Casterton Primary Academy EYFS Long Term Plan - A (Sept Odd Years)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Me Family When I grow up Birthdays Teddy Bears Autumn Harvest	Autumn Halloween Bonfire Night Diwali Armistice Day Christmas past and present Christmas story Christmas around the world Winter	Winter Night Sky Astronauts Space Chinese New Year	Pancake Day Easter Spring Easter Mother's Day Animals and their young Growing up – babies - generations Planting/Gardening Life cycles – Frog/butterfly/plant/sunflowers	Summer Our School Grounds Reduce, Reuse, Recycle Local area/park Ramadan Eid Ul-Fitr Father's day	Transport – cars, trains, aeroplanes, buses, bikes and balloons Holidays Seaside Transition Eid Ul-Adha
Communication and Language	***Understand how to listen carefully and why listening is important.*** ***Engage in story times,*** rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. ***Understand 'why' questions.*** ***Use sentences 4-6 words.*** ***Use talk to organise play***.	Listen in familiar & new situations. ***Engage in story times.*** Maintain attention in new situations. ***Ask questions to find out more and to check they understand what has been said to them.*** Follow ***instructions with 2 parts*** in a familiar situation. ***Start a conversation with peers and familiar adults and continue for many turns.*** ***Develop social phrases***	Listen attentively in a range of situations. Maintain attention during appropriate activity. ***Engage in non-fiction books.*** Consider the listener and take turns. ***Use talk to organise/stand for something else in play.*** Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. ***Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.*** ***Articulate their ideas and thoughts in well-formed sentences.*** ***Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary*** ***Begin to connect one idea or action to another using a range of connectives.*** Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. 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. ***Ask questions to find out more and check understanding.***	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. ***Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.*** Speak in well-formed sentences with some detail. ***Use new vocabulary in different contexts.*** Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	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.***	
Personal, Social and Emotional Development	***Can talk about feelings.*** Welcome distractions when upset. ***Increasingly follow rules.*** ***Know likes and dislikes.*** Independently organise belongings in the morning. Manage personal hygiene. ***Build constructive and respectful relationships.*** **OURSELVES, GROWING AND CHANGING**	***Beginning to express their feelings and consider the perspectives of others.*** Begin to take turns and share resources. Independently choose where they would like to play. ***Continue to build constructive and respectful relationships.*** **FAMILIES AND CLOSE POSITIVE RELATIONSHIPS**	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. ***Manage their own needs.*** Can identify kindness. Seek others to share activities and experiences. **KEEPING SAFE AND SAFER RELATIONSHIPS**	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. **HEALTHY ME**	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities ***Show resilience and perseverance.*** **ECONOMIC WELLBEING: MONEY**	***Able to identify and moderate own feelings.*** ***See themselves as a unique and valued individual.*** Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings. **MEDIA LITERACY AND DIGITAL MEDIA**
Religious Education	**Special times:** How and why do we celebrate? What times are special to different people and why?		**Special stories:** Why are some stories special? What special messages can we learn from stories?		**Special places:** What buildings and places are special to different people? OR What is special about our world?	
Physical Development PE Focus	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene **Focus – Invasion Games** Catch a large object. Bounce and roll large balls. Move in various ways. Avoid opponents through catching games.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. **Focus – Gymnastics** Establish a balance using their own bodyweight. Jump and land with correct technique Use apparatus safely	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. **Focus – Net/Wall** Balance an object on a small racket. Understand the concept of hand eye coordination.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. **Focus – Striking and Fielding** Throw a ball using overarm and underarm technique. Throw a ball into a space.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. **Focus – Athletics** Movement in various ways. Understand the difference between running, Jogging and walking.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. **Focus – Consolidation of the five fundamental movement skills**

	Develop spatial awareness.		Move a ball with a racket along the floor keeping close control.	Stop a ball from travelling passed them (receiving)	Jump with confidence not for height but distance.	
	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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on 'Physical Development' skills plan.					
Literacy	**Texts:** 	**Texts:** 	**Texts:** 	**Texts:** 	**Texts:** 	**Texts:**
Literacy	**Comprehension:** Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	**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. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	**Comprehension:** Use picture clues to help understand a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	**Comprehension:** Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books.	**Comprehension:** Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) 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. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	**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. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
Literacy	**Word Reading:** Hear general sound discrimination and be able to orally blend and segment simple words.	**Word Reading:** Read individual letters and some letter groups that each represent one sound by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them including double letters and read longer words. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them including double letters, longer words and compound words. Read sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them including longer words, compound words and words with suffixes. Read sentences made up of words with known letter–sound correspondences and, where necessary, exception words.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them including longer words, compound words and words with suffixes. Read sentences made up of words with known letter–sound correspondences and, where necessary, exception words. Re-read what they have written to check that it makes sense.
