

HPS Lower Phase Curriculum Map

Curriculum Area		N – Autumn	N - Spring	N - Summer	R – Autumn	R - Spring	R - Summer
Unit Name		All about me & Special Times	Mini beast & Growing	Under the sea & The world	All about me & Special Times	Minibeast & Growing	Under the sea & The world
English	Literacy	<p>You choose The colour monster The three little pigs</p> <p>Autumn 2: Maisy's birthday Gingerbread man</p>	<p>The very hungry caterpillar <i>TT: Goldilocks</i></p> <p><i>Titch</i> <i>The little Red Hen</i> <i>TT: Red riding hood</i></p> <p><i>Non – fiction:</i> Minibeasts</p> <p>Additional text: What ladybird heard We planted a tree</p>	<p>The rainbow fish Sully the Seahorse</p> <p>Additional text : Billy's bucket</p> <p>Traditional text : 3 billy goats gruff</p> <p>Summer 2: Catch that chicken Baby goes to the market</p> <p>Traditional text :</p>	<p>Autumn 1: You Choose Ruby's worry</p> <p>Additional text: Three billy goats gruff</p> <p>Autumn 2: Room on the broom Rama and Sita The nativity</p> <p>Additional text: Let's Celebrate! Festival Poems from Around the World</p>	<p>Spring 1: What ladybird heard Yucky worm</p> <p>Additional text:</p> <p>Argh Spider!</p> <p>What can insects do? NF text</p> <p>Spring 2: Jack and the beanstalk</p> <p>The enormous turnip</p> <p>Additional text: The little gardener</p>	<p>Summer 1: The fish that could swim. The snail and the whale</p> <p>Traditional tale: Little red riding hood.</p> <p>Additional text : See under the water. The storm and the whale Commotion in the ocean</p> <p>Summer 2: Handa Surprise The Ghanian Goldilocks</p> <p>Traditional tale: Hansel and Gretel</p>
	Writing Outcomes	<p>Draw and mark make family members, friends and pets, preferences and dislikes... Talk about themselves and write initial sounds. Make celebration cards and begin to write own name/ initial sounds.</p>	<p>Detailed Drawings and labelling with initial sounds for minibeasts. Correct letter formation Name writing Sequence and retell the story Labelling parts of a plant Drawing and labelling features of a minibeast/ animals</p>	<p>-Create own front cover -Draw and discuss favourite part of the story. -Innovate part of the story by introducing a new character. -draw own story S</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. To build a sentence using the colourful semantics board.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case correctly. To write some tricky words.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Form lower-case and capital letters correctly. To write a diary entry. To write their own story with a beginning middle and end.</p>
	Communication & Language	<p>Learn new vocabulary. Talk about themselves confidently and people who are important/ familiar to them, using the 1st, 2nd, 3rd person.</p>	<p>To talk about what they observe using their senses. To describe different types of settings Retell the story Think of own ideas</p>	<p>Retell the story Act out the story using different tones and expressions for speech. Express ideas in full sentences and using vocabulary learnt.</p>	<p>Learn new vocabulary. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Connect one idea or action to another using a range of connectives. Articulate their ideas and thoughts in well-formed sentences.</p>
Development Matters / ELG links / disciplinary knowledge	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Use new vocabulary through the day. Start a conversation with an adult or a friend and continue it for many turns. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use longer sentences of four to six words</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p>	<ul style="list-style-type: none"> Learn new vocabulary. Understand how to listen carefully and why listening is important. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>ELG C&L:</p> <ul style="list-style-type: none"> Hold conversation when engaged in back-and forth exchanges with their teacher and peers Participate in small group, class and one-to-one discussions, offering their 	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Use talks to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in non-fiction books. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. <p>ELG C&L:</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask 	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p>ELG C&L:</p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>ELG Literacy:</p> <ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others. 	

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					<p>own ideas, using recently introduced vocabulary</p> <p>ELG Literacy:</p> <ul style="list-style-type: none"> ○ Say a sound for each letter in the alphabet and at least 10 digraphs. ○ Read words consistent with their phonic knowledge by sound-blending. ○ Write recognisable letters, most of which are correctly formed. ○ Spell words by identifying sounds in them and representing the sounds with a letter or letters ○ Anticipate – where appropriate – key events in stories ○ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay 	<p>questions to clarify their understanding.</p> <ul style="list-style-type: none"> ○ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate ○ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>ELG Literacy:</p> <ul style="list-style-type: none"> ○ Write simple phrases and sentences that can be read by others. ○ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ○ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> ○ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay
	Substantive Vocabulary	Front cover, back cover, Story, listen, act out, author, title, who, what, where, what doing, characters, setting, first, next, then, finally, beginning, middle, end.	Talking partners, why, where, feelings, settings, characters, order	expression, tone, language, full sentences, talking partners, innovate, new, imagination, experience, past	Write, read, phonics, segment, blend, sound, sound out, letter, sound button, speed sounds, story, listen, author, illustrator, title, who, what, where, what doing, first, next, then, finally, beginning, middle, end.	Tricky word, diagraph, list, steps, instructions, fiction, non-fiction, English, recount, narrative, word, word wall, literacy, spell, talking partner, why, how.	Adjective, explain, diary, letter, article, instruction, section, narrative, story, explain, opinion, express, understand.
