



Warton Nethersole's CE Primary School

Phone: 01827 894182 Email: admin@warton.heartwoodmat.co.uk

Saplings (Acorns)

| | | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------------|--|---|---|---|---|--|--|
| Vision & Values | Value | Love | Respect | Community | Thankfulness | Forgiveness | Trust |
| | Understanding the World- People & Communities (RE) | Knowing who is in their immediate family. | Recognising and understanding differences between themselves and others. | Significant life events from own experience. | Special times or events for themselves and others. | Exploring different ways of life. | Listening to stories from a range of cultures. |
| | PSED (PSHE) | Separating from main care giver. Exploring views of others through play. Adapting behaviour in range of contexts. | Accepting the views, ideas and thoughts of others. Responding to the feelings of others. | Showing empathy and concern for others. Seeking out others to share their own experiences. | Understanding that others are different from themselves. Collective cooperation. | Greater awareness of differences. Responding to the feelings of others. | Taking risks and trying new things. Adapting behaviours linked to feelings of others. |
| | Key Texts | Super Duper You! Cave Baby Home is a Window | Zog and the Flying Doctors The Invisible Busy People: Teacher | Peace at Last My First Seasons We are going on a Bear Hunt | Goldilocks Not Now Bernard | Not a Stick ABC Walk in the Countryside 3 Little Pigs | Naughty Bus Planet Earth Busy London |



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| Literacy (English) | Reading | Talking about favourite stories. | Handling books carefully and turning pages. | Joining in with rhythmic and musical activities. | Listening to and joining in with familiar stories. | Recognising familiar words and signs. | Hears and says the initial sound in words. |
| | Writing | Distinguishing between marks made | | Giving meaning to marks made | Mark making regularly | Writing their own name | Using letter shapes to attempt to write familiar names & words |
| STEM | Maths | Comparison Counting Cardinality | | Spatial awareness Shape | Pattern Measures | Comparison Counting Cardinality Composition | |
| | Understanding the World- The World (Science) | Noticing detailed features in their environment. | Talking about things they have observed inside and outside. | Comments on and asks questions about the natural world. | Exploring and talking about how things work. | Growth, decay and changes over time. | Care and concern for living things and the environment. |
| | Understanding the World- Technology (Computing) | Operating simple equipment. Making toys work by pressing parts, lifting flaps, etc. Cause and effect toys. | | | | | |
| Humanities | Understanding the World- People & Communities (History) | Family customs and routines. | | Remembering and talking about significant events. | | Past and present events. | |

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| Understanding the World- The World | Exploring built and natural environments. | Talking about different places such as countries using pictures and photographs. | Understanding the effect they can have on the natural world. |
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| | (Geography) | | | | | | |
| | Physical Development (PE) | Running Jumping | Moving in a range of ways. Kicking a ball. | Increasing control over tools. | Using wheeled toys. | Running with spatial awareness. Balancing. Catching & throwing. | Using equipment safely. |
| The Arts | Expressive Arts and Design- Creating with Materials (Art & DT) | Exploring colour and texture. | | Exploring a range of tools and materials. | | Drawing | |
| | Expressive Arts and Design- Being Imaginative & Expressive (Music) | Using props and instruments in role play. | | Singing songs and making music | | Acting out familiar stories. | |
| CL | Communication & Language | Following instructions. Using language to talk about self. | Understanding complex sentences. Learning new words. | Building vocabulary. Rhymes and songs. | Joining in with stories. Understanding simple questions. | Prepositions. Answering questions. | Giving explanations. |