



# Warton Nethersole's CE Primary School

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

## Willow Class – 2023-24

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Value	Love	Respect	Community	Thankfulness	Forgiveness	Trust
	RE	<b>God / Creation:</b> Why is the word 'God' so important to Christians? (F1)	<b>Incarnation:</b> Why do Christians perform nativity plays at Christmas? (F2)	<i>What times are special to us?</i>  <i>Focus on Islam</i>	<b>Salvation:</b> Why do Christians put a cross in an Easter garden? (F3)	<b>God / Creation:</b> Why is the word 'God' so important to Christians? (F1:DD)	<i>What can we learn from special stories?</i>  <i>Focus on Hinduism</i>
	PSHE	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Vision & Values	<b>Personal, Social &amp; Emotional Development</b> <i>Taken from Birth to 5 Matters</i>	Seeks out companionship with adults and children, sharing experiences and play ideas.  Expresses a wide range of feelings in their interactions with others and through play.  Enjoys a sense of belonging through being involved with daily tasks.	Develops particular friendships with other children.  Understands their own and other people's feelings, offering empathy and comfort.  Recognises that they belong to different communities and social groups and communicate freely about own home and community.	Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.  Is aware of behavioral expectations and sensitive to ideas of justice and fairness.  Can describe their competencies, what they can do well and are getting better at.	Is proactive in seeking adult support and able to articulate their wants and needs.  Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.  Can describe themselves in positive, but realistic, terms.	Is increasingly flexible and cooperative as they are more able to understand people's needs, wants and behaviours.  Seeks ways to manage conflict through sharing, negotiation and compromise.  Has a clear idea about what they want to do in their play and how they want to go about it.	Is increasingly socially skilled and will take steps to resolve conflicts by themselves.  Shows perseverance in carrying out a chosen activity.

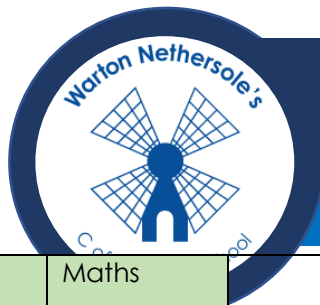


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English	<b>Core Texts</b>	<b>Mr Big</b> Ed Vere 	<b>Owl Babies</b> Martin Waddell 	<b>Little Red Hen</b> Ladybird 	<b>Festivals around the world: Christmas</b> 	<b>How to Catch a Star</b> Oliver Jeffers 	<b>First Big Book of Things that Go</b> Nat Geographi 	<b>Jack and the Beanstalk</b> Ladybird 	<b>The Paperbag Princess</b> Robert Munsch 	<b>The Gruffalo</b> Julia Donaldson 	<b>The Leopard's Drum</b> Jessica Souhami 	<b>Billy's Bucket</b> Kes Gray 	<b>Is a Blue Whale the Biggest Thing There Is?</b> Wonderwis 
	<b>Writing Outcomes</b>	Labels Lists Own name	Labels Lists Own name	Labels Captions	Captions Phrases	Dictated simple sentences	Dictated simple sentences	Composing simple sentences	Composing simple sentences	<b>To describe:</b> Character description of Gruffalo using simple sentences	<b>To describe:</b> Setting description of rainforest using simple sentences	<b>To narrate:</b> Retelling of story using (Beginning, Middle, End) I and simple sentences	<b>To inform:</b> Simple report using simple sentences about the whale
	<b>Grammar &amp; punctuation terminology</b>	Capital letter	Capital letter	Finger spaces	Finger spaces	Capital letter Finger space Full stops	Capital letter Finger space Full stops	Capital letter Finger space Full stops	Capital letter Finger space Full stops	Capital letter Finger space Full stops	Capital letter Finger space Full stops	Capital letter Finger space Full stops	Capital letter Finger space Full stops Question marks
	<b>Communication &amp; Language</b> <i>Taken from Birth to 5 Matters</i>	<p>Joins in with repeated refrains and anticipates key events and phrases.</p> <p>Beginning to understand humor.</p> <p>Uses talk to explain what is happening and anticipate what might happen next.</p>	<p>Is able to follow directions.</p> <p>Listens and responds to ideas expressed by others I conversations or discussion.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Shows variability in listening behaviour.</p> <p>Understand a range of complex sentence structures.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>May indicate two channeled attention.</p> <p>Understands questions such as who; why; when; where and how.</p> <p>Links statements to a main theme or intention.</p>	<p>Can both listen and do for short span.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Able to follow a story without pictures or prompts.</p> <p>Introduces a storyline or narrative into their play.</p>						