	Disciplinary Vocabulary	Listen, communicate, identify, draw, mark make	Describe, retell, question, respond, label, write, sequence	Retell, act out, roleplay, speak, answer, listen	Recognise, describe, recall, identify, produce, check, communicate, question, listen.	Recount, recall, respond, analyse, relate, theme, connect, check, arrange, predict, question, respond.	Innovate, imagine, create, analyse summarise, pretend, instruct, produce, invent, improve, reflect, compose, rhyme, express.
	Phonics Sounds				<p>Baseline assessments</p> <p>m a s d t Recap over sounds and blend</p> <p>i n p g o Recap over sounds and blend</p> <p>c k u b Recap over sounds and blend</p> <p>f e l h sh Recap over sounds and blend</p> <p>r j v y w Recap over sounds and blend</p>	<p>th z ch q x ng nk Recap over sounds and blend</p> <p>Ditty Sheets</p> <p>Reading red book</p> <p>th z ch q x ng nk Recap over sounds and blend</p> <p>Ditty Sheets</p> <p>Reading red book</p>	<p>ay ee igh ow oo oo</p> <p>Recap over sounds and blend</p> <p>Ditty Sheets</p> <p>Reading red book</p> <p>ar or air ir ou oy</p> <p>Recap over sounds and blend</p> <p>Ditty Sheets</p> <p>Reading Red book</p>
Mathematics		<p>Numbers 0 to 2 shape</p> <p>Numbers 3-4 pattern</p> <p>Positional Language</p>	<p>Numbers 5-7</p> <p>Height</p> <p>Capacity</p> <p>Time</p> <p>Categorise objects</p> <p>Reconsolidate 0-7</p>	<p>Numbers 8-10</p> <p>Sorting and comparing shapes</p> <p>Combining</p> <p>Weight</p> <p>Length</p> <p>Grouping and sharing</p> <p>Reconsolidate 0-10</p>	<p>Baselines</p> <p>Numbers 0 to 5</p> <p>Pattern size</p> <p>Positional Language</p> <p>Reconsolidate 0-5</p> <p>Positional language</p> <p>Numbers 6-10</p> <p>2D shape</p> <p>Length</p> <p>Weight</p> <p>Reconsolidate 0-10</p>	<p>Numbers 10-15</p> <p>Height</p> <p>Capacity</p> <p>Sorting & comparing</p> <p>Estimating numbers 0-15</p> <p>Numbers 15-20</p> <p>3D shapes</p> <p>Positional language</p> <p>Time</p>	<p>Number 20+</p> <p>Doubling</p> <p>Number bonds</p> <p>Measures</p> <p>Number problem</p> <p>Sharing & Halving</p> <p>Problem solving</p> <p>Shape</p>
	Development Matters / ELG links / Disciplinary knowledge	<ul style="list-style-type: none"> • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 	<ul style="list-style-type: none"> • compare quantities using language; 'more than', 'fewer than'. • make comparisons between objects relating to size, length, weight and capacity. • begin to describe a sequence of events, real or fictional, using words such as 'first' 'then...' • solve real world mathematical problems with numbers up to 5. • recite numbers past 5. • know that the last number reached when counting a small set of objects tells you 	<ul style="list-style-type: none"> • talk about and explore 2D and 3D shapes(for example, circles , rectangles, triangles, cuboids)using informal and mathematical language: • sides, corners, straight, flat round. • begin to describe a sequence of events, real or fictional, using words such as 'first' 'then...' • combine shapes to make new ones – an arch, a bigger triangle, etc. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Explore the composition of numbers to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> • Count beyond ten. • Subitise. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Automatically recall number bonds for numbers 0–5 and some to 10. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. • Select, rotate and manipulate shapes to develop spatial reasoning skills. 	<ul style="list-style-type: none"> • Count beyond ten. • Subitise. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. <p>ELG Number:</p>

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		<ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'. 	how many there are in total (cardinal principle)	<ul style="list-style-type: none"> know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) 	<ul style="list-style-type: none"> Continue, copy and create repeating patterns. Compare length, weight and capacity. <p>ELG Number:</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 	<ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. <p>ELG Number:</p> <ul style="list-style-type: none"> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity 	<ul style="list-style-type: none"> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
	Substantive vocabulary	Numbers: numeral, numicon, dice quantity, position, where, more, less, after, tens frame, pattern, next, repeat shape, circle, square, triangle, rectangle, diamond, semi-circle, Sides, corners, flat, stack, roll position, Positional language, above, over, on top, under, inside, in front, below, beside. Next to, behind, curved, straight, pointy, same, different,	Numbers: numeral, numicon, dice quantity, position, where, more, less, after, tens frame, Height, long short, shorter, longer, measures, Shape size, lengths, short, long. Length, longer shorter, longest, shortest, longer shorter. Weight, heavy, light, heavier, lighter, Heaviest, lightest, balance, scales. Capacity: empty, full, half full, nearly, pour, fill, bottle, bucket, container, cup Sorting and comparing, objects, shapes, colours, same, different, similar	Numbers: numeral, numicon, dice quantity, position, where, more, less, after, tens frame, pattern, next, repeat shape, circle, square, triangle, rectangle, diamond, semi-circle, Sides, corners, flat, stack, roll, same, different Time, clock, sequence, now, later, morning, afternoon, evening, night how many, adding, altogether, sharing, split	Numbers: numeral, quantity, object, one more, one less, position, before, after, more, less, after, concrete, pictorial, Abstract, pictures, objects, symbol, number line, tens frame, part-part whole pattern, next, repeat shape, Sides, corners, flat, long short, shorter, longer, measures, Shape size, position, direction, movement. Positional language, position above, over, on top, under, inside, in front, below, beside. Next to, behind. Shape, sides, corners, curved, straight, pointy, flat, same, different, lengths, short, long. Length, longer shorter, longest, shortest, longer shorter. Weight, heavy, light, heavier, lighter, Heaviest, lightest, balance, scales.	