





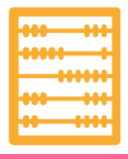
Ling Moor Primary Academy Long Term Planning 2023-2024

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Pete the Cat Autumn Halloween Family Celebrations	Autumn Halloween Bonfire Night - Sparklers Christmas/Father Christmas story Christmas around the world Planting, getting the garden ready for winter. Christingle	Winter Chinese New Year Visit to Asda – healthy living Dentist visit – Occupations and Oral health	Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring Church visit Community walk. Farm Visit	Life cycles – Frog/butterfly/plant/sunflowers Local Area visit Chicks Eid Easter	Summer holidays (past and present) Hot places Community walk. Wild Things Visit
Books	Pete the Cat Owl Babies Goldilocks Bear Hunt Three Little Pigs What's in the witch's kitchen		Little Red Riding Hood The Gingerbread Man The Enormous Turnip Non Fiction relating to lifecycles		Three Billy Goats Gruff Noah's Ark Turtle in a Tangle The Cautious Caterpillar Non-fiction related to lifecycles.	
Communication and Language 	<i>Understand how to listen carefully and why listening is important.</i> <i>Engage in story times, rhymes, and songs.</i> Maintain attention in whole class/groups. Follow 1 step instructions. <i>Understand 'why' questions.</i> <i>Use sentences of at least 4 words.</i> <i>Use talk to organise play.</i>	Listen in familiar & new situations. <i>Engage in story times, rhymes and songs. Including longer stories.</i> <i>Talk about familiar books.</i> Maintain attention in new situations. Begin to pay attention to more than one thing at a time and switch attention. Take part in pretend play, communicating and beginning to negotiate with friends. Follow <i>instructions with 2 parts</i> in a familiar situation. <i>Start a conversation with peers and familiar adults and continue for a few turns.</i> <i>Develop social phrases.</i> Use sentences of 4-6 words (word aware book games) Begin to be aware of categories of words. Express a point of view. "I like...." "I don't like..."	Listen attentively in a range of situations. Consider the listener and take turns. Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions. Maintain attention during appropriate activity. Engage in non-fiction books. Children will use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver." Begin to use past tense. Begin to recount past events. Children are able to use multisyllabic words such as 'pterodactyl', 'investigation' 'terrible' or 'celebration' Begin to identify and clap syllables. (some may have problems saying: - some sounds: r, j, th, ch, and sh) Be able to categorise objects/words and develop reasoning behind categorisation.	Understand why listening is important. Maintain attention in different contexts. Children understand 'why' questions, like: "Why do you think the animals are sad?" "Why are the pigs scared?" Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Children are beginning to use a wider range of vocabulary from the stories and topics so far. Children give their attention to what others say and respond appropriately, while engaged in another activity. Articulate their ideas and thoughts in well-formed sentences. With modelling and support from a teacher use adjectives. Begin to connect one idea or action to another using a range of connectives. "I liked it when he ran away." "I am a fireman because I put out fires." Describe events in some detail.	Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason. Children will listen to, talk about and ask questions about stories to build familiarity and understanding. Learn and use tier two vocabulary Children ask questions to find out more and to check they understand what has been said to them. "What does that mean?" "Why did they do that?" Children can start a conversation with an adult or friend and continue it for many turns.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different contexts.</i> Use conjunctions to extend and articulate their ideas. Be able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions. Confidently talk in small groups and in class situations. Children can hold a back-and-forth conversation with an adult and peers. Children can describe events in some detail. Children will use talk to help work out problems and organise thinking and activities
	Ongoing throughout the year Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.		