	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					
Phonics	**Phase 2** Week 1 s a t p Week 2 i n m d Week 3 g o c k - is Week 4 ck e u r - I Week 5 h b f - the	**Phase 2** Week 1 ff ll ss j - as Week 2 v w x y - and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch - go no to into Week 4 sh th ng nk - she he of Week 5 words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) - we me be	**Phase 3** Week 1 ai ee igh oa Week 2 oo oo ar or - was you they Week 3 ur ow oi ear - my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp ff - are sure pure Week 5 longer words Write graphemes, digraphs and trigraphs when they hear them, using a	**Phase 3** Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters and longer words Week 3 words with two or more digraphs Week 4 longer words and words ending in –ing compound words Week 5 longer words	**Phase 4** Week 1 short vowels CVCC - said so have like Week 2 short vowels CVCC CCVC - some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words - were here little says Week 4 longer words and compound words - there when what one	**Phase 4** Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es and longer words Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/

			sound mat or sound wall for support if needed.	words with s in the middle /z/ s words ending –s words with –es at end /z/ Review all tricky words taught so far and secure spelling.	Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est - out today	Week 5 root word ending in: –er, –est and longer words. Review all tricky words taught so far and secure spelling.
Literacy	**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. **Composition:** Use talk to organise describe events and experiences. **Spelling:** Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. **Handwriting:** Know that print carries meaning and in English, is read from left to right and top to bottom. Letter formation will be taught in line with the phonics progression.	**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. **Composition:** Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. **Spelling:** Orally spell VC and CVC words by identifying the sounds. Write own name. **Handwriting:** Form letters from their name correctly. Recognise that after a word there is a space. Letter formation will be taught in line	**Emergent writing:** Use appropriate letters for initial sounds. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it. **Spelling:** Spell to write VC and CVC words independently using Phase 2 and phase 3 graphemes. **Handwriting:** Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. Letter formation will be taught in line with the phonics progression.	**Emergent writing:** Build words using letter sounds in writing. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. **Spelling:** Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. **Handwriting:** Holds a pencil effectively to form recognisable letters. Letter formation will be taught in line with the phonics progression.	**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. **Composition:** Write a simple sentence with a full stop. **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. Letter formation will be taught in line with the phonics progression.	**Emergent writing:** Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop **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 e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. **Handwriting:** Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
	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)					
Mathematics Ongoing throughout the year	***Count objects, actions, and sounds. Subitise*** Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	***Count objects, actions, and sounds. Subitise*** Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language Representing 4,5 Comparing 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	***Count objects, actions, and sounds. Subitise*** Introducing zero Comparing numbers to 5 Composition of 4, 5 Comparing Mass Comparing Capacity Number 6, 7, 8 Combining 2 amounts Making pairs, Length, height. Time	***Explore the composition of numbers to 10*** ***Subitise*** ***Automatic recall number bonds 0-10*** Counting to 9 and 10 Counting patterns beyond 10 Comparing numbers to 10. Bonds to 10 3D shapes Spatial awareness Pattern.	***Explore the composition of numbers beyond 10.*** ***Subitise*** ***Automatic recall number bonds 0-10*** Building numbers beyond 10 Composition of numbers to 10 and beyond Counting patterns to 10 and beyond 3D shapes Spatial Awareness – match, rotate and manipulate Pattern.	***Explore the composition of numbers beyond 10.*** ***Subitise*** ***Automatic recall number bonds 0-10*** Adding more Taking away Compose and decompose Shape – spatial reasoning Deepening understanding Patterns and relationships Spatial reasoning Mapping
	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.***			***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.***		
Understanding the World	**History (Chronology):** ***Talk about members of their immediate family and the relationship to them.*** ***Name and describe people who are familiar to them.***	**History (Chronology):** 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.	**History (Chronology):** Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) **History (Enquiry):** Find out about key historical events relating to the space	**History (Chronology):** Talk about and understand changes in their own lifetime, by creating a personal timeline. **History (Enquiry):** Describe images of familiar situations in the past using	**History (Chronology):** Recount an event, orally, pictorial and/or with captions.	**History (Chronology):** Order experiences in relation to themselves and others, including stories. **History (Enquiry):** ***Comment on images of familiar situations in the past.*** Describe

	History (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.	**History (Enquiry):** Find out about key historical events and why and how we celebrate today? Armistice Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. ***Comment on images of familiar situations in the past.***	race. Ask questions, use different sources to find answers including books. ***Comment on images of familiar situations in the past.***	books such as, 'When I was Younger', 'Peepo' and Shirley Hughes stories.		features of objects, people, places at different times and make comparisons. Talk about what is the same and different.
