

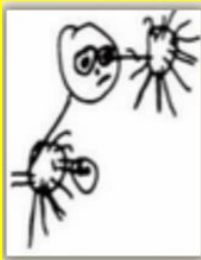

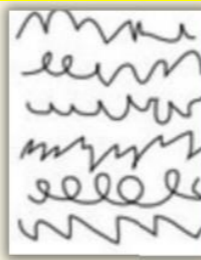
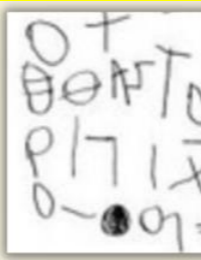
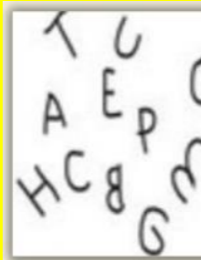

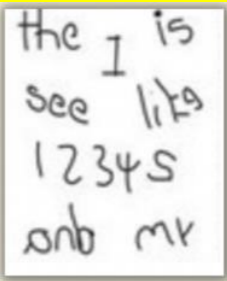



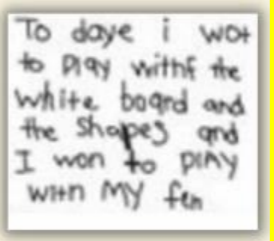
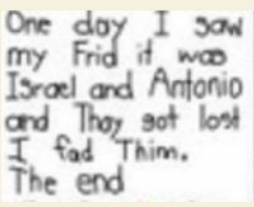
GREENLEAS SCHOOL
EYFS – Reception - LONG TERM PLAN

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits/Visitors School Day Events		Phonics Information Evening Phonics Open Afternoon Supporting Your Child in Reception	Diwali Maths open Afternoon Nativity Performance	Magical Maths Day	Easter Locality walk World Book Day	Seaside Trip	Sports Day
Possible links to festivals and traditions			Diwali Remembrance Day Bonfire Night Road Safety Day Children in Need Christmas	Chinese New Year Shrove Tuesday	Mother's Day	World Ocean Day World Environment Day Father's Day	
Communication and Language	Listening, attention and understanding	-To understand the class listening rules. -To listen in a group or 1:1, maintaining concentration. -To clap syllables in 1 and 2 syllable words. -To respond to simple instructions using a two-part sequence i.e. get your book bag and your coat.	- To know and act on the class listening rules. -To be able to clap 3 and 4 syllable words. -To listen and do but can change their own focus of attention. -To understand the concept of beginning, middle and end to sequence a story.	-To listen attentively with sustained concentration. -Listen attentively in a range of situations. -Understand who, why, when, where and how questions. - To respond to what they hear with relevant, comments, questions or actions. -Engages in story times.	-To follow ideas using several ideas and actions.	-To ask for clarification or help/support if necessary.	-To listen to instructions and follow them accurately, in differing situations. -To follow multi-step instructions which may have several parts.
	Speaking	-To speak in a small group, maintaining concentration. -To use language to begin to imagine and recreate roles and experiences. -To re-tell stories as a class group building key-story telling language i.e. once upon a time, then, next. -To join in with repeated refrains and anticipate key events in rhymes and stories. -To speak clearly to communicate their own needs e.g. can I go to the toilet? Please can I get a tiissue? -Begins to question why things happen and begins to give an explanation.	-To use simple language of learning such as I know, I can, I think. -To retell events in order. - To begin to use a full sentence to answer a question. - To talk about that are of particular importance to them. -Beginning to learn and apply new vocabulary from learning and key texts.	-To ask who,why,when, where and how questions. -To begin to innovate aspects of story-telling. -To develop a broad and accurate vocabulary to communicate their thoughts. -To use simple conjunctions such as and, but, because.	-To begin to use more complex language of learning i.e. I remembered, I tried, I found out etc. -To speak in full sentences. -To express themselves effectively, showing awareness of the listeners needs. -To describe familiar texts with detail and using full sentences.	-To use past, present and future tenses accurately when talking about events. -To use full sentences to answer a question. -To use -ly sentence starters i.e. language from talk4writing such as luckily, unfortunately, sadly. -Express views on characters and events from a story. -To know how to speak in grammatically correct sentences. -To confidently create own story using story telling language, based on structure of key text.	-To use a wide range of experienced vocabulary. -Recall a range of rhymes, poems and stories. -To use own ideas to create and tell stories to their friends.
PSED		To know and follow the classroom rules. To know what the routines are for the class and school. To demonstrate friendly behaviour and how this links to our school values and Greenleas Promise. To develop an understanding of self and as part of the class. To begin to take turn with their friends. To begin to know the rules of taking turns. To know how to responsible for their own belongings i.e. where to put them and how to take care of them. To begin to understand the value of responsibility.	-To begin to independently follow classroom routines. -To wait for attention to be given from an adult, rather than interrupt. -To take turns in a game situation. -To work collaboratively with partner/small group. -To begin to self-regulate using their own coping strategy. -To understand how to make the right choices and the consequences of not making the right ones. - To talk about the poor choice or good choice a character makes and how they might make a better choice - Dilemma Drops.	-To know to tell an adult if someone is being unkind. -To understand the importance of sleep as part of a healthy lifestyle. -To know how to keep safe on the way to school and in their school environment. -To maintain personal hygiene independently and reliably such as handwashing. -To reliably use good manners such as please and thank you.	- To talk about own feelings. - To work collaboratively with their friends and negotiate and find compromises without adult support. - To independently follow classroom routines, taking responsibility for accessing all aspects of continuous provision. - To show sensitivity to others` needs and feelings. - To show high levels of involvement in directed activities. - To know what foods are healthy and unhealthy. -Knows the importance of a balanced diet, drinking water and exercise in staying healthy.	-Recognises feelings in others. -Continues to to develop strategies for resolving conflict such as listening to others` points of view. -Shows an understanding of the need for safety. - To begin to recognise the school values in their own actions. -Shows perseverance when tackling challenges and solving problems.	-To confidently try new activities and choose resources needed for their chosen activities. -To know how to keep themselves safe and share worries. -To recognise the school values in the actions of others. -To begin to understand the concept of transition to Year 1.
