
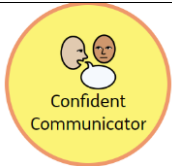



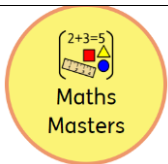


Curriculum Ambitions: Intent, Implementation and Impact		
Intent	Implementation	Impact
 <p>Terrific Tool User We aim for children to leave Reception with the confidence to use a variety of tools effectively, including pencils and scissors, demonstrating good control and co-ordination.</p>	<ul style="list-style-type: none"> • Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them. • Provide a range of tools across the indoor and outdoor provision, including tools for digging in the sandpit, equipment for cooking in the mud kitchen and tools for malleables. • Opportunities for large mark making in the outdoor area to develop gross motor skills. • Provide a range of accessible materials and tools for writing as part of everyday play both indoors and outdoors. • Provide a range of left-handed tools, especially left-handed scissors, as needed. 	<p>Children will select the correct tools for a specific task and know how to use a range of tools effectively. Children will also have developed the fine motor skills to use scissors, paintbrushes and a pencil in preparation for fluent writing.</p>
 <p>Confident Communicator We aim for children to leave Reception communicating confidently, expressing their ideas, needs and feelings, whilst also demonstrating listening skills, particularly when in conversation with others.</p>	<ul style="list-style-type: none"> • Provide opportunities for children to talk in a wide range of scenarios, including class discussions, group work and class assemblies. • High quality texts read regularly with key vocabulary highlighted and modelled by adults. • Opportunities for children to work collaboratively, sharing ideas and listening to others. 	<p>Children will feel confident when speaking in a range of environments and scenarios. They will have the vocabulary needed to express their wishes and feelings and have the skills to listen to the ideas of others.</p>

	<ul style="list-style-type: none"> • High quality interactions with adults across the setting, with adults modelling language and full sentence structures. • A focus on daily discussions on how we are feeling and language we can use to describe our feelings. • Story telling props, allowing children to re-tell familiar stories in their own words. 	
 <p>Super Citizens We aim for children to leave Reception with an awareness of the different religions and cultures within their community and be respectful towards others.</p>	<ul style="list-style-type: none"> • Provide opportunities for children to talk about their own home experiences and traditions. • Encourage families to provide family photographs to enable class/group discussions. • Invite people from a range of cultural backgrounds to talk about aspects of their lives/counties they have lived in and how they are the same or different to where we live. • Share stories that reflect the diversity of children's experiences. • Provide a range of resources reflecting diversity in role play areas/home corners. 	Children will have a growing understanding of the different cultures within their class and feel confident talking about their own culture and beliefs. They will talk respectfully about the similarities and differences between communities, showing an appreciation for different cultures.
 <p>Managing Me We aim for children to leave Reception with an understanding of how to make healthy choices, whilst also managing their own hygiene.</p>	<ul style="list-style-type: none"> • Adults to encourage independence when using the toilet and washing hands. • Encourage children to reflect on the weather and what clothing would be appropriate. For example, should we wear our coats in hot weather? • Encourage the use of pegs and boxes for storing personal belongings and ensuring 	Children will be able to independently manage their basic hygiene and take responsibility for their own belongings. They will have an understanding of how to make healthy choices and know how regular exercise can positively impact their health and wellbeing.

	<p>children know where all their belongings should be kept.</p> <ul style="list-style-type: none"> • Encourage children to access the snack table independently and make their own lunch choices. • Talk about our feelings and what we can do when feeling certain emotions. • Use a visual timetable and refer to it throughout the day. • Establish regular routines for eating, drinking, hand washing and toileting so children build familiarity. • Allow children to free flow between the indoors and outdoors, choosing for themselves. 	
 <p>Literate Learners We aim for children to leave Reception with a love of books and a growing confidence in reading using their phonics knowledge.</p>	<ul style="list-style-type: none"> • Read to children regularly. • Create inviting and cosy spaces for children to sit and share a book together. • Provide resources for story telling such as puppets, props, small world. • Include home language and bilingual story sessions, enlisting the help of parents. • Add child made books (scribed by adults) to the book corner. • Demonstrate using phonics to decode words. • Display books throughout the setting so children can access books in all areas. 	<p>Children will have a love for sharing a story and talk fondly of their favourite books, some of which they will be able to re-tell either from memory or in their own words. They will have a growing confidence in using their phonics knowledge to become fluent readers.</p>
	<ul style="list-style-type: none"> • Spot and talk about number in the environment. 	<p>Children will be growing problem solvers and enthusiastic mathematicians. They will see that maths is all around us and feel confident working</p>








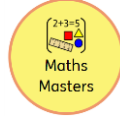
Maths Masters

Children in Reception will have a good understanding of number. They will be provided with opportunities to solve problems and explain their understanding using a variety of resources and equipment. They will see opportunities for developing their mathematical vocabulary all around their learning environment and enjoy facing challenges.

