



## Termly Overview – Term 1

Together, Achieving Our Best – Every Child, Every Day

| Cherry Class                                                                                                                                                         | Week One                                                                                                                                                                                                                                                                                                                                                                                    | Week Two                                                                                                       | Week Three                                                                                                     | Week Four                                                                                                                | Week Five                                                                                                                | Week Six                                                                                                                                                             | Week Seven                                                                                                               | Learning Goal                                                    |
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| <b>Enrichment Opportunities –</b><br>Village visitor – someone who attended Batheaston in their parents' lifetime, their grandparents' lifetime and possibly before? |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                |                                                                                                                |                                                                                                                          |                                                                                                                          |                                                                                                                                                                      |                                                                                                                          | What do I want the children to learn by the end of this term?    |
| <b>Themed Days/Visits</b>                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                |                                                                                                                | Nurse visit?                                                                                                             | Eagle House walk?                                                                                                        |                                                                                                                                                                      |                                                                                                                          |                                                                  |
| <b>Reading</b>                                                                                                                                                       | Phase 3: Words with double letters: dd mm tt bb rr gg pp nn cc<br>Longer words, e.g. magnet lemon Compound words, e.g. carpark<br>Phase 4: Adjacent consonants and short vowels<br>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today |                                                                                                                |                                                                                                                |                                                                                                                          |                                                                                                                          |                                                                                                                                                                      |                                                                                                                          | Words with double letters<br>Adjacent consonant words            |
| <b>Writing</b>                                                                                                                                                       | Naughty Bus<br>Focus: Finger spaces                                                                                                                                                                                                                                                                                                                                                         | The Full Stop that Got Away<br>Focus: Full stops                                                               | The Case of the Incapacitated Capitals<br>Focus: Capital Letters                                               | Curious Quests<br>Context Week                                                                                           | Introducing the Faithful friends                                                                                         | The Leaf Thief                                                                                                                                                       | Oi Frog (Lava Lake)                                                                                                      | Consistent use of capital letters, full stops and finger spaces. |
| <b>Phonics/Spelling</b>                                                                                                                                              | review Phase 3<br>GPCs ai ee igh oa oo ar or ur oo ow oi ear                                                                                                                                                                                                                                                                                                                                | air er /z/ s – es words with two or more digraphs e.g. queen thicker                                           | air er /z/ s – es words with two or more digraphs e.g. queen thicker                                           | <b>Phase 5</b><br>/ai/ ay play<br>/ow/ ou cloud<br>/oi/ oy toy<br>/ee/ ea each                                           | review longer words                                                                                                      | Assessment week                                                                                                                                                      | Revise sounds needed from assessments                                                                                    | Revision of phase 3 and beginning Phase 5 sounds                 |
| <b>Handwriting</b>                                                                                                                                                   | Demonstrate confidence in gross and fine motor skills, sit correctly for handwriting, hold a                                                                                                                                                                                                                                                                                                | Understand which letters belong to which handwriting families, write letters correctly, be able to distinguish | Understand which letters belong to which handwriting families, write letters correctly, be able to distinguish | Know each letter is referred to by its name, sit correctly and hold a pencil in the tripod grip, form capitals A,B,C,D,E | Know each letter is referred to by its name, sit correctly and hold a pencil in the tripod grip, form capitals F,G,H,I,J | Know each letter is referred to by its name, sit correctly and hold a pencil in the tripod grip, form capitals F,G,H,I,J correctly, recognise the initial capital in | Know each letter is referred to by its name, sit correctly and hold a pencil in the tripod grip, form capitals P,Q,R,S,T | Correct sitting position and use of tripod grip.                 |

