Red class year overview 2022-23

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn | | Spring | | | Summer | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | | Summer 2 |
| Topic | All about me  Colour and pattern  Autumn | Outer space  Light and dark Christmas | My body and how to keep it healthy. | Transport  People who help us | | Growing - animals and plants | | Barrington and my home |
| RE | Creation 1  Why is the word God important to Christians?  A Muslim whispering Allah in a babys ear. | Incarnation 1  Why do Christians perform nativity plays at Christmas?  A Muslim story – Muhammed and the Ants. | Salvation 2  How can we help others when they need it?  A sikh story – Har Gobind and the 52 Princes. | Salvation 1  Why do Christians put a cross in an Easter garden?  A Buddhist story The Monkey King. | | Incarnation 2  What makes every single person unique and precious?  Hindus celebrating at Raksha Banghan. | | Creation 2  How can we care for our wonderful world?  Tu be Shevat- the Jewish Birthday of Trees. |
| PSHE | Myself and my relationships 1  Beginning and belonging  Conflict resolution | Myself and my relationships 2  Family and friends | Myself and my relationships 3  My emotions | Healthier and Safer Lifestyles 2  Keeping Safe | | Citizenship 1 & 2  Identities and Diversity; Me and my world | | Healthier and Safer Lifestyles 1  My body and growing up  Healthier and Safer Lifestyles 3  Healthy Lifestyles |
| Fine motor | Pencil grip, using cutlery  Accuracy when drawing.  Threading, cutting, weaving, playdough,  Manipulate objects with good fine motor skills  Draw lines and circles using gross motor movements  Hold pencil/paint brush  Taking shoes off and putting them on | Develop muscle tone to put pencil pressure on paper Show preference for dominant hand  Draw, write or copy. correct letter formation.  Cutting with Scissors | Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control  Encourage children to draw freely.  Holding Small Items  Button Clothing / zips | Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed  Increased control using scissors. | | Develop pencil grip and letter formation continually  Start to cut along a curved line. | | Form letters correctly  Cut a shape out using scissors  Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture  Draw pictures that are recognisable |
| Gross motor | Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | | | | | | |
| Personal Social Education Development | PSED is not specifically planned for across the year, however PSED Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour. | | | | | | | |
| Self regulation  Target setting | What I like to do… | What I am good at… | What I have got better at… | | | | What I want to get better at… | What I want to get better at. |
| Managing self | Be confident to try new activities.  Manage own personal needs.  Dress and undress. | Following rules in play. Create a new game and create the rules. | Healthy food choices. Know about regular physical activitiy. Teeth brushing. Sleep and sensible screen time. | | Being a safe pedestrian. | | Show resilience and perseverance in the face of challenge.  Choose something the child needs to get better at. | |
| Literacy - comprehension | Read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Exploring our favourite characters. | | | | | Children to be able to re-tell at least 3-5 familiar texts | | |
| Literacy –word reading | Recognise some initial letters  Read some simple VC (vowel consonant) and CVC (consonant, vowel consonant words,  Hears and says the initial sound in words.  Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  Retell favourite stories using some story language | Recognise and read key high frequency words (HFW).  Read some simple VC and CVC words and sentences.  Hears and says the sounds in words.  Applying phonic knowledge to reading.  Can segment the sounds in simple words and blend them together and knows which letters represent some of them. | | | | Continue to recognise and read key HFW.  Read CVC/ CVCC sentences.  Use phonic knowledge to retell a story using complex sentences.  Continue with daily target readers.  Use and apply phonic knowledge when reading to recognise and read key HFW. | | |
| Literacy writing | Write own name  Write some initial sounds  Write simple words. | Write some initial sounds  Write simple words.  Begin to record simple captions and labels. | Write some initial sounds  Write simple sentences using VC and CVC words.  Record simple captions and labels Begin to write for a purpose, sequencing ideas together and recognising key features that need to be included such as finger spaces. | | | Consolidating what has been taught to ensure children have the confidence and stamina to write at length.  Children begin to include detail in what they write and can read what they have written unaided. | | |