- Go on a number learning walk, spotting door numbers, bus numbers, speed limits etc.
- Provide opportunities for children to explore number, shape, space and measure throughout the environment. Tape measures in the construction area, measuring equipment in the mud kitchen, different sized containers in the water tray etc.
- Play games, including dice games, card games, counting games.
- Sing nursery rhymes.
- Regularly count the children throughout the day.
- Provide a variety of maths resources including Numicon, bead strings, tens frames.
- Expose children to resources used in Year 1 and build confidence using these resources in preparation for the transition into KS1.

with numbers. They will feel comfortable using a variety of resources and show signs of knowing which resources are best for different challenges.

Curriculum Ambitions – Progression of Skills	
Curriculum Ambitions	Progression of Skills
Terrific Tool User 	<ol style="list-style-type: none"> 1. Uses simple tools to effect changes to materials. E.g. Playdough tools. 2. Shows a preference for a dominant hand. 3. Handles tools, objects, construction and malleable materials with increasing control and intention. 4. Handles scissors safely, snipping paper with increasing control. 5. Begins to form recognisable letters independently. 6. Uses a pencil and holds it effectively, forming recognisable letters independently.
Confident Communicator 	<ol style="list-style-type: none"> 1. Using basic vocabulary in the correct context. 2. Can talk about a past event in the correct order in a simple sentence. 3. Asks questions to clarify understanding. 4. Beginning to use a range of tenses. 5. Extends vocabulary by exploring the meaning of new words. 6. Initiates conversation with adults and peers, listening to the response. 7. Using language to narrate their play. 8. Articulate their ideas and thoughts in well-formed sentences.
Super Citizen 	<ol style="list-style-type: none"> 1. Talks about their family life, traditions and routines. 2. Talks about significant family celebrations or special times. 3. Is able to identify what makes people unique and can talk about some similarities and differences between themselves and family or friends. 4. Can discuss some similarities and differences between life in this country and the lives in other countries. 5. Knows everyone is different and is accepting of different cultures and traditions.
Managing Me 	<ol style="list-style-type: none"> 1. Can talk about how their body feels during and after exercise. 2. Can independently use the toilet and knows how to wash hands afterwards. 3. Can put belongings in their designated space at the beginning of the day and collect them at the end of the day. 4. Can help themselves to snack when needed. 5. Knows how to dress themselves for different weathers. E.g. Will put on own coat if it is raining and knows to take off jumpers if the weather is hot. 6. Understands which foods are good for you and can talk about the benefits of exercising.

Literate Learners 	<ol style="list-style-type: none"> 1. Enjoys engaging in story time. 2. Enjoys looking at a book and knows to turn the pages from right to left. 3. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. 4. Can retell a familiar book in their own words or reciting familiar text. 5. Enjoys a range of texts including non-fiction. 6. Uses their phonics knowledge to decode words and is able to spot high frequency words.
Maths Masters 	SEE WHITE ROSE MATHS

Topic Map						
	Autumn Term		Spring Term		Summer Term	
Nursery	Me and My Community	Fairy Tales	People Who Help Us	Dangerous Dinosaurs	Springing into Life	Animals
Reception	Me and My Community	Sparkle and Shine	Traditional Tales	Ready, Steady, Grow	Animal Safari	On the Beach

Long Term Topic Plan

Key:

Commercial Schemes of Work

Development Matters

Birth to 5

Links to Key Stage 1 Curriculum:

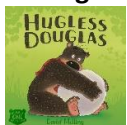
Science, History, Geography, Music, Art, DT, ICT

Autumn 1 –NURSERY

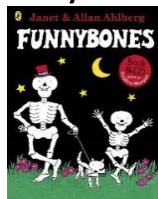
Main content focus: Me and My Community – This term focuses on getting to know our new friends, teachers and environment. We establish routines and nursery rules. We talk about our families from home and our Nursery family, looking at how we are all different and special. We talk about our bodies and how we keep them healthy and discuss healthy living.

Key Texts:

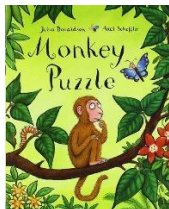
Hugless Douglas



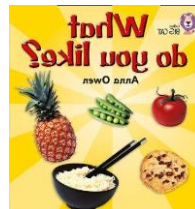
Funny Bones



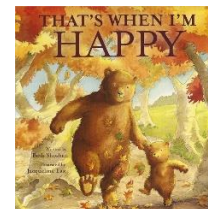
Monkey Puzzle (Focus on family)



What do you like? Anna Owen



That's when I'm happy



What can you see in Autumn?



Enrichment Opportunities: Parental Engagement

- Trying different fruit and vegetables.
- Tour of the school and meet different people around the school.
- Parents in to read a story to the class
- Stay and Play

Communication and Language

Start a conversation with a friend or adult.

Sing a variety of songs.

Physical Development

To be able to tell an adult when they need the toilet.