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|              | pencil using the tripod grip, copy visual cues on a large scale                                                                                                                                                                                                                                                                                                      | between letters in each letter family.                                                                                                                                                                                                                                                                                                                                 | between letters in each letter family.                                                                                                                                                                                                                                                        | correctly, recognise the initial capital in their name, identify capital letters in a sentence.                                                                                                                                                                                                                                                                                                                                                                    | correctly, recognise the initial capital in their name, identify capital letters in a sentence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | their name, identify capital letters in a sentence. | correctly, recognise the initial capital in their name, identify capital letters in a sentence. |                                                                                                              |
| <b>Maths</b> | <b>Place Value</b><br>Read and write numbers from 1 to 20 in numerals and words. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (up to 20...100) Count, read and write numbers to 100 in numerals; count in multiples of tens Identify and represent numbers using objects and pictorial representations including | <b>Place Value – partitioning</b><br>Count, read and write numbers to 100 in numerals; (up to 50-100) Count in multiples of tens Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least<br><br><b>Measure</b><br>Recognise coins and notes | <b>Place Value – value of digits, order and compare</b><br>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 50 in numerals | <b>Place Value – 1 more and 1 less</b><br>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 | <b>Addition and Subtraction</b><br>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs<br>Represent and use number bonds and related subtraction facts within 20 ( <i>mentally to 5 as starting point</i> )<br>Add and subtract one-digit and two-digit numbers to 20, including zero<br>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems<br>$7 = \square - 9.$<br><br>Week 8 (if finished before end of term)<br><b>Measures – Height and Length</b><br>Compare, describe and solve practical problems for: Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] |                                                     |                                                                                                 | Addition and subtraction to 20 using place value appropriately. Solve contextual problems including measure. |

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|                         | the number line, and use the language of: equal to, more than, less than (fewer), most, least<br><b>Measure</b><br>Recognise coins and notes                                                               |                                                                                                                                                                  |                                                                                                                               | in numerals and words.<br><br><b>Measure</b><br>Compare, describe and solve practical problems for:<br>Lengths and heights<br>Mass/weight<br>Capacity and volume<br>Time<br>Recognise and know the value of different denominations of coins and notes<br>Recognising days of the week |                                                                                                                                                                      |                                                                                                                                 |                                                                                                                                                                              |                                               |
| <b>Mastering Number</b> |                                                                                                                                                                                                            |                                                                                                                                                                  |                                                                                                                               |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                      |                                                                                                                                 |                                                                                                                                                                              |                                               |
| <b>RE</b>               | UNIT 7 Why are some places special? Focus Areas: C & D Featured religions / worldviews: Christianity Hinduism<br>Understanding Christianity: Creation and covering some of Incarnation linked to Christmas |                                                                                                                                                                  |                                                                                                                               |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                      |                                                                                                                                 |                                                                                                                                                                              |                                               |
| <b>Science</b>          | Identify and name wood, plastic and metal. Recognise objects made from different materials. Sort objects according to the material they are made from.                                                     | Identify and name glass, rock, water and brick. Describe material properties. Use vocabulary such as transparent, heavy and light. Observe objects closely using | Explore magnetic materials. Make predictions. Test objects using magnets. Use vocabulary: magnetic, attracted, not attracted. | Identify fabric as a material. Describe materials using appropriate vocabulary. Compare textures and properties. Suggest suitable uses for materials.                                                                                                                                  | Observe seasonal changes in autumn. Identify signs of autumn in the natural environment. Collect and classify natural objects. Use observations to describe changes. | Identify materials that bend. Identify materials that stretch. Carry out a simple comparative test. Record and discuss results. | Explore absorbency and waterproofing. Carry out simple investigations. Compare materials based on their properties. Record and discuss findings using scientific vocabulary. | Understanding of the properties of materials. |

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|                  | Observe materials in the classroom and outdoor environment.                                                                                                              | scientific equipment.                                                                                                                                                               |                                                                                                                                                               |                                                                                                                                                             |                                                                                                                                                                               |                                                                                                                                                          |                                                                                                                                                                                                                           |                                                                                                                                                         |
| <b>History</b>   | Identify people who are important to me. Explain why people are important. Talk about my own experiences and relationships. Use drawing to represent significant people. | Describe where I live. Talk about my family and home life. Respect differences between families and homes. Share personal experiences confidently.                                  | Understand past and present. Sequence events in chronological order. Create a simple timeline of my life. Discuss important personal events.                  | Compare images from the past and present. Identify similarities and differences. Begin to recognise historical evidence through photographs.                | Learn about a significant historical individual. Understand the role of an architect. Explore famous local and national buildings. Give opinions about buildings and designs. | Learn about a significant individual from the past. Understand why people are remembered. Discuss fairness and equality. Explore local links to history. | Learn about people, places and events beyond living memory. Compare aspects of the past and present. Understand local historical significance. Talk about similarities and differences between lives now and in the past. | Have a secure understanding of the suffragettes and how their bravery impacted our lives today. Understand timelines and chronological order of events. |
| <b>Computing</b> |                                                                                                                                                                          | To identify technology I can explain technology as something that helps us I can locate examples of technology in the classroom I can explain how these technology examples help us | To identify a computer and its main parts I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag | To use a mouse in different ways I can use a mouse to open a program I can click and drag to make objects on a screen I can use a mouse to create a picture | To use a keyboard to type on a computer I can say what a keyboard is for I can type my name on a computer I can save my work to a file                                        | To use the keyboard to edit text I can open my work from a file I can use the arrow keys to move the cursor I can delete letters                         | To create rules for using technology responsibly I can identify rules to keep us safe and healthy when we are using technology in and beyond the home I can give examples of some of these rules                          |                                                                                                                                                         |

