







LONG TERM PLAN

MISS ROBERTS – RECEPTION CLASS

	AUTUMN 1 	AUTUMN 2 	SPRING 1 	SPRING 2 	SUMMER 1 	SUMMER 2 
<p>GENERAL THEMES</p> <p>These themes may be adapted at various points to allow for children's interests to flow through provision</p>	<p>ALL AROUND OUR SCHOOL!</p> <p><i>Investigate and explore our school environment using senses. Identify key features around school and take photographs of these features. Learn to understand what a village is and be able to say where our school is located. Explore an aerial view of our school and draw a simple map. Identify animals around school</i></p>	<p>MARVELLOUS ME!</p> <p><i>How have I changed? (compare photos now and then) My family (share photos, draw families, make connection between features of own family and other families)</i></p>	<p>EXPLORING CONTRASTING ENVIRONMENTS!</p> <p><i>It's chilly here! Where am I? Finding out about contrasting environments e.g. polar, desert, rockpool. Record simple representations of environments through drawing, art, oral discussions.</i></p>	<p>THE WORLD AROUND US!</p> <p><i>How were the cold places on earth found? (arctic explorers) How can we find out about the world around us? Around the town Where in the world have you been?</i></p>	<p>EXPLORE THE NATURAL WORLD AROUND US</p> <p><i>Making observations about the natural world around us. Drawing pictures of animals and plants.</i></p>	<p>TICKET TO RIDE!</p> <p><i>Vehicles old and new Around the town How do I get there? Where have you been? Where do we live in the UK / world? Fly me to the moon! Design and make your own transport Who was Neil Armstrong?</i></p>
<p>POSSIBLE TEXTS</p> <p>And old favourites</p>	<p>The Colour Monster Owl Babies Once there were Giants The Smartest Giant Pete the Cat Rainbow Fish The Very Hungry Caterpillar Same Love, different Families</p>	<p>The Big Book of Families Elmer Funny Bones Stick Man The Jolly Postman Goldilocks Farmer Duck Hansel & Gretel The Ugly Duckling Christmas Story / Nativity Rama and Sita Jack and the Jellybean Stalk</p>	<p>Doris the Loris Penguin Small Why Oh Why are Deserts Dry I Love You to the Moon and Back Big Bear Little Bear Snow Bear The Emperor's Egg Supertato Kippers Snowy Day Around the World with Max and Lemon Polar Bear, Polar Bear, What Do You Hear? We're Roaming in the Rainforest</p>	<p>Penguin Small Polar Bear, Polar Bear The Easter Story The Runaway Pea Around the World with Max and Lemon Lost and Found Save the Arctic Hodge the Hedgehog</p>	<p>A Seed in Need We planted a tree Jack and the Beanstalk Perfectly Norman The Tiger Who Came to Tea Dear Zoo A Bear Called Paddington The Queen's Hat Chicken Clicking by Jeanne Willis and Tony Ross Kindness is my superpower •Once Upon Online: A Happily Ever After Is Only a Click Away! by David Bedford and Rosie Reeve</p>	<p>The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train! Whatever Next The Man on the Moon Pigs Might Fly</p>

EXPERIENCES	Visit to St Mary's Church to meet our Reverend Walk around local area Harvest Festival Visit from Fire Service	Autumn walk Christmas Nativity Visit from Police online safety	Making ice experiment Winter hunt	Spring Walk Hatching chicks from Living Eggs Visit from Police officer – stranger danger	Plant a seed and grow a sunflower - growing competition	Ride on a canal boat? Preparing vegetables
BRITISH VALUES <ul style="list-style-type: none"> • Democracy • Law • Individual liberty • Mutual respect and tolerance 	Birthdays Voting opportunities Rules	Birthdays Voting opportunities Guy Fawkes Day Remembrance Day Diwali Hanukah St Andrew's Day (Scotland) Christmas Day	Birthdays Rule of law Chinese New Year Voting opportunities St Valentines Shrove Tuesday	Birthdays Easter Voting opportunities St David's day (Wales) St Patrick's day (Ireland) Mother's Day Palm Sunday, Good Friday and Easter Sunday Muslim faith	Birthdays Eid Voting opportunities St George's Day (England) Fair Trade	Birthdays Voting opportunities Father's Day
GENERAL THEMES	AUTUMN TERM 1 ALL AROUND OUR SCHOOL!	AUTUMN TERM 2 MARVELLOUS ME!	SPRING TERM 1 EXPLORING CONTRASTING ENVIRONMENTS!	SPRING TERM 2 THE WORLD AROUND US!	SUMMER TERM 1 AMAZING UNITED KINGDOM!	SUMMER TERM 2 TICKET TO RIDE!
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions 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 language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
COMMUNICATION AND LANGUAGE	<ul style="list-style-type: none"> • Daily story sessions • Sharing books during sessions • Follow instructions 	<ul style="list-style-type: none"> • Engage in daily story sessions • Sharing books during sessions • Follow instructions • Talking partners 	<ul style="list-style-type: none"> • Engage in daily story sessions • Sharing books during sessions • Talking partners 	<ul style="list-style-type: none"> • Engage in daily story sessions • Sharing books during sessions • Talking partners 	<ul style="list-style-type: none"> • Engage in daily story sessions • Sharing books during sessions • Talking partners 	<ul style="list-style-type: none"> • Engage in daily story sessions • Sharing books during sessions • Talking partners