<p>Personal, Social and Emotional Development Self-regulation</p> 	<p>Can talk about feelings using words such as happy, sad, angry or worried.</p> <p>Welcome distractions when upset.</p> <p>Increasingly follow rules, some reminders may be needed.</p> <p>Independently organise belongings in the morning.</p> <p>Manage personal hygiene.</p> <p>Build constructive and respectful relationships.</p> <p>Talk with peers to solve conflict, “stop I don’t like it.” Adult support may be needed.</p>	<p>Beginning to express their feelings and consider the perspectives of others.</p> <p>Begin to take turns and share resources.</p> <p>Independently choose where they would like to play (with help when needed.)</p> <p>Continue to build constructive and respectful relationships.</p> <p>Begin to understand the meaning of perseverance and resilience.</p> <p>Begin to become more outgoing with unfamiliar people in the safe context of the setting.</p> <p>Revisit – label emotions, describe emotions and talk about emotions for different scenarios.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Can identify how our school values can be demonstrated. Eg identifying kindness.</p> <p>Seek others to share activities and experiences, play with one or more children.</p> <p>Show confidence in new social situations.</p> <p>Revisit – label emotions, describe emotions and talk about emotions for different scenarios</p>	<p>Developed a sense of responsibility and membership of a community.</p> <p>Can make choices and communicate what they need.</p> <p>Can keep play going by co-operating, listening, speaking, negotiating and explaining.</p> <p>Begin to show persistence and resilience when faced with challenges.</p> <p>Support from an adult may still be needed.</p> <p>Begin to understand how others may be feeling.</p> <p>Children can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Begin to suggest ways to get support if they have a problem.</p> <p>Revisit – label emotions, describe emotions and talk about emotions for different scenarios</p>	<p>Can talk about their own abilities positively.</p> <p>Confident to try new activities</p> <p>Children are able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the ‘best’ car and suggesting other ideas.</p> <p>Children play with other children extending and elaborating play ideas.</p> <p>Children can talk about right and wrong and the consequences involved.</p> <p>Children are happy to have a go at a task and understand that we learn from mistakes.</p> <p>Revisit – label emotions, describe emotions and talk about emotions for different scenarios</p>	<p>Able to identify and moderate own feelings socially and emotionally.</p> <p>See themselves as a unique and valued individual.</p> <p>Can seek out a challenge and enjoy the process.</p> <p>Children can talk about and express their feelings and the feelings of others.</p> <p>Show sensitivity to others’ needs and feelings.</p> <p>Children have built constructive and respectful relationships.</p> <p>Children will use talk to help work out problems and organise thinking and activities</p> <p>Children can think about the perspectives of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Revisit – label emotions, describe emotions and talk about emotions for different scenarios</p>
	<p>Vocabulary Happy, unhappy, sad, angry, worried, cross, emotions, upset, fair, perseverance, resilience, curiosity, generosity, wisdom, passion, courage, independent, friendship, confidence, problem, individual, feelings, responsibility, rules, qualities, challenges, taking turns, help.</p>					
<p>Physical Development</p>  <p>PE Focus</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Become increasingly independent with these.</p> <p>E-safety – smartie the penguin. Begin to understand screen time and how this is part of being healthy.</p> <p>Children can go up steps and stairs, or climb up apparatus, using alternate feet. (PE)</p> <p>Children match their developing physical skills for tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank/ in a tunnel. (PE)</p> <p>Children can skip, hop, stand on one leg and hold a pose for a game like musical statues. (PE)</p> <p>Children can move along the floor in different ways like sliding, rolling, stretching etc (PE)</p> <p>Children will use one-handed tools and equipment, for example, making snips in paper with scissors. (DT)</p> <p>Children will be eating independently and learning how to use a knife and fork.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Begin to understand the need to wash hands and begin to understand germs and how they are spread.</p> <p>Children will show a start shape, roll and finishing shape (beginning of a sequence). (PE)</p> <p>Children will experiment with different ways of balancing. (PE)</p> <p>Children will develop overall body strength, balance, co-ordination and agility. (PE)</p> <p>Children can experiment with different shapes and jumps.</p> <p>Children will experiment with different ways of rolling in shapes. (PE)</p>	<p>Children manage their own needs</p> <ul style="list-style-type: none"> *toileting *washing hands *drink and snack *coat *socks and shoes <p>Revisit E-safety.