



Diamond Class Learning Overview 2022-2023

Diamond Class love to learn and explore! 😊

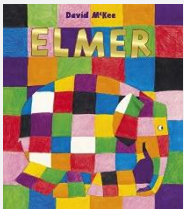
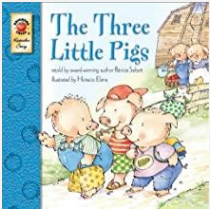
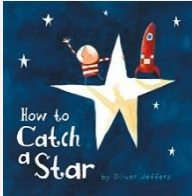
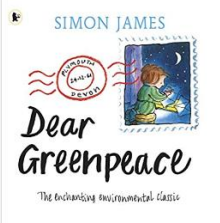
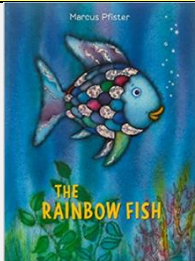
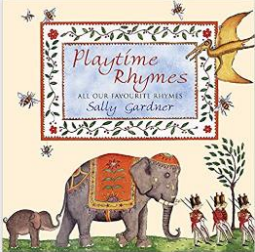
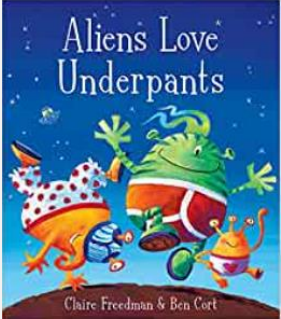
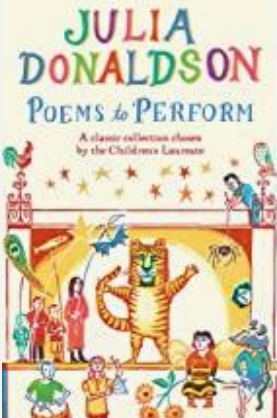

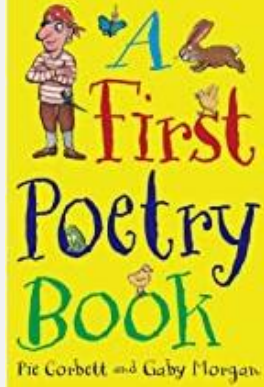
At Sound and District Primary School we learn about the things that are important to our children. Our children are a huge part of our planning process and we are very flexible with our topics to allow for children's interests.

Within each of our topics will be lots of sub-topics and activities to keep the topic exciting and stimulating for the whole term, we reserve the right to change topics as we progress through the years to best suit the children's needs and interests. 😊



Topic Overview of Our Year

Topics to help us learn:	Autumn One (7 weeks)	Autumn Two (7 weeks)	Spring One (7 weeks)	Spring Two (5 weeks)	Summer One (6 weeks)	Summer Two (7 weeks)
	Marvellous Me! Starting school / getting to know my new class Being me in my world Superheroes linked to People who help us My family and PSED focus on what am I good at? Being kind and making friends.	Terrific tales! Traditional Tales Little Red Hen linked to Harvest festival. Where has the Gingerbread Man been – linked to UTW The Nativity Christmas Lists Letters to Father Christmas and walking to post them in groups	Super Space! Beyond the sky Getting to space Visiting the moon Our solar system and galaxy Which planet do we live on? Stars Living on another planet	Step into Nature! Plants & Flowers Weather / seasons The great outdoors Planting seeds Make a sculpture/transient nature art linked to Andy Goldsworthy How can we look after our Earth and animals?	Amazing animals! Life cycles of butterflies, frogs and hens Safari animals. Animals around the world Climates / Hibernation. Mini-beasts Sea creatures Animal Arts and crafts Animal patterns Happy Habitats	Fun at the seaside! Who lives under the sea? Holiday clothes and packing. Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Dinosaurs – how do we know about them?