Numbers: numeral, quantity, object, one more, one less, position, before, after, more, less, after, concrete, pictorial, Abstract, pictures, objects, symbols, number line, tens frame, part-part whole Height, tall, short, taller, shorter, tallest, shortest Capacity: empty, full, half full, nearly, pour, fill. Sorting and comparing, objects, shapes, colours, same, different, similar, split. Estimating, guess, many, more than, less than, closer to. Shape, sides, corners, curved, fat, straight, faces, vertices, pointy, flat, same, different, lengths, short, long, roll, slide, stack. Positional language, above, over, on top, under, inside, in front, below, beside. Next to, behind. Time, half past, hour, minute, second, clock hands, sequence, now, later, earlier, later, morning, afternoon evening, night.	Numbers: numeral, quantity, object, one more, one less, position, before, after, more, less, after, concrete, pictorial, Abstract, pictures, objects, symbols, number line, tens frame, part-part whole. Doubling, same numbers, add together, more, bigger, times 2, 2 lots. Addition and subtraction, add, take away, symbols more, less, split, remove, bigger, smaller, Symbols, plus, subtract, together, count on. Shape, sides, corners, curved, fat, straight, faces, vertices, pointy, flat, same, different, lengths, short, long, roll, slide, stack. Number problems, predict, solve, questions, another method, calculation, operation, symbols Sharing and halving, share, how many, split, divide, fair, size, same, half, quarter, full. Time, half past, hour, minute, second, clock hands, sequence, now, later, earlier, later, morning, afternoon evening, night.
	Disciplinary vocabulary	Count, order, sequence, pattern, sort, understand, recognise, count forward/ count backward, identify, match,	Count, order, sequence, pattern, sort, understand, recognise, count forward/ count backward, identify, match, Compare, identify, describe, weigh, measure	Count, order, describe, sequence, pattern, sort, understand, recognise, count forward/ count backward, identify, match, Compare, identify, describe, weigh, measure, combine groups, separate groups	Count, order, sequence, pattern, numicon, sort, understand, recognise, count forward/ count backward, identify, match, 1:1 correspondence, represent, estimate, predict, compare, identify patterns.	Count, order, sequence, pattern, numicon, sort, understand, recognise, count forward/ count backward, identify, match, 1:1 correspondence, represent, estimate, predict, compare, identify patterns.	Count, order, sequence, pattern, numicon, sort, understand, recognise, count forward/ count backward, identify, match, 1:1 correspondence, represent, estimate, predict, compare, identify patterns, combine groups, separate groups
	Substantive knowledge	Children need to know: Numbers 0-4 counting objects say numbers in order Recognise numerals match one numeral to quantity Counting songs and number rhymes Pattern where patterns can be found how to create a pattern using different resources describe the Position of person/object Use spatial words Shape how to Select shapes to construct names of 2d shapes and describe the properties	Children need to know: Numbers 0-7 -recall number 0-7 -Put objects into five frames -Counting songs and number rhymes Height vocabulary of height Capacity How to describe capacity using the age-appropriate vocabulary Sorting & comparing Rules for sorting and categorising	Children need to know: Numbers 8-10 -recall numbers 0-7 - The composition of numbers to 10 -what number comes before and after -correct number formation - Counting songs and number rhymes Pattern where patterns can be found how to create a pattern using different resources -how to add 2 groups together - Adding makes the total bigger -taking away from a large number makes the group smaller How to share objects between groups How to sequence pictures according to time of the day	Children need to know: Numbers 0-10 counting objects say numbers in order match one numeral to quantity Counting songs and number rhymes Pattern where patterns can be found how to create a pattern using different resources Position Use spatial words Shape how to Select shapes names of 2d shapes Length Compare lengths using "than" Weight Compare lengths using "than"	Children need to know: Numbers 11-20 -recall number bonds for numbers 0-5 and some to 10. -How to show small quantities in familiar patterns -Put objects into five frames and then ten frames to begin to -Counting songs and number rhymes Height vocabulary of height Capacity How to describe capacity using the age-appropriate vocabulary Sorting & comparing Rules for sorting 3D Shape Names of 3d shapes Find 2d shapes within 3d shapes Positional language Use spatial words to describe the position Time -Sequence activities	Children need to know: 0-20 revisit and Numbers 20+ The composition of numbers to 10 Show many there might be before counting Count out a smaller number from a larger group Doubling Doubles of numbers to 10 Addition & subtraction Adding makes the total bigger Subtracting makes the total smaller Addition and subtraction symbols Shape Describe the properties of shapes Sort 2d shapes and 3d shapes Number problems Number bonds Estimating numbers to 20 Sharing & Halving How to share objects between groups Half of numbers to 10.