	<ul style="list-style-type: none"> • Talking partners • Use wide range of vocabulary • Understand 2 part instructions • Understand 'why' questions • Sing a large repertoire of songs • Know many rhymes • Discuss familiar books • Tell a long story • Develop pronunciation • Develop use of tenses and plurals • Use longer sentences of four to six words • Express point of view • Debate when they disagree using words as well as actions • Start a conversation 	<ul style="list-style-type: none"> • Use talk to organise themselves and their play • Continue a conversation for many turns • Understand how to listen carefully • Learn new vocabulary • Check they understand what is being said • Develop social phrases • Listen and talk about stories and build familiarity and understanding • Learn rhymes, poems and songs • Engage in non-fiction books • Listen and talk about non-fiction to develop deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> • Understand why listening is important • Follow instructions • Learn new vocabulary • Use new vocabulary during the day • Ask questions to find out more • Describe events in detail • Use talk to help work out problems and organise thinking and activities • Listen and talk about stories and build familiarity and understanding • Retell the story using repetition and some of own words • Engage in non-fiction books • Learn rhymes, poems and songs • Listen and talk about non-fiction to develop deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> • Understand why listening is important • Follow instructions • Learn new vocabulary • Use new vocabulary during the day • Check they understand what is being said • Connect one idea or action to another using a range of connectives • Explain why things work and why they might happen • Listen and talk about stories and build familiarity and understanding • Learn rhymes, poems and songs 	<ul style="list-style-type: none"> • Understand why listening is important • Follow instructions • Learn new vocabulary • Use new vocabulary during the day • Use new vocabulary in different contexts • Ask questions to find out more • Articulate ideas and thoughts in well-formed sentences • Listen and talk about stories and build familiarity and understanding • Learn rhymes, poems and songs 	<ul style="list-style-type: none"> • Understand why listening is important • Follow instructions • Learn new vocabulary • Use new vocabulary in different contexts • Use new vocabulary during the day • Articulate ideas and thoughts in well-formed sentences • Listen and talk about stories and build familiarity and understanding • Engage in non-fiction books • Listen and talk about non-fiction to develop deep familiarity with new knowledge and vocabulary
GENERAL THEMES	AUTUMN TERM 1 ALL AROUND OUR SCHOOL!	AUTUMN TERM 2 MARVELLOUS ME!	SPRING TERM 1 EXPLORING CONTRASTING ENVIRONMENTS!	SPRING TERM 2 THE WORLD AROUND US!	SUMMER TERM 1 AMAZING UNITED KINGDOM!	SUMMER TERM 2 TICKET TO RIDE!