<p>Alongside our Phonics learning we will also be doing so Primary Writing Project Texts:</p>	 <p>Information Text: report on elephants</p>	 <p>Information: Text: letter/email to persuade the wolf not to eat people .</p>	 <p>Instructions: Text: how to catch a star</p>	 <p>Information Text: letter writing.</p>	 <p>Recount Text: trip to the farm</p>	 <p>Information Text: report of sea creatures</p>
<p>We love to share rhymes, poems and songs all the time, some books we might use are:</p>						
<p>Some stories we will read together! ☺</p>	<p>Elmer Owl Babies Ruby's Worry Meesha Makes Friends Ravi's Roar Tilda Tries Again The See Saw</p>	<p>Christmas Story / Nativity Rama and Sita The Gingerbread Man The Enormous Turnip Little Red Hen</p>	<p>Zoom Rocket Zoom On the launch pad You can't eat a princess Whatever Next Laika: Astronaut Dog Zoo in the Sky</p>	<p>Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Tidy Someone Swallowed Stanley</p>	<p>The Bad Tempered Ladybird Aghh Spider! Giraffes Can't Dance Walking Through the Jungle Dear Zoo</p>	<p>Tiddler Sharing a Shell The Ticky Octopus What the Ladybird heard at the Seaside The Storm Whale Dinosaur non-fiction books</p>

	Perfectly Norman Pumpkin Soup Supertato!	Tiger who came to tea Lost and Found	The skies above my eyes			Tyrannosaurus Drip Dinosaurs vs Humans
Mathematics	<p>As Mathematicians, we will;</p> <ul style="list-style-type: none"> • Begin to use the correct names for 'flat' 2D shapes. • Sort objects into groups • Recognise and use numerals 1-5 • Find one more and one less than (1-5) • Order and sequence familiar events (my day) • Compare quantities of objects up to 5- recognising one more, one less, greater than, less than and equal to • Count to 10 • Introduction of odd and even numbers to 5 		<p>As Mathematicians, we will;</p> <ul style="list-style-type: none"> • Begin to recognise and name some 3D shapes. • Begin to use prepositional language (e.g. behind, in front) • Use the language of more/fewer • Add two numbers that total 5 (Number bonds to 5) • Recognise and use numerals 1-10. • Combine two groups to find the whole (to 10) • Find number bonds to ten using manipulatives for support. • Compare quantities of objects up to 10- recognising one more, one less, greater than, less than and equal to • Count to 15 • Odd and even numbers to 10 • Simple doubling and halving 		<p>As Mathematicians, we will;</p> <ul style="list-style-type: none"> • Recognise, create and describe patterns (shapes, colours, the natural world) • Add by counting on • Subtract by counting back • Count to 20 • Explore numerical patterns to 10/20 where appropriate (doubling, halving, odds and evens) • Begin to use everyday language relating to money. • Order 2/3 items by length/weight/capacity/height. 	

	<p>By the end of Reception year it is hoped children will be able to/have:</p> <ul style="list-style-type: none"> • A deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 		
Literacy	<p>As Writers, we will;</p> <ul style="list-style-type: none"> • Work on building a strong pencil grip through fine and gross motor skills work. • Give meaning to the marks we make. • Recognise and write our own names. • Orally re-tell simple and well known stories. 	<p>As Writers, we will;</p> <ul style="list-style-type: none"> • Use story-telling vocabulary (once-upon a time) when re-telling. • Begin to orally use simple connectives. • Explore rhyme and alliteration • Use our phonics knowledge to write words which are spelt correctly or match our spoken sounds. 	<p>As Writers, we will;</p> <ul style="list-style-type: none"> • Use a capital letter at the start of sentences • Finish a sentence with a full stop • Use finger spaces between words. • Use simple connectives in sentence writing (and, but etc.). • Write simple short stories that can be read by others (with the