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	Disciplinary knowledge		<p>Disciplinary Knowledge Children Will:</p> <p>Count, order, sequence, recognise, count forward/ count backward for numbers 0-7</p> <p>Match numeral to quantity</p> <p>Represent numbers using a tens frame</p> <p>Represent numbers to 5 using concrete, pictorial and abstract methods</p> <p>Sort objects by similarities</p> <p>Compare sets of objects and say which has more/ less.</p> <p>2D Shape</p> <p>Name 2d shapes</p> <p>Find 2d shapes and use for construction</p> <p>Describe properties of 2D shapes</p> <p>Positional language</p> <p>Use spatial words to describe the position</p> <p>Time</p> <p>Sequence activities</p>	<p>Disciplinary Knowledge Children Will:</p> <p>Count, order, sequence, recognise, count forward/ count backward for numbers to 10</p> <p>Represent numbers concrete, pictorial and abstract methods</p> <p>Name, recognise, Select, rotate and manipulate shapes. Describe the properties of 2d shapes.</p> <p>Sort 2d shapes.</p> <p>Compare length, weight and capacity.</p> <p>Use non-standard units to measure objects.</p>	<p>Disciplinary Knowledge Children Will:</p> <p>Recognise, Count, order, sequence, numbers 0 to 5</p> <p>Compare groups</p> <p>Represent numbers to 5</p> <p>Create an AB, AABB, ABC pattern</p> <p>Continue a pattern</p> <p>Describe position using spatial vocab</p> <p>Name, recognise, Select, rotate and manipulate shapes</p> <p>Compose and decompose shapes</p> <p>Compare lengths, order objects by length and measure lengths using non-standard measures.</p> <p>Compare weight, order objects by weight and measure weights using non-standard measures.</p> <p>Recognise, Count, order, sequence, numbers 0 to 10</p> <p>Recall number bonds to 10</p>	<p>Disciplinary Knowledge Children Will:</p> <p>Count, order, sequence, recognise, count forward/ count backward for numbers to 20</p> <p>1:1 correspondence to 20</p> <p>Represent numbers using a tens frame</p> <p>Estimate objects to 20</p> <p>Say one more/ one less than a given number to 20.</p> <p>Use a number line</p> <p>Sort objects by similarities</p> <p>Compare sets of objects and say which has more/ less.</p> <p>3D Shape</p> <p>Name 3d shapes</p> <p>Find 2d shapes within 3d shapes</p> <p>Positional language</p> <p>Use spatial words to describe the position</p> <p>Time</p> <p>Sequence activities</p>	<p>Disciplinary Knowledge Children Will:</p> <p>Count, order, sequence, recognise, count forward/ count backward for numbers to 20</p> <p>Represent number using part whole models.</p> <p>recall the doubles of numbers up to 10</p> <p>Recall the Number bonds to 20.</p> <p>Name, recognise, Select, rotate and manipulate shapes. Describe the properties of 2d and 3d shapes. Sort 2d and 3d shapes.</p> <p>Compare length, weight and capacity.</p> <p>Use non-standard units to measure objects.</p> <p>Sharing & Halving</p> <p>Share objects between groups to 10.</p> <p>Know that sharing by 2 is halving</p> <p>Knowing the halves of numbers to 20.</p> <p>Odd and even numbers to 20.</p> <p>Say what is the best operation to use.</p> <p>Use a variety of operations to solve problems involving addition, subtraction halving, sharing and doubling.</p>
Understanding the World	Topic/ Big Question	All about me: What makes me different? Traditional Tales: How and why do we celebrate special times?	Minibeasts: where do minibeasts live? Growing: What do plants need to grow?	Under the sea: What is life like under the sea? Our World: What is life like in Somalia?	All about me: What makes me different? How and why do we celebrate special times?	Minibeasts: where do minibeasts live? Growing: What do plants need to grow?	Under the sea: What is life like under the sea? Our World: What is life like in Kenya?