</p> <p>Begin to understand how to be safe out and about (safer strangers)</p> <p>Children will further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> •lining up and queuing •mealtimes <p>Children can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>MS 2 Dance</p> <p>Children can move around as different characters or animals to the music (Music/PE)</p> <p>Children use large-muscle movements to wave flags and streamers, paint and make marks. (PE)</p> <p>Children will experiment with different ways of moving and with actions at different levels. (PE)</p> <p>Children will show a preference for a dominant hand.</p>	<p>Children begin to understand the need for healthy choices. (Science)</p> <p>Physical activity, healthy eating, toothbrushing, screen time, sleep, road safety.</p> <p>Learn about the importance of toothbrushing. Dentist visit.</p> <p>Keeping our bodies safe. PANTS</p> <p>Children are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. (Music/PE)</p> <p>Children will progress towards a more fluent style of moving, with developing control and grace. (PE)</p> <p>Children can move in time to happy and sad music. (PE/Music)</p> <p>Children will use a comfortable grip with good control when holding pens and pencils.</p> <p>Children will be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Develop their small motor skills and understanding of safety so that they can use a range of tools competently, safely and confidently. (pencils for drawing & writing)</p>	<p>Begin to understand the importance of sun safety and develop independence with this.</p> <p>Practise being safe around roads and the rules for this.</p> <p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Fundamentals 1 + 2</p> <p>Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and basic ball skills (large). (PE)</p> <p>Children will experiment with different ways of throwing and moving a ball with different body parts (co-ordination). (PE)</p> <p>Children will begin working with friends in a team – taking turns with adult support. (PE)</p> <p>Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PE)</p> <p>Children will experiment with different ways of throwing under/overarm. (PE)</p> <p>Children will start taking part in some group activities in their play, which they make up for themselves, or in teams. (PE) (Provision, playground)</p> <p>Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Children know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> -regular physical activity -healthy eating -tooth brushing -sensible amounts of ‘screen time’ -having a good sleep routine -being a safe pedestrian (Science) <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Fundamentals 3 + Teamwork and problem solving</p> <p>Children will experiment with different ways of moving (agility) (PE)</p> <p>Children will march/run for coordination. (PE)</p> <p>Children will experiment with different ways of jumping- measuring with various objects. (PE)</p> <p>Children will work with friends in a team – taking turns effectively.</p> <p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PE)</p> <p>Children will start taking part in some group activities in their play, which they make up for themselves, or in teams. (PE)</p>

			Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.		Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (Art) Children can make healthy choices about food, drink, activity and tooth brushing. (Science)	Develop the foundations of a handwriting style which is fast, accurate and efficient.
<p>Throughout the year.</p> <p>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, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Detailed fine motor development on 'Physical Development' skills plan.</p>						
Vocabulary						
Safe, risk, healthy, exercise, germs, movement, skipping, throwing, hopping, galloping, running, time, jump, land, roll, balance, clothes, shoes, hygiene, sleep, clean, body, growing, heart, blood, veins, aim, crawl, balance, team work, space.						
<p>Literacy</p> 	<p>Comprehension: Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care.</p> <p>Begin to understand that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.</p> <p>Know that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations.</p> <p>Recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p> <p>Understand the key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes 	<p>Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> <p>Understand that we read print from left to right and top to bottom.</p> <p>Children engage in conversations about stories, learning new vocabulary.</p>	<p>Comprehension: Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p> <p>Children understand the key concepts about print:</p> <ul style="list-style-type: none"> - the names of the different parts of a book - page sequencing 	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support.</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p>Children will listen to, talk about and ask questions about stories to build familiarity and understanding.</p> <p>Children can talk about a story and are able to identify</p> <ul style="list-style-type: none"> -main characters -settings -main events <p>Children begin to use the vocabulary and story language from previous texts</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p>Children can retell a full story. (beginning, middle and end)</p> <p>Children confidently use story telling language such as -Once upon a time</p> <ul style="list-style-type: none"> -One day - Suddenly -Then/ Next -Finally -They all lived happily ever after.