PSHE		Pink Goes to School To understand what school is.	Pink feels sad To know how to talk about my emotions	Orange Helps Out To know how I can be helpful	Green Get's Glasses To know that people are all unique	Purple is Poorly To know how I can talk about when I feel poorly.	Green Stays in Hospital I know that special people are their to care for me.
		Red needs the toilet To manage my own needs.	Why does purple play differently? To understand differences	Yellow Learns About Germs To know how I can be healthy	Green's Greens Rainbow's Food Journey To know how I can eat healthily	Purple Watches the News To know what the news is and what it tells us	Orange Moves House I know how to talk about change in my life
		Pink misses Mummy To talk about how to separate from my grown-up	Blue's Best Friend To understand what a friend is	Red visits the Dentist To know how I can have healthy teeth	Yellow's Bedtime To know the importance of sleep to be healthy	Yellow Goes on a Holiday I know how to accept change in my routine	Orange goes swimming I know how to keep fit and healthy. I know how to learn something new.
		Blue learns to share To know how to share with others.	Yellow Wants to Play with Orange To know how to play with my friends co-operatively	Red brushes his teeth To know how I can have healthy teeth	Pinks Screen Time To know how screen time effects my health	Purple the Passenger I know how to make the right choices.	Pink has a new brother I know how to accept changes and talk about changes in my family.
		Blue's indoor voice To know how to use a sensible voice in the classroom	Rainbow Feels Angry To know how to talk about my emotions	Red's Nut Allergy To know that people are all unique	Blue Get Lost To know how I can be safe and ask for help when I need it	Rainbow's Day Out I know how to accept change in my routine	Daddy Moves Out I know how to talk about changes in my family
		Rainbow Help's at Home To know how to help adults at home.	Yellow Playfights To know what appropriate behaviour is	Red's Hearing Aid To know that people are all unique	Blue Explores Road Safety I know how to be safe by a road.	Purple's Pet Bird I know how to talk about and understand what loss is	Green is moving up a year To understand the transition to Year 1.







			Orange Feels Worried	To know how to talk about my emotions			Orange Sleeps Over	I know how to accept change in my routine	Rainbow Visits the Seaside	I know how to accept change in my routine		
PE and Physical Development	Introduction to PE Unit 1	<ul style="list-style-type: none"> -Know how to use movement skills with developing balance and co-ordination. -Know how to make independent choices. - Know how to follow instructions involving several ideas or actions. -Know how to negotiate space safely with consideration for myself and others. - Know how to play co-operatively and take turns with others. -Know the rules and can explain why it is important to follow them. 	Introduction to PE Unit 2	<ul style="list-style-type: none"> -To know how to move around a space safely. -To know how to follow instructions and stop safely. -To know how to develop control when using equipment. -To know how to follow instructions. -To know how to follow a path and take turns. -To know how to work collaboratively with a partner and/or group. 	Dance Unit 1	<ul style="list-style-type: none"> -Know how to negotiate space safely with consideration for myself. -To confidently try new challenges. -I know how to use movement skills with developing strength, balance and co-ordination showing increasing control and grace. -I know how to follow instructions involving several ideas or actions. -I know how to combine movements fluently, selecting actions in response to the task. - I know how to show respect towards others. 	Dance Unit 2	<ul style="list-style-type: none"> -Know how to negotiate space safely with consideration for myself and greater consideration for others. - I am confident to try new challenges and perform in front of others. -Know how to use movement skills with developing strength, balance and co-ordination showing greater control and grace. -I know how to follow instructions involving several ideas or actions. -Know how to combine movements fluently, selecting actions in response to the task. -Know how to show respect towards others when providing feedback. 	Ball Skills 1	<ul style="list-style-type: none"> -I know how to negotiate space safely with consideration for myself and others. -I know how to use ball skills with developing competence and accuracy. -I know how to play co-operatively and take turns with others. -I know how to make independent choices. - I know how to persevere when trying new challenges. - I know how to play different ball games with consideration of the rules. 	Ball Skills 2	<ul style="list-style-type: none"> -I know how to play co-operatively and take turns with others. - I know how to use ball skills with developing competence and accuracy i.e. confidently catching and throwing a ball. -I know how to persevere when trying new challenges. -I know how to follow instructions involving several ideas or actions. -I play ball games with increasing consideration of the rules.