	<ul style="list-style-type: none"> • Use actions (T4W) to orally retell well known stories. • Sequence a simple story (through role play, with short captions etc.). • Begin to write recognisable letters, most of which are formed correctly. • Segment and blend the sounds in simple words (in line with phonics progression). • Talk about what I want to write about. <p>As Readers, we will;</p> <ul style="list-style-type: none"> • Demonstrate an understanding of what has been read to us by retelling stories and narratives using our own words and recently introduced vocabulary. • Hear and say the initial sound in words. • Recognise familiar words including our own name. • Begin to segment and blend the sounds in simple words (in line with phonics knowledge). 	<ul style="list-style-type: none"> • Begin to anticipate (where appropriate) key events in stories. • Orally retell stories through story maps/storyboards. • Write short captions independently to match pictures from well-known stories. • Write all letters in a clear and legible way. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play • Write simple sentences that can be read by others. • Begin to write for a range of different genres- (a letter, instructions etc.) • Spell more tricky words by identifying the sounds within them. <p>As Readers, we will;</p> <ul style="list-style-type: none"> • Understand that information can be retrieved from books and computers. • Continue a rhyming string. • Segment and blend the sounds in simple words (in line with phonics progression). 	<p>support of structured teacher modelling).</p> <ul style="list-style-type: none"> • Use well known stories I know to innovate new stories of my own. • Include simple rhyme in my stories (where appropriate). • Share my stories with others in a clear and organised way. <p>As Readers, we will;</p> <ul style="list-style-type: none"> • Enjoy reading a good book! • Read some common irregular words (e.g. common exception words). • Use our phonics knowledge to decode regular words. • Enjoy an increasing range of books. • Read and understand simple sentences. • Segment and blend the sounds in simple words. (In line with phonics knowledge).
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		<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. 	
Phonics	<p>At Sound and District Primary School we use Letters and Sounds for our Phonics. Letters and Sounds was written by the Department for Education (DfE) in England as a systematic synthetic phonics programme (SSP).</p> <p>Each week we will send home "high frequency words" these are words that appear most frequently in our reading books, often they are words that cannot be sounded out and just need to be learnt for sight reading. As we progress through the year we will also begin to learn how to spell these words.</p>		
	<p>Autumn</p> <p>Phase 1 games and assessments</p> <p><u>Autumn 1 (Phase 2)</u> Focus sounds- s a t p i n m d g o c k ck e u r</p> <p><u>Autumn 2</u> Focus sounds- h b f ff l ll ss Reading CVC words</p> <p><u>Tricky words</u>- the, to, I, no, go, into, he, she, me we, be, was, my, you, her, they, all, are</p>	<p>Spring</p> <p><u>Spring 1 (Phase 3)</u> Focus sounds- j v x y z zz qu ch sh th ng ai ee igh</p> <p><u>Spring 2</u> Focus sounds- oa oo ar or ur ow oi ear air ure er</p> <p><u>Tricky words</u>- said, so, went, from, have, like, some, come, just, were, there</p>	<p>Summer</p> <p><u>Summer 1 (Phase 3 and Phase 4)</u> Previous sounds recap- applying to sentences.</p> <p><u>Summer 2</u> Focussing on constant clusters and blends reading CVCC and CCVC words</p> <p>Tricky words- little, one, they, all, are, children, do, when. out, what, it's, help</p>
Understanding the World example experiences:	<p>As mentioned previously, in Early Years Foundation Stage (EYFS) our planning is child led. Therefore all learning experiences/topics noted on this document are flexible. The children's interests are always at the heart of everything that we do.</p>		

Some example experiences could be:

Possible experiences/activities/opportunities	Outcomes
<p>Use mirrors to observe facial features and describe to a friend Introduce self and say name clearly.</p> <p>Describing who is in my family.</p> <p>Sequencing cards activity of human life cycle</p>	<p>Children can describe their facial features Children can introduce themselves and say their own name, and some of their friends' names, clearly.</p> <p>Children can describe their family. Children can sequence pictures of people at different ages.</p>
<p>Investigate melting ice (cubes and crushed). Role play with small arctic animals. Match pictures of the animal to its home on the world map (include other animals like lions, tigers) Polar bear, polar bear, what do you see? Role play in a tent with torches. Explore reflective materials. Brainstorm natural and artificial sources of light. Day and night collages with reflective, shiny paper Fire safety talk</p>	<p>Children will be able to name the animals that live in each location. Children will be able to give reasons as to why these animals live in arctic conditions e.g., thick fur, blubber. Children will know that the sun gives us light. Children will know that night-time is dark. Children will know that we also get light from electricity and fire.</p>

Understanding the World

Past and Present

- We will encourage children to talk about the lives of the people around them and their roles in society.

Past and Present

- We will provide experiences and opportunities for children to learn about some similarities and differences between things in the

Past and Present

- Children will begin to understand the past through settings, characters and events

	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Children will be given the opportunity to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (where appropriate). <p>The Natural World</p> <ul style="list-style-type: none"> Children will explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p>past and things happening now, drawing on their own experiences and what has been read in class.</p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Opportunities will be provided to allow children to discuss some simple similarities and differences between religious and cultural communities in this country, drawing on their own experiences and what has been read in class. <p>The Natural World</p> <ul style="list-style-type: none"> Children will learn about some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>encountered in storytelling time in class and at home.</p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Children will learn about some similarities and differences between life in this country and life in other countries, drawing on their own knowledge, non-fiction texts and- when appropriate- maps. <p>The Natural World</p> <ul style="list-style-type: none"> Children will continue to experience and explore nature around them drawing on what they see and notice. They will begin to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	<p>Expressive Arts and Design</p> <p>In Reception Class we have great fun learning through song- particularly nursery rhymes! ☺</p>	<p>Creating with Materials</p> <p>We will continue to learn how to safely use and explore a variety of materials, tools and techniques, experimenting</p>	<p>Creating with Materials</p> <p>This term we will make use of props and materials when role playing characters in narratives and stories. We will even</p>

	<p>We love to be imaginative and expressive and enjoy using a range of different media to do so.</p> <p>A large proportion of our art work will be linked to the topic we are learning about at the time. For example in the Spring term you may see lots of shiny rockets, metallic paints and bright solar systems if we learn about Space! ☺</p> <p>Creating with Materials</p> <p>We will learn how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>We will also have lots of fun singing, dancing and acting in our Christmas Performance this term too! ☺</p>	<p>with colour, design, texture, form and function.</p> <p>Children will be given the opportunity to share their wonderful creations with their peers, explaining the process they have used.</p> <p>Being Imaginative and Expressive</p> <p>We will have lots of fun singing a range of well-known nursery rhymes and songs.</p> <p>We will also learn a range of Easter songs and take part in our annual expressive Easter Bonnet Parade! ☺</p>	<p>have a go at making our very own props too!</p> <p>Being Imaginative and Expressive</p> <p>We will have great fun performing songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music!</p> <p>ART Week!</p> <p>This term we also take part in our special annual ART Week event. This event involves the whole school getting creative for a whole week of nothing but...ART! ☺ We then showcase all our beautiful artwork for parents to see. WOW! It's like our very own special gallery! ☺</p>
Physical Development	<p>PE</p> <p>Throughout the year in Reception Class we work on the seven fundamental movement skills in</p>	<p>PE</p> <p>Throwing, catching, jumping, running, coordination, balance and agility are</p>	<p>PE</p> <p>Throwing, catching, jumping, running, coordination, balance and agility are worked on through a range of exciting</p>

