

Kingfisher 2020-21

	Autumn 1 (8 Weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
Topic	Here we are	People who help us	Healthy living	Being me in my world	Growing	Animals
Key Dates	First day of autumn – 22.09.20 Harvest festival – 13.10.20	Diwali – 14.11.20 First day of winter – 21.12.20	Chinese new year – 12.02.21 World Book Day – 04.03.21	Shrove Tuesday – 16.02.21 First day of spring – 20.03.21 Mother’s day – 14.03.21		Father’s day – 20.06.21 First day of summer – 20.06.21
Experiences	<b>Activity Passport Ideas</b> Paint a self portrait Take a photograph	<b>Activity Passport Ideas</b> Go on an autumn walk Make leaf rubbings Perform a song	<b>Activity Passport Ideas</b> Taste a new fruit Make a sandwich Have a teddy bears picnic.	<b>Activity Passport Ideas</b> Make a treasure map Dress up like a pirate Make a paper boat and see if it floats Post a letter Look up where you live on a map	<b>Activity Passport Ideas</b> Plant some bulbs and watch them grow Visit a place of worship	<b>Activity Passport Ideas</b> Visit a farm Search for butterflies outdoors Retell a story to an audience
Texts	Here we are Homemade books – I am, I am in, I am in the, Is it a? <b>Guided reading big book</b> Smarty pants	The way back home Stuck <b>Guided reading big book</b> A new dog Dan the flying man	This is the bear This is the bear and the picnic lunch <b>Guided reading big book</b> What a bad dog The monsters party	Lost and found Handa’s surprise <b>Guided reading big book</b> Jolly jumping jellybeans I’m glad to say	The enormous turnip The hungry caterpillar <b>Guided reading big book</b> Meanies The red rose	The Three Billy Goats gruff Giraffes can’t dance <b>Guided reading big book</b> To town The toys party
Communication, language and literacy	Letter recognition Blending and segmenting phonemes in words. Letter formation  <i>Labelling</i> <i>Writing name</i>	Describing words Making a sentence Writing a sentence Blending and segmenting phonemes in words.  <i>Labelling pictures</i> <i>Verbally retelling a story</i> <i>Christmas Story</i>	Writing captions Sentence structure Exploring full stops, capital letters and finger spaces. Blending and segmenting phonemes in words. Using key work knowledge  <i>Using describing sentences</i> <i>Lists</i> <i>Instructions</i>	Reading and writing key words Exploring full stops, capital letters and finger spaces. Blending and segmenting phonemes in words. Using key work knowledge  <i>Reading and writing captions</i> <i>Sequencing events</i> <i>Letter</i>	Using phonic skills Sentence structure Exploring full stops, capital letters and finger spaces. Using key work knowledge Using conjunctions  <i>Diary</i> <i>Labelling</i> <i>Retelling a story</i>	Using phonic skills Sentence structure Exploring full stops, capital letters and finger spaces. Using key work knowledge Using conjunctions  <i>Recount</i> <i>Fact file</i>
Mathematics	1:1 counting Counting different things – jumps, claps etc. Recognising digits Matching groups of objects to digits Separating and combining amounts. More and fewer  Repeated patterns	Matching groups of objects to digits Finding a total Introducing addition and subtraction  Length Money Shape	Continue with addition Continue with subtraction Story of 3 – Hungarian maths Doubling and halving  Time Weight	Working with numbers to 20 Problem solving  Floating and sinking Capacity	Odd and even Story of 4 – Hungarian maths Problem solving  Estimating Weight Positional language	Comparing the difference Problem solving  Estimating Measure
Understanding the world	<b>People and communities:</b> Children talk about past and present events in their own lives and in the lives of family members.  <b>The world:</b> They make observations of animals and plants and explain why some things occur, and talk about changes.  <i>Ourselves and our families – how we are different.</i> <i>How it is good to be different.</i> <i>Emotions – How we are feeling, looking at our emotions.</i> <i>What makes us special</i> <i>Harvest festival</i>	<b>People and communities:</b> Children talk about past and present events in their own lives and in the lives of family members.  They know about similarities and differences between themselves and others, and among families, communities and traditions.  <b>The world:</b> Children know about similarities and differences in relation to places, objects, materials and living things.  They talk about the features of their own immediate environment and how environments might vary from one another.  <i>People who help us – local environment, out in the world. How we have helped other in lockdown – clap for carers, NHS</i> <i>Supporting a local charity – how we can help others.