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STEM	Maths	Mastering Number (NCETM)					Place Value
		Subitising	Cardinality, Ordinality & Counting	Composition	Comparison		Four Operations Fractions Time Money
	Maths Taken from B to 5	Size Positional Language	Patterns 2D shape	Length Height	3D shape Time	Mass Capacity	Spatial awareness Spatial reasoning
	Science	The Senses	The Seasons	Everyday Materials	Plants	Amazing Animals	STEM Projects
	Computing	Computing Systems -Mouse Skills Programming- Bee Bots	Programming -Algorithms Unplugged	Creating Media- Digital Media	Programming- Bee Bots	Skills Showcase- Rocket to the Moon	Data Handling -Introduction to Data
Understanding the World Taken from Birth to 5 Matters	Science	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  Shows care and concern for living things and the environment.	Recognises and describes special times or events for family or friends.  Shows interest in different occupations and ways of life.  Uses ICT hardware to interact with age-appropriate computer software.	Enjoys joining in with family customers and routines.  Talks about features of their own immediate environment and how environments may vary from one to another.	Knows that other children do not always enjoy the same things, and is sensitive to this.  Looks closely at similarities, differences, patterns and change in natures.  Completes a simple program on electronic devices.	Knows similarities and difference between themselves and others, and among families, communities, cultures and traditions.  Make observations of animals and plants and explains why some things occur, and talks about changes.	Talks about past and present events in their own life and in the lives of family members.  Knows about similarities and differences in relation to places, objects, materials and living things.  Can create content such as video recording, stories and draw a picture on the screen.
	History						
	Geography						



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Physical Development	PE	Send & Return Dance	Attack, Defend, Shoot Gymnastics	Hit, Catch, Run Dance	Send & Return Gymnastics	Attack, Defend, Shoot Run, Jump, Throw	Hit, Catch, Run, Run, Jump, Throw
	Fine Motor Skills	Shows a preference for a dominant hand.	Begins to form recognisable letters correctly. Has established a consistent, daily patterns in relation to eating, toileting, and can explain why this is important.	Shows increasing control over an object. Can initiate and describe playful actions or movements for other children to mirror and follow.	Uses a pencil and holds it effectively to form recognizable letters.	Uses simple tools to effects changes to materials.  Shows an understanding of how to transport and store equipment safely.	Handles tools, objects and malleable materials safely and with increasing control and intention.
Expressive Arts & Design <i>Taken from Birth to 5 Matters</i>	Art	<b>Elizabeth Peyton (portraits)</b>  Develops an understanding of using lines to enclose a space.  Creates representations of both imaginary and real-life ideas, events, people and objects.	<b>Paul Clee (collage shapes and patterns)</b>  Begins to build a collection of songs and dances.  Uses combinations of art form.	<b>Reuben Colley (local art)</b>  Makes music in a range of ways.  Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.	<b>J. M. W. Turner (Tamworth Castle)</b> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquires and develop their thinking. Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.	<b>John Dyer (rainforest painter)</b>  Expresses and communicate working theories, feelings and understanding using a range of art forms.  Chooses particular movements, instruments, sounds, colours and materials for their own imaginative purposes.	<b>David Hurn and Martin Parr (By the Seaside photography)</b>  Develops their own ideas through experimentation with diverse materials.  Responds imaginatively to artworks and objects.
	Music	Me	Our World	My Stories	Big Bear Funk	Everyone	Reflect, Rewind and Replay