<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p>	<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>					
<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p>	<p>PSHE - Being Me in My World</p> <ul style="list-style-type: none"> ● Self-identity ● Understanding feelings ● Being in a classroom ● Being gentle ● Rights and responsibilities ● Select and use activities and resources with help when needed ● Develop their sense of responsibility and membership of a community ● Become more outgoing with unfamiliar people ● Show more confidence in new social situation ● Play with one or more other 	<p>PSHE - Celebrating Difference</p> <ul style="list-style-type: none"> ● Identifying talents ● Being special ● Families ● Where we live ● Making friends ● Standing up for yourself ● Find solutions to conflicts and rivalries ● Talk with others to solve conflicts ● Understand why rules are important ● Remember rules without needing an adult to remind them ● Develop appropriate ways to be assertive ● See themselves as a valuable individual 	<p>PSHE – Dreams and Goals</p> <ul style="list-style-type: none"> ● Challenges ● Perseverance ● Goal-setting ● Overcoming obstacles ● Seeking help ● Jobs ● Achieving goal ● Build constructive and respectful relationships ● Express their feelings and consider the feelings of others ● Manage own needs ● Develop appropriate ways to be assertive ● See themselves as a valuable individual ● Identify and moderate their own feelings socially and emotionally ● Think about the perspectives of others 	<p>PSHE – Healthy Me</p> <ul style="list-style-type: none"> ● Exercising bodies ● Physical activity ● Healthy food ● Sleep ● Keeping clean ● Safety ● Show resilience and perseverance in the face of a challenge ● Manage their own needs ● Express their feelings and consider the feelings of others ● Develop appropriate ways to be assertive ● See themselves as a valuable individual ● Identify and moderate their own feelings socially and emotionally ● Think about the perspectives of others 	<p>PSHE - Relationships</p> <ul style="list-style-type: none"> ● Family life ● Friendships ● Breaking friendships ● Falling out ● Dealing with bullying ● Being a good friend ● Consent ● Identify and moderate their own feelings socially and emotionally ● Manage own needs ● Express their feelings and consider the feelings of others ● Show resilience and perseverance in the face of a challenge ● Develop appropriate ways to be assertive ● See themselves as a valuable individual ● Think about the perspectives of others 	<p>PSHE – Changing Me</p> <ul style="list-style-type: none"> ● Bodies ● Respecting my body ● Growing up ● Growth and change ● Fun and fears ● Celebrations ● NSPCC Pants ● Think about the perspectives of others ● Manage own needs ● Express their feelings and consider the feelings of others ● Show resilience and perseverance in the face of a challenge ● Develop appropriate ways to be assertive ● See themselves as a valuable individual ● Identify and moderate their own feelings socially and emotionally

	children, extending and elaborating play ideas <ul style="list-style-type: none"> Increasingly follow rules Talk about their feelings Understand gradually how others might be feeling 	<ul style="list-style-type: none"> Build constructive and respectful relationships 				
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PHYSICAL DEVELOPMENT	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, 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 core strength, stability, balance, spatial awareness, co-ordination and agility . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy. 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 proficiency, control and confidence .					
PHYSICAL DEVELOPMENT	PE – Fundamentals Unit 1 <ul style="list-style-type: none"> To develop balancing whilst stationary and on the move To develop running and stopping 	Nativity	PE – Gymnastics Unit 1 <ul style="list-style-type: none"> To copy and create shapes with your body To be able to create shapes whilst on apparatus To develop balancing and taking weight 	PE – Dance Unit 1 <ul style="list-style-type: none"> To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement 	PE – Ball Skills Unit 1 <ul style="list-style-type: none"> To develop rolling a ball to a target To develop stopping a rolling ball To develop accuracy when throwing to a target To develop bouncing and catching a ball 	PE – Games Unit 1 <ul style="list-style-type: none"> To work safely and develop running and stopping To develop throwing and learn how to keep score To play games showing an understanding of the different roles within it

	<ul style="list-style-type: none"> To develop changing direction To develop jumping and landing To develop hopping and landing with control. To explore different ways to travel 		<ul style="list-style-type: none"> on different body parts To develop jumping and landing safely To develop rocking and rolling To copy and create short sequences by linking actions together 	<ul style="list-style-type: none"> exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions. 	<ul style="list-style-type: none"> To develop dribbling a ball with your feet 	<ul style="list-style-type: none"> To follow instructions and move safely when playing tagging games To work co-operatively and learn to take turns To work with others to play team games
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LITERACY	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
LITERACY	<p>Jane Considine – Narrative: Rainbow Fish (story)</p> <ul style="list-style-type: none"> Develop vocabulary Orally compose sentences 	<p>Jane Considine - Narrative: Jack and the Jellybean Stalk by Rachael Mortimer and Liz Pichon (Traditional Tale)</p> <p>Non-Fiction: Labels, Lists</p> <ul style="list-style-type: none"> Write labels Write a list Orally retell Retell a story 	<p>Jane Considine – Non-Fiction Fact File - Penguins</p> <p>Non-Fiction: Fact File</p> <ul style="list-style-type: none"> Write facts Develop vocabulary <p>Poetry: Appreciation and Understanding Structure</p>	<p>Narrative: Handa’s Surprise by Eileen Browne</p> <ul style="list-style-type: none"> Write a sentence with a focus Retell a story Develop vocabulary <p>Poetry: Appreciation and Understanding Structure</p>	<p>Jane Considine - Narrative: Perfectly Norman by Tom Percival (Story)</p> <ul style="list-style-type: none"> Retell a story Write a story Develop vocabulary <p>Poetry: Appreciation and Understanding Structure</p>	<p>Jane Considine - Narrative: Pigs Might Fly by Jonathan Emmett and Steve Cox (Traditional Tale with a Twist)</p> <p>Non-Fiction: Instructions</p> <ul style="list-style-type: none"> Retell a story Write a story Develop vocabulary Write instructions