	Fundamentals to PE Unit 1	<ul style="list-style-type: none"> -I know how to negotiate space safely with consideration for myself and others. -I know how to play games honestly with consideration of the rules. -I know how to start to challenge myself to achieve my best. -I know how to follow instructions involving several ideas or actions. - I know how to use movement skills with developing balance and co-ordination when playing games. - I know how to play co-operatively, take turns and encourage others. 	Fundamentals Unit 2	<ul style="list-style-type: none"> -To know how to balance. -To know how to run and stop. -To know how to change direction. -To know how to jump. -To know how to hop. -To know how to move in different ways using different equipment. 	Gymnastics Unit 1	<ul style="list-style-type: none"> -I know how to negotiate space safely with consideration for myself and begin to consider others. -I can use a range of large and small apparatus. -I know how to combine movements, selecting actions in response to the task and apparatus. -I know how to use movement skills with developing strength, balance and co-ordination showing some control and grace. -I know how to follow instructions involving some ideas or actions. -I know how to work co-operatively with others and take turns. -I start to try new challenges 	Gymnastics Unit 2	<ul style="list-style-type: none"> -I know how to negotiate space safely with consideration for myself and others. -I can confidently and safely use a range of large and small apparatus. -I know how to combine movements, selecting actions in response to the task and apparatus. -Know how to use movement skills with developing strength, balance and co-ordination showing increasing control and grace. -I know how to follow instructions involving several ideas or actions. -I know how to work co-operatively with others and take turns. -I am confident to try new challenges. 	Games 1	<ul style="list-style-type: none"> -I know how to negotiate space safely with consideration for myself and others whilst participating in games. -I know how to follow instructions involving several ideas or actions. -I know how to play co-operatively, take turns and encourage others. - I know how to use ball skills with developing competence and accuracy. -I know how to use movement skills with developing balance and co-ordination. -I know how to play games honestly with consideration of the rules. -I know how to show an understanding of my feelings and can regulate my behaviour. 	Games 2	<ul style="list-style-type: none"> -Know how to use movement skills with developing balance and co-ordination. -Know how to use ball skills with developing competence and accuracy. -Know how to negotiate space safely with consideration for myself and others. -Know how to play co-operatively, take turns and encourage others. -Know how to follow instructions involving several ideas or actions. -Know how to play games honestly with consideration of the rules. -Know how to understand my feelings and body and can regulate my behaviour.
	Other physical development:			Other physical development in environment:			Other physical development in environment:			Other physical development in environment:		
<ul style="list-style-type: none"> -To begin to show preference to use a dominant hand – to know which hand to write and draw with. -To know how to move across and navigate climbing equipment. -To use big toys in a safe and controlled way i.e. balls, hoops, balancing boards, roller racers. - To use climbing equipment confidently and safely – climbing on and off of equipment safely i.e. with a 2 footed jump. -See EAD for cutting skills. 			<ul style="list-style-type: none"> -To be able to balance and coordinate safely. -To know how to handle tools safely. -To know how to handle construction and materials safely. -To show increasing control with my gross motor and fine motor skills. 			<ul style="list-style-type: none"> -Confidently manipulates a range of tools and equipment in one hand i.e. uses paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. -Now shows a preference to a dominant hand. -To use a pencil effectively to form recognisable letters independently. 			<ul style="list-style-type: none"> -Confidently manipulates a range of tools and equipment in one hand i.e. uses paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. -Now shows a preference to a dominant hand. -To use a pencil effectively to form recognisable letters independently. 			

Maths	Number	<p>Counting – 0-5 Brief recap Enjoys reciting numbers 0-10 (0-5) and back from 10-0 (5-0)</p> <p>Increasingly confident in putting numerals in order 0-10 (5)</p> <ul style="list-style-type: none"> To count to 5 <p>Cardinality – 0-5 Engages in subitising numbers to 4 and maybe 5 - To subitise 1 to 5</p> <p>Counts out up to 10 (5) objects from a larger group</p> <p>Matches the numeral with a group of items to show how many there are (up to 5)</p>	<p>Composition – 0-5 Shows awareness that numbers are made up (composed) of smaller numbers exploring partitioning in a variety of ways with different objects</p> <p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</p> <p>In practical activities, adds one and subtracts one with numbers to 10</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“</p> <p>Comparison – 0-5 Uses number names and symbols when comparing numbers, showing interest in large numbers</p> <p>Estimates of numbers of things, showing understanding of relative size</p>	<p>Counting – 6-10 Enjoys reciting numbers 0-10 and back from 10-0 Increasingly confident in putting numerals in order 0-10</p> <ul style="list-style-type: none"> To count to 10 <p>Cardinality 6-10 Engages in subitising numbers to 6 -10</p> <p>Counts out up to 10 objects from a large group</p> <p>Matches the numeral with a group of items to show how many there are (up to 10)</p> <p>-</p>	<p>Composition – 6-10 Shows awareness that numbers are made up (composed) of smaller numbers exploring partitioning in a variety of ways with different objects</p> <p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</p> <p>In practical activities, adds one and subtracts one with numbers to 10</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“</p> <p>Comparison – 6-10 Uses number names and symbols when comparing numbers showing interest in larger numbers.