Red class year plan 2024-25

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic | Autumn 1  Colour and pattern/Autumn | Autumn 2  Light/Dark/Day/Night, Diwali, space, Christmas/Winter | Spring 1  Birds, Chinese New Year, Frozen lands | Spring 2  Time to move/Spring | Summer 1  Homes in different places/Summer | Summer 2  Habitats |
| 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. |
| Emotions for Learning | 1-11 Belonging | 12-14 Feelings  15- 16 Problem solving  17-18 Myself  19-20 Relationships | 21-24 Belonging  25-30 Feelings | 31-33 Problem solving  34 Myself  35-40 Relationships | 41-44 Belonging  45-Feelings  46-48 Problem solving  49-55 Myself | 56-58 Relationships  59-60 Change |
| 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. | |
| Maths | 2-Getting to know you.  2- Match sort, compare  2-Talk about measure and pattern. | 2-Its me 123,  1-circles and triangles  2 -12345  Shapes with 4 sides. | 2-Alive in 5.  1 mass and capacity  2 – Growing 6,7,8  1-Length Height, time. | 1-Length Height, time.  3- Building 8,9,10  2- explore 3D shape. | 2-To 20 and beyond  1-How many now?  2-manipulate, compose and decompose.  1-sharing and grouping | 1-sharing and grouping  2-visulaise, build and map.  1-make connections  1-consolidation |
| Phonics | s a t p i n m d g o c k ck e u r | Revise plus  h, b, f, ff, l, ll | j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, igh, oa | oo, OO, ar, or, er, ow, oi, nk, air, ear, ure | cvc, cvcc and ccvc words, ccvcc,cccvc and cccvcc words, | Syllables, alphabetical order, upper- and lower-case letters, |
| Tricky words | a, is, I, and, go no so to do into | has, his, the | he, we, be, me, was, her, my, by, you, are, all, she, put, push, pull, full, they, of | revise | some, come, love, have, here, there, were, out, house, one, once, what, when, said, ask, little, like. | revise |
| Literacy - comprehension | Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment.  Exploring our favourite characters. | | Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment. | | 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) words, HFW.(high frequency 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  Send home reading books. | Recognise and read key HFW.  Read some simple VC and CVC words and sentences.  Hears and says the sounds in words. Continue with daily readers  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 sentences.  Write words and sentences with phonemes learnt in them.  Use phonic knowledge to retell a story in simple sentences.  Use and apply phonic knowledge when reading to recognise and read key HFW.  Continue with target readers | Continue to recognise and read key HFW.  Read CVC/ CVCC/ (consonant vowel, consonant consonant) sentences.  Use phonic knowledge to retell a story in simple sentences.  Use and apply phonic knowledge when reading to recognise and read key HFW.  Continue with daily target readers | 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. | Writing – Write captions, labels and simple sentences using all phonemes and HWF taught. | Writing - 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. | |
| Knowledge and Understanding  People, culture and communities | My family – who is in your family?  My home – where do you live?  Not all families are the same | My experiences of celebrations in my home and community Understand people celebrate in different ways  Why is Bethlehem a special place? | Do all humans live in the same place? How are they different. Village, town, city, country, sea, ocean, continent. Which countries have you heard of? | Materials – what is school made from? Does everyones home look like yours? terrace, bungalow, semi, detatched, castle, caravan etc… Town, village, sea, land, planet, river, fields, map, country, globe.  Where do people live? Towns, cities, villages. | Geographical books – mapping  Understand that some places are special to members of their community.  Draw information from a simple map. | Why do people have pets? Why do we have zoos? |
| Understanding the World  The Natural World | School environment Where they live  Explore the natural world around them, making observations and drawing pictures of animals and plants.  How is the season changing?  Signs of Autumn. | Light and Dark Seasons- Exploring light and dark  Explore and talk about different forces they can feel – push, pull, twist, roll – playdough.  Signs of Winter. | Hot and cold countries Winter walk- seasonal changes Difference between Autumn and Winter Explore outdoors  Light and Dark Seasons- Winter Water freezing Temperature change  Where does the food come from which you eat? Which overseas places grow the food you eat? Handas surprise.  What is a balanced diet.  Keeping healthy – exercise.  Cleaning teeth. | Spring walk- seasonal changes  My Body Simple body parts Healthy eating Our senses  Healthy Eating Healthy foods Healthy lifestyles Link between planting and food growing Seasons- Spring  Plants – which do we eat? | Summer- seasonal changes Weather Changes in the environment and reasons for changes  Plants Name common plants Plant seeds and observe changes that occur  Understand the key features of the life cycle of a plant.  Begin to understand the need to respect and care for the natural environment and all living things. | Observe animals and plants in the environment around them  Simple properties Waterproof materials Explore in nature  Seasons- Summer  Animals – what do different animals need to live?  Animal habitats.- Where do different animals have habitats?  Understand some important processes and changes in the natural world around them, including the seasons. |