	<p>Literacy</p>	<p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p> <p>Orally blends and segments the sounds heard in words. (CVC)</p> <p>Spot rhyme in familiar stories and poems</p> <p>Count and clap syllables in words.</p> <p>Recognise words can have the same sounds.</p>	<p>Word Reading: Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Word Reading: Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Read common exception words, l and the.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>
<p>Phonics</p>	<p>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>	<p>Know grapheme phoneme correspondence of 19 letters.</p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p>	<p>Consolidate skills as in Autumn 2.</p> <p>Recognise digraphs</p> <p>Know tricky words – as identified in RWI guided read books.</p> <p>Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p>	<p>Consolidate single one letter sounds.</p> <p>Begin to read and write digraphs</p> <p>Read tricky words – the and l</p> <p>Write graphemes and some digraphs when they hear them, using a sound</p>	<p>Consolidate set 1 sounds including digraphs</p> <p>Read tricky words - the, l, no, of, my, he</p> <p>Read multisyllabic words</p> <p>Use Fred fingers for spelling with confidence.</p>	<p>Become fluent with set one sounds and digraphs, read and recognise these confidently in words, read and recognise these confidently in words.</p> <p>Read CVCC words</p> <p>Read tricky words he, said, no, my, l, you, be, of, your, the, said.</p> <p>Read multisyllabic words.</p>


				mat or sound wall for support if needed.	Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Become fluent in reading words with GPC's they have learnt Write more graphemes from memory and write a simple sentence using phonic knowledge.	Use Fred fingers for spelling with confidence. Represent each of set 1 sounds by a grapheme and blend phonemes to read CVC, CCVC words and segment CVC, CCVC words for spelling. Write longer sentences using phonic knowledge, write digraphs.
Literacy	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Drawing and imitative writing - children draw scribbled lines aimed to imitate adult writing</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space. Write set 1 sounds.</p>	<p>Emergent writing: Use appropriate letters for initial sounds. Copy individual words from books, posters signs, modelled writing.</p> <p>Composition: Orally compose a sentence/caption and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using known graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Use full sentences when talking to describe events, experiences or what they have observed. Begin to use finger spaces. Begin to write a caption. Identify individual words in spoken sentences.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using phonic knowledge. Begin to spell some irregular common (tricky) words e.g. the, l independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form ascenders and descenders.</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Emergent writing - Drawing strings of letters - a child writes random letters that are properly formed, but which have no relationship to proper sounds</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Emergent writing: Show awareness of the different audience for writing.</p> <p>Write short sentences/captions/labels with words with known letter-sound correspondences using a capital letter, finger spaces and full stop.</p> <p>Phonetic writing - children begin to write using incorrectly spelt words that at least make sense when read</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Spell irregular common (tricky) words e.g., the and l independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
	<i>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)</i>					
Helicopter Story Writing Development	Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.	More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.	Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.	Child confident to write a simple short story. May still need a phonics mat to support.
