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| --- | --- |
| **Maths** | **Literacy** |
| Count reliably to 20 forwards and backwards and match the correct number of objects accurately.  Place the numbers 1-20 in order.  Say which number is 1 more/less than a given number to 20.  Count in 10s.  Solve simple addition and subtraction problems involving 2 single digit numbers.  Begin to learn the number bonds to 10.  Explore doubling and halving.  Recognise, find and name half of a shape, object or quantity. | Recognise all of the phase 2 and half of the phase 3 phonemes.  Read and write at least 50 of the first 100 words.  Read and understand simple sentences in the books I am reading and talk about what I have read.  Use capital letters and full stops in my sentence writing with more consistency.  Use my phonic knowledge to decode more complex words independently when reading and writing.  Use ‘The Gingerbread Man’ as inspiration for writing.  Change settings and characters to create my own stories. |
| **Science** | **Art and Design** |
| Investigate to find out which materials/objects float and sink and which are waterproof / non-waterproof.  Look at how materials change when they are heated and cooled. | Mix primary colours to make secondary colours. Use techniques such as rolling, cutting, moulding and carving. Observe and draw a variety of objects, use lines of different sizes and thickness and show pattern and texture by adding dots and lines. |
| **History / Geography** | **Design and Technology** |
| Look at different versions of ‘The Gingerbread Man’ story over time to compare and contrast different versions.  Explore and find out where the water in rivers start from and where they end up.  Look at the physical and human features of the landscape. | Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Create products using levers, wheels and winding mechanisms.  Refining the design as work progresses and suggest improvements to them. |
| **Computing** | **Music** |
| Control when drawings appear and set the pen colour, size and shape.  Control motion by specifying the number of steps to travel, direction and turn. | Use instruments to create sounds to link with the story ‘The Gingerbread Man’  Listen to a variety of music and use appropriate musical vocabulary to describe it.  Identify some of the different elements of music and how they affect mood and style. |
| **Religious Education** | **Physical Development** |
| Look at the Christian festival of Pentecost.  Explore some aspects of the Jewish faith and compare this to Christianity.  Talk about some of the aspects of the Jewish faith. | Use a variety of balls, ben bags, rackets and hockey sticks with increased control and skill. Move with careful control and coordination. Move with some control and awareness of space. |
| **Personal, Social and Emotional Development** | **Spiritual, Moral and Cultural Development** |
| Recognise and celebrate my strengths and set simple but challenging goals. | Recognise the differences between right and wrong and respect the views of others. |

**Time to Shine**

*My Mini Adventure*

**Physical Development**

Demonstrate physical control and skill development when using a variety of PE equipment such as balls, bean bags, rackets and hockey sticks.

**Lexie**

**Maughan**

**Literacy**

Demonstrate /show understanding of the story ‘The Gingerbread Man’ and create own story by changing settings and characters of the story.

**The Gingerbread**

**Man**

**STEM**

Design and make a product that will help the Gingerbread Man get across, over or under the river.

**Computing**

Use a drawing programme to create a picture linked to the story of

‘The Gingerbread Man’.

**Reception**