	Threshold Concepts	Observations, Pattern seeking, Grouping and classifying, Fair testing, Presenting and analysing data					
	Horizontal Vertical/ Diagonal links	<p>Horizontal- PSED- Hygiene, Relationships, feelings and emotions, PD- Health and wellbeing, healthy eating, Literacy- Rhymes, poems, UW- Maps of local area. Senses,</p> <p>Vertical - History- past and present- Life in the past Science- My body, my senses Geography- my local area ad counties families are from</p> <p>Diagonal – Religion education: Religions around the world. festivals and celebrations</p>	<p>Horizontal - PSED taking care of our environment, the world, responsibilities Literacy – non fiction, facts, labelling,</p> <p>Vertical – Science- habitats, environment and natural resources, growth, mini-beasts Geography- environments, habitats, the world History-</p> <p>Diagonal – History – How has travel changed.</p>	<p>Horizontal – PSED- Think about the perspectives of others, express their feelings and consider the feelings of others. Literacy – Writing postcards, diary entries. Vertical – Science: sea life animals. Geography: habitats, environments. Diagonal – Religion education: Religions around the world.</p>	<p>Horizontal- PSED- Hygiene, Relationships, feelings and emotions, PD- Health and wellbeing, healthy eating, Literacy- Rhymes, poems, UW- Maps of local area. Senses,</p> <p>Vertical - History- past and present- Life in the past Science- My body, my senses Geography- my local area R.E- festivals and celebrations</p> <p>Diagonal – Religion education: Religions around the world.</p>	<p>Horizontal - PSED taking care of our world, responsibilities,</p> <p>Vertical – Science- habitats, endangered animals, adaptations, space, environment, growth Geography- environments, habitats, the world , maps</p> <p>Diagonal – History – Prehistoric times. Evolution. How has travel changed.</p>	<p>Horizontal – PSED- Think about the perspectives of others, express their feelings and consider the feelings of others. Literacy – Writing postcards, diary entries. Vertical – Science: Anatomy of sea life. Geography habitats, environments. Diagonal – Religion education: Religions around the world.</p>
Development Matters / ELG links	<ul style="list-style-type: none"> use all their senses in hands on exploration of natural materials. begin to make sense of their own life story and family history. show an interest in different occupations. talk about members of their immediate family and community. name and describe people who are familiar to them draw information from a simple map. understand that some places are special to members of their community. 	<ul style="list-style-type: none"> understand the key features of the life cycle of a plant and an animal. begin to understand the need to respect and care for the natural environment and all living things. talk about what they see, using a wide range of vocabulary. comment on images of familiar situations in the past. explore the natural world around them. 	<ul style="list-style-type: none"> continue developing positive attitudes about the differences between people. know that there are different countries in the world and talk about the differences they have experienced or seen in photos. recognize that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Draw information from a simple map. Describe what they see, hear and feel whilst outside. <p>ELG Past and present:</p>	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them <p>ELG Past and present:</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. <p>ELG Past and present:</p>	

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					<ul style="list-style-type: none"> o Talk about the lives of the people around them and their roles in society o 		
NC links	Citizenship: Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	Science and history: Mini-beasts, Materials ,growth, identify and name a variety of common animals and their features, lifecycle.	Geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map	Citizenship: Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	Science and history: Mini-beasts, Materials, identify and name a variety of common animals that are carnivores, herbivores and omnivores. Look at lifecycles and habitats	Geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map	
Substantive Knowledge	<p>Substantive Knowledge Children need to know:</p> <ul style="list-style-type: none"> - Everyone is different - Name the 5 senses and what body parts are used. - Names of body parts - The 4 seasons are Winter, Spring, Summer, Autumn. - The common signs of Autumn are leaves changing colour and falling. - The common signs of Winter include colder weather, shorter days and the trees are bare. - How animals behave differently as the seasons change. - That people have different beliefs and celebrate special times in different ways. 	<p>Substantive Knowledge Children need to know:</p> <p>The key features of certain mini beasts. The habitat of a mini beasts. How environments and habitats differ. Lifecycle of a mini beast.</p> <p>Roots support the plant. Stem supports the plant and transports water to the leaves. Leaves use sunlight to make food for the plant. Flowers attract insects to make new seeds. Plants require air, light, water, nutrients from soil, and room to grow for life and growth. Name other things that grow and observe the growth</p>	<p>Substantive Knowledge Children need to know:</p> <p>Fish only live in water. Names of the under the sea animals How animals survive in the water. Fish cannot survive out of water. That there are different types of sea-life</p> <p>Where Africa is located on a map. Where Somalia is located on the map. Africa is the continent and Somalia is the country. That Muslim is the main religion practiced in Africa and Somalia. The different festivals celebrated and how they are celebrated. The different names of the buildings and comparing old and new. How schooling is the same or different in Somalia and England. The different names of Somalian foods, clothing.</p>	<p>Substantive Knowledge Children need to know:</p> <p>The 4 seasons are Winter, Spring, Summer, Autumn. The common signs of Autumn are leaves changing colour and falling. The common signs of Winter include colder weather, shorter days and the trees are bare. How animals behave differently as the seasons change.</p> <p>That people have different beliefs and celebrate special times in different ways. recognise that people have different beliefs and celebrate special times in different ways. Diwali is a festival of the lights. Christmas celebrates the birth of Jesus Christ. Eid gives thanks Allah.</p>	<p>Substantive Knowledge Children need to know:</p> <p>The key features of certain minibeasts and how minibeasts support our environment, explaining similarities and differences. The habitat of a minibeasts. How lifecycles, environments and habitats differ.</p> <p>Roots support the plant and absorb nutrients from the soil. Stem supports the plant and transports water to the leaves. Leaves use sunlight to make food for the plant. Flowers attract insects to make new seeds. Plants require air, light, water, nutrients from soil, and room to grow for life and growth.</p>	<p>Substantive Knowledge Children need to know:</p> <p>Fish only live in water. The structure of a fish includes fins and gills. Fish cannot survive out of water. That there are different types of sea-life. That living things can move and not move such as coral. That different oceans connect. That sea life have different diets.</p> <p>Where Africa located on the map. Where Kenya is located on a map. That Islam and Christianity are the main religion practiced in Kenya. Kenya is known for their animals in the Savannah (Elephant parks and giraffes park). How the buildings have changed over time. How daily life is different/ same in Kenya and England. The names of the landmarks in Kenya and describe the features.</p>	