</p> <p>Estimate of number of things showing understanding of relative size. 123</p> <p>Comparison – 0-10 Uses number names and symbols when comparing numbers, showing interest in large numbers</p> <p>Estimates of numbers of things, showing understanding of relative size</p>	<p>Counting – 0-5 Brief recap Enjoys reciting numbers 0-10 (0-5) and back from 10-0 (5-0)</p> <p>Increasingly confident in putting numerals in order 0-10 (5)</p> <ul style="list-style-type: none"> To count to 5 <p>Cardinality – 0-5 Engages in subitising numbers to 4 and maybe 5 - To subitise 1 to 5</p> <p>Counts out up to 10 (5) objects from a larger group</p> <p>Matches the numeral with a group of items to show how many there are (up to 5)</p>	<p>Composition – 0-5 Shows awareness that numbers are made up (composed) of smaller numbers exploring partitioning in a variety of ways with different objects</p> <p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</p> <p>In practical activities, adds one and subtracts one with numbers to 10</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“</p> <p>Comparison – 0-5 Uses number names and symbols when comparing numbers, showing interest in large numbers</p> <p>Estimates of numbers of things, showing understanding of relative size</p>
	Shape Space and Measure	<p>2D Shape Use informal language such as heart shaped and hand shaped – walk to spot shapes in our environment, collect leaves, paint shapes and fold paper what is the shape like? Enjoy composing and decomposing shapes and which combine to make other shapes – use jigsaws and mosaic tiles to make new shapes for example two square tiles make a rectangle Solve problems (jigsaws) and visualise what shapes they will need to make a picture for example choose the best shape for a door and windows.</p> <p>Straight, curved, edges</p> <p>Discuss different examples of the same shape for example equilateral and right angle triangles – Autumn 1 or Spring 1 pattern?</p>	<p>Measures Enjoys tackling problems involving prediction and comparisons of length</p> <p>When comparing length in things of play and everyday activities encourage children to predict and give reasons.</p> <p>Becomes familiar with measuring tools – tapes and non-standard units to measure</p> <p>Consolidate – long, short (range 4), longer and shorter (range 5).</p> <p>Challenge with longest and shortest</p>	<p>2D shape/Pattern Spots patterns in the environment and begins to identify the pattern rule – encourage children to appreciate a range of patterns in the environment, use resources to create patterns.</p> <ul style="list-style-type: none"> Giraffe collage – Giraffes have beautiful patterns that help them to camouflage. Use different materials to collage a giraffe or other favourite animal. Butterfly wing patterns <p>Chooses familiar objects to create and recreate familiar patterns (peg boards, lego blocks) Make deliberate mistakes when creating patterns and ask children to fix the problem. – coloured bears Model using symbols – to represent a pattern in other ways for example spot cross dash (stamps into playdough) or swirl jump glide (PE link)</p>	<p>Measures Enjoys tackling problems involving prediction and comparisons of capacity</p> <p>When comparing capacity of things in play and everyday activities encourage children to predict and give reasons.</p> <p>Becomes familiar with measuring tools – non-standardise use cups, bowls and beakers and cylinders/ funnels jugs</p> <p>Consolidate – full, empty (range 4), more or less full (range 5).</p> <p>Challenge mass is more than/less than</p>	<p>3D Shape Solve problems and use own ideas to make models of increasing complexity selecting blocks needed - visualising what shapes they will need to build houses for characters from T4W units or choosing the best shape for bridge, towers of arches and staircases.</p>	<p>Measures Enjoys tackling problems involving prediction and comparisons of mass</p> <p>When comparing mass in things of play and everyday activities encourage children to predict and give reasons.</p> <p>Becomes familiar with measuring tools – non-standardise balance scales</p> <p>Consolidate – heavy, light (range 4), heavier, lighter, (range 5).</p> <p>Challenge mass is heaviest/lightest</p>
	Measure - Time	<p>Increasingly able to order – first then after before next, sooner later – PE link set up obstacle races/ use stop watches (sand timers)</p> <p>Begins to experience measuring time with timers and calendars draw children to clock times and visual timetable/clock face – measures time and hands Sing song about the days of the week and months of the year (not seasons)</p> <p>everyday, yesterday, tomorrow evening, name of days (potential – which year group is doing hungry caterpillar?)</p>					

	Spatial Awareness	<p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</p> <p>Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</p> <p>May enjoy making simple maps of familiar and imaginative environments, with landmarks</p> <p>In front of (recap), behind (recap), before, after, in a line, beside, between</p>					
	Number Fluency	<ul style="list-style-type: none"> - Subitising 1 & 2 - Subitising 1 to 3 - Verbally counts forwards and in sequence - Recites numbers past 5 - Says one number for each item in order - Knows cardinal principle 	<ul style="list-style-type: none"> - Subitising 1 to 4 - Subitising 1 to 5 - Subitises up to 5 - Compares groups and sizes using vocabulary – long, longer, longest, short, shorter, shortest, some and all 	<ul style="list-style-type: none"> • Subitising 6 - 10 • Counts forwards in 2s • Length, weight and capacity • Days of week 	<ul style="list-style-type: none"> • Partitioning 2 • Partitioning 3 • Counts beyond 10 • Recognises comparison one more/one less – staircase pattern • Composition of 2, 3, 4, and 5 	<ul style="list-style-type: none"> • Partitioning 4 • Partitioning 5 • Verbally counts to 20 • Subtraction • Doubling facts • Compares quantities using more than, less than, fewer, the same as, equal to • Compare length, weight, capacity • Evens Odds Partition and combine 	<ul style="list-style-type: none"> • Partitioning 10 • Verbally count beyond 20 • Composition of numbers to 10 • Subitise to 5 • Automatic recall number bonds 0-5 and some to 10 including double facts