	<p>Physical Education. These are throwing, catching, jumping, running, coordination, balance and agility. These core skills are worked on throughout the whole year.</p> <p>Fundamental movements (Kicking) Christmas Play and Throwing/Hitting</p> <p>Fine Motor Skills</p> <p>We will learn how to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Gross Motor Skills</p> <p>Children will negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>worked on through a range of exciting and engaging games and challenges! ☺</p> <p>During Spring term 2 we will have the opportunity to visit LS Gymnastics Crewe for gym coaching.</p> <p>Dance Gymnastics and Balance/Co-ordination</p> <p>Fine Motor Skills</p> <p>We will learn to use a range of small tools, including scissors, paintbrushes and cutlery accurately and with care.</p> <p>Gross Motor Skills</p> <p>Children will demonstrate strength, balance and coordination when playing a range of games and through self-directed learning times.</p>	<p>and engaging games and challenges! ☺</p> <p>This term we will also go swimming each week at Nantwich pool! Swimming, Athletics and Ball Skills</p> <p>Fine Motor Skills</p> <p>We will begin to show confidence, accuracy and care when drawing and writing. We hope pencil grip will be strong and established.</p> <p>Gross Motor Skills</p> <p>Children will move energetically, through running, jumping, dancing, hopping, skipping, climbing and much more!</p>
Communication and Language	<p>Listening, Attention and Understanding</p> <p>In the Autumn term we spend lots of time developing our listening skills. We will learn to listen attentively and respond to what we hear with relevant questions, comments and actions when being read to and during whole</p>	<p>Listening, Attention and Understanding</p> <p>As the children continue to develop their listening skills we will give them the opportunity to make comments about what they have heard and ask questions to clarify their understanding. This will be done through small group interactions,</p>	<p>Listening, Attention and Understanding</p> <p>As we work towards the end of our year in reception and children's listening skills are developing well, we will encourage and hope to see children holding conversations (when engaged) in back-</p>

	<p>class discussions and small group interactions.</p> <p>Speaking</p> <p>In Diamond Class we spend lots of time having great conversations and discussions. This helps us to work on our vocabulary each day. We will participate in small group, class and one-to-one discussions, allowing the children the opportunity to share their own ideas, using recently introduced vocabulary.</p>	<p>whole class scenarios or on a one-to-one basis with teachers or peers. As EYFS teachers and leaders we entirely understand that all children learn and develop at different speeds and we ensure each child is happy, comfortable and progressing in the way that's right for them.</p> <p>Speaking</p> <p>As the children's confidence to speak and share grows we will encourage children to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>and forth exchanges with their teacher and peers.</p> <p>Speaking</p> <p>We will continue to provide opportunities for and encourage children to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
	<p>Personal, social and emotional development</p> <p>The area of personal, social and emotional development is broken down into three early learning goals. They are building relationships, managing self and self-regulation. These goals have been broken down further below. These goals are achieved through a range of different learning activities and experiences, including directed teaching and self-directed learning. Children will be given the opportunity to work towards achieving these goals (outlined below) on a daily basis.</p>		

Personal, social and emotional development	Building Relationships <ul style="list-style-type: none">• Work and play cooperatively and take turns with others.• Form positive attachments to adults and friendships with peers.• Show sensitivity to their own and to others' needs.		Managing Self <ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.• Explain the reasons for rules. Know right from wrong and try to behave accordingly.• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		Self-Regulation <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
	Enrichment Opportunities/Class "WOW" moments	Autumn nature walks linked to the stories such as - Leaf Man, We're Going on a Bear Hunt, The Gruffalo <u>Nurse / Firefighter/police visit</u> Harvest Time	<u>Pantomime</u> Delivering Christmas cards to local residents. Christmas play Bonfire Night Diwali and Hannukah	<u>Space dome</u> Chinese New Year Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day	Easter Bonnet Parade Reading Picnic with parents Planting seeds <u>Easter time service at the Chapel</u> Nature Scavenger Hunt Mother's Day	<u>Farm trip</u> Map work - make a map of our way to school/to the park Start of Ramadan Eid Forest School Sessions

	Halloween	Remembrance day Children in Need		Science Week		<u>National Sports Week with Athletes and whole school trips</u>
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