Disciplinary Knowledge	<p>Disciplinary Knowledge Children will:</p> <p>Children will: Observe changes across Autumn and Winter. Note and record the weather. Select texts to share with the children about the changing seasons. Explain how animals prepare for different seasons. Making displays of what happens in the world around them.</p> <p>Identify special places of worship Share their experiences of special times using the past tense. Children will be able to use topic specific vocabulary. Design and describe Rangoli patterns. Mould Divas and explain their purpose.</p>	<p>Disciplinary Knowledge Children will:</p> <p>use topic specific vocabulary. Classify a minibeast. Label a minibeast. Describe the environments and settings a megabeast lives in and where it can be found</p> <p>Use topic specific vocabulary. Name and describe some plants and animals children are likely to see, recognising familiar plants and animals whilst outside. Observe the natural world. Describe and comment on outdoor environment.</p>	<p>Disciplinary Knowledge Children will:</p> <p>Observe animals in their local habitat. -Name and identify sea life -describe the environment</p> <ul style="list-style-type: none"> - Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. - Visit places of worship and places of local importance to the community - Engage with visitors from different religious and cultural communities into the classroom to share their experiences with children. - Comparing similarities and differences between two countries 	<p>Disciplinary Knowledge Children will:</p> <p>Observe changes across Autumn and Winter. Note and record the weather. Select texts to share with the children about the changing seasons. Explain how animals prepare for different seasons. Making displays of what happens in the world around them.</p> <p>Identify special places of worship Share their experiences of special times using the past tense. Children will be able to use topic specific vocabulary. Design and describe Rangoli patterns. Mould Divas and explain their purpose.</p>	<p>Disciplinary Knowledge Children will:</p> <p>Children will be able to use topic specific vocabulary. Classify a minibeast. Annotate features of a minibeast. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Use topic specific vocabulary. Name and describe some plants and animals children are likely to see, recognising familiar plants and animals whilst outside. Observe the natural world. Describe and comment on things they have seen whilst outside, including plants and animals.</p>	<p>Disciplinary Knowledge Children will:</p> <p>Children will be able to use topic specific vocabulary. Observe animals in their local habitat. Name and describe sea life Recognising familiar sea life. Observe the natural world. Categorise some sea life based on what they eat.</p> <p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Engage with visitors from different religious and cultural communities into the classroom to share the (Stay and learn). Comparing similarities and differences between two countries (Kenya and United Kingdom).</p>	
Substantive Vocabulary:	<p>Me, myself, mum, dad, brother, sister, grandparents, uncle, aunty, house, flat, caravan, feelings, happy, sad, upset, worried, scared, frightened, terrified,</p> <p>Seasons, Autumn, Winter, Summer, Spring, year, months, trees, leaves falling, weather, cold, snow, animals, hibernate, animals, store food, collect, nocturnal, day, night</p>	<p>Materials, object, wood, plastic, glass, metal, paper, water, rock, hard, soft, shiny, dull, rough, smooth,bendy, ruler, foil, elastic, sponge, fabric, scissors, chair, purpose, useful</p> <p>Seasons, Winter, Spring, Summer, Autumn, leaves grow back, flowers bloom, warmer weather, temperature, animals, Flowers, environment, vegetables, blossom, leaves, petals, fruit, roots, bulbs, seed, trunk, branches, stem, water, sunlight, mini-beast</p>	<p>fishes, sea horses, seals, sharks, rays, squid, octopus, whales, dolphins, ocean, sea, gills, fins, hunt, coral, sponges, swim, dive</p> <p>Africa, Country, Somalia, England, Ghana, Muslim, Christianity, Mosque, old, new, same, different, clothing, food, Somalia language, Dirac, Jilbab, Maah wiis, Kente cloth, Pancake (Malawah), culture, festivals, celebration, family</p>	<p>Seasons, Autumn, Winter, Summer, Spring, year, months, temperature, cooler, bare trees, leaves falling, weather, day length, cold, snow, animals, habitat, animals, store food, collect, inactive.</p> <p>Ceremony, tradition, ritual, prayer, worship, sacred, mosque, temple, Gurdwara, Church, Temple, community.</p>	<p>Size, animal, dinosaur, whale, dragon, prehistoric, fossil, giant, environment, habitat, food, extinct, fauna, diet, woolly mammoth, cave and short-faced bears, the Eurasian cave lion, the woolly rhino, Irish elk, grasslands, desert, artic, tusks, claws.</p> <p>Alive, dead, living, organisms healthy, survive, compare, growth, habitat, home, plants, spread, seeds, animals, mini-beast, root, stem, leaves, petals, pistil, water, oxygen, air.</p>	<p>Fishes, sea lions, seals, sharks, rays, squid, octopus, whales, dolphins, ocean, sea, gills, fins, hunt, coral, sponges, swim, dive, Pacific Ocean, Atlantic Ocean, Indian Ocean, environment, habitat.</p> <p>Continent, Country, England, world map, Kenya, safari, savannah, elephant, Giraffe Swahili, Nyumba ya matope, old, new, rural, Africa, maasai people, tribe, Ugali.</p>	

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	Disciplinary Vocabulary	Pattern seeking, observe, identify, describe, compare, explain, describe	Pattern seeking, observe, identify, describe, compare, explain, describe	Pattern seeking, observe, identify, describe, compare, explain, describe	Identify, explain, group, compare, contrast, reflect, similarities, differences, measure, observe, classify, recording, gathering, recording data, understanding. Pattern seeking, observe, identify, describe, compare, record, explain, analyse.	Compare, identify, group, contrast, sort, explain, describe, explore, categorise. Classifying, recording, exploring questions, construct, describe, sequence, compare, group, record, explain.	Observing, enquiry, recording, comparative test, fair testing, accuracy, variable, compare, predict, pattern seeking, evaluate. Comparing, observing, identifying, classifying, pattern seeking, recording, investigating, evaluating, grouping, summarising.