	<p>Little Wandle Letters and Sounds Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l</p> <p>New tricky words: is I the</p> <ul style="list-style-type: none"> Understand 5 key concepts about print: meaning, different purposes, English text from left to right and top to bottom, name different parts of book, page sequencing Develop phonological awareness so they can spot and suggest rhymes count and clap syllables in a 	<ul style="list-style-type: none"> Develop vocabulary and story language <p>Little Wandle Letters and Sounds Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) <p>New tricky words: as and has his her go no to into she he of we me be</p> <ul style="list-style-type: none"> Understand 5 key concepts about print: meaning, different purposes, English text from left to right and top to bottom, name different parts of book, page sequencing Engage in extended conversations about stories, learning new vocabulary 	<p>Little Wandle Letters and Sounds Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> words with double letters longer words <p>New tricky words: was you they my by all are sure pure</p> <ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them Read some common exception words Read simple phrases and sentences Form lower-case letters correctly Re-read books to build confidence in word reading, fluency and understanding and enjoyment Blend CVC words 	<p>Little Wandle Letters and Sounds Phase 3 graphemes Review Phase 3</p> <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end <p>No new tricky words: review previous</p> <ul style="list-style-type: none"> Read some common exception words Read simple phrases and sentences Form lower-case letters correctly Re-read books to build confidence in word reading, fluency and understanding and enjoyment Write short captions 	<p>Little Wandle Letters and Sounds Phase 4 Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCVCC CCVCV CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est <p>New tricky words: said so have like some come love do were here little says there when what one out today</p> <ul style="list-style-type: none"> Read some common exception words Read simple phrases and sentences Form upper-case letters correctly Read CVCC/CCVC words Segment CVCC/CCVC words Write a sentence Use of full stops Re-read books to build confidence in word reading, fluency and understanding and enjoyment 	<p>Little Wandle Letters and Sounds Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words and compound words <p>No new tricky words: review all taught so far</p> <ul style="list-style-type: none"> Read some common exception words Read simple phrases and sentences Form upper-case letters correctly Write a sentence using a capital letter and full stop Re-read writing to ensure it makes sense Re-read books to build confidence in word reading, fluency and understanding and enjoyment
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	<p>word, recognise words with the same initial sound</p> <ul style="list-style-type: none"> Write some or all of their name Orally blend CVC words Orally segment CVC words Characters and setting Oral story telling Sentence construction 	<ul style="list-style-type: none"> Write own name Write some letters accurately Read individual letters by saying sounds for them Begin to blend CVC words Begin to segment CVC words Write a list Re-read books to build confidence in word reading, fluency and understanding and enjoyment 	<ul style="list-style-type: none"> Segment CVC words Begin to write short captions 			
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MATHEMATICS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
MATHEMATICS	<p>Getting to know you</p> <ul style="list-style-type: none"> Key times of day Class routines Positional language 	<p>It's Me 1 2 3</p> <ul style="list-style-type: none"> Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 	<p>Alive in 5</p> <ul style="list-style-type: none"> Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass 	<p>Building 9 and 10</p> <ul style="list-style-type: none"> Comparing numbers to 10 3d shape <p>Consolidation</p>	<p>To 20 and Beyond</p> <ul style="list-style-type: none"> Building numbers beyond 10 Beyond 10 Counting patterns Beyond 10 	<p>Find My Pattern</p> <ul style="list-style-type: none"> Doubling Sharing and grouping Even and odd <p>On the Move</p>