	Begin to develop a sense of **<u>continuity and change</u>** by being able ***to compare and contrast characters from stories throughout the year, including figures from the past.*** Using Little People, Big Dreams books.					
	Geography (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. **Science:** Ourselves – play, observe, ask Name our body parts and senses	**Geography (Mapping):** Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. **Science:** Seasons walk – signs of autumn Changing trees, plants and leaves – play, observe, ask	**Geography (Mapping):** Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. **Geography (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. **Science:** Seasons walk – signs of winter Snow/ice changes in materials - play, observe, ask	**Geography (Mapping):** Identify on a map - ***Recognise some environments that are different to the one in which they live e.g., Antarctica.*** **Geography (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. **Science:** Seasons walk – signs of spring Observational drawing of spring flowers. Zoo animals Animals in hot and cold countries Animal body parts Understand the key features of the life cycle of a butterfly.	**Geography (Mapping):** ***Draw information from a simple map*** and identify areas / landmarks within our school grounds. **Geography (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. **Science:** Understand the key features of the life cycle of a tadpole.	**Geography (Mapping):** Create own maps using grid paper and symbols (x marks the spot treasure maps) **Geography (Enquiry):** Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites. **Science:** Seasons walk – signs of summer Exploring shadows Plants and growth in our garden – play, observe, ask
	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.*** **Observation:** ***Explore the natural world around them*** making observations and drawing pictures of animals and plants in the outdoor area. Understand the need to respect and care for the natural environment and all living things.					
Expressive Arts and Design	**Portrait skills** – drawing themselves, their family and observational work. **Music:** Exploring Sound ***Develop storylines in their pretend play.***	**Artist study** – Piet Mondrian, Kandinsky, Paul Klee **Music:** Celebration Music ***Sing in a group or on their own, increasingly matching the pitch and following the melody.***	**Artist Study** – Robert McCall, Van Gogh **Music:** Music and Movement ***Listen attentively, move to, and talk about music, expressing their feelings and responses.***	**Drawing Skills** – Observational drawing of flowers (Linked to UtW) **Music:** Musical Stories ***Create collaboratively sharing ideas, resources, and skills.***	**Collage Skills** – tearing and cutting ***Music:*** Musical Stories ***Return to and build on their previous learning, refining ideas and developing their ability to represent them.***	**Paper Maiche Skills** – tearing and gluing ***Music:*** Big Band ***Watch and talk about dance and performance art, expressing their feelings and responses.***
	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.					

Casterton Primary Academy EYFS Long Term Plan - B (Sept Even Years)

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Communication and Language	***Understand how to listen carefully and why listening is important.*** ***Engage in story times,*** rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. ***Understand 'why' questions.*** ***Use sentences 4-6 words.*** ***Use talk to organise play.***	Listen in familiar & new situations. ***Engage in story times.*** Maintain attention in new situations. ***Ask questions to find out more and to check they understand what has been said to them.*** Follow ***instructions with 2 parts*** in a familiar situation. ***Start a conversation with peers and familiar adults and continue for many turns.*** ***Develop social phrases***	Listen attentively in a range of situations. Maintain attention during appropriate activity. ***Engage in non-fiction books.*** Consider the listener and take turns. ***Use talk to organise/stand for something else in play.*** Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. ***Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.*** ***Articulate their ideas and thoughts in well-formed sentences.*** ***Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary*** ***Begin to connect one idea or action to another using a range of connectives.*** Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. 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. ***Ask questions to find out more and check understanding.***	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. ***Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.*** Speak in well-formed sentences with some detail. ***Use new vocabulary in different contexts.*** Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	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.***	
Personal, Social and Emotional Development	***Can talk about feelings.*** Welcome distractions when upset. ***Increasingly follow rules.*** ***Know likes and dislikes.*** Independently organise belongings in the morning. Manage personal hygiene. ***Build constructive and respectful relationships.*** **OURSELVES, GROWING AND CHANGING**	***Beginning to express their feelings and consider the perspectives of others.*** Begin to take turns and share resources. Independently choose where they would like to play. ***Continue to build constructive and respectful relationships.*** **FAMILIES AND CLOSE POSITIVE RELATIONSHIPS**	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. ***Manage their own needs.*** Can identify kindness. Seek others to share activities and experiences. **KEEPING SAFE AND SAFER RELATIONSHIPS**	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. **HEALTHY ME**	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities ***Show resilience and perseverance.*** **ECONOMIC WELLBEING: MONEY**	***Able to identify and moderate own feelings.*** ***See themselves as a unique and valued individual.*** Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings. **MEDIA LITERACY AND DIGITAL MEDIA**
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				Stop a ball from travelling passed them (receiving)	Jump with confidence not for height but distance.	
