

Hachana 2023- 24	Autumn 1 7 Weeks	Autumn 2 7.5 Weeks	Spring 1 6.5 Weeks	Spring 2 7.5 Weeks	Summer 1 3 Weeks	Summer 2 7 Weeks
Topic Enquiry Question	What is your superpower?	What makes London special?	Who can help us?	What makes us grow?	What makes a good story?	What makes a good holiday destination?
Literacy (Phonics)	RWI – 45 minutes daily Read individual letters by saying the sounds for them. Form individual letters correctly.	RWI – 45 minutes daily Non- Narrative: Label Captions Simple Recount Read individual letters by saying the sounds for them. Form individual letters correctly. Begin to blend cvc words.	RWI – 45 minutes daily Non- Narrative: Label Captions Simple Recount Writing name Writing CVC words Working towards forming sentences	RWI – 45 minutes daily Non- Narrative: Label Captions Simple Recount Writing name Writing CVC words Working towards forming sentences	RWI – 45 minutes daily Short Stories Label Captions Recounts Writing name Writing words Forming short phrases and sentences.	RWI – 45 minutes daily Recounts Captions Narratives Writing name Writing words Forming short phrases and sentences
Maths	Unit 1 – Early Mathematical Experiences Unit 2 – Pattern and Early Number	Unit 3 – Numbers within 6 Unit 4 – Addition and Subtraction within 6 Unit 5 – Measures Unit 6 – Shape and Sorting	Unit 7 – Numbers within 10 Unit 8 – Calendar and Time Unit 9 – Addition and Subtraction within 10 Unit 10 – Grouping and Sharing	Unit 11 – Number patterns within 15 Unit 12 – Doubling and halving Unit 13 – Shape and Pattern	Unit 14 – Securing addition and subtraction facts Unit 15 – Number patterns within 20 Unit 16 – Number patterns beyond 20	Unit 17 – Money Unit 18 – Measures Unit 19 – Exploration of patterns within number
Communication and Language	Listening to sounds in the environment Being an active and attentive listener Turn taking in conversations and listening carefully to friends Answer questions in full sentences Take part in whole class discussions Listen carefully to rhymes and songs, paying attention to how they sound	Use new vocabulary throughout the day Articulate ideas and thoughts in well-formed sentences Use talk to help work out problems Organise thinking and activities Explain how things work or why they might happen Listen carefully to rhymes and songs, paying attention to how they sound	To begin to ask questions to find out more and deepen understanding To check understanding of what has been said to them Articulate ideas and thoughts in well-formed sentences To begin to explore connectives Listen carefully to rhymes and songs, paying attention to how they sound To listen to guest speakers who visit and ask relevant questions	Articulating ideas in well-formed sentences Describing growth of animals, plants and humans in basic detail Using talk to work out problems Organise thinking and activities and explain how things work or why they might happen To develop social phrases Listen carefully to rhymes and songs, paying attention to how they sound Take part in poetry day and world book day celebrations	To discuss and engage during story time To build up familiarity and understanding through story time Retell stories to peers and adults To ensure well-formed sentences are being used Use new vocabulary in different contexts Listen carefully to rhymes and songs, paying attention to how they sound	Engage in Non-Fiction books and talk about them Explore texts about other countries and develop knowledge and vocabulary
Expressive Arts and Design	Structures: boat making (Yonah and the fish) Create collaboratively To listen attentively to music and move accordingly To sing in a group To freely explore new art resources in our classroom	Cooking: Making soup Structures: Making chanukiot Explore use and design a variety of artistic effects to express ideas and feelings Listen and respond to different styles of music Sing in a group Celebrating Black History Month through song, pulse and rhythm Artist: Banksy	Textiles: Making bookmarks/afikomen bags Build on previous learning, refine ideas and develop their ability to represent To work with peers to perform in groups To role play as various professions and to make props to support this Discovering the music universe through song, movement, listening and performance. Exploring how music is used in celebrations around the world i.e. Chinese New Year.	To perform a poem for world poetry day To explore and engage in music making using instruments To use a variety of tools, effects and found items to create art about growth. Discovering the music universe through song, movement, listening and performance. Exploring how music is used in celebrations around the world i.e. Chinese New Year. Artist: Rauschenberg	Junk modelling To begin to create and develop narrative using costumes and characters To develop their imaginative skills to create art with independence, problem-solving and resilience. Listened to music performed on various home-made instruments, explore sounds made and make your own.	Develop an insight to music and art from around the world. To develop their imaginative skills to create art with independence, problem-solving and resilience. Listened to music performed on various home-made instruments, explore sounds made and make your own.