	<ul style="list-style-type: none"> Where do things belong? <p>Just Like Me</p> <ul style="list-style-type: none"> Match and sort Compare amounts Compare size, mass and capacity Exploring pattern <ul style="list-style-type: none"> Know the last number reached when counting tells you how many (cardinal principle) Show finger numbers up to 5 Experiment with own symbols and marks as well as numerals Understand position through words Describe a familiar route Discuss routes and locations, using words like 'in front of' and 'behind' Make comparisons 	<ul style="list-style-type: none"> Circles and triangles Positional language <p>Light and Dark</p> <ul style="list-style-type: none"> Representing numbers to 5 One more and one less Shapes with 4 sides Time <ul style="list-style-type: none"> Link numerals and amounts up to 5 Solve real world mathematical problems with numbers up to 5 Compare quantities using 'more than', 'fewer than' Talk about and explore 2D shape Select shapes appropriately: flat surfaces for building Combine shapes to make new ones Notice and comment an error in a repeating pattern Understand 'one more' and 'one less' 	<ul style="list-style-type: none"> Compare capacity <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> Making pairs Combining 2 groups Length and height Time <ul style="list-style-type: none"> Count objects, actions and sounds Subitise Link number symbol with its cardinal value Compare numbers Recall number bonds to 5 Compare length, weight, capacity 	<ul style="list-style-type: none"> Talk about and explore 3D shape Count objects, actions and sounds Subitise Link number symbol with its cardinal value Compare numbers Compare the composition of numbers to 10 Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it 	<p>First, Then, Now</p> <ul style="list-style-type: none"> Adding more Taking away <ul style="list-style-type: none"> Count objects, actions and sounds Subitise Link number symbol with its cardinal value Count beyond 10 Compare numbers Compare the composition of numbers to 10 	<ul style="list-style-type: none"> Deepening understanding Patterns and relationships <ul style="list-style-type: none"> Count objects, actions and sounds Subitise Link number symbol with its cardinal value Count beyond 10 Compare numbers Recall number bonds for numbers 0-10 Continue, copy and create repeating patterns
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	<p>between objects relating to size, length, weight and capacity</p> <ul style="list-style-type: none"> • Talk about and identify patterns around them • Begin to describe a sequence of events real or fictional using words such as 'first' 'then' 	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes within it 				
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UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge 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, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding 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. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
UNDERSTANDING THE WORLD	<p>RE - Being Special: Where do we belong? (Expressing) Diocese Unit F4</p> <ul style="list-style-type: none"> • retell religious stories, making connections with personal experiences. • ☑ share and record occasions when things have happened in their 	<p>RE – Why do Christians perform Nativity plays at Christmas? (Believing) UC F2 (core only)</p> <ul style="list-style-type: none"> • Know that Jesus was a baby in the Christmas story • Know that Jesus was born on Christmas day • Know why Christians perform a nativity play 	<p>RE – Which stories are special and why? (Believing) Diocese Unit F6 Focus on Christian stories</p> <ul style="list-style-type: none"> • talk about some Christian religious stories • recognise some religious Christian vocabulary, e.g. about God • identify some of their own 	<p>RE – Which stories are special and why? (Believing) Diocese Unit F6 Focus on Muslim stories</p> <ul style="list-style-type: none"> • talk about some Muslim religious stories • recognise some religious Muslim vocabulary, e.g. about Allah • identify some of their own feelings in the stories they hear 	<p>RE– Which places are special and why? (Expressing) Diocese Unit F5.</p> <ul style="list-style-type: none"> • recognise that some religious people have places which have special meaning for them • talk about the things that are special and valued in a place of worship • identify some significant 	<p>RE – What is special about our world? (Living) Diocese Unit F6</p> <ul style="list-style-type: none"> • Know that the world is special. • Know that some people believe that God created the world. • Think about the wonders of the natural world, expressing ideas and feelings.

