







# Churchstanton School: Reception Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible themes</b>	<b>Me and my Community (CM)</b>	<b>Let's Explore (CM)</b>	<b>On the Beach (CM)</b>	<b>Sunshine and Sunflowers (CM)</b>	<b>Once Upon a Time (CM)</b>	<b>Animal Safari (CM)</b>
<b>Interests</b>						
<b>Lines of inquiry</b>	Baseline In the Moment Planning All about me Building relationships Exploring Autumn(CM) Harvest Families Planting/gardening Habitats	In the moment Planning Autumn Diwali Bonfire Night Remembrance E-Safety Christmas story Hanukkah Christmas around the world Planting/gardening	In the Moment Planning New Year Winter Local area Chinese New Year Safer Internet Day Oceans Planting/gardening	In the Moment Planning Holi Ramadan Easter Life cycles Spring Planting/gardening World Book Day Arts Week	In the Moment Planning Eid The weather Life cycles Summer Growing up generations(RSHE) Planting/gardening	In the Moment Planning Animal life cycles Summer Growing up Transition Planting/gardening Summer trip
<b>Value Through RSHE and Circle time</b>	<b>Respect</b>	<b>Friendship</b>	<b>Responsibility</b>	<b>Compassion</b>	<b>Perseverance</b>	<b>Courage</b>
<b>Story Basket</b>	Stories related to themes	Stories related to theme	Reflecting realities-Links to WBD	Stories with different settings	Adventure stories	Animal stories Trad tales
<b>Core Texts</b> <i>We choose a variety of non-fiction and fiction books from our class library, often linked to the theme.- Link to Cornerstones or Write Stuff Units</i>	Invisible String Colour Monster Olivers Vegetables Kes Gray - Oi Frog series After the storm Once there were Giants Lost and Found Where the Wild things	Pumpkin Soup The Gruffalo's Child Aliens Love Underpants Here We Are Dipal's Diwali Christmas Stories	The See Saw Ocean meets Sky Commotion in the Ocean Shark in the park	The Runaway Pancake Non - fiction books about climates across the world Jack and the Jelly Beanstalk	The Teeny Weeny Tadpole The Hungry Caterpillar	'I wonder' Series The Runaway Pea Supertato Paper dolls The rain came to Kapiti Plain

	Are. Bear Hunt					
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						Billy's Bucket
<b>Experiences</b>	Meeting the staff in the school	Christmas Show	Theatre Trip Walk around Village	Library Visit	Visit to the Church	Teddy Bears Picnic
<b>Prime Areas</b>						
<b>Communication and Language</b>	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .					
<b>Listening, attention, and understanding speaking</b>  <b>Talkboost assessment for some children</b>  <b>We focus on genuine and meaningful interactions with all children</b>  <b>We choose a story to listen to each day</b>	Talk to parents about home. To know and understand how to listen carefully and why listening is important. To know and talk about the school rules and how they help to keep us happy and safe. To begin to be able to engage in story times. To be able to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class	To be able to ask questions to find out more and to check they understand what has been said to them. To be able to begin developing social phrases and engage in story times. To be able to make comments about what they have heard and ask questions to clarify their understanding. To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers. To know vocabulary related to different celebrations and understand the	To be able to articulate their ideas and thoughts in well-formed sentences. To be able to connect one idea or action to another using a range of connectives. To be able to engage in non-fiction books. To be able to listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world. To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present	To be able to describe events in some detail. To be able to use talk to help work out problems and organise thinking and activities. To be able to use talk to explain how things work and why they might happen. To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. To know and be able to use the new vocabulary taught in Poetry ,stories	To be able to describe events in some detail and talk about what they observe in the natural world and growing observations. To be able to use talk to help work out problems and organise thinking and activities. To know how things work and why they might happen regarding the environment and sustainability. To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhymes and	To listen to and talk about stories to build familiarity and understanding. To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them. To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes

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	<p>discussions and small group interactions.</p> <p>To be able to talk about and describe themselves and their families.</p> <p>To know and talk about the different people who help us in the school community. (Police, fire brigade, Doctors and Nurses)</p> <p>To know and be able to use the new vocabulary taught in stories and in discussions and play.</p>	<p>different ways people celebrate.</p> <p>To know and be able to use the new vocabulary taught in stories and in discussions and play.</p>	<p>and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Develop the ability to wait to talk.</p> <p>To know and be able to use the new vocabulary taught in stories and in discussions and play.</p>	<p>and in discussions and play.</p> <p>To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>poems when appropriate</p> <p>To know and talk about what they can do to have a positive impact on the environment.</p> <p>To know and be able to use the new vocabulary taught in Poetry, stories and in discussions and play.</p> <p>To know and talk about some influential figures from the past who have helped us.</p>	<p>and poems when appropriate.</p> <p>To be able 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>To know and be able to use the new vocabulary taught in Poetry Basket, stories and in discussions and play.</p>
<b>ELGs:</b>	<p><b>Listening, Attention and Understanding-</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><b>Speaking-</b> participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.</p>					
<b>KS1:</b> <i>(Taken from National Curriculum English Spoken language)</i>	<p>Listen &amp; respond appropriately to adults and their peers.</p> <p>Ask relevant questions to expand their knowledge and understanding</p> <p>Articulate and justify answers, arguments and opinions.</p>					
Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
Self-Regulation Managing Self	To feel safe and begin to build strong and trusting relationships with staff.	To be able to show resilience and	To be able to show understanding of their own feelings and those of others and begin to	To be able to think about the perspectives of others.	To be able to show sensitivity to their own and to others' feelings.	

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<p>Building Relationships</p>	<p>To know the school rules and be able to talk about how they help to keep them happy and safe.          To be able to talk about how to stay safe.          To be able to see themselves as a valuable individual.          To be able to build constructive and respectful relationships.          To know how to be a good friend          To know what to do if they are feeling worried about something.          To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.</p> <p>To be able to work and play cooperatively and take turns with others          To be able to give focused attention to what their peers and the teachers say.          To begin to understand our school values and rules.</p>	<p>Persevere in the face of challenge.          To be able to Identify and moderate their own feelings socially and emotionally.          To be able to display confidence to try new activities          To be able to manage their own basic hygiene and personal needs.</p>	<p>regulate their behaviour accordingly.          To be able to set and work towards simple goals.          To be able to display confidence to try new activities.          To be able to explain the reasons for rules and know right from wrong.          To be able to manage their own behaviour.          To be able to talk about what is fair and what is not fair.</p>	<p>To be able to manage their own needs.          To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.          To be able to set and work towards simple goals.          To be confident to try new activities and be able to explore different ways of doing things.          To be able to explain the reasons for rules and know right from wrong.          To be able to manage their own basic hygiene and personal needs.</p>	<p>To be able to display confidence to try new activities and show independence, resilience and perseverance in the face of challenge.          To be able to 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.</p>
<p><b>ELGs:</b></p>	<p><b>Self-Regulation-</b> 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 focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing self-</b> Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p><b>Building Relationships-</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.</p>				
<p><b>KS1:</b></p>	<p>To understand the roles of different people and that there are different types of families. To understand that their behaviour affects others and how to be polite and respectful.          To know how to use online services to communicate and do this safely.          To know how to keep healthy based on food, exercise and some hygiene routines including sun safety.</p>				