	End Task point	Draw and label body parts Create an 'all about me' box for show and tell. Make a house with illustrations of family members. Create Autumn/ winter trees using different media and compare the differences. Explain what / why changes happen according to the season	Design own megabeast and label it. Draw a setting/ environment for the own megabeast and explain why they have chosen certain features Grow a sunflower and observe the changes. Sequence the steps in the correct order and retell how to plant using visual aids. Create a garden display with large model of a plant and papermache minibeasts using different materials/ junk modelling.	Create Sea life display of artworks and vocabulary written by students. Fashion show assembly to model the Somalian clothing they have weaved and designed Cook a Somalian pancake (Malawah) Somalian performance for an assembly with art, music, dance, traditional dress.	Sort and describe the season pictures and vocabulary. Justify how they know what season it is. Children to present a family photograph of a celebration and describe who is in the photo, where they are and what they are doing.	Students choose a mega beast to create using junk modelling or to create artwork with key word labels. Create a large model of a plant with individual parts made of natural objects (Stem – celery, pistil – seeds, petals- real petals , leaves – spinach, roots – bean sprouts) and labelling parts of a flower.	Create Sea life display of artworks and vocabulary written by students. African performance for an assembly with art, music, dance, traditional dress (graduation) discussing the different types of landmarks, buildings, food, jewellery they have created and designed .
Personal, Social & Emotional Development	Topic/ Big question	Routines and rules Friendship and relationships Feelings Healthy eating Respecting all cultures and beliefs 5R's and UNICEF rights	Respecting the environment Confidence and independence Adapting behaviour Resolving conflict Sharing resources Setting boundaries Solving problems 5R's and UNICEF rights	Communicate about own needs and interests Looking after our world Respecting animals Show care for living things Making relationships Respecting each others cultures 5R's and UNICEF rights	How to follow rules and routines How we have personal hygiene How to be a good friend What are emotions? Who can I talk about a problem	How can we resolve conflict How can I be resilient? How can I be healthy? Road safety	Self-regulation How I can stay calm Respecting other cultures and, religions and beliefs.
	Development Matters / ELG links	<ul style="list-style-type: none"> develop their sense of responsibility and membership of a community. increasingly follow rules, understand why they are important. understand gradually how others might be feeling. talk with others to solve conflicts. talk about their feelings using words like 'happy', sad, angry, or worried remember rules without needing an adult to remind them. making healthy choices about food, drink, activity and toothbrushing 	<ul style="list-style-type: none"> talk with others to solve conflicts. be increasingly independent in meeting their own care needs e.g., brushing teeth, using the toilet, washing and drying hands thoroughly find solutions to conflicts and rivalries 	<ul style="list-style-type: none"> play with one or more other children extending and elaborating play ideas. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> rolling crawling walking jumping running hopping skipping climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Combine different movements with ease and fluency. 	<ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> lining up and queuing mealtimes. 	<ul style="list-style-type: none"> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Substantive Knowledge	Children will need to know: - What rules, routines and behaviours are. -Personal hygiene: washing hands, flushing toilet, respecting privacy and personal space -how to build good relationships -what a good friend is -names and relationship status with family members - Different emotions: Sad, happy, angry, jealous, nervous, excited. -how to calm down and self-regulate -what foods are healthy and unhealthy -what is a balanced meal/ packed lunch -different religions and cultures -what different beliefs are -how to respect all cultures and beliefs -how everyone celebrates differently	Children will need to know: -how to respect and look after the environment -how to build up confidence -how to become independent learners and take responsibility, become resourceful, resilient and reflective. -how to join in and take part in all activities -how to select resources to support learning. -how to change their behaviour inside and outside learning environment -how to resolve conflict -how to share -how to follow rules -ways to solve problems independently -how to ask for help	Children will need to know: -how to communicate effectively about their preference -what they like and don't like -how to look after the world around them -what they can do to help others -how to respect animals and other living things -Think about the perspectives of others. Respect other cultures and understand that we are different yet can get along. -understand the differences and similarities -understand that everyone has a right and what the rights mean	Children will need to know: - What rules, routines and behaviours are. -Personal hygiene: washing hands, flushing toilet, respecting privacy. -Elements of a friendship such as sharing, listening and being kind. - Different emotions: Sad, happy, angry, jealous, nervous, excited. Different members of a family such as Mum, Dad, Brother, Sister, Uncle, Aunt, Grandad, Grandmother. - How do I talk about a problem. Right of a child: UNICEF	Children will need to know: - How to resolve conflict through phrases and signs. - How to be confident and resilient: trying new activities - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Children will need to know: Understand self-regulation and how to use breathing strategies, calming activities such as counting, using sand timer, reading. Think about the perspectives of others. Respect other cultures and understand that we are different yet can get along.