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|              |                                                                                                                                                                |                                                                                                      |                                                                                                     |                                                                                                                          |                                                                                                                 |                                                                                                                                   | I can discuss how we benefit from these rules                                                                                                                            |                                                                  |
| <b>Art</b>   | Draw from personal experiences. Use drawing to communicate ideas and feelings. Develop control when using pencils and crayons. Add simple details to drawings. |                                                                                                      |                                                                                                     |                                                                                                                          |                                                                                                                 | Use natural materials for printing. Create patterns and textures. Use primary colours in artwork. Evaluate printed artwork.       | Use sketching pencils with increasing control. Draw from observation and photographs. Use horizontal, vertical and diagonal lines. Develop observational drawing skills. | Create using different media forms.                              |
| <b>Music</b> | Recognise and find the pulse in music. Move in time with a steady beat. Join in with singing and actions. Listen and respond to music.                         | Maintain a steady beat. Play a drum to the pulse of music. Develop listening and performance skills. | Recognise pulse and beat. Sing familiar songs with actions. Perform in time with music.             | Listen and respond to music. Begin simple improvisation through clapping patterns. Maintain awareness of pulse and beat. | Listen carefully to music. Identify pulse and beat. Perform songs with confidence. Discuss musical preferences. | Listen and respond to classical music. Play instruments to a steady beat. Develop performance skills.                             | Listen and respond to classical music. Play instruments to a steady beat. Develop performance skills.                                                                    | Beat and pulse of the music                                      |
| <b>PSHE</b>  | I can identify when I feel safe. I can explain what makes me feel safe.                                                                                        | Understand that I belong to my class. Understand simple rights and responsibilities.                 | Understand rights and responsibilities in school. Help create class rules. Recognise how rules help | Recognise feelings of pride and achievement. Celebrate personal success. Identify positive                               | Understand that actions have consequences. Consider the effect of choices on others.                            | Reflect on learning from the term. Discuss personal achievements. Recall key learning about belonging, safety and responsibility. |                                                                                                                                                                          | To understand safety and responsibility in different situations. |

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|                                     | I understand that my classroom is a safe place. I know who helps me feel safe and secure. I can talk about my feelings. | Recognise how we help each other learn. Contribute ideas about positive learning behaviours. | everyone learn.                                                                                 | qualities in themselves and others. Express emotions using appropriate vocabulary. | Develop listening and turn-taking skills.                                                                                             |                                                                                                        |                                                            |  |
| <b>DT</b>                           |                                                                                                                         |                                                                                              |                                                                                                 |                                                                                    | Generate ideas through drawing. Design a building for a purpose. Construct a model using a range of materials. Evaluate design ideas. |                                                                                                        |                                                            |  |
| <b>PE</b>                           | To hit a target.<br>To defend a target.                                                                                 | To roll and slide balls and beanbags.<br>To shoot in a game to get points.                   | To work with a partner to score points.<br>To use our attacking and defending skills in a game. | To follow simple instructions to complete a trail.<br>To find matching symbols.    | To copy and create a hoop dance.<br>To respond and make decisions.                                                                    | To match shape symbols to pieces of equipment.<br>To work with a partner to complete a scavenger hunt. | Revision games                                             |  |
| <b>Environmental / Mikes Meadow</b> | Woodland Colour Hunt<br>Observing nature and developing vocabulary.                                                     | Microhabitat Safari<br>Living things and habitats                                            | Nature Art Challenge<br>Observation skills                                                      | Woodland Measure Hunt<br>Measure (Maths)                                           | Woodland Sound Mapping<br>Listening skills and mindfulness                                                                            | Woodland Treasure Hunt<br>Observation and teamwork                                                     | Shelter Building Challenge<br>Problem solving and teamwork |  |

Within each subject, remember to include the activation of prior learning from previous years, and explicit teaching of vocabulary (Knowledge Organiser)