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<p><b>Physical Development</b></p>	<p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					
<p><b>Gross Motor</b></p> <p><i>Jasmine Scheme</i></p>	<p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To be able to move confidently in different ways.</p> <p>To dance in continuous provision or whole group time.</p> <p>In our outdoor area/forest to know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing, using the play area.</p> <p>To practise and develop balance on ride ons and balance toys and climbing area.</p>	<p>Daily Mile introduced</p> <p>Building stamina to run laps of the playground. To continue throughout the year.</p> <p>To be able to balance and coordinate safely.</p> <p>To be able to negotiate space effectively.</p> <p>To be able to transport materials around the outdoors.</p> <p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To be able to experiment with and develop increasingly complex ways of travelling.</p>	<p>To join in with our PE Specialist with Cricket</p> <p>To be able to develop range of ball skills including throwing, catching, kicking, batting, and aiming.</p> <p>To enjoy moving to music.</p> <p>To be able to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport,</p> <p>To be able to perform a single skill or movement with simple control.</p>	<p>To know and be able to perform some floor Gymnastic moves.</p> <p>To be able to use gymnastics on apparatus to balance, climb &amp; swing inside and out.</p> <p>To be able to link at least 2 movements together when performing a small range of skills.</p> <p>To be able to work sensibly with others, taking turns and sharing whilst comparing movements and skills with others.</p> <p>To be able to use equipment properly and move and land safely.</p> <p>To be able to work in a team collaborating and problem solving.</p>	<p>To know a range of ball skills including throwing, catching, kicking, batting, and aiming.</p> <p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To know and consolidate travelling and balancing skills through building sequences.</p> <p>To be able to experiment with direction and be able to change direction and speed whilst maintaining personal space.</p> <p>To know what constitutes a healthy lifestyle.</p>	<p>To know how to participate in sporting events.</p> <p>To know and participate in different athletic races and events.</p> <p>To be able to show good agility, balance and coordination.</p> <p>To be able to run, throw and jump.</p> <p>To be able to use a sequence of movements with some changes in level, direction or speed</p> <p>To be able to combine different movements with ease and fluency.</p> <p>To know and use relevant vocabulary when observing changes in self and others when exercising.</p>

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	<p>To know and be able to travel and balance in different ways with an awareness of space and others</p> <p>To be able to experiment with a wide range of small equipment.</p>	<p>To be able to define their own space without visible boundaries.</p> <p>To know how to use high apparatus safely. To be able to use high apparatus such as the ropes and climbing area.</p> <p>To be able to experiment with a wider range of equipment and use it with more control.</p>	<p>To know and be able to discuss some of the changes that occur during exercise.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.</p>	(Outdoor and adventurous activities)	<p>To be able to use large and small apparatus safely and with some skill inside and out.</p>	
<p><b>Fine Motor</b></p> <p><i>Continuous provision in an enabling environment will support children's fine motor skills</i></p> <p><i>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</i></p>	<p>To encourage preference for a dominant hand if not already established.</p> <p>Dough Disco and funky fingers-fine motor skills.</p> <p>Gross motor activities in continuous provision develop their core strength to enable them to become efficient writers.</p> <p>Learning to use a knife and fork at lunch time and introduced in the playdough area.</p> <p>To enjoy mark making and begin to form letters.</p>	<p>To write their name each day concentrating on the correct pencil grip.</p> <p>Introduce surname when they are ready.</p> <p>Dough Disco and funky fingers to support fine motor skills</p> <p>Gross motor activities in continuous provision develop their core strength to enable them to become efficient writers.</p> <p>To copy patterns to support learning how to write certain letters.</p> <p>Fine motor activities inside and out to support children's</p>	<p>To introduce books and pencils for handwriting practice.</p> <p>To join in with handwriting sessions linked to our 'Nelson' scheme.</p> <p>To write their whole name each day concentrating on the correct pencil grip and letter formation .</p> <p>To introduce the writing of daily sentences'.</p>	<p>To develop fine motor skills- holding pencil correctly, using scissors etc.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To use their core strength to help them sit at a table.</p> <p>To learn about the importance of good oral health and how to look after our teeth.</p>	<p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p>	<p>To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>

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	To join in with small world, loose parts play, puzzles, construction, malleable materials, craft activities. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	development of the small muscles in their hands and wrists to enable them to make precise movements.				
<b>ELGs:</b>	<p><b>Gross Motor Skills-</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p><b>Fine Motor Skills-</b> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>					
<b>KS1</b> (taken from PE National Curriculum)	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>					
<b>Mathematics</b>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
Number and Numerical Patterns <i>Following White Rose Maths/NCTEM</i>  <i>Key Texts are used from the WRM guidance</i>  We practise number formation each week	<u>Subitising</u> To perceptually subitise within 3  To identify sub-groups in larger arrangements  Getting to know you Baseline  Just like me! Match and sort	<u>Subitising</u> To continue from first half-term  To subitise within 5, perceptually and conceptually, depending on the arrangement.  Light and Dark Numbers- 4 and 5	<u>Subitising</u> To increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements Alive in 5! Numbers- Introducing zero	<u>Subitising</u> To explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Growing 6, 7, 8 Numbers- 6, 7 & 8 Composition of numbers Making pairs Combining 2 groups	<u>Subitising</u> To continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns  To 20 and Beyond No 11-13	Find my pattern No 18-20 Doubling Sharing & grouping Even & odd Spatial reasoning Visualise and build  On the move Deepening understanding