	<p>lives that made them feel special.</p> <ul style="list-style-type: none"> ☑ recall simply what happens at a traditional Christian infant baptism and dedication. <p>Science – <i>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals (Animals)</i></p> <ul style="list-style-type: none"> Recognise familiar animals outside Describe and comment on animals they see outside Name and describe animals they are likely to see outside Drawing of animals 	<ul style="list-style-type: none"> Recall the Christmas story from the Bible <p>Science – <i>People, Culture and Communities: Describe their immediate environment using knowledge from observation and discussion (Seasonal Change Autumn)</i></p> <ul style="list-style-type: none"> Name the season Autumn Begin to identify typical weather for Autumn Record the weather in Autumn Begin to identify clothes worn during Autumn Begin to identify changes in Autumn 	<p>feelings in the stories they hear</p> <ul style="list-style-type: none"> talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do identify a sacred text e.g. Bible <p>Science – <i>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants</i></p> <p><i>People, Culture and Communities: Describe their immediate environment using knowledge from observation and discussion (Seasonal Change – Winter and Materials)</i></p> <ul style="list-style-type: none"> Identify some materials Identify objects that float and sink Identify the season Winter Begin to identify changes in winter 	<ul style="list-style-type: none"> identify a sacred text e.g. Qur'an The Muslim place of worship is a mosque <p>Science – <i>People, Culture and Communities: Describe their immediate environment using knowledge from observation and discussion (Seasonal Change – Spring)</i></p> <ul style="list-style-type: none"> Plants start to grow and flowers come out in spring New life is around as lambs are born and chicks hatch in spring Temperatures start to rise in spring Begin to identify the season Spring Begin to identify typical weather for Spring Begin to identify clothes worn during Spring 	<p><i>features of sacred places</i></p> <ul style="list-style-type: none"> recognise a place of worship get to know and use appropriate words to talk about their thoughts and feelings when visiting a church <p>Science – <i>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants (Plants)</i></p> <ul style="list-style-type: none"> Begin to name some common plants Know what a plant needs to survive Begin to name some parts of a plant Develop vocabulary Plant a seed and care for a growing plant Draw a plant Make observations about plants they can see outside 	<ul style="list-style-type: none"> Identify some special things. <p>Science – <i>People, Culture and Communities: Describe their immediate environment using knowledge from observation and discussion (Seasonal Change – Summer)</i></p> <ul style="list-style-type: none"> Identify the season Summer Begin to identify typical weather for summer Record the weather Begin to identify clothes worn during Summer Begin to identify changes in summer
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Geography - All around our school- Exploring our School Environment

- Identify key features in our school environment
- Identify the village where school is located
- Identify features on an aerial view of our school
- Draw a simple map of our school
- Use senses to explore natural materials
- Explore how things work
- Begin to understand the need to respect and care for the natural environment and all living things

History – How have I changed?

- Identify their family, commenting on photos of their family, naming who they can see and what relation they are to them
- Chronology: What toys they used to play with in the past and compare to now
- Recognise life stages they have experienced
- Talk about what they do with their family and places they have been with them. Name and describe people who are familiar to them
- Talk about what they see, using wide vocabulary
- Begin to make sense of their own

- Begin to identify clothes worn during Winter

Geography - Exploring Contrasting Environments

- Name some similarities and differences between environments
- Compare different environments to the world around me
- Identify some features of different environments (polar, desert, rainforest)
- Use vocabulary to describe contrasting locations
- Recognise some similarities and

- Make observations about animals
- Know that chicks hatch from eggs
- Describe what they see, hear and feel whilst outside

History - Antarctic Explorers

- Robert Falcon Scott was a famous explorer
- Robert Falcon Scott trekked to the South Pole
- Robert Falcon Scott made two attempts to reach the South Pole
- Robert Falcon Scott did not reach the South Pole first.
- Compare and contrast characters from stories, including figures from the past

Geography – Explore the natural world around them

- making observations
- Drawing pictures of animals and plants

History – Old and new transport

- identify forms of transport used in the past
- identify forms of transport used today
- Place transport in order from oldest to newest