	Phonics	<p>Bug Club Phonics - Units 1-4 To begin to blend and segment words orally To blend phonemes to read vc and cvc words To segment vc and cvc words to spell To begin to read and spell cvc words orally and with magnetic letters</p> <p>Phase 1 Assessment for intervention needs. - Entry Assessment (s a t p i n m d) - Phase 2 Units 1 - s/a/t/p/i Unit 2 - i/n/m/d Unit 3 - g/o/c/k/ language session Unit 4 - ck/e/u/r/language session</p>	<p>Bug Clubs Phonics - Phase 2 and 3 To identify and use digraphs/trigraphs To know how to segment and blend to read cvc words To read the tricky words l/no/go/to the/into/her/and</p> <p>Phase 2 Unit 5 - h/b/f/ff/l/l/ss Language session/Phase 2 Assessment Phase 3 Unit 6 - j/v/w/x/Language session/Unit 6 Assessment Unit 7: y/z/zz/qu/language session Unit 8 - ch/sh/th/ng/Language session Unit 9 - ai/ee/igh/oa/oo(Long) Unit 10 - oo(short)/Language session/Unit 9 Assessment</p>	<p>Bug Club Phonics - Phase 3 and 4 To represent each of the 42 Phonemes by a grapheme To segment cvc words for spelling To read the next 12 tricky words To begin to recognise the letter names and match them to the graphemes</p> <p>Phase 3 Unit 10 - Recap/ar Unit 11 - ear/air/ure/er/Language session Phase 3 Assessment Phase 4 CVCC Words/Language Session 1/CVCC Word Assessment CCVC Words/Language session 2/CCVC Word Assessment CCVCC/Language Session/CCVCC Word Assessment.</p>	<p>Bug Club Phonics- Phase 4 To read and spell words which have adjacent consonants e.g. trap, milk, string To read and spell some polysyllabic words</p> <p>Phase 4 Phase 4 assessment week Consolidation and intervention week Consolidation and intervention week Unit 8 - ch/sh/th/ng/language assessment Unit 9 - ai/ee//igh/oa/oo(long) Unit 9 - oo (short)/Language session/Unit 9 Assessment</p>	<p>Bug Club Embed Phase 3 To read and spell phonically regular two syllable words To recognise most/all of the phase 3 digraphs/trigraphs</p> <p>Phase 3 Recap Unit 8 - ch/sh/th/ng/language assessment Unit 9 - ai/ee//igh/oa/oo(long) Unit 9 - oo (short)/Language session/Unit 9 Assessment Unit 10 - ar/or/ur/ow/oi/Unit 10 Assessment Unit 11- ear/air/ure/er/Language Assessment</p>	<p>Embed Phase 4 Phase 4 Recap Session 1-5 CVCC Recap Session 1-4 CCVC Recap Session 1-5 Recap CCVCC Session 1-5 CCCVCC Consolidation based on AFL Consolidation based on AFL</p>
Literacy	Individual Reading Word Recognition for Reading	To segment vc and cvc words to spell. To begin to read and spell vc and cvc words orally and with magnetic letters.	To know that tricky words do not follow phonic rules. To read phonetically regular cvc words and phrases To read simple sentences.	To begin to read simple sentence with no sounding out To independently reread sentences for accuracy and fluency	To read phonically regular two syllable words. To apply phonics to read phonically regular words, phrases and sentences with increased fluency and speed. To read all of the Phase 3 tricky words.	To read polysyllabic words. To apply phonics to phonically regular words, phrases and sentences with increased speed and fluency.	To read a variety of fiction and non-fiction texts matched to phonic skills and knowledge with a good understanding and expressing enjoyment.
	Individual Reading Understanding and interpreting texts	To know that print is read from left to right and top to bottom. To talk about the pictures and describe what I see.	To talk about the characters, plot and events of the story. To say and begin to apply new words in talk and writing. To orally sequence the key events in a story. To read simple labels in the environment.	To begin to offer thoughts and opinions about the text. To recognise story openings and characters.	To demonstrate good understanding through talking about what they have read. To read with phrasing and ongoing understanding of meaning. To retell stories in the correct sequence. To ask relevant questions in response to reading text.	To begin to use intonation in reading. To begin to offer own opinion in relation to events and characters from story. To reflect with interest on what they have read. To use language patterns in retellings. To demonstrate good understanding through talking about what they have heard.	To read purposefully, with good understanding and for pleasure. To enjoy reading a range of poems, stories and nonfiction texts. To locate information from a non-fiction book independently. To use language from reading in role play and other relevant experiences.
	Storytime	-Shows an awareness of rhyme and alliteration. -To begin to identify rhyming words in stories. -To know that stories are about people and places. -To derive meaning from picture books. -To understand the terms: title; front cover; author; illustrator. To know the terms front cover, back cover, page, page numbers and spine.	-To know that stories have a beginning, middle and end. -To begin to say what might happen next after a problem in a story. -To understand that people in stories have similarities and differences (characters). To know that places (settings) influence the story. -To recognise words that begin with the same sound ie alliteration. -To begin to develop vocabulary and knowledge and understanding of the world through the images in books.	-To begin to draw conclusions from the text and images e.g the sky is dark. -To develop understanding of scenarios e.g weather, danger, play, places to visit, people and build more complex associated vocabulary e.g blizzard, snowdrift etc -To make relevant comments and ask questions about texts heard.	-To understand that non-fiction texts contain information about real things. -To know and understand basic features of non-fiction texts ie contents, page number. -To recall information or facts learnt from listening to story or information book.	-To demonstrate good understanding through talking about what they have heard. -To know how to locate information from a non-fiction book. -To use developing vocabulary and begin to apply knowledge and understanding of the world gained through book time to other aspects of their learning.	-To actively engage in story times demonstrating good attention and understanding through appropriate responses to questioning. -To apply the skills learnt in story time sessions to own reading and other relevant curricular areas.
