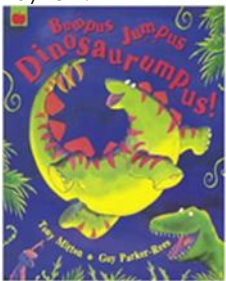
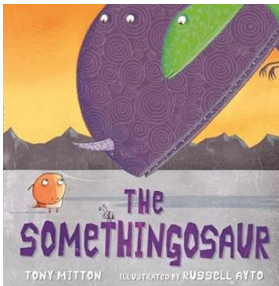
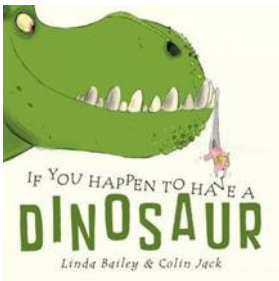

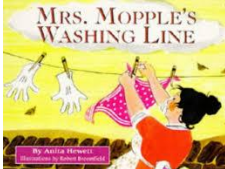



Term 3 Overview A long time ago	Personal, Social and Emotional development PSE will be supported through the use of "Jigsaw"	Communication and language	Physical development PE – Up and Under provision	Literacy Little Wandle – Phonics scheme Literacy will be supported through the use of "Drawing Club"	Maths Supported through NCETM – Mastering Number	Understanding the World	Expressive Arts and Design
Week 1	Dreams and goals Challenge I understand that if I persevere, I can tackle challenges.	<i>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.</i> <i>Vocabulary with actions (see Literacy)</i> <i>Topic specific vocabulary found within the different "Areas of learning"</i> .	Gymnastics. I can carry and place apparatus. Follow instructions. Lift apparatus safely. Carry apparatus safely in a group. Place apparatus safely. Remember where apparatus goes. Up and Under P.E Circuit training Scarf dancing – developing handwriting and motor control	Drawing Club 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. Little Wandle Phonics: ai, ee, igh, oa	Reception 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. Yr 1 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	Happy New Year 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. Winter 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.	Clay I can pinch, shape and mould clay Music I can sing the song Wind the Bobin up and play a G on a Glockenspiel.

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

					me compare quantities.		
Week 3	Dreams and goals Setting a goal I can set a goal and work towards it		Gymnastics 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. Up and Under P.E Circuit training	Drawing Club Key text:  Vocabulary: convenient, marvellous, calamitous. Explore book through drawing and writing Character, Setting, Take the animation on an adventure. Little Wandle Phonics: ur, ow, oi, ear my, by, all	Reception Recognise and order numerals to 5. Use the staircase pattern. Recognise 1 more than. Year 1 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.	Classifying dinosaurs I can classify dinosaurs in different ways I can explain my choices Herbivore, Carnivore, Omnivore I can name herbivore, carnivore, and omnivore dinosaurs. I can say what different dinosaurs eat. I can sort dinosaurs by what they eat. What is a fossil? 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.	Fossils I can make a fossil using clay. Music I can sing the song 5 Little Monkeys as a rap. I can say what rap music is.

Week 4	<p>Dreams and goals</p> <p>Obstacles and support</p> <p>I can use kind words to encourage people</p>		<p>Gymnastics 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>Up and Under P.E Circuit training</p>	<p>Drawing Club: 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>Little Wandle Phonics: air, er Words with double letters dd,mm,tt,bb,rr,gg,pp,ff</p> <p>are sure pure</p>	<p>Reception 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>Year 1 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. 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. I can match objects or pair fingers from each hand to show that a double is made from two equal parts</p>	<p>Mrs Mopple's Washing line</p>  <p>I can compare past and present, identify what is the same and what is different.</p> <p>Changes as we grow I can talk about what I couldn't do and what I can do now. I can identify and talk about changes that happen as we age.</p>	<p>Sculpture I can make a dinosaur sculpture from clay I can safely sculpt and shape clay using my hands and a range tools.</p> <p>Music I can sing the song Twinkle Twinkle Little Star and play a D on a Glockenspiel with the song.</p>
Week 5	<p>Dreams and goals</p> <p>Flight to the future</p> <p>I understand the link between what I learn now and the job I might like to</p>		<p>Gymnastics 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>Drawing Club: Key text:</p>  <p>Get up, stand up vocabulary:</p>	<p>Reception 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>Mary Anning 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>Music I can learn to sing Head, Shoulders, Knees and Toes.</p>

	do when I'm older		<p>Travel then hold a shape.</p> <p>Up and Under P.E 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>Little Wandle Phonics:</p> <p>Longer words</p>	<p>Year 1</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>Dreams and goals</p> <p>Footprint awards</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>		<p>Gymnastics</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>Up and Under P.E Circuit training</p>	<p>Little Wandle Assessments</p> <p>Sentence dictation – from a little bit brave.</p> <p>Writing about Chinese New Year</p>	<p>Reception/Year 1</p> <p>Shape, Space and Measure.</p> <p>Shape Capacity</p>	<p>Internet safety day</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>Chinese New Year</p> <p>https://www.bbc.co.uk/iplayer/episode/m000dw9h/my-first-festivals-series-1-5-chinese-new-year?seriesId=m000qp30-structural-1-m0007n3n</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 17th February 2026.</p>	<p>Music</p> <p>I can perform all songs from the term.</p> <p>Music</p> <p>I can play notes D and G on a Glockenspiel during my performance.</p>