</i>	<b>People and communities:</b> Children talk about past and present events in their own lives and in the lives of family members.  They know that other children don’t always enjoy the same things, and are sensitive to this.  <b>The world:</b> They make observations of animals and plants and explain why some things occur, and talk about changes.  They talk about the features of their own immediate environment and how environments might vary from one another.  <i>Being healthy/looking after ourselves (PSHE links)</i> <i>Recycling – how we can look after the world.</i>	<b>People and communities:</b> Children talk about past and present events in their own lives and in the lives of family members.  They know that other children don’t always enjoy the same things, and are sensitive to this.  They know about similarities and differences between themselves and others, and among families, communities and traditions.  <b>The world:</b> Children know about similarities and differences in relation to places, objects, materials and living things.  They talk about the features of their own immediate environment and how environments might vary from one another.  <i>The world – countries, languages</i> <i>Brampton – Rotherham - UK</i> <i>Looking after our community</i> <i>Floating and sinking</i> <i>Best materials to build a boat</i> <i>Navigation map skills – link to P.E and computing</i>	<b>People and communities:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.  <b>The world:</b> Children know about similarities and differences in relation to places, objects, materials and living things.  They talk about the features of their own immediate environment and how environments might vary from one another.  They make observations of animals and plants and explain why some things occur, and talk about changes.  <i>Planting vegetables and fruit</i> <i>Tasting different foods</i> <i>Diary of a bean</i> <i>Life cycle of a butterfly</i> <i>Incubator?</i>	<b>The world:</b> Children know about similarities and differences in relation to places, objects, materials and living things.  They make observations of animals and plants and explain why some things occur, and talk about changes.  <i>Different animals in different countries</i> <i>How farm animals help us</i> <i>Fact files</i> <i>Trip to a farm</i>

Understanding the world - Technology	2 paint a picture - mouse skills Using a camera – iPad Controlling a robot	2 paint a picture – mouse skills Typing – using keys Coding – algorithms – jigsaw	2 paint a picture – mouse skills Typing name – cap lock, space bar Coding – algorithms – Angry birds Controlling music	2 paint a picture – mouse skills Typing name – cap lock, space bar Coding – debugging – Angry birds	Typing a sentence – cap lock, space bar Coding – algorithms using extra steps - bee game	Typing a sentence – cap lock, space bar Coding – algorithms using extra steps - bee game
Expressive arts and design	<p><b>Exploring and using media and materials:</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function.</p> <p><i>Mixing colours</i> <i>How to draw a person – building up skills</i> <i>Scissor control</i></p> <p><b>Being imaginative:</b> Role-Play – House, shop</p> <p><b>Small world</b> – space, animals, under the sea, building, fairy garden, cars, castle.</p> <p><b>Music</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><i>Rotherham music scheme – ME!</i></p> <p>Instruments – exploring how they make a sound. Using loud and quick noises, changing the speed.</p>	<p><b>Exploring and using media and materials:</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function.</p> <p><i>Sketching and selecting the right equipment for adding colour</i> <i>Christmas cards</i> <i>Calendars</i></p> <p><b>Being imaginative:</b> Role-Play – hospital, fire station</p> <p><b>Small world</b> – dolls house, police station, hospital, fire station, village, snowmen building</p> <p><b>Music</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><i>Rotherham music scheme – My stories</i></p> <p>Instruments – exploring how they make a sound. Using loud and quick noises, changing the speed.</p>	<p><b>Exploring and using media and materials:</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function.</p> <p><i>Sketching and looking at detail.</i> <i>Salt dough</i> <i>DT – using rubbish</i></p> <p>Artists to consider - Giuseppe Arcimboldo – pictures of people using fruit and veg</p> <p><b>Being imaginative:</b> Role-play – Gym, recycling centre.</p> <p><b>Small world</b> – picnic, food sorting, healthy plates, recycling</p> <p><b>Music</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><i>Rotherham music scheme – Everyone</i></p> <p>Instruments – exploring how they make a sound. Moving to a beat.