	Talk4Writing and Other Key Texts	The Three Little Pigs Overcoming the Monster Little Red Riding Hood Finding	Pattan's Pumpkin (rewritten for TFW) A New House for Mouse (rewritten for TFW)	How to Catch a Star Pancake Monster	Cat, Bramble and Heron The Magic Cooking Pot	Information text (Lifecycle of a butterfly) Hungry Caterpillar (Caterpillar Warning tale)	Animal Story Recount

	Emergent Writing Development	<ul style="list-style-type: none"> - Aware that writing communicates meaning. - Give meaning to marks they make them. - Understand that thoughts can be written down. - Write their name copying it from a name card or try to write it from memory. 	<ul style="list-style-type: none"> - Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. - Makes marks and drawings using increasing control. - Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. - Write letters and strings, sometimes in cluster like words 	<ul style="list-style-type: none"> - Use appropriate letters for initial sounds - Write some known sounds heard in simple words 	<ul style="list-style-type: none"> - Build words using known letter-sound correspondences in own writing. 	<ul style="list-style-type: none"> - Continue to build on knowledge of letter sounds to build words in writing. - To use writing in play. - To use familiar words in their writing. 	<ul style="list-style-type: none"> - Show awareness of the different audience for writing. - Write short sentences with words with known letter sound correspondences sometimes using a capital letter and full stop.
	Spelling Development	<ul style="list-style-type: none"> - Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. 	<ul style="list-style-type: none"> - Orally spell VC and CVC words by identifying the sounds. Write own name. 	<ul style="list-style-type: none"> - Spell to write VC and CVC words independently using Phase 2 graphemes. 	<ul style="list-style-type: none"> - Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. - Spell some irregular common (tricky) words e.g. the, to, no, go independently. 	<ul style="list-style-type: none"> - Spell words by drawing on knowledge of known grapheme correspondences. - Make phonetically plausible attempts when writing more complex unknown words. 	<ul style="list-style-type: none"> - Spell words by drawing on knowledge of known grapheme correspondences. - Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.
	Helicopter Story Development	<ul style="list-style-type: none"> - Adults scribing and writing down word for word, child decides part he/she would like to play and then act out the story on a simple stage. 	<ul style="list-style-type: none"> - Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. - Child begins to storymap own stories 	<ul style="list-style-type: none"> - Child knows groups of letters make up a word and a group of words make sentences. - Child may begin to write part of story and adult continues story scribing, this might be a word or words. 	<ul style="list-style-type: none"> - More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. - Can use a phonic mat or work bank to support. - Adult writes any unknown words. 	<ul style="list-style-type: none"> - Child takes the pen more and more, until eventually they are writing complete phrases. - May still need a phonics mat to support. 	<ul style="list-style-type: none"> - Child confident to write a simple short story. - May still need a phonics mat to support.
	Typical Writing Progression	Pre-Writing			Letter Strings		
Picture tells a story to convey message		Starting point at any point of paper	Progression is from left to right	Symbols that represent letters	Letters have no relationship	Letter strings move from L to R and move down the page	
							
Environmental Print	Letter Name Stage	Early Developmental Spelling	Syllable Represented	Inventive Spelling	Transitional Spelling		
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words	Vowel sounds appear Evidence of tricky words	A child hears beginning, middle and end sounds.	Whole sentence writing develops, spaces in between words	Multiple related sentences with many words spelled correctly, punctuation evident.		
							
UTW	Geography	<ul style="list-style-type: none"> -To observe and comment on seasonal (Autumn) changes to the environment -To be able to create a simple map. -To know and describe different houses people live in. 	<ul style="list-style-type: none"> -To observe and comment on seasonal change (spring, winter) -To create a simple map. -To read information from a map. -To use directional language. -To know the town and country they live in and that England part of the UK. -To find the UK and England on a map or globe. -To know the local features of our environment (natural and man-made). -To explore the natural world around them (local area). 	<ul style="list-style-type: none"> -To observe and comment on seasonal (summer) changes to the environment. -To know that the capital city of England (the country we live in) is called London and is the biggest city in England. -To know that some environments and climates are different to the one in which they live in (country or worldwide). 			
	History/ People and Cultures	<ul style="list-style-type: none"> -To know who is in our family. -To know the important dates in our lives. -To know how we have changed since being born. 	<ul style="list-style-type: none"> -To know what past and present means. -To explore real-life artefacts linked to the past -To explore similarities and differences and relate it back to their own lives (Toys). 	<ul style="list-style-type: none"> -To explore artefacts from the past. -To know what similarities and differences are and relate it back to their own lives. -To compare and contrast characters from stories including figures from the past. 			