	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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on 'Physical Development' skills plan.					
Literacy	**Texts:** 	**Texts:** 	**Texts:** 	**Texts:** 	**Texts:** 	**Texts:**
Literacy	**Comprehension:** Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	**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. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	**Comprehension:** Use picture clues to help understand a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	**Comprehension:** Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books.	**Comprehension:** Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) 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. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	**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. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
Literacy	**Word Reading:** Hear general sound discrimination and be able to orally blend and segment simple words.	**Word Reading:** Read individual letters and some letter groups that each represent one sound by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them including double letters and read longer words. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them including double letters, longer words and compound words. Read sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them including longer words, compound words and words with suffixes. Read sentences made up of words with known letter–sound correspondences and, where necessary, exception words.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them including longer words, compound words and words with suffixes. Read sentences made up of words with known letter–sound correspondences and, where necessary, exception words. Re-read what they have written to check that it makes sense.
	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					
Phonics	**Phase 2** Week 1 s a t p Week 2 i n m d Week 3 g o c k - is Week 4 ck e u r - I Week 5 h b f - the	**Phase 2** Week 1 ff ll ss j - as Week 2 v w x y - and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch - go no to into Week 4 sh th ng nk - she he of Week 5 words with s /s/ added at the end (hats sits) words ending s /z/ (his)	**Phase 3** Week 1 ai ee igh oa Week 2 oo oo ar or - was you they Week 3 ur ow oi ear - my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp ff - are sure pure Week 5 longer words	**Phase 3** Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters and longer words Week 3 words with two or more digraphs	**Phase 4** Week 1 short vowels CVCC - said so have like Week 2 short vowels CVCC CCVC - some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words - were here little says	**Phase 4** Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es and longer words

		and with s /z/ added at the end (bags) - we me be	Write graphemes, digraphs and trigraphs when they hear them, using a sound mat or sound wall for support if needed.	Week 4 longer words and words ending in –ing compound words Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ Review all tricky words taught so far and secure spelling.	Week 4 longer words and compound words - there when what one Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est - out today	Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 root word ending in: –er, –est and longer words. Review all tricky words taught so far and secure spelling.
Literacy	**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. **Composition:** Use talk to organise describe events and experiences. **Spelling:** Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. **Handwriting:** Know that print carries meaning and in English, is read from left to right and top to bottom. Letter formation will be taught in line with the phonics progression.	**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. **Composition:** Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. **Spelling:** Orally spell VC and CVC words by identifying the sounds. Write own name. **Handwriting:** Form letters from their name correctly. Recognise that after a word there is a space. Letter formation will be taught in line	**Emergent writing:** Use appropriate letters for initial sounds. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it. **Spelling:** Spell to write VC and CVC words independently using Phase 2 and phase 3 graphemes. **Handwriting:** Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. Letter formation will be taught in line with the phonics progression.	**Emergent writing:** Build words using letter sounds in writing. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. **Spelling:** Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. **Handwriting:** Holds a pencil effectively to form recognisable letters. Letter formation will be taught in line with the phonics progression.	**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. **Composition:** Write a simple sentence with a full stop. **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. Letter formation will be taught in line with the phonics progression.	**Emergent writing:** Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop **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 e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. **Handwriting:** Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
	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)					