| Maths | Getting to know you.  Just like me.  Its me 123! Light and Dark | | Alive in five.  Growing 6,7,8.  Building 9 and 10. | | | First, then now.  Find my pattern. | | On the move.  20 and beyond. |
| Literacy – phonics | Phase 1 auditory segmenting and blending. Rhyme and poems. Developing listening skills. | | | satp  a | | inmd  is | | cogk  I and go |
| Understanding the World - Past and present | Children talk about past and present events in their own lives -how is school different to preschool? | How Mary and Joseph travelled on a donkey and now people can travel in the air/space. | How have you changed since you were a baby?  Children know the difference between past and present events in their own lives  Explains some of the changes humans go through as they grow and can do more things as they get older. | How has transport changed?  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | | How do animals and plants change? | | Children talk about past and present events in their own lives and in the lives of family members.  and some reasons why people’s lives were different in the past.  Look at how houses have changed in Barrington. |
| Understanding the World - The Natural World | What happens when the seasons change?  Signs of Autumn. | Explore and talk about different forces they can feel.  Signs of Winter. | Where does the food come from which you eat? Which overseas places grow the food you eat?  Keeping my body healthy. | How is the season changing the environment and what we do. | | How plants and animals grow and survive.  Begin to understand the need to respect and care for the natural environment and all living things. | | Human and Physical features in our environment. |
| Understanding the World - People, culture and communities | Where do you live? | Why is Bethlehem a special place? | Which countries have you heard of?  Link to Handas surprise and why it is different to Barrington/England. | How do you travel?  Which transport goes past school? | | Town, village, sea, land, planet, river, fields, map, country, globe.  Where do different animals have habitats? Where do people live? Towns, cities, villages. | | Mapping  Understand that some places are special to members of their community.  Draw information from a simple map. |
| Expressive arts and design  Creating with materials. | Practice different line types, curved, straight, wavy, thick, thin, using different materials.  Portrait in pencil, pen, paint and pastel.  Name and recognise primary colours.  Explore mixing and naming secondary colours. | Explore large scale outside drawing on playground.  Make simple representations of objects familiar to them.  Clay – Christmas decorations. | Have an understanding of warm/cold colours  Sponge printing Fruit and vegetable printing  Clay faces – use tools and hands to shape clay. | Clay – wheels to leave an imprint.  Different transport – pen, pencil, pen, paint, pastel,  Printing using wheels. Draw different wheels.  Wheeled vehicles, | | With support sew stitches onto material.  Weaving -experiment to create different textures.  Paint, pastel, pencil, pen drawings of animals from Woburn. Feathers, fur, scales.  Clay – animals with scales or fur or feathers. Use tools to score. | | Paint, pastel, pencil, pen drawings of own home. |
| Artist inspiration | Inspire lines -use artists - Yayoi Kusama, Brigit Riley | Van Gogh – Starry night | Guiseppe and food in art.- print with food to recreate a face. Cut out food pictures to recreate a face. |  | | Paul Klee animals  Camouflage techniques.  Animal prints - Rousseau | | Lowry buildings. |
| Expressive arts and design – Being imaginative and expressive  Music express warm ups | Physical warm up – Drum tum  Vocal warm up – copy cat.  Focus builders – Clap your hands.  Skill builders -Beat 1,  Rhythm 1  Pitch 1 | Physical warm up – Drum tum  Vocal warm up – copy cat.  Focus builders – Clap your hands.  Skill builders -  Beat 2  Rhythm 2  Pitch 2 | Physical warm up – Jack in the box  Vocal warm up – playing in the garden.  Focus builders – Rock candy  Skill builders -  Beat 3  Rhythm 3  Pitch 3 | Physical warm up – Jack in the box  Vocal warm up – playing in the garden.  Focus builders – Rock candy  Skill builders -  Beat 4  Rhythm 4  Pitch 4 | | Physical warm up – Kangaroos like to jump  Vocal warm up – Sound parade.  Focus builders – Fingers on the floor.  Skill builders -  Beat 5  Rhythm 5  Pitch 5 | | Physical warm up – Kangaroos like to jump  Vocal warm up – Sound parade.  Focus builders – Fingers on the floor.  Skill builders -  Beat 6  Rhythm 6  Pitch 6 |
| Music Express story units | A sky full of colour.  Stories and sounds. | Who shall I be?  Growth and change.  Beyond the stars. | Special People (New Year).  Senses.  When snowflakes fall (weather dependent.)  Fabulous food. | A tale from long ago.  Moving Patterns. | | Under the sea.  Amazing African animals.  Did you see the dinosaurs?  Our growing world.  Let’s go green. | | Working world.  Going places.  Busy city. |