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<p><b>We link the Numberblocks videos and NCETM PowerPoints to WRM too.</b></p>	<p>Compare amounts Compare size, mass and capacity Exploring pattern</p> <p><b>I,2,3 it's me!</b> Numbers- 0, 1, 2 and 3 Representing, Comparing and Composition of 1,2,3 Measure Shape &amp; Spatial Thinking Circles and Triangles Position.</p>	<p>Representing numbers to 5 One more and one less Measure, Shape &amp; Spatial Thinking Shapes with 4 sides Time</p> <p><b>Consolidation</b></p>	<p>Comparing &amp; Composition of numbers to 5 Measure, Shape &amp; Spatial Thinking Compare mass and capacity</p> <p><b>Growing 6, 7, 8</b> Numbers- 6, 7 &amp; 8 Making pairs Combining 2 groups Measure, Shape &amp; Spatial Thinking Length, height and time</p>	<p>Measure, Shape &amp; Spatial Thinking Length, height and time <b>Cont.</b> <b>Building 9 and 10</b> Numbers- 9 &amp; 10 Comparing numbers to 10 Bonds to 10 Measure Shape &amp; Spatial Thinking 3D shape Pattern</p> <p><b>Consolidation</b></p>	<p>Count patterns and numbers beyond 10 Spatial reasoning Match, rotate, manipulate</p> <p><b>First, Then and Now</b> No 14-17 Adding more Taking away Spatial reasoning Compose and decompose with shapes</p>	<p>Patterns &amp; relationships Spatial mapping Mapping</p> <p><b>Consolidation</b></p>
<p><b>ELGs:</b></p>	<p><b>Number-</b> Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts.</p> <p><b>Numerical Patterns-</b> 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 odds and evens, double facts and how quantities can be distributed equally.</p>					
<p><b>KS1 (taken from Maths National curriculum)</b></p>	<p>The principal focus is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. Pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. By the end of KS1 pupils should know the number bonds to 20.</p>					
<p><b>Literacy</b></p>	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<p>Comprehension Word Reading Writing</p>	<p>To know some graphemes and phonemes. To be able to correctly say the phonemes and match it to the grapheme.</p>	<p>To know most of the phase 2 tricky words. To blend sounds to read simple VC and CVC words. To segment and write some CVC words with support.</p>	<p>To know the sounds for each letter in the alphabet and some digraphs To read and write some CVC and CVCC words.</p>	<p>To know and read some of the phase 3 common exception words. To know the sounds for each letter in the alphabet and at least 5-10 digraphs.</p>	<p>To form most lower-case and some capital letters correctly. To know the sounds for each letter in the alphabet and at least 10 digraphs.</p>	<p>To write simple phrases and sentences that can be read by others'. To use capital letters, finger spaces and full stop. To be able to re-read what they have written</p>

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	<p>To begin to orally blend some VC and CVC words.</p> <p>To begin to show understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To be able to anticipate key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems</p> <p>Use mark making as a way to convey or interpret ideas, experiences and messages.</p>	<p>To begin to copy some short captions, labels, and simple repetitive sentences with adult support.</p> <p>To read some short sentences sometimes with adult support</p> <p>To know sentences are made up of several words.</p> <p>To participate in shared writing experiences.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>To be able to talk about story structures.</p> <p>To talk about characters, settings, authors and illustrators</p> <p>To begin to represent a well-known story using a story map.</p> <p>To write their first name with the correct formation and write their surname when ready.</p>	<p>To read words consistent with their phonic knowledge.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including all phase 2 common exception words.</p> <p>To write recognisable letters, in line with the Nelson scheme.</p> <p>To segment and spell regular words when writing independently.</p> <p>To write simple regular words as sentences with support.</p> <p>To continue to build an awareness of capital letters full stops and finger spaces when writing a sentence.</p> <p>To represent a well-known story using a story map.</p> <p>To write their first and surname correctly.</p>	<p>To read simple words, sentences and books that are consistent with their phonic knowledge, including all taught common exception words.</p> <p>To segment and spell words.</p> <p>To re-read loved books for enjoyment and build their fluency, understanding and confidence.</p> <p>To retell stories and narratives using their own words and recently introduced vocabulary.</p> <p>To begin to innovate a well-known story using a story map.</p> <p>To write a sentence and begin to use capital letters full stops and finger spaces when writing.</p>	<p>To segment and spell words and write simple phrases and sentences that can be read by others.</p> <p>To read simple words, sentences and books that are consistent with their phonic knowledge, including all taught tricky words.</p> <p>To infer why things happen in stories</p> <p>To use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>To write a sequence of ideas as short sentences.</p>	<p>to check that it makes sense.</p> <p>To demonstrate understanding of what they have read by retelling and answering comprehension questions.</p> <p>To read a variety of texts consistent with their phonic knowledge.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including most taught CEW.</p> <p>To introduce narratives in their own writing.</p>
Phonics	Phase 1 revision throughout the term	Phase 2	Phase 3	Phase 3 Revisit Phase 3 sounds	Phase 3/Phase 4	Phase 3/Phase 4