Mathematics 	***Count objects, actions, and sounds.*** ***Subitise*** Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	***Count objects, actions, and sounds.*** ***Subitise*** Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language Representing 4,5 Comparing 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	***Count objects, actions, and sounds.*** ***Subitise*** Introducing zero Comparing numbers to 5 Composition of 4, 5 Comparing Mass Comparing Capacity Number 6, 7, 8 Combining 2 amounts Making pairs, Length, height. Time	***Explore the composition of numbers to 10*** ***Subitise*** ***Automatic recall number bonds 0-10*** Counting to 9 and 10 Counting patterns beyond 10 Comparing numbers to 10. Bonds to 10 3D shapes Spatial awareness Pattern.	***Explore the composition of numbers beyond 10.*** ***Subitise*** ***Automatic recall number bonds 0-10*** Building numbers beyond 10 Composition of numbers to 10 and beyond Counting patterns to 10 and beyond 3D shapes Spatial Awareness – match, rotate and manipulate Pattern.	***Explore the composition of numbers beyond 10.*** ***Subitise*** ***Automatic recall number bonds 0-10*** Adding more Taking away Compose and decompose Shape – spatial reasoning Deepening understanding Patterns and relationships Spatial reasoning Mapping
Ongoing throughout the year	***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.***		***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.***			
Understanding the World	**History (Chronology):** ***Talk about members of their immediate family and the relationship to them.***	**History (Chronology):** use the language of time when talking about past/present events in their own lives and in the lives	**History (Chronology):** Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	**History (Chronology):** Talk about and understand changes in their own lifetime, by creating a personal timeline.	**History (Chronology):** Recount an event, orally, pictorial and/or with captions.	**History (Chronology):** Order experiences in relation to themselves and others, including stories.

	Name and describe people who are familiar to them. **History (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.	of others including people they have learnt about through books. **History (Enquiry):** Find out about key historical events and why and how we celebrate today? Armistice Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. ***Comment on images of familiar situations in the past.***	**History (Enquiry):** Find out about key historical events relating to the Royal Family. Ask questions, use different sources to find answers including books. ***Comment on images of familiar situations in the past.***	**History (Enquiry):** Describe images of familiar situations in the past using books such as, 'When I was Younger', 'Peepo' and Shirley Hughes stories.		**History (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.
	Begin to develop a sense of **<u>continuity and change</u>** by being able ***to compare and contrast characters from stories throughout the year, including figures from the past.*** Using Little People, Big Dreams books.					
	Geography (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. **Science:** Ourselves – play, observe, ask Name our body parts and senses	**Geography (Mapping):** Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. **Science:** Seasons walk – signs of autumn Changing trees, plants and leaves – play, observe, ask	**Geography (Mapping):** Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. **Geography (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. **Science:** Seasons walk – signs of winter Snow/ice changes in materials - play, observe, ask	**Geography (Mapping):** Identify on a map **- *Recognise some environments that are different to the one in which they live e.g., Antarctica.*** **Geography (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. **Science:** Seasons walk – signs of spring Observational drawing of spring flowers. Zoo animals Animals in hot and cold countries Animal body parts Understand the key features of the life cycle of bean plant.	**Geography (Mapping):** ***Draw information from a simple map*** and identify areas / landmarks within our school grounds. **Geography (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. **Science:** Understand the key features of the life cycle of a tadpole.	**Geography (Mapping):** Create own maps using grid paper and symbols (x marks the spot treasure maps) **Geography (Enquiry):** Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites. **Science:** Seasons walk – signs of summer Exploring shadows Plants and growth in our garden – play, observe, ask
	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.*** **Observation:** ***Explore the natural world around them*** making observations and drawing pictures of animals and plants in the outdoor area. Understand the need to respect and care for the natural environment and all living things.					
Expressive Arts and Design	**Portrait skills** – drawing themselves, their family and observational work. **Music:** Exploring Sound ***Develop storylines in their pretend play.***	**Artist study** – Piet Mondrian, Kandinsky, Paul Klee **Music:** Celebration Music ***Sing in a group or on their own, increasingly matching the pitch and following the melody.***	**Artist Study** – Nicky Phillips and Isobel Peachey – portrait artists. **Music:** Music and Movement ***Listen attentively, move to, and talk about music, expressing their feelings and responses.***	**Collage Skills** – tearing and cutting Henri Matisse **Music:** Musical Stories ***Create collaboratively sharing ideas, resources, and skills.***	**Drawing Skills** – Observational drawing of flowers and nature (Linked to UtW) ***Music:*** Musical Stories ***Return to and build on their previous learning, refining ideas and developing their ability to represent them.***	**Paper Maiche Skills** – tearing and gluing ***Music:*** Big Band ***Watch and talk about dance and performance art, expressing their feelings and responses.***
	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.					