	<p>Vocabulary Sound, digraph, red word, word, lend, sentence, finger space, capital letter. Who, what, where, how, when. Fiction, non, fiction, story, information, facts, sentence, question, write, story, book, page, turn, title, characters, beginning, end, problem, resolution, setting, rhymes, list, label, re-tell, once upon a time, then, next, now, front cover, author, illustrator.</p>					

<p>Mathematics</p> 	<p>Subitise</p> <ul style="list-style-type: none"> Perceptually to 3 <p>Counting</p> <ul style="list-style-type: none"> Learn to count Develop counting strategies <p>Composition</p> <ul style="list-style-type: none"> Numbers are made of ones Compose own collections – to 4 <p>Comparison</p> <ul style="list-style-type: none"> More, fewer, equal. Compare by looking <p>SSM</p> <ul style="list-style-type: none"> Measures – recognising and comparing. Patterns 	<p>Subitise</p> <ul style="list-style-type: none"> Begin to conceptually subitise Subitise in different contexts <p>Counting</p> <ul style="list-style-type: none"> Recognise and relate numerals Cardinality to 5 <p>Composition</p> <ul style="list-style-type: none"> Explore concept of parts and wholes Explore composition to 5 <p>Comparison</p> <ul style="list-style-type: none"> Compare by matching <p>SSM</p> <ul style="list-style-type: none"> Spatial awareness Patterns Explore different viewpoints 	<p>Subitise</p> <ul style="list-style-type: none"> Build confidence Explore patterns, structured and unstructured. <p>Counting</p> <ul style="list-style-type: none"> Verbal counting to 20 and beyond. Link counting to cardinality Order numbers <p>Composition</p> <ul style="list-style-type: none"> Explore composition to 5, begin to recall hidden or missing parts. Composition of 6 Explore numbers within 10. <p>Comparison</p> <ul style="list-style-type: none"> Explore ways of making unequal sets equal. <p>SSM</p> <ul style="list-style-type: none"> Positional language Shape awareness Patterns 	<p>Subitise</p> <ul style="list-style-type: none"> Explore symmetrical patterns, linking to doubles. Continue to explore and become confident with patterns, structured and unstructured. <p>Counting</p> <ul style="list-style-type: none"> Consolidate cardinality with larger numbers within 10. Become familiar with the counting pattern beyond 20. <p>Composition</p> <ul style="list-style-type: none"> Composition of odd and even numbers, observing shape of these numbers. Link even numbers to doubles Composition of numbers within 10. <p>Comparison</p> <ul style="list-style-type: none"> Compare numbers reasoning about which is more, using both an understanding of howmanyness and it's position in the number system. <p>SSM</p> <ul style="list-style-type: none"> Mapping Recognising the relationship between the size and number of units. 	<p>Subitise</p> <ul style="list-style-type: none"> Continue to explore and become confident with patterns, structured and unstructured. Explore one more and doubles patterns Explore same numbers in different arrangements. Identify when to subitise and when to count. <p>Counting</p> <ul style="list-style-type: none"> Develop verbal counting to 20 and beyond, including counting from different starting numbers Develop confidence and accuracy in both verbal and object counting. <p>Composition</p> <ul style="list-style-type: none"> Explore the composition of 10. <p>Comparison</p> <ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system. <p>SSM</p> <ul style="list-style-type: none"> Mapping Patterns Begin to use units to compare things. 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Children will consolidate prior learning based on assessment.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Compare quantities and numbers, including sets of objects which have different attributes. Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. Begin to generalise about 'one more than' and 'one less than' numbers within 10. Continue to identify when sets can be subitised and when counting is necessary Develop conceptual subitising skills including when using a rekenrek
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Ongoing throughout the year	<p><i>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</i></p>	<p><i>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</i></p>
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Vocabulary
 Subitise, count, numeral, part, whole, compare, more, fewer, equal, forwards, backwards, top, bottom, representation, ten frame, dice frame, pattern, weigh, more, less, one more, one less, viewpoints, heavy, light, patterns, different, same, estimate, long, short, decomposing, order, balanced, turn, flip, rotate.


RE	Special times to me and others	Special people, special places, special things	Special books, stories, parables.	Our Beautiful world.