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Following ULS Scheme	Phase 2 Sounds s a t p i n m d g	Sounds o c k ck e u r h b f ff l ll ss j v w x y z zz Teach words a to the no go l into her me be	Sounds qu ch sh ng ai ee igh oa oo oo ar or ur ow oi ear air ure er Teach words he my by she they we are you all was give live	and words.	Embed all taught sounds Adjacent consonants cvcc ccvc ccvcc cccvc cccvcc Teach words said have like so do some come were there little one when out what	Practise application of all taught sounds. Teach words - continue to embed all words.
ELGs:	<p><i>Comprehension-</i> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p><i>Word Reading-</i> Say a sound for each letter of the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><i>Writing-</i> Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					
KS1	<p><b>Speaking, Listening and Discussion</b> - Tell a story or describe an incident clearly</p> <p><b>Becoming a Reader-</b> Retell a story using prompts</p> <p><b>Planning, Composing and Evaluating</b> - Write a sequence of sentences</p> <p><b>Spelling</b> - Use letter names to talk about different grapheme choices</p>					
Understanding the World	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The <b>frequency and range</b> of children’s personal <b>experiences increases their knowledge</b> and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, <b>listening to a broad selection</b> of stories, non-fiction, rhymes and poems <b>will foster their understanding</b> of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. <b>Enriching and widening</b> children’s vocabulary will support later reading comprehension.</p>					

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<p><b>Past and Present</b></p> <p><b>People, culture and Communities</b></p>	<p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about themselves in the past when they were younger and make sense of their family history.</p> <p>To know, name and describe people who are familiar to them.</p> <p>To recount changes that have occurred in their own lives.</p> <p>To be able to talk about the lives of people around them and their roles in society both in the present and past.</p> <p>Begin to develop an awareness of the past and passing of time (me then/ now/ dinosaurs/ animals now)</p>	<p>To know and understand that some places are special to members of their community.</p> <p>To know some historical facts and stories from different religions and celebrations.</p> <p>To know about different celebrations that occur in Autumn (Diwali, Hanukkah, Remembrance Day, Christmas )</p>	<p>To be able to draw information from a simple map of their local area.</p> <p>To be introduced to the idea that people have different beliefs and celebrate special times in different ways.</p> <p>To learn about different cultures in other places in the world.</p>	<p>To be able to compare characters from stories, including figures from the past.</p> <p>To continue to learn about different cultures in other places in the world.</p> <p>To consider chronology within the context of their own lives - what came before me?</p> <p>To be introduced to some similarities and differences between life in this country and life in other countries.</p>	<p>To continue to show respect and tolerance for those with different ideas and beliefs than their own</p> <p>To be able to respect the values, ideas and beliefs of others.</p> <p>Important events across the year (seasons, birthday, age, Harvest- recap and reflect.</p>	<p>To be able to look at similarities and differences between the natural world around them in the past and present.</p> <p>To be able to comment on images and situations in the past.</p> <p>To know and name some important places of worship.</p>
<p>The Natural World</p>	<p>To explore the natural world around them, making observations and drawing pictures and observing Important changes and seasons outside.</p> <p>To describe what they see, hear, and feel whilst outside.</p>	<p>To compare the natural world in different places around the world. (Looking at geographical and climate differences).</p> <p>To understand the important processes and changes in the natural world around them, including</p>	<p>To explore the natural world around them.</p> <p>To describe what they see, hear, and feel whilst outside.</p> <p>To begin to understand the negative impact that humans can have on the environment.</p>	<p>Talk about the features of their own immediate environment and how they might differ from another.</p> <p>To explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>To know and understand the important processes and changes in the natural world around them, including seasons and changing states of matter through observations and investigations at Forest school.</p>	<p>To explore and talk about different forces they can feel when experimenting.</p> <p>To know what they can do to make positive changes towards sustainability.</p> <p>To know and understand the important processes</p>



