





| 2023 – 2024 | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 | | | |
|------------------------|---|---|---|---|--|--|--|--|--|
| Maths [White Rose] | EYFS: Intensive Interaction | EYFS: Intensive Interaction | EYFS Intensive Interaction | EYFS Intensive Interaction | EYFS Intensive Interaction | EYFS Intensive Interaction | | | |
| | Year 1: Number Formation Ordering of numbers 2D shapes Colours | Year 1: Number Formation Ordering of numbers 2D shapes Colours | Year 1: Number Formation Ordering of numbers 2D shapes Colours | Year 1: Number Formation Ordering of numbers 2D shapes Colours | Year 1: Number Formation Ordering of numbers 2D shapes Colours | Year 1: Number Formation Ordering of numbers 2D shapes Colours | | | |
| | Year 2: Place Value Sort objects Counting objects Counting objects from larger group Represent objects Recognise numbers as words | Year 2: Place Value Sort objects Counting objects Counting objects from larger group Represent objects Recognise numbers as words | Year 2: Place Value Count on from any number 1 more Counting backwards from 10 1 less | Year 2: Place Value Count on from any number 1 more Counting backwards from 10 1 less | Year 2: Place Value Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line | Year 2: Place Value Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line | | | |
| Phonics | Following School Scheme [Little Wandle] (with Beavers class) | | | | | | | | |
| Handwriting | EYFS – Intensive Interaction Letter Formation, Number Formation, Mark Making | | | | | | | | |
| Tiditawitting | | | | | | | | | |
| Guided Reading | Poetry baskets, Individual Reading, Class Story | | | | | | | | |
| Science | EYFS/Year 1/Year 2 | EYFS/Year 1/Year 2 | EYFS/Year 1/Year 2 | EYFS/Year 1/Year 2 | EYFS/Year 1/Year 2 | EYFS/Year 1/Year 2 | | | |
| [White Rose] | Five Senses | Five Sense | Human Body | Human Body | Animals | Animals | | | |
| R.E. | Christianity – where in the world do we belong. | | | | | | | | |
| Topic (PSHE, Art/D.T., | EYFS/Year 1/Year 2 | EYFS/Year 1/Year 2 | EYFS/Year 1/Year 2 | EYFS/Year 1/Year 2 | EYFS/Year 1/Year 2 | EYFS/Year 1/Year 2 | | | |
| History/Geography) | | | | | | | | | |
| {Jigsaw' scheme] | All About Me | Animals and Us | Jobs and Vehicles | On the Farm | <u>Fairy tales</u> | <u>Under the Sea</u> | | | |
| P.E. | Year R-2: | Year R-2: | Year R-2: | Year R-2: | Year R-2: | Year R-2: | | | |

| [Following 'Get Set 4 P.E.' | Swimming | Balance Bikes | Balance Bikes | Swimming | Swimming | Swimming | | | |
|-----------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|--|--|
| Scheme] | Balance Bikes | | | Balance Bikes | Balance Bikes | Balance Bikes | | | |
| | | | | | | Sports Day Practice | | | |
| Life Skills | <u>Cooking</u> | | | | | | | | |
| Sensory | Sensory Circuits | Sensory Circuits | Sensory Circuits | Sensory Circuits | Sensory Circuits | Sensory Circuits | | | |
| , | Programme | Programme | Programme | Programme | Programme | Programme | | | |
| | BEAM [Balance, Education | BEAM [Balance, Education | BEAM [Balance, Education | BEAM [Balance, Education | BEAM [Balance, Education | BEAM [Balance, Education | | | |
| | and Movement] | and Movement] | and Movement] | and Movement] | and Movement] | and Movement] | | | |
| | Programme | Programme | Programme | Programme | Programme | Programme | | | |
| | Fine and Gross Motor Skills | Fine and Gross Motor | | | |
| | | Skills | Skills | Skills | Skills | Skills | | | |
| SALT | Individual and Group (Overseen by SALT Therapist) | | | | | | | | |

