaurs by what they eat.</p> <p><b>What is a fossil?</b> I can talk about what a fossil is. I can look closely at fossils and say what I notice. I can say how fossils are made.</p>	<p><b>Fossils</b> I can make a fossil using clay.</p> <p><b>Music</b> I can sing the song 5 Little Monkeys as a rap. I can say what rap music is.</p>	

Week 4	<p><b>Dreams and goals</b></p> <p><b>Obstacles and support</b></p> <p>I can use kind words to encourage people</p>	<p><b>Gymnastics</b></p> <p>I can make and hold different shapes. Jump into a thin shape. Jump into a wide shape. Jump into a small curled shape. Travel, jump and hold a shape.</p> <p><b>Up and Under P.E</b></p> <p>Circuit training</p>	<p><b>Drawing Club:</b></p> <p>Key text:</p>  <p>Get up, stand up vocabulary: Cloak, suspicious, anxious, serene</p> <p>Explore the animation through drawing and writing</p> <p>Character, Setting, Take the story on an adventure.</p> <p><b>Little Wandle Phonics:</b></p> <p>air, er</p> <p>Words with double letters dd,mm,tt,bb,rr,gg,pp,ff</p> <p>are sure pure</p>	<p><b>Reception</b></p> <p>See and find ways that 5 can be partitioned into 2 numbers. I can use what I know about 5 to work out a missing number.</p> <p><b>Year 1</b></p> <p>I can look carefully at two groups of objects and decide if they have the same number or not, focusing on how many rather than what they look like.</p> <p>I can make doubles by combining two equal groups, and I can use the language "Double ___ is ___" to describe the total. I can use fingers, 10-frames and other models to show doubles up to double 5.</p> <p>I can match objects or pair fingers from each hand to show that a double is made from two equal parts</p>	<p><b>Mrs Mopple's Washing line</b></p>  <p>I can compare past and present, identify what is the same and what is different.</p> <p><b>Changes as we grow</b></p> <p>I can talk about what I couldn't do and what I can do now.</p> <p>I can identify and talk about changes that happen as we age.</p>	<p><b>Sculpture</b></p> <p>I can make a dinosaur sculpture from clay</p> <p>I can safely sculpt and shape clay using my hands and a range tools.</p> <p><b>Music</b></p> <p>I can sing the song Twinkle Twinkle Little Star and play a D on a Glockenspiel with the song.</p>
Week 5	<p><b>Dreams and goals</b></p> <p><b>Flight to the future</b></p> <p>I understand the link between what I learn now and the job I might like to</p>	<p><b>Gymnastics</b></p> <p>I can link two actions to make a sequence. Travel in a stretched shape. Travel in a curled shape. Travel in a wide shape.</p>	<p><b>Drawing Club:</b></p> <p>Key text:</p>  <p>Get up, stand up vocabulary:</p>	<p><b>Reception</b></p> <p>Use a die frame to represent numbers to 5. Recognise 6 as 5 and a bit, representing on a double die frame. Recognise 7 as 5 and 2 more and represent in different ways.</p>	<p><b>Mary Anning</b></p> <p>I can talk about who Mary Anning was. I can say what Mary Anning found. I can explain why Mary Anning is important.</p>	<p><b>Music</b></p> <p>I can learn to sing Head, Shoulders, Knees and Toes.</p>

	do when I'm older	<p>Travel then hold a shape.</p> <p><b>Up and Under P.E</b> Circuit training</p>	<p>Courageous, stupendous, adventurous</p> <p>Explore the book through drawing and writing</p> <p>Character, Setting, Take the story on an adventure.</p> <p><b>Little Wandle Phonics:</b> Longer words</p>	<p><b>Year 1</b></p> <p>I can understand that even numbers are made of pairs (2s), and odd numbers are made of pairs with 1 left over.</p> <p>I can spot whether a number is odd or even by looking at its shape, using objects in pairs, and using a number line.</p> <p>I can practise skip counting in 2s from 0 (even numbers) and from 1 (odd numbers), and notice that odd and even numbers appear as alternate numbers on the number line.</p>		
Week 6	<p><b>Dreams and goals</b></p> <p><b>Footprint awards</b></p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p><b>Gymnastics</b></p> <p>I can create a sequence of movements that flow well. Add a movement to my sequence to add flow. Copy a movement sequence. Repeat and improve a movement sequence so that it flows.</p> <p><b>Up and Under P.E</b> Circuit training</p>	<p><b>Little Wandle Assessments</b></p> <p><b>Sentence dictation – from a little bit brave.</b></p> <p><b>Writing about Chinese New Year</b></p>	<p><b>Reception/Year 1</b></p> <p>Shape, Space and Measure.</p> <p>Shape Capacity</p>	<p><b>Internet safety day</b></p> <p>I can explain what the internet is.</p> <p>I can explain how to be safe using the internet and why it is important.</p> <p>I know what to do if something makes me worried or upset on the internet.</p> <p><b>Chinese New Year</b></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m000dw9h/my-first-festivals-series-1-5-chinese-new-year?seriesId=m000qp30-structural-1-m0007n3n">https://www.bbc.co.uk/iplayer/episode/m000dw9h/my-first-festivals-series-1-5-chinese-new-year?seriesId=m000qp30-structural-1-m0007n3n</a></p> <p>I can talk about Chinese New Year and why it is celebrated.</p> <p>I can join in with Chinese New Year traditions.</p> <p>I know that this year Chinese New Year is celebrated on Tuesday 17<sup>th</sup> February 2026.</p>	<p><b>Music</b></p> <p>I can perform all songs from the term.</p> <p><b>Music</b></p> <p>I can play notes D and G on a Glockenspiel during my performance.</p>