</p>	<p><b>Exploring and using media and materials:</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function.</p> <p><i>Design and planning</i> <i>Selecting the correct materials to use – building a boat</i> <i>Water colours – different shades of one colour</i></p> <p>Artists to consider - Claude Monet – The blue boat</p> <p><b>Being imaginative:</b> Role-Play – Café</p> <p><b>Small world</b> – village, Africa, pirate ship, boats,</p> <p><b>Music</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><i>Rotherham music scheme – Our world</i></p> <p>Instruments – exploring how they make a sound. Moving to a beat.</p>	<p><b>Exploring and using media and materials:</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function.</p> <p><i>Exploring textures and colour</i> <i>Big painting – window art</i> <i>Weaving</i></p> <p>Artists to consider – Vincent van Gogh - sunflowers</p> <p><b>Being imaginative:</b> Role-Play – Vegetable market</p> <p><b>Small world</b> – mini beasts, enormous turnip story map,</p> <p><b>Music</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><i>Rotherham music scheme – Big bear funk</i></p> <p>Instruments – exploring how they make a sound. Moving to a beat using a song. Choosing the correct sound.</p>	<p><b>Exploring and using media and materials:</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function.</p> <p><i>Using different textured materials</i> <i>Weaving</i></p> <p><b>Being imaginative:</b> Role-Play – Vets</p> <p><b>Small world</b> – farm, billy goat gruff story map, animal sets</p> <p><b>Music</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><i>Rotherham music scheme – Reflect, rewind, reply</i></p> <p>Instruments – exploring how they make a sound. Moving to a beat using a song. Choosing the correct sound.</p>
Physical Development	P.E to be taught by DB Football, Gymnastics  Working on fine motor – handwriting, letter formation. Scissor control Outdoor gross motor development.	P.E to be taught by DB Matball, Dance	P.E to be taught by DB Hockey, Gymnastics	P.E to be taught by DB Basketball, Dance	P.E to be taught by DB Athletics, Rounders	P.E to be taught by DB Athletics, Cricket
Personal, Social and Emotional - RE	God/Creation (unit F1) – Why is the word ‘God’ so important to Christmas?  The three R’s  Who is God? – Looking at the words – create, creation, creative, creator. Linking to VIP.  The creation story - 7 days of creation.  The importance of God in church – Link to messy church. Hymms  The Lord’s prayer – importance of hallowed be thy name.  Harvest – Thanking God  Prayer in our school  <b>Follow the jigsaw scheme for PSHE</b>	Incarnation (unit F2) – Why do Christians perform nativity plays at Christmas?  Who is Jesus? Just not a baby but God. Looking at a bible – Old and new testament.  Stories of Jesus. Why he was important  What is a celebration? Birthdays, weddings, Christmas, christening.  Christians celebrating Christmas – Why Christmas is important.  Nativity Story  <b>Follow the jigsaw scheme for PSHE</b>	Incarnation (unit F2) – What makes every single person unique and precious?  How am I special? Box with a mirror inside – discussing how everyone is different and special.  Thanking God – Making own prayers, importance of saying thank you.  Christening – What is a christening? Story of Jesus welcoming the children.  Welcoming people - children to the church/school. Looking after each other.  Jesus - Love one another as I have loved you.  <b>Follow the jigsaw scheme for PSHE</b>	Salvation (Unit F3) – Why do Christians put cross in an Easter garden?  Why is a palm cross a special symbol? – Palm Sunday.  Palm Sunday – Sing hosanna. Making palm leaves.  Easter – Why is it important? Celebration  Easter Saturday and Sunday. New life.  Saying sorry. Forgiveness. Importance of the cross.  The sign of the cross. Hot cross buns.  <b>Follow the jigsaw scheme for PSHE</b>	God/Creation (unit F1) – How can we care for our wonderful world?  Why is the word God so important to Christians? Adam and Eve story. Caring for the new world.  If I were a butterfly – looking at how god created the animals. Caring for others.  Looking after our environment. What can we do?  <b>Follow the jigsaw scheme for PSHE</b>	Salvation (Unit F3) – How can we help others when they need it?  Loving others. Who do we care for? Family, friends, school.  The good Samaritan.  How can we help others in need? Being kind to others. Acts of kindness.  Importance of candles in church. Asking god for help.  Reflection – making a place in the classroom to think of God – pray.  <b>Follow the jigsaw scheme for PSHE</b>