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<p>Understanding the World</p> 	<p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p>	<p>Chronology: Children can talk about themselves when they were a baby and how they have changed from being a baby. (His)</p> <p>Families. How do we become a family. Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day. Ask questions, use different sources to find answers including books.</p>	<p>Chronology: Visually represent their own day on a simple timeline. Understand that events happen in an order. Maths</p> <p>Comment on images of familiar situations in the past. (History)</p> <p>Comment on images of familiar situations in the past relating to the home (History)</p>	<p>Chronology: Revisit babies and timeline</p> <p>Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Children will talk about how children and adults are different. (History)</p>	<p>Chronology: Order an event and Recount an event, orally, pictorial and/or with captions.(a trip)</p> <p>Key people in the past.</p> <p>Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. (revisit key people, eg police, dentist etc.)</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories.</p> <p>Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p>
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		<p>Comment on images of familiar situations in the past.</p>				
<p>Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past. Using Little People, Big Dreams books.</p>						
<p>Respect: Recognise occasions when things have happened in their lives that made them feel special. (RE/History)</p> <p>Children talk about special times, celebrations/ birthdays they remember in their life. (History) Being born.</p> <p>Begin to recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Respect: Recognise that some places are special to members of their community.</p> <p>Recognise and discuss religious stories making connections with personal experiences. (RE)</p> <p>Talk about the things that are special and valued in a place of worship. (RE)</p> <p>Begin to recognise that some religious people have places which have special meaning for them. (RE)</p> <p>Talk about special times (Christmas) and begin to understand the reason for these.</p> <p>Talk about special times in different countries. Observe similarities and differences.</p> <p>Respect privacy of others. Pantasaurus.</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p>Know that we have special people in our lives and people that help us.</p> <p>Know that some people are special because they teach us how to live good lives.</p> <p>Know that for Christians, Jesus is a special person.</p> <p>Creation story.</p>	<p>Respect: Understand that some places are special to members of their community.</p> <p>Talk about special places to us.</p> <p>Know that the church is a special place for Christians.</p> <p>Know that a mosque is a special place for Muslims.</p>	<p>Respect: Revisit celebrations.</p> <p>Talk about the celebration of Eid, consider similarities and differences to celebrations we have learnt about.</p> <p>Know that for Muslims, the prophet Muhammad is a special person.</p> <p>Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p>	<p>Respect: Revisit special places.</p> <p>Begin to understand and talk about the Creation story.</p> <p>Know that Christians and Muslims believe the natural world is special because God/Muhammad created it.</p> <p>Know why it is important to care for our animals, plants and environment. (Science)</p>	
<p>Investigate: Explore our environment and comment on what they notice.</p> <p>Ensure that the children have opportunities to experiment and investigate different materials.</p> <p>Adults to notice on windy days and wet days what happens to materials. Notice what happens when different materials get wet.</p>	<p>Investigate: Observe living things and talk about what has been observed. Begin to understand the need to care for our environment.</p> <p>Investigate: Investigate and explore different materials (fabric, brick, wood, paper) how they feel.</p> <p>Investigate: different materials and their uses. Eg waterproof</p> <p>Explore the changing states through making porridge.</p>	<p>Investigate: How plants grow and the different parts of a plant. (Hyacinth in a jar)</p> <p>Investigate: how liquid becomes solid and solids can become liquid.</p> <p>Observe floating and sinking. Adults to notice and comment on which items float/sink suggest why.</p>	<p>Investigate: The plant life cycle.</p> <p>Revisit: Materials (through provision – den building, house building etc)</p>	<p>Investigate: Observe the changes of animals throughout their life. Link to Great Wood Farm Lambing.</p> <p>Investigate: states of matter through baking. (Playdough)</p> <p>Investigate, feel and describe materials. Explore their uses.</p>	<p>Investigate: Understand the key features of the life cycle of a plant or animal.</p> <p>Find out about the different habitats of animals. Wild Things visit.</p>	
<p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete’s story map around school, seating maps, nature area map and read commons signs and logos.</p> <p>Talk about where they live.</p>	<p>Mapping:</p> <p>Talk about and name two or more local feature.</p> <p>Talk about different perspectives eg birds eye view (maths)</p>	<p>Mapping: Children can describe themselves, other objects and landmarks using relative positions (next to, in front, behind etc.) Maths</p> <p>Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>	<p>Mapping: Talk about features of our community. Draw these on a simple map. Maths</p> <p>Observe and discuss the different between our local area and a small village. Types of houses.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p>	<p>Mapping: Draw information from a simple map and identify landmarks of our local area walk. Maths</p> <p>Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.</p>	<p>Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>They understand what maps can be used for and why we have maps. (Geography)</p> <p>They will follow a simple map, as a group, to help find objects/features around the EYFS/School environment. (Geography) Maths</p> <p>Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places (countries) they have visited, learnt about through books or websites.</p>	

Ongoing throughout the year.
