Bladon C of E Primary School

Acorn Class LTP – 2024-2025

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	**All About Me**	**Weather Watchers**	**Explorering the Sky!**	**Nurses**	**Where we live**	**Under the Sea**
Literacy/ Drawing Club **Key Texts**	Funny Bones – Janet and Alan Ahlberg Who lives here? – Julia Donaldson & Rebecca Cobb You Choose - Nick Sharrat & Pippa Goodhart	I definitely don't like Winter! Fiona Barker & Christine Pym The Snowflake – Benji Davies The Leaf Thief	Bear Hunt – Anothony Brown The Hundred Decker Bus – Mike Smith Laika the Astronaut – Owen Davey	Zog and the Flying Doctors by Julia Donaldson Letter writing as Mary Seacole	Katie visits Scotland – James Mayhew The Big Book of the UK Dilwyn the Welsh Dragon – Samuel Langley-Swain The Queen's Handbag - Steve Antony The Golden Hare – Paddy Donally	Somebody Swallowed Stanley – Sarah Roberts The Odd Fish – Naomi Jones The Storm Whale – Benji Davies
Maths **Reception**	**Reception Baseline Assessment** **<u>Sorting and Comparing</u>** • Compare numbers. **<u>Patterns</u>** • Continue, copy and create repeating patterns.	**<u>Representing 1 - 5</u>** • Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. • Understand the 'one more than/one less than' relationship	**<u>Composition of numbers to 10</u>** • Subitise • Link the number symbol (numeral) with its cardinal number value. • Understand the 'one more than/one less than' relationship between	**<u>Bonds to 10</u>** • Automatically recall number bonds for numbers 0–5 and some to 10. *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction*	**<u>Numbers 11-20</u>** • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Understand the 'one more than/one less than' relationship between	**Doubling, odds and evens** • Explore the composition of numbers to 10. *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.*

		between consecutive numbers. *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.* **Circles and Triangles and shapes with 4 sides** • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. **Positional Language** **Time**	consecutive numbers. • Explore the composition of numbers to 10. *Have a deep understanding of number to 10, including the composition of each number.* *Subitise (recognise quantities without counting) up to 5* *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.* **Measurement** • Compare length, weight and capacity.	*facts) and some number bonds to 10, including double facts.* **3D shapes** • 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. **Patterns** • Continue, copy and create repeating patterns.	consecutive numbers. *Verbally count beyond 20, recognising the pattern of the counting system* **Spatial Reasoning** • Select, rotate and manipulate shapes to develop spatial reasoning skills. **Addition and Subtraction** • Understand the 'one more than/one less than' relationship between consecutive numbers.	
Maths **Year 1**	**Place Value** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	**Addition and Subtraction (cont)** • read, write and interpret mathematical statements involving addition (+), subtraction (–)	**Place Value (within 20)** • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • read and write numbers from 1	**Place value (within 50)** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • count, read and write numbers to	**Multiplication and Division** • solve one-step problems involving multiplication and division, by calculating the answer using	**Place Value (within 100)** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

	• 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 in numerals and words. **Addition and Subtraction** • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20	and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. **Geometry** • recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles]	to 20 in numerals and words. **Addition and Subtraction** • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20. • add and subtract one-digit and two-digit numbers to 20, including zero. • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.	100 in numerals; count in multiples of twos, fives and tens. • 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. **Length and Height** Compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] **Mass and Volume**	concrete objects, pictorial representations and arrays with the support of the teacher. **Fractions** • recognise, find and name a half as one of two equal parts of an object, shape or quantity. • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Geometry** • describe position, direction and movement, including whole, half, quarter and three-quarter turns.	• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • 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 **Measurement (time and money)** • recognise and know the value of different denominations of coins and notes • . tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Compare, describe and solve practical problems for time [for example,

	• add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.	• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].		Compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]		quicker, slower, earlier, later] • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years.
Science	YR 1: Animals including humans • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	YR 1: Seasonal Change • Understand there are 4 seasons • Understand the changes that take place in the seasons • Investigate how you can measure rain fall	EYFS unit: Forces • Understand what happens when you push or pull something • Predict and test objects that float and sink	EYFS: Health and Safety • Learn some ways to use electricity safely • Know some people you can trust • Learn about First Aid and what to do in an emergency	YR 1: Growing (life cycles)	Yr 1: Animals including humans – all about animals Learn about the differences between animal families – mammals, birds, fish, reptiles etc
Computing						

History			• The lives of significant individuals in the past who have contributed to national and international achievements – **Amelia Ehrhart**	• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life **Hospitals then and now Mary Seacole Florence Nightingale**		
Geography	• Make simple observations of their local area • Use ariel photographs to recognise landmarks and human and physical features	• Identify seasonal weather patterns in the UK			• Name, locate and describe the characteristics of the four countries of the UK	• Name and locate the worlds 5 oceans • Use maps, atlases and globes to locate places already studied
Art/ DT	**Collage** Human skeleton collages using art straws, cotton buds, paper etc.	**Georgia O'Keeffe inspired poppies with pastels**	**Make moving vehicles**	**Portraits and symbolism Inspired by the portrait discovered of Mary Seacole** • To use drawing to develop and share ideas, experiences and imagination. • To use line, shape form and space	Plan and create a UK themed tea party	**Sea Creature sewing**

Music		YR – Nativity and using untuned percussion to play a repeated rhythm. Y1 – Nativity and playing tuned percussion (handbells).	**Bear Hunt** YR and Y1 – using body percussion and creating soundscapes for the Bear Hunt story.	YR – **The Lark Ascending -** exploring pitch and vocal play. Y1 – **The Orchestra** – active listening, music and movement and learning about the different instrument families.	**The British Isles** YR – sing British folk songs and listen to traditional music and instruments from each country. Y1 – sing British folk songs and create compositions that represent the different landscapes of the British Isles.	**Under the Sea** YR – create a new song inspired by the sea, adding sea sound effects. Listen and respond to sea-inspired music. Y1 – exploring tempo, pitch, dynamics and pitch to create an under the sea-inspired performance.
RE	Who are Christians and what do they believe?	What is a church and who goes there?	Who am I and wear do I belong?	What is Easter?	Does everyone believe in God?	Are all families the same?
PSHE (Jigsaw)	• Being Me in My World	• Celebrating Difference	• Dreams and Goals	• Healthy Me	• Relationships	• Changing Me