		Science	<p>Human Body: -To explore our surroundings through our five senses -To Identify and describe how people grow and change (baby, child, teenager, adult, elderly person) (CC - RE)</p> <p>Materials: -To know that materials can be used in different ways i.e. have different functions. - To sort objects based on the material they are made from – wood, plastic, metal - To use senses in hands on exploration of natural materials. - To develop language to describe materials.</p> <p>Forces: -To know that we have different forces.</p>	<p>The Planet Earth/Solar System: - To know the earth is where we live. -To know the earth is part of a solar system.</p> <p>Light: -To know that there are different sources of light – natural and manmade. - To investigate different sources of light. Explore how some light sources can be controlled and others cannot.</p> <p>Human Body -Know the names and identify the parts of their own body. -Begin to name our body parts -To observe how everybody's face is different</p> <p>Materials -To see how materials can change (CC - DT - Cooking)</p>	<p>Animals/Living Things and their habitats: -Know how to observe and describe the life cycle of an animal – butterfly/caterpillar. -To know that you can find different living things in different places To know that there are domestic and wild animals. To know the difference between domestic and wild animals. To know that animals need to be cared for.</p> <p>Plants: .To know there are different types of trees .To know that there are different types of plants; vegetables, flowering plants, shrubs and trees -To know what plants need to survive. - To observe and question plants changing over time (links to death and decay).</p>			
			<p>Why is the word 'God' so important to Christians? -To be able to re-tell the creation story. -Know how to look after our planet. -Know why the word god is important to Christians.</p>	<p>Why is the word Christmas special for Christians? -To be able to re-tell the story of the nativity. -Begin to describe the belief that God came to Earth as baby Jesus.</p>	<p>Being special: where do we belong? Re-tell religious stories?? Which stories does the RE team want us to cover/which religions?</p>	<p>Why is Easter special for Christians? -Know what Easter is and why it is celebrated by Christians -Know about stories connected to easter and re-tell these to my friends.</p>	<p>Which places are specially valued and why? -Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.</p>	<p>Which stories are specially valued and why? - Talk about some religious stories and recognise some religious words about God and identify a sacred text e.g. the Bible or the Torah</p>
		RE	<p>Understanding the impact - Begin to develop an understanding of how and when Christians may like to thank their God. -Know why God is a creator and why they are thanking God. -Share our ideas about what Christians might say to God in their prayers. -To know that churches are special places for Christians. -To know the harvest is an important festival for Christians.</p>	<p>Why is the word Christmas special for Christians? -Know what happens at a traditional Christian festival (Christmas). -Know why Christmas is special to Christians. -To talk about and learn about a range of festivals (Christmas, Diwali) -Know why different people celebrate different things.</p>	<p>Being special: where do we belong? -To know how we can show care to others at home and at School. -To know what the word belonging means and understand where they belong. _Know different religious ideas of welcoming such as baptism, Hindu naming festival.</p>	<p>Why is Easter special for Christians? -Know and recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., -and make connections with signs of new life in nature. -Identify the seasons and the meaning of Spring. -Re-tell the Easter story. -</p>	<p>Which places are specially valued and why? -To identify their own special place. -Know that some religious people have places which have special meaning for them. -Know and describe some religious buildings. -Know why buildings are special to people. -Talk about the things that are special and valued in a place of worship.</p>	<p>Which stories are specially valued and why? -Know that some stories are special. -Talk about some of the things these stories teach believers. -</p>
			<p>Make connections -Talking about the things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. -Talking about what people do to mess up the world and what they do to look after it. - Know how to work collaboratively as part of a group.</p>	<p>Why is the word Christmas special for Christians? -Talk about people who are special to them and saying what makes them special to them. -Make connections with personal experiences and about how Jesus is special to Christians.</p>	<p>Being special: where do we belong? -know when things in their own lives have felt special to them – birthdays, christenings.</p>	<p>Why is Easter special for Christians? -know how new life can be seen in nature. _explore nature and the links between Easter, new-life and nature.</p>	<p>Which places are specially valued and why? - Talk about somewhere that is special to themselves, saying why. - Know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p>Which stories are specially valued and why? - Identify some of their own feelings in the Bible stories.</p>
		Computing	<p>Computer Systems – using a computer: To learn what a key board is and how to oocate relevant keys. To learn how to log in and log out with a set class password To learn what a mouse is and to develop basic mouse skills such as clicking.</p>	<p>Programming 1 – All About Instructions: -To follow instructions as part of practical activities and games. - To give instructions to another - To give simple instructions - To know that an algorithm is a set of instructions to carry out a task, in a specific order.</p>	<p>Computer Systems and Networking – Exploring Hardware 3: -To explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. - To recognise that a range of technology is used in places such as homes and schools. - To know how to operate a camera and use it to take photographs.</p>	<p>Data Handling – Introduction to Data: -To understand how to sort and categorise objects. -To explain how items have been sorted and categorised. -To explore and understand the concept of branch databases. - To understand how to represent data in a pictogram.</p>	<p>Programming 2 – Beebots: -To follow simple instructions. -To experiment with programming a bee-bot. -To learn how to give simple commands -To follow an algorithm as part of an unplugged game. -To learn to debug instructions with the help of an adult when things go wrong.</p>	<p>Computer Systems and networks: -To login to a computer using a pupil password. -To login into a Google Classroom Chromebook using an individual login. -To use a touch pad to select a game. -To log off a Google Chromebook. -To turn off a laptop/computer correctly.</p>