	<ul style="list-style-type: none"> Draw information from a map 	life-story and family's history	<p>differences between life in this country and life in other countries</p> <ul style="list-style-type: none"> Recognise some environments are different to the one in which they live 			
COMPUTING	<p>Mouse skills using paint programs Mini Mash 2Paint</p> <ul style="list-style-type: none"> Identify a mouse Identify a trackpad Use a mouse to click and drag Use a mouse to select Use a trackpad to click and drag Use a trackpad to select 	<p>Keyboard skills</p> <ul style="list-style-type: none"> Find letters on the keyboard 	<p>Digital photos</p> <ul style="list-style-type: none"> take photographs using an iPad and computer webcam (Mashcam) 	<p>Word processing skills</p> <ul style="list-style-type: none"> use of space bar and enter key type own name and words on a keyboard 	<p>Online safety</p> <ul style="list-style-type: none"> what is the internet what do you use the internet for what devices can get on the internet how to stay safe on the internet 	<p>Early programming – Floor Bee-bot and online Bee-Bot</p> <ul style="list-style-type: none"> programme in commands use directional language programme a Beebot to move control a Beebot
GENERAL THEMES	AUTUMN TERM 1 ALL AROUND OUR SCHOOL!	AUTUMN TERM 2 MARVELLOUS ME!	SPRING TERM 1 EXPLORING CONTRASTING ENVIRONMENTS!	SPRING TERM 2 THE WORLD AROUND US!	SUMMER TERM 1 AMAZING UNITED KINGDOM!	SUMMER TERM 2 TICKET TO RIDE!
EXPRESSIVE ARTS AND DESIGN	<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> <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>					
EXPRESSIVE ARTS AND DESIGN	Art –	DT	Art	DT	Art	DT

	<p>Painting</p> <ul style="list-style-type: none"> • Understanding how to use paint and tools (use of primary colours, black and white – ready mix • Keeping equipment clean • Mixing paint • Artist - Jackson Pollock <p>Music – Me Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <ul style="list-style-type: none"> • Find the pulse • Copy-clap the rhythm of names • Explore high sounds and low sounds using voices and glockenspiels 	<p>Workshop</p> <ul style="list-style-type: none"> • Explore materials through junk modelling and collage • Develop cutting skills • Develop awareness of different materials • Use joining techniques • Make verbal plans and material choices • Reflect on model – draw and label <p>Music – Nativity performance</p>	<p>Dry art</p> <ul style="list-style-type: none"> • Use of pastels, crayons, wax crayons • Wax rubbings • Observational drawings • Explore a range of drawing pencils • Artist – Edgar Degas <p>Music - My Stories I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <ul style="list-style-type: none"> • Find the pulse • Copy-clap the rhythm of small phrases from the songs • Explore high pitch and low pitch in the context of the songs • Invent a pattern to 	<p>Workshop</p> <ul style="list-style-type: none"> • Explore a wider range of materials, tools and techniques to make models and collages (eg. Buttons, jewels, corks etc.) • Make verbal plans and material choices • Reflect on model – draw and label <p>Music - Everyone Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p> <ul style="list-style-type: none"> • Invent ways to find the pulse • Copy-clap some rhythms of phrases from the songs 	<p>Sculpture and 3D – through topic</p> <ul style="list-style-type: none"> • Manipulate playdough and clay to make sculptures • Use language associated with forces: push, pull, twist etc. • Artist – Henry Moore <p>Music – Our World Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <ul style="list-style-type: none"> • Find the pulse and show others your ideas • Copy-clap some rhythms of phrases from the songs • Explore high pitch and low pitch using the images from the songs • Use the starting note to explore melodic patterns 	<p>Food – healthy eating focus</p> <ul style="list-style-type: none"> • Prepare fruit to make a fruit kebab/salad • Practise cutting skills and prepare vegetables <p>Music - Big Bear Funk Big Bear Funk</p> <ul style="list-style-type: none"> • Find a funky pulse • Copy-clap 3 or 4 word phrases from the song • Keep the beat of the song with a pitched note • Add pitched notes to the rhythm of the words or phrases in the song • Enjoy playing patterns using a combination of any of the three notes C, D and E
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	<ul style="list-style-type: none"> • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs • Sing the pitch of a tone sung by another person – ‘pitch match’ • Sing the melodic shape (moving melody, such as up and down, down and up of familiar songs) • Create own songs, or improvise a song around one they know 	<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas • Explore and engage in music making and dance, performing solo or in groups 	<p>go with a song using one note</p> <ul style="list-style-type: none"> • Return to and build on previous learning, refining ideas and developing their ability to represent them • Listen attentively to music • Move to music • Talk about music expressing feelings and emotions • Sing in a group or independently, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> • Explore high pitch and low pitch in the context of the songs • Use the starting note to explore melodic patterns using one or two notes • Talk about music expressing feelings and emotions • Sing in a group or independently, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups 	<p>using one or two notes</p> <ul style="list-style-type: none"> • Talk about music expressing feelings and emotions • Sing in a group or independently, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> • Talk about music expressing feelings and emotions • Sing in a group or independently, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups
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