Communication: Comment on what they notice about the environment where they live and *understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Talk about how this impacts them (eg gloves, sun hat.)*
Observation: *Explore the natural world around them* by making observations and drawing pictures of animals and plants.
 Understand the need to respect and care for the natural environment and all living things.
 Explore light and dark, shadows, floating and sinking.
 Explore how things work.
 Explore different materials, talk about similarities and differences.
 Sort materials based on their properties eg, soft, hard, metal not metal, talk about what they notice

Vocabulary
 Explore, special, family, celebrate, believe, past, now, a long time ago, day, time, baby, child, adult, day, country, world, birds eye view, map, globe, investigate, compare, same, similar, different, float, sink, hard, soft, rough, hard, cold, hot, change, environment, maps.
 Plant, stem, petal, roots, leaves, seed, bulb.
 Lifecycle, chick, tadpole, frog, froglet, chicken, egg, hatch, growing, new life, butterfly, caterpillar, chrysalis, habitats.
 Church, Vicar, bible, Muslim, community, God, Mosque, Muhammed, Eid
 Town, houses, detached, semi-detached, bungalow, road, park.
 Seasons.
 Job, work, firefighters, police, doctors, nurses, vet.
 Remembrance day, November, poppies, war, fight, Guy Fawkes, Parliament, gunpowder, sparklers, bonfire, birthday, Christmas, presents, Nativity, Stable, manger.

Expressive Arts and Design 	Mark Making/Drawing Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.	Mark Making/Drawing Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. Skill – Draw my family (calendar) Observational drawing – pumpkins.	Mark Making/Drawing Develop an understanding of certain objects/people/things need certain features and draw with increasing complexity. Eg understand that people need a head, arms, legs etc. (Art)	Mark Making/Drawing Continue to refine and build control in drawings. Continue to develop complexity in drawings. Skill – observational drawing – spring flowers, inside and outside.	Mark Making/Drawing Plan and draw with a purpose and care. Add detail and colour.	Evaluate and adapt their buildings with support, refining ideas and developing their ability to represent them. (DT) Create collaboratively sharing ideas, resources and skills. Mark Making/Drawing Produce detailed drawings and talk about these.
	Colour Experience - Explore mixing colours. Begin to name colours.	Colour Knowledge – Recognise and name colours.	Colour Skill – create a wash background.	Colour Continue to explore and build confidence with colour mixing and do this with purpose and care.	Colour Skill – Explore shades of colour and how to make different shades.	Colour Skill - Mix and choose colours for a purpose and reason your thinking. Knowledge – know some hot and cold colours.
	Painting Exploring paint using different objects – finger paint/ sponges. (Art)	Painting Skill – Mix paints to make new colours, using resources for support.	Painting Understand that they can paint shapes/marks to represent objects/people. Begin to plan painting. Artist study – Leonardo Da Vinci – portrait painting	Painting Using particular colours to paint pictures – eg. Green for a tree, brown for certain animals etc. (Art)	Painting Paint with a purpose and select colours with thought and care.	Painting Experience - Explore painting on different surfaces Explore painting with different textures eg sawdust, sand.