EAD	Art	<p>Be Creative Master Techniques Know about Great Artists Evaluate and Analyse</p>	<p>- To know how to use primary colours for a purpose by selecting the appropriate colours to mix together to represent the Autumn colours of orange, brown, yellow Autumn. - Experiment, observe and comment on how we mix our own colours together to represent Autumn. - To know that we use the primary colours red, yellow and blue to mix the colours orange, green, yellow and brown. Mixing these until we achieve the Autumn shade of each colour. - To know that like artists we can use different tools to create lines and circles to represent shapes, colour and objects. - To know like artists, we can combine different man made and natural materials and techniques to create a piece of art. - See KO for specific learning experiences and discussion points.</p>	<p>- Understand how to create closed shapes with continuous lines, and begin to use shapes to represent objects. - To know that like artists we can use different tools to create lines and circles to represent shapes, colour and objects. - To know like artists, we can combine different closed shapes and techniques to create a piece of art. - See KO for specific learning experiences and discussion points.</p>	<p>- Understand how to create a background using a colour wash technique, closed shapes with continuous lines, and begin to use shapes to represent objects. - To know that like artists we can show different emotions in our drawings e.g. happiness, sadness. - To know how to look closely or use own ideas to add details we have seen or have remembered with increasing complexity, such as representing a face with a circle and finer details like eyelashes, ears and lips etc. - See KO for specific learning experiences and discussion points.</p>	<p>- Understand that a pencil can be used to draw an outline of closed shapes to create a picture. - Paint can be used to add colour and texture and detail. - To know that like artists we can combine closed shapes and lines to create an outline and then paint inside the lines to paint a still life picture of an object. - To know how to look closely or use our own ideas to add details we have seen or have remembered with increasing complexity, such as representing the inside of a flower with short wiggly lines to represent what they have observed etc. - See KO for specific learning experiences and discussion points.</p>	<p>- Understand that a pastel can be used to draw an outline of closed shapes to create a picture. It can also be used once an outline shape has been drawn, pastels can be used in different ways using techniques to add colour, textures and detail. - To know that like artists we can combine different mark making materials together to make different colours and effects. - To know how to add details and texture and different looks on a picture by using a mark making tool in different ways. - To know how to create our own pictures using and combining the techniques we have learnt. - See KO for specific learning experiences and discussion points.</p>	<p>- To know how to create a textured picture using the seaside as a stimulus. - To know how to use the different techniques learnt throughout the year to create own version of the seaside. This will include colour washing a background, collaging the beach or the sky and the drawing of items they might see on their school visit. It may also include printing and the use of pastels to add texture. - See KO for specific learning experiences and discussion points. - Review and application of skills and knowledge from the year.</p>

			<p>Our Artists: Wassily Kandinsky and Richard Shilling</p> 	<p>Our Artist: Yayoi Kusama</p> 	<p>Our Artist: Joan Miro</p> 	<p>Our Artist: Georgia O'Keefe</p> 	<p>Our Artists: Henri Matisse and Eric Carle</p> 	<p>Our Artist: Me/Ourselves</p> 
	DT	Design	<p>-To know how to use junk modelling materials to make simple representations of objects. -To learn techniques for joining materials (adhesive tape, different glues etc.). Woodwork: -To know how to begin to use hammers safely. -to know how to use pliers safely.</p>	<p>-To know how to use junk modelling materials to make simple representations of objects. -To continue to develop techniques for joining materials. Woodwork: -To continue to develop hammering. -To know how to use my hands to support me during woodwork. -to know how to be safe when doing woodwork.</p>	<p>-To explore different types of vegetables and select the best ones for a purpose. -To learn how to use scissors and simple knives. -To learn how to measure dry and wet ingredients with support. Woodwork: -To develop screwing skills using a screwdriver and wood. - To learn how to use a screwdriver safely. -To know how to use a twist motion with ny hands.</p>	<p>-To explore different joining techniques and use these for a purpose. (i.e. split pins, treasury tags). -To know how to use different tools safely i.e. whole punch, stapler etc. Woodwork: -To continue to develop screwing skills. -To build on my woodwork skills to make my own creations.</p>	<p>-To explore different joining techniques and use these for a purpose. (i.e. split pins, treasury tags). Wood work: -To know how to use a saw safely. -To know how to do a forward and backward action with my arms and hands. -To know how to keep my fingers safe when sawing.</p>	<p>-To know how to draw and plan my own model. -To talk about my model and what I like and would change to make it even better. -To explore different joining techniques. -To use a range of joining techniques for a purpose. Wood work: -To use my woodwork skills for a purpose. - To know how to design, make and evelaute my creations.</p>
	Music		<ol style="list-style-type: none"> 1.Pat a Cake 2. 1,2,3,4,5 Once I caught a Fish 3. This Old Man 4. Five Little Ducks 5. Name Song 6. Things for Fingers 	<ol style="list-style-type: none"> 1.I'm a Little Teapot 2. The Grand Old Duke of York 3. Ring O'Roses 4. Hickory Dickory 5. Not too Difficult 6. The ABC Song 	<ol style="list-style-type: none"> 1.Wind the bobbin up 2. Rock-a-bye Baby 3. Five Little monkeys 4. Twinkle Twinkle 5. If you're happy and you know it 6. Head, shoulders, knees and toes 	<ol style="list-style-type: none"> 1.Old Macdonald 2. Incy wincy Spider 3. Baa Baa Black Sheep 4. Row, Row, Row your boat 5. The wheels on the bus 6. The Hokey Cokey 	<p>Big Bear Funk</p>	<p>Revisit and children's favourites</p>