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	Disciplinary Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> - Jointly create class rules. -Create hygiene step by step display for the bathrooms. -Talk about their family -talk about what makes a good friend -discuss qualities of a good friend <p>Understand the different types of feelings and why they might feel like this How to deal with different types of feelings Choose healthy options -respect everyone and their beliefs .</p>	<p>Children will :</p> <ul style="list-style-type: none"> -look after the environment -become more confident -become independent learners -become resilient -become reflective -select resources -join in with new activities <p>Resolve own conflict Share resources effectively Wait for turn patiently Follow rules Ask for help when needed</p>	<p>Children will:</p> <ul style="list-style-type: none"> -communicate preferences openly and confidently -tidy up -recycle -look after the environment -respect animals -look after all living things <p>-create own relationships -name and say what is important about it</p>	<p>Children will:</p> <ul style="list-style-type: none"> - Jointly create class rules. Create hygiene step by step display for the bathrooms. Identify and describe feelings. <p>Talk about their family. Identify 5 people who are trusted adults and now to approach them with a problem. (One for each finger).</p>	<p>Learn key phrases for conflict resolution and use signs for 'Stop! Listen, I do not like you doing that to me, this made me feel...'</p> <p>Think about the perspectives of others. Show resilience and perseverance in the face of challenge and say 'I can do it!'</p> <p>Create a poster for road safety. Sort healthy and unhealthy foods. Practice teeth cleaning on teeth props.</p>	<p>Use strategies for staying calm in the face of frustration Learn why we take turns, wait politely, tidy up after ourselves.</p> <p>Identify likes, dislikes, interests and share with a talking partner. set personal goal for next year. Share their personal beliefs and cultural aspects with one another and learn to respond in a respectful manner.</p>
	Substantive Vocabulary	<p>Rules, respect, routine, hygiene, clean, dirty, sick, germs, bacteria, Family, Mum, Dad, Brother, Sister, Uncle, Aunty, Grandad, Grandmother, friends, relationships</p> <p>healthy, unhealthy, feelings, angry, sad, happy, excited, nervous, shy, lonely, emotion, Problem, issue, feeling, upset,.</p>	<p>Environment, respect, look after, confident, resilient, responsibility, independent, choice, good learner, resourceful, reflective, brave, good behaviour</p> <p>Sharing, patience, turn taking, rules, good listening, resilient, support, help</p>	<p>Likes, dislikes, choice, prefer, look after, confident, responsibility, environment, recycle, respect, animals, living things, humans</p> <p>Relationships, family, friends, culture, difference, similar, belief, rights,</p>	<p>Rules, respect, routine, hygiene, clean, dirty, sick, germs, bacteria, healthy, unhealthy, feelings, angry, sad, happy, excited, nervous, shy, lonely, emotion.</p> <p>Family, Mum, Dad, Brother, Sister, Uncle, Aunty, Grandad, Grandmother, Problem, issue, feeling, upset, tell, help, trust.</p>	<p>Conflict, problem, feel, stop, listen, perspective, resilience, perseverance, belief, challenge, hurdle, positive, negative.</p> <p>Road, safety, look, listen, think, zebra crossing, pelican crossing, danger, car, motor, unhealthy, healthy, teeth, clean, brush, toothpaste, plaque, cavity.</p>	<p>Calm, frustration, regulate, anger, sooth, moment, settle, polite, tidy, wait, listen, respect, turn-take, respond, friendship.</p> <p>Like, dislike, interest, disinterest, enjoy, culture, belief, aspect, respect, talk, talent, improvement, goal.</p>
	Disciplinary Vocabulary	<p>Name, list, search, find, explain, describe.</p>	<p>Name, list, search, find, explain, describe.</p>	<p>Name, list, search, find, explain, describe, compare,</p>	<p>Name, locate, label, research, compare, recognise, improve.</p> <p>Gather, compare, list, explain, identify, justify.</p>	<p>Similarities, differences, understand, compare, explain.</p> <p>Discuss, compare, construct, describe, observe, record, plan.</p>	<p>Similarities, differences, locate, compare, follow, describe.</p> <p>Compare, explain, respond, express, improve.</p>
	End Point Task	<p>Create class rules , hygiene rules Friendship cards</p> <p>Draw healthy packed lunch</p>	<p>Monitors with responsibilities</p> <p>Look after the environment poster</p>	<p>Mind map living things</p>	<p>Create class rules as a class and sign with a fingerprint.</p> <p>Trace own hand and draw faces of 5 trusted adults at home and at school.</p>	<p>Help improve a class road to make it safer (draw zebra crossing with chalk, pelican crossing with lego lights), use lego people appropriately and use the phrases and signing.</p> <p>Sort healthy and unhealthy foods and explain what the terms mean.</p>	<p>Students to add to self-regulation area with things that they find calming.</p> <p>Create a student profile to give to our new year 1 teacher including likes, dislikes, hobbies, strengths and weaknesses. Including 1 goal for year 1 that is school related.</p>
Trips and Visits		<p>Autumn Walk (local)</p>	<p>Dinosaur park Library (local) Allotments (local)</p>	<p>Garden centre Park(local)</p>	<p>Autumn walk Church</p>	<p>We are going on a Easter Egg hunt- Norwood Green Park Jurassic world Allotments (local)</p>	<p>Osterley garden centre Temple/ Gurdwara (London Zoo)</p>
Production/Shows/Celebrations		<p>Winter concert</p>	<p>World book week</p>	<p>Our world assembly</p>	<p>World mental health day Black history month Road Safety Week Remembrance Day Children in need Anti-bullying week</p>	<p>E-Safety Week International Mother language day World Book Day Science week</p>	<p>Walk to school week Cultural diversity day World environment day World refugee day International day of friendship</p>