Personal, Social and Emotional Development	HEADS UP – Sessions 1-3 What am I good at? What makes me unique? Settling in my new environment Building relationships with children and teachers How to stay safe in school and follow the rules Learn school routines	HEADS UP – Sessions 4-7 THINK EQUAL - Learn about zones of regulation Learn about and use the Yavneh BRAIN Build constructive, respectful relationships and to be FAB friend Show resilience and perseverance in the face of challenge To be a safe pedestrian	THINK EQUAL - INTERNET SAFETY Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally, thinking about the perspective of others Managing personal hygiene To understand who can help you	THINK EQUAL INTERNET SAFETY To learn about managing self and keeping healthy To discuss a healthy and balanced diet and what it may look like To understand the importance of physical activity To understand the importance of oral hygiene	THINK EQUAL INTERNET SAFETY Talk about factors that support health and wellbeing To develop strategies to moderate feelings and emotions To discuss books that deal with challenges, explaining how different characters feel and how they overcome them.	THINK EQUAL INTERNET SAFETY To prepare for year 1, developing understanding of progression through the school To discuss targets and goals achieved throughout the year To express feelings about transition To maintain high levels of behavioural regulation To co-operate effectively with peers and support each other
Understanding the World	To talk about members of immediate family and community To join in with Tefilla and Kabbalat Shabbat To learn about religious festivals To use our new role-play and share home experiences	To talk about members of immediate family and community To join in with Tefilla and Kabbalat Shabbat Draw information from a simple map To learn about the Jewish festival of Chanukah To discuss immediate environment and London	To discuss key members of the community and why they are valuable Discuss figures of the past who have helped us Understand that some places are special to members of their community.	To explore the natural world around them Describe what they see, hear and feel when they go outside To discuss change in people, animals and the world – ALSO GEOGRAPHY	To develop understanding of different settings within stories To begin to notice and discuss similarities and differences	To recognise that people, have different beliefs and celebrate special times in special ways To recognise some similarities and differences between life in this country and life in other countries To recognise some environments are different to the ones in which they live
Physical Development	To sit on the carpet To negotiate space safely around the carpet and outdoors To be independent at lunch time Eating healthily Developing gross motor skills by exploring big play equipment and doing large drawings Develop fine motor skills using a variety of resources Begin to dress and undress independently To develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming Develop precision and confidence when showing ball skills PE Focus – Ball Skills	To move with developing control and grace To use a range of small tools competently, safely and confidently – also ART To dress and undress independently Develop fine motor skills using a variety of resources PE Focus – Team/Invasion games	Revise and refine fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing To continue to develop core strength, balance, agility and co ordination To combine different movements with ease and fluency Develop fine motor skills using a variety of resources To develop the foundations of a handwriting style which is fast, accurate and efficient PE Focus – Gymnastics/Dance	To combine different movements with ease and fluency To confidently and safely use indoor and outdoor apparatus, alone and in a group Develop fine motor skills using a variety of resources To develop the foundations of a handwriting style which is fast, accurate and efficient PE Focus – Fitness Circuits	Develop fine motor skills using a variety of resources To develop the foundations of a handwriting style which is fast, accurate and efficient To confidently and safely use indoor and outdoor apparatus, alone and in a group Revise and refine fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing PE Focus – Athletics	To solidify the foundations of a handwriting style which is fast, accurate and efficient To develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming Show precision and confidence when showing ball skills PE focus - Dodgeball
Global Goals (SMSC)	Good health and Wellbeing Peace and Justice	Good health and Wellbeing Peace and Justice	Industry innovation and infrastructure	Life on land Zero hunger No poverty Clean water	Gender equality Climate action Life below water	Climate action Life below water Responsible consumption and production
Values (British, Yavneh, Unconscious Bias)	Democracy The Yavneh Way Forming relationships with others Celebrating differences	Democracy The Yavneh Way Forming relationships with others Celebrating differences	Mutual respect Tolerance	Mutual respect	Individual Liberty	Tolerance The rule of law
Computing	ONGOING: Chn explore Blue-Bots and remote-controlled cars, I pads- use cameras and finger control on apps, Technology in the environment phones, keyboards, CD player, mircophones, Use the interactive whiteboard					

Links To National Curriculum;

COLOUR KEY - **Design and Technology** **Art** **Computing** **PSHE** **History** **Science** **Music** **PE** **Geography**