

	Week 1 W/C 01/09/25	Week 2 W/C 08/09/25	Week 3 W/C 15/09/25	Week 4 W/C 22/09/25	Week 5 W/C 29/09/25	Week 6 W/C 06/10/25	Week 7 W/C 13/10/25
Dates and events			Jeans for Genes Day				
English	Settling In	The Three Little Pigs	'The Leaf Thief' - Nicola Slater	'Stick Man' - Julia Donaldson	'Pumpkin Soup' - Helen Cooper	'Tree' - Britta Teckentrup	'Hello Autumn' - Jo Lindley
Phonics	Settling in and baseline assessments	Re-visit Phase 2	Re-visit Phase 3	Re-visit Phase 3	Revisit Phase 4	Phase 5	Re-visit Phase 5
Maths	Settling in and baseline assessments	To be able to sort objects, count objects and count objects from a group. To be able to represent objects.	To be able to recognise numbers as words. To be able to count on from any number. To be able to find the number that is 1 more.	To be able to count backwards within 10. To be able to find the number that is 1 less. To be able to compare groups by matching.	To be able to understand fewer, more, same. To be able to use the terms less than, greater than, equal to.	To be able to compare numbers. To be able to order objects and numbers. To become familiar with the numberline.	To recognise parts and wholes. To know what a part whole model is. To be able to write number sentences.
Science	Settling in and baseline assessments	Substantive knowledge: TBAT name a variety of materials. To know that objects are made from materials. Disciplinary Knowledge: To know how to sort objects according to the materials they are made from.	Substantive knowledge: TBAT describe and name the simple physical properties of a variety of everyday materials. Disciplinary knowledge: To know that science is about asking questions. TBAT ask and suggest answers to the question: What properties does the material have? Using observation if the different materials, suggest answers.	Substantive Knowledge: To become familiar with the terms absorbent and not absorbent. Disciplinary Knowledge: ask the simple question Which material is best at absorbing water? Use observations to suggest which material is best at absorbing water.	Substantive knowledge: To become familiar with the terms waterproof/ not waterproof. Disciplinary knowledge: Use simple equipment for measuring. Perform a simple test and draw a conclusion from the evidence gathered.	Substantive knowledge: To know there are four seasons and know the order of the seasons. To know that seasons lead to changes in plants and animals behaviour. Disciplinary knowledge: To make observations about living things in the local area in each season. Observe changes and link to seasons.	Substantive knowledge: To know that in different seasons, it gets light and dark at different times. Know that the warmest temperatures are usually in the summer and coldest in the winter. Know the changes in weather in each season.

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History	Settling in and baseline assessments		To develop an understanding of personal chronology.		To learn more about my history.		To explore how we remember events/
Geography	Settling in and baseline assessments	To be able to order the months of the year and recognise seasons.		Spot the differences between the seasons.		Find clues to decide which season we are in.	
Art	Settling in and baseline assessments	To explore colour; meanings, emotion & culture. To learn to mix their own colours.	To explore different ways to mix colours. To have a basic understanding of a colour field.	To have a basic understanding of a colour field. To choose colours to express emotion.	To be able to create your own new and interesting 2D shapes	To have a basic understanding of composition.	To be able to create your own new and interesting 3D shapes
Computing	Settling in and baseline assessments	To log in to a computer and access a website.	To develop mouse skills	To use mouse skills to draw and edit shapes.	To draw a scene from a story using digital skills.	To create a self portrait using digital techniques.	
PSHCE	Settling in and baseline assessments	I feel special and safe in my class	I know that I belong to my class	I know how to make my class a safe place for everybody to learn	I recognise how it feels to be proud of an achievement.	I recognise the range of feelings when I face certain consequences.	I understand my choices in following the Learning Charter.