	Printing Explore printing tools and techniques including hands, feet and fingers.	Printing Explore printing using sponges and shapes. Kandinsky inspiration.	Printing Explore using shapes, sponges and rollers.	Printing Skill – printing with natural resources such as pine cones and leaves	Printing Using objects/ tools to print and create a pattern or image with support. (Art) (table and polystyrene)	Printing Printing independently to create a pattern or image (Art)
	Materials Explore different materials freely, in order to develop their ideas about how to use them and what to make. (DT)	Materials Skill: Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision.	Materials Exploring materials and beginning to understand different materials can be used in different ways eg shelter, winter clothing. Talk about what the materials look and feel like. (DT/Science)	Materials Continue to explore and understand how to use different materials. Begin to select materials for a purpose. Collage.	Materials Choosing and using different materials for different effects. (DT) Using different cut of materials / papers to make a simple image. (DT)	Materials Choose materials for a purpose and reason their decision. Select materials and combine these to make a whole picture/image.
	Joining Skills Join different materials and explore different textures. (DT)	Joining Skills Join different materials and explore different textures. (DT)	Joining Skills Begin to consider joining decisions, how to join for the materials, where to join.	Joining Skills Take care when joining materials, tape placement and amount.	Joining Skills Joining materials using, sellotape, glue and treasury tags with support (DT)	Joining Skills Join materials with confidence and be able to reason your choice.
	Cutting skills developed when children are demonstrating readiness and mastery of previous skill. Begin to safely hold scissors using correct grip.					

Open and close scissors with control.
 Make snips and begin to cut with a forward motion.
 Continuously cut in a forwards motion using helper hand to hold the paper. Begin to move the helper hand to allow forwards cut across a page.
 Cut continuous straight lines with confidence. Begin to cut curves and angled lines.
 Cut curves and angled lines and reposition helper hand to assist
 Cut more complex shapes and lines with more angles using the helper hand to assist and position paper

<p>Imaginative Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Imaginative Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Imaginative Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (DT) Develop storylines in role play and small world scenarios.</p>		<p>Imaginative Develop storylines/ story language in their pretend play.</p>	<p>Imaginative Continue to develop storylines progressing in complexity and in a variety of contexts.</p>
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<p>Music Listen with increased attention to sounds. (Music) Sing their own songs or improvise a song around one they know. (Music) Listening and responding to different styles of music. (Music) Sing along with nursery rhymes and action songs. (Music)</p>	<p>Music Make their voice/singing loud and quiet. (Music) Sing and recognise high and low pitch (high like a mouse, low like a lion) (Music) Move appropriately to music at different speeds e.g. running, crawling (tempo). (Music/PE) Begin to improvise a song around one they already know.</p>	<p>Music Play instruments with increasing control to express their feelings and ideas. (Music) Sing the pitch of a tone sung by another person ('pitch match'). (Music) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (Music) Recognise that sounds are made in a variety of ways (timbre) (Music) Taps out a repeated rhythm (using voice and untuned instruments/ body percussion through copy-back and answer games, etc.) (Music)</p>	<p>Music Remember and sing entire songs. (Music) Respond to what they have heard, expressing their thoughts and feelings. (Music) Use drawing to represent ideas like movement or loud noises. (Music) Move in time to a steady beat (pulse) (Music) Explore performing with different instruments. (Music)</p>	<p>Music Listen attentively, move to and talk about music, expressing their feelings and responses. (Music) Watch and talk about dance and performance art, expressing their feelings and responses. (Music) Move in time to the pattern of a song (rhythm). (Music) Sing and play an instrument along with a song. (Music) Share their ideas and perform their work to others with adult support.</p>	<p>Music Tap a beat/ clap in time to a piece of music/simple song. (Music) Sing in a group or on their own, increasingly matching the pitch and following the melody. (Music) Explore and engage in music making and dance, performing solo or in groups. (Music)</p>
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Ongoing throughout the year
Explore, use, and refine a variety of artistic effects to express their ideas and feelings
Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.
 Develop story lines in play.

Vocabulary
 Printing, cutting, sticking, colouring, drawing, singing, timing, tune, rhythm, joining, decorating, scraping, threading, washing, cleaning, quiet, loud, clapping, rolling, folding, dabbing, stapler, staples, purpose, perform, sing, dance, masking tape, glue, collage, design, observe, mix, stir, pour, evaluate, paint, colour, cut.