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	<p>seasons and changing states of matter. Shows care and concern for living things and their environment. To discuss seasons and the weather.</p>	<p>To be able to talk about the differences between materials and changes they notice.</p>	<p>To know what a plant needs to grow. To explain some concepts of growth through observation of seeds growing in the garden.</p>	<p>To know about some life cycles with a focus on tadpoles, Caterpillars and other animals. To know how to care for the natural environment and living things.</p>	<p>and changes in the natural world around them, building an understanding of how human activity can have a negative impact on the environment and what they can do to look after the natural world.</p>
<p><b>ELGs:</b></p>	<p><b>Past and Present-</b> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, culture, and Communities-</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts, images and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><b>The Natural World-</b> Explores the natural world around them making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>				
<p><b>KS1</b> (taken from Geography National curriculum)  (taken from History National curriculum)  (taken from Science National curriculum)</p>	<ul style="list-style-type: none"> <li>• <b>Locational Knowledge:</b> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capitals of the UK.</li> <li>• <b>Place Knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-EU country.</li> <li>• <b>Human &amp; physical geography:</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• <b>Use basic geographical vocabulary to refer to:</b> Key physical features including: beach, cliff, coast, forest, hill,</li> </ul> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally.</li> </ul> <ul style="list-style-type: none"> <li>• Notices, talks about and discusses the seasonal changes they experience.</li> <li>• Can identify and explain the similarities and differences and purposes that everyday materials might have.</li> </ul>				
<p>Expressive Arts and Design</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>				

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	<p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> <p>Painting, 3D modelling, messy play, collage, loose parts, cutting, drama, role play, threading, moving to music, clay sculptures, construction, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work/interests and passions.</p>					
<p>Music</p> <p>Charanga</p>	<p>To be able to sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To know a range of nursery rhymes and simple songs</p> <p>To explore sound through: Singing topical, multicultural, seasonal songs.</p> <p>To explore the sound makers outside in our garden.</p>	<p>Listen to and explore the beats of different music from around the world.</p> <p>To know that different music is played for different celebrations -listen and respond.</p> <p>To learn to play percussion instruments and to listen as they play to the sounds they make.</p> <p>To know that sounds can be changed by altering the way they are made - rhythm, pulse and pitch.</p> <p>To move to musical stimuli and keep in time to the music. To perform in the Christmas show.</p>	<p>Introduce Charanga</p> <p>To listen to music from China and music for dragon dancing.</p> <p>To know different songs and dance from around the world.</p> <p>To join in with simple songs remembering some of the words.</p> <p>To participate in action songs which call for movement</p> <p>To keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound maker based on a theme eg storms.</p>	<p>To learn to sing nursery rhymes and action songs focusing on music from around the world.</p> <p>To listen and respond to different styles of music, embedding foundations of the interrelated dimensions of music.</p> <p>To learn to sing or sing along with nursery rhymes and action songs and improvising. To play classroom instruments and share and perform the learning that has taken place.</p> <p>To develop their understanding of pulse, rhythm and pitch.</p> <p>To know a repertoire of songs- nursery, topical, seasonal,</p> <p>To Imitate and create movement in response to music</p> <p>To tap out simple</p>	<p>To understand music can be written and begin to use musical symbols to create their own rhythms.</p> <p>To Listen and appraise music.</p> <p>To embed the foundations of the interrelated dimensions of music using voices and instruments.</p> <p>To learn to sing songs and revisit other nursery rhymes and action songs.</p> <p>To play instruments within the song.</p> <p>To use improvisation using the voice and instruments.</p> <p>To learn a riff based composition.</p> <p>To share and perform the learning that has taken place</p> <p>Be able to listen</p>	<p>To watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>To begin to be able to move rhythmically.</p> <p>To be able to recognise repeated sound and motion movements to music</p> <p>To use a variety of instruments in different ways to create new sounds.</p> <p>To sequence a variety of sounds to create melodies and songs.</p> <p>To share and perform in our end of year musical showcase - This will involve, singing, movement and instruments.</p>

