

**Class: Ladybirds**  
**Topic title: People who help us**  
**Big question: Who helps us?**

*\*Annotate for ongoing AfL*



Subject	Educational program links/ subject program coverage	Key vocabulary/ Oracy opportunities	Key Texts	Child led activity opportunities and adult led opportunities	Children 'on track'	Children 'not on track'
<b>Communication and Language</b> (ELG: Listening, attention and understanding, Speaking)	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.			<ul style="list-style-type: none"> <li>• <i>Describe events in detail</i></li> <li>• <i>Develop and use new vocabulary</i></li> <li>• <i>Listen to and talk about stories</i></li> <li>• <i>Ask questions to find out more and check understanding</i></li> <li>• <i>Learn rhymes, poems and songs</i></li> </ul>		
<b>Personal, Social and Emotional Development</b> (ELG: Self Regulation, Managing self, Building relationships)	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other			<ul style="list-style-type: none"> <li>• <i>PSHE - Dreams and goals</i></li> <li>• <i>Show resilience in the face of challenge</i></li> <li>• <i>How to deal with anger/emotions</i></li> <li>• <i>Visible learning – continue to use achieveosuars to celebrate childrens approach to learning</i></li> </ul>		

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	children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.			<ul style="list-style-type: none"> <li>Selecting resources and returning them to the correct place in the classroom.</li> </ul>		
<b>Physical Development</b> (ELG: Gross motor, Fine motor)	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives <sup>7</sup> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence			<ul style="list-style-type: none"> <li>Continue to develop fine motor skills through threading, cutting, weaving, playdough and fine motor activities</li> <li>Begin to form letters correctly</li> <li>Develop correct pencil grip</li> <li>Cutting with scissor</li> <li>PE with Mr Tanner - Ball skills – aiming, dribbling, pushing, throwing &amp; catching, patting or kicking</li> <li>Continue to develop gross motor skills by providing a wide range of activities</li> </ul>		
<b>Literacy</b> (ELG: Comprehension, Word reading, Writing)	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing	Phonemes, graphemes, digraphs, trigraphs, segmenting, blending	Supertato  Superworm	<ul style="list-style-type: none"> <li>Use phonemes learnt to read CVC words and simple phrases and sentences</li> <li>Use graphemes to write CVC words</li> </ul>		

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	involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)			<i>and simple phrases/ sentences.</i> <ul style="list-style-type: none"> <li>Encourage children to record stories through picture drawing/mark making</li> <li>Read a few common expectation words</li> </ul>		
<b>Mathematics</b> (ELG: Number, Number pattern)	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.		<i>None the number</i>  <i>The ugly five</i>  <i>The blue balloon</i>  <i>Six dinner did</i>  <i>Titch</i>  <i>Tall</i>  <i>Mr Wolf's Week</i>	<ul style="list-style-type: none"> <li>Introducing zero</li> <li>Comparing numbers to 5</li> <li>Composition of 4 and 5</li> <li>Compare mass</li> <li>Compare capacity</li> <li>6,7,8</li> <li>Making pairs</li> <li>Combining 2 groups</li> <li>Length and Height</li> <li>Time</li> </ul>		
<b>Understanding the World</b> (ELG: Past and present, People culture and Communities, The Natural world)	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important		<i>Real superheroes</i>	<ul style="list-style-type: none"> <li>Introduce children to different occupations and how they use transport to help them in their jobs</li> <li>Talk about occupations and how to identify</li> </ul>		

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	knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.			<p><i>strangers that can help then when they are in need</i></p> <ul style="list-style-type: none"> <li>• <i>Encourage children to talk about people who have helped them in different situations</i></li> <li>• <i>Learn about different cultures – Chinese new year</i></li> </ul>		
<b>Expressive Art and Design</b> (ELG: Creating with materials, Being Imaginative and expressive)	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			<ul style="list-style-type: none"> <li>• <i>Making lanterns</i></li> <li>• <i>Chinese writing, Chinese music</i></li> <li>• <i>Make different textures; make patterns using different colours</i></li> <li>• <i>Explore different materials to explore – which materials would you use for an outfit for a coastguard</i></li> <li>• <i>Explore a variety of instruments – experiment making a warning noise for emergency services</i></li> <li>• <i>Children encouraged to select tools and techniques they need to assemble materials that they</i></li> </ul>		

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				<i>are using e.g. Junk model houses and emergency vehicles</i>		
<b>PSHE</b>	<p>I understand that if I persevere I can tackle challenges</p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>I can set a goal and work towards it</p> <p>I can use kind words to encourage people</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>		<p><i>Love monster</i></p> <p><i>Don't worry, hugless douglas</i></p> <p><i>The hare and the tortoise</i></p> <p><i>The jungle run</i></p>	<ul style="list-style-type: none"> <li>• <i>Challenge</i></li> <li>• <i>Never giving up</i></li> <li>• <i>Setting a goal</i></li> <li>• <i>Obstacles and support</i></li> <li>• <i>Flight to the future</i></li> <li>• <i>Footprint awards</i></li> </ul>		
<b>RE</b>	<p>Re-tell religious stories making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>		<p><i>The lion and the mouse</i></p> <p><i>The ugly duckling</i></p> <p><i>Jesus blesses the children</i></p> <p><i>The large family stories</i></p>	<ul style="list-style-type: none"> <li>• <i>What makes us feel special? What makes many Christians believe they are special to God?</i></li> <li>• <i>Why do many Christians believe that children are special to God?</i></li> <li>• <i>Where do you belong? How do you know you belong? Whar groups do religious people belong to?</i></li> <li>• <i>How do we show people they are welcome? How are babies welcomed into the Christian family?</i></li> <li>• <i>How are some babies welcomed in</i></li> </ul>		

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				<p><i>the muslim tradition?</i></p> <ul style="list-style-type: none"> <li>• <i>How do Hindu brothers and sisters show their love for each other at a festival?</i></li> </ul>		