| 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, car. | I remember when… (what we did in Autumn term) Link to seasonal changes | How have you changed since you were a baby?  Children know the difference between past and present events in their own lives  Books about the past,change –  Once there were giants.  Explains some of the changes humans go through as they grow and can do more things as they get older.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’  Use pictures and artefacts to provoke discussion about the past. | How have the chicks changed from egg to fully grown?  What can you see…. Is this the same as… My… is the same…, My …. Is difference…  How do animals change eg caterpillar to butterfly. Egg to chick.  Past and Present I remember when… (memories from Reception)  Books about the past,change –  Peepo,  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. | Animal life cycles |
| Understanding the World enquiry questions | Where do I live and go to school?  Identify familiar adults and can explain where they live.  Recognises local place names and can talk about different places and what is there.  Compare different places and says why they are similar and different. | What has happened to the weather?  Describes the weather and how it is changing throughout the year.  Identifies how their clothing and activities are changing due to the weather.  Names the four seasons and the weather/activities associated with them.  Explains what happens to trees and plants in each season and gives some reasons why.  Makes observations about ice in winter and how it melts when it gets warmer. | Weather in different countries – linked to food production.  Explains what happens to trees and plants in each season and gives some reasons why.  Compare different places and says why they are similar and different. | Makes maps using pictures and symbols Compare different places and says why they are similar and different.  Describes different buildings people live in and how some are in villages and some are in cities. | What has happened to the weather?  Describes the weather and how it is changing throughout the year.  Identifies how their clothing and activities are changing due to the weather.  Explains what happens to trees and plants in each season and gives some reasons why.  Makes maps using pictures and symbols Compare different places and says why they are similar and different.  Describes different buildings people live in and how some are in villages and some are in cities. | Explains where some places are and how you can get there.  Observe land and sea on maps. Recognises real and fictional maps and discusses symbols.    Can explain that baby animals come from the adult Mummy. Gives examples of humans and other animals.  Describes some animal life cycles using the correct vocabulary. |
| Expressive arts and design  Creating with materials | Portrait in pencil, pen, paint and pastel.  Black painting of me.  Black pen drawing of my family.  Name and recognise primary colours.  Explore mixing and naming secondary colours. – shades of green, yellow, orange, red and brown to paint leaves and natural objects. | Explore large scale outside drawing on playground.  Make simple representations of objects familiar to them eg. my house, my cat, my family  Starry night Flick pastels around a circle.  Use thick paint to recreate starry night.  Clay – Christmas decs. | Have an understanding of warm/cold colours  Experience adding white to a colour to create tonal shade | Clay –leave an imprint.  Different parts of our bodies focus eyes, hands, feet, mouth– pen, pencil, pen, paint, pastel,  EYFS split pin people  Clay faces – use tools and hands to shape clay.  Bodies made from loose parts. | Paint, pastel, pencil, pen drawings of plants and flowers. | 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. |
| Artist inspiration | Inspire lines -use artists - Yayoi Kusama, Brigit Riley | Van Gogh – starry night | Hot and Cold Colours Artist: Eric Carle and Franz Marc  Guiseppe and food in art.- print with food to recreate a face. Cut out food pictures to recreate a face. | Bodies/faces in art. | Flowers Van gogh sunflowers – thick paint, | Art inspired by our living world  Paul Klee animals  Camouflage techniques.  Animal prints - Rousseau |
| 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.  Lets go green. | Working world.  Going places.  Busy city. |