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				repeated rhythms and make some up showing interest in the way musical instruments sound.	attentively, move to, and talk about music, expressing their feelings and responses.	
Creating with Materials  Being Imaginative and expressive	<p>To explore what happens when they mix colours.</p> <p>To create simple representations of events, people and objects.</p> <p>To experiment to create different textures.</p> <p>To draw and paint pictures of their families and people in the community.</p> <p>To take rubbings of different objects – e.g. leaves and coins.</p> <p>To create simple pictures and patterns by printing with a variety of objects.</p> <p>Create repeating patterns.</p> <p>To know that different media can be combined to create new effects.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>To develop storylines in their pretend play.</p>	<p>To learn about and create arts and crafts from different cultures e.g Rangoli patterns, Divas, Christmas cards, Hanukkah cards.</p> <p>To know colours can be mixed to make a new colour.</p> <p>To handle, feel and manipulate materials, such as clay, textiles and playdough To look at talk about what they have produced, describing what they have used. To say what they like about their own work and the work of others. To make decorations for the Christmas tree and to take home.</p> <p>To invent narratives in role play. To play with others during role play who are engaged in the same theme.</p> <p>To be able to sing and perform songs and rhymes from different celebrations.</p>	<p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To know that different materials can be used to create art.</p> <p>To use art to tell stories.</p> <p>To explore art from different places around the world.</p> <p>To use simple tools and techniques competently and appropriately when creating arts from around the world.</p> <p>To select tools and techniques needed to shape, assemble and join materials they are using and explain the processes they have used.</p> <p>Using pictures and drawings to make plans.</p>	<p>To create collaboratively and sharing ideas, resources, and skills.</p> <p>To practise simple weaving</p> <p>To use props and role play to tell stories and act out narratives in play.</p> <p>To know different uses and purposes for a range of media materials.</p>	<p>To safely use and explore a variety of materials, tools and techniques.</p> <p>To create artwork with simple symmetry.</p> <p>To experiment with colour, design, texture, form and function.</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>To construct with a purpose.</p> <p>To use paints and pastels and other resources to create observational drawings.</p> <p>Cooking opportunities</p>	<p>To know and select tools and techniques needed to shape, assemble and join materials.</p> <p>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>To make props and use them to retell historical events and adventure stories.</p> <p>To engage with topic related role play.</p> <p>To use the iPods to research different artists.</p>

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	To play with others during role play who are engaged in the same theme.	To make props and retell historical stories for different celebrations. To join in with 'Let's Move'. To perform songs in the Christmas show.	To understand something is not working properly and know that it could be fixed. - or taken apart! Cooking opportunities			
ELGs:	<p><i>Creating with Materials</i>- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Share their creations explaining the process they have used. Make use of props and materials when roleplaying narratives and stories,</p> <p><i>Being Imaginative and Expressive</i>- Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others, and (when appropriate) try and move in time with Music.</p>					
KS1 (taken from music National curriculum)	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>					
(taken from Art & Design National curriculum)	<p>To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>					
(taken from DT National curriculum)	<p><u>Design</u>: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <u>Make</u>: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <u>Evaluate</u>: Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Technical knowledge. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>					
Computing ICT	To understand how to be safe online. Send home a questionnaire about computing.		To be able to speak or write a set of simple instructions e.g. how to make a sandwich. To know some ways to stay safe online.			To know information can be retrieved from a computer. To know and understand different uses of technology and know how computers help us outside school.



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		To be able to use an Ipad to record images and videos.	To know how to stay safe online.
KS1 (taken from Computing National Curriculum)	<p>To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>To create and debug simple programs</p> <p>To use logical reasoning to predict the behaviour of simple programs</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>To recognise common uses of information technology beyond school</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>		