<p>Begin to engage in carpet session.</p> <p>Begin to name their body parts.</p> <p>Begin to use basic vocabulary to describe their feelings, such as happy, sad and cross.</p>	<p>Can talk about their bodies and what happens to our bodies when we exercise.</p> <p>Use large movements to develop gross motor skills.</p> <p>Begin to navigate the climbing equipment with support.</p> <p>Weekly dough disco to build fine motor skills.</p> <p>Weekly funky fingers to build fine motor skills.</p> <p>Weekly squiggle while you wiggle to build fine motor skills.</p>
<p>Personal, Social and Emotional Development</p> <p>Beginning to becoming more able to separate from their close carers and explore new situations with support.</p> <p>Knows their own name and has a sense of their own preferences.</p> <p>To develop an understanding of and interest in difference of gender, ethnicity and ability.</p> <p>To discuss their feelings using basic vocabulary.</p>	<p>PE</p> <p>SEE ABOVE</p>
<p>Literacy/Phonics Letters and Sounds Aspect 1: Environmental sounds.</p> <p>Environmental walks within the school grounds to discuss what they can hear.</p> <p>Begins to join in with actions and sounds in familiar songs, e.g. Old McDonald.</p> <p>Shows a preference for a dominant hand.</p> <p>Weekly dough disco to build fine motor skills.</p> <p>Weekly funky fingers to build fine motor skills.</p> <p>Weekly squiggle while you wiggle to build fine motor skills.</p> <p>Enjoys sharing a story and joins in with familiar repeated refrains.</p>	<p>Maths</p> <p>Building with a range of resources</p> <p>Notice patterns and arrange objects in patterns.</p> <p>Beginning to understand the routines of the day.</p> <p>Explore shape through play.</p> <p>Jigsaw puzzles.</p> <p>Expressive Art and Design</p> <p>Explore and experiments with a range of resources.</p> <p>Sings nursery rhymes.</p> <p>Explores the sounds of different musical instruments.</p> <p>Take part in simple pretend play, particularly in the role play area.</p> <p>Names colours</p>

	Experiments with playdough tools, including cutters, rolling pins.
	Understanding the World Interested in photographs of themselves and other familiar people. Has a sense of own immediate family, relations and pets. Talks about some of the things they have observed such as changes throughout Autumn.

Long Term Topic Plan

Key:

Commercial Schemes of Work

Development Matters

Birth to 5

Links to Key Stage 1 Curriculum:

Science, History, Geography, Music, Art, DT, ICT

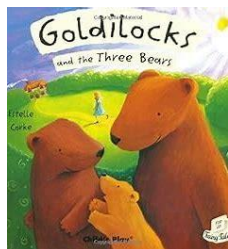
Autumn 2 –NURSERY

Main content focus: Fairy Tales - This topic has a focus on communication and language as the children build the vocabulary to re-tell familiar stories in their own words.

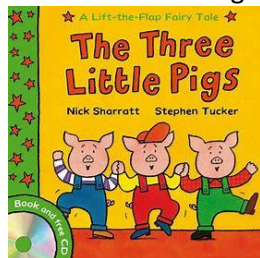
Festivals and Celebrations – Fireworks, Diwali, Hanukkah, Christmas.

Key Texts:

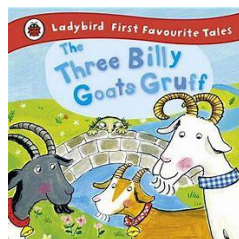
Goldilocks and the Three Bears



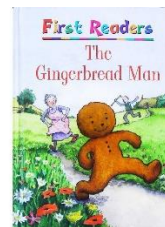
The Three Little Pigs



Three Billy Goats Gruff



Gingerbread Man



The story of Christmas


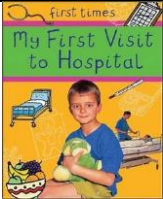

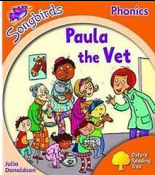
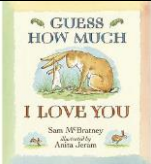


Enrichment Opportunities: Parental Engagement

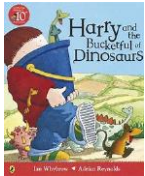
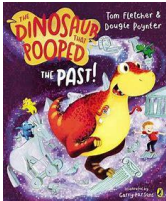
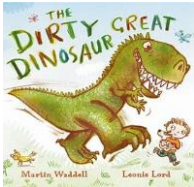
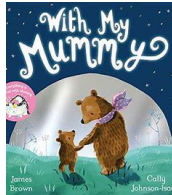
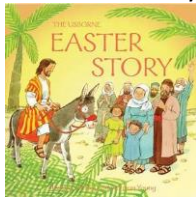
- Tasting porridge.
- Christmas performance for parents
- School Pantomime

- Christmas party	
Communication and Language Beginning to understand a simple instruction such as, sit on the carpet. Building sentence structure using at least 6 words. Can talk about a past event in the correct order. Learn a repertoire of Christmas songs.	Physical Development To pull down and pull up their own trousers when using the toilet. Shows increasing control when using a range of tools and objects, such as jug, hammer and mark making tools. Holding chunky crayons and thick felt tips with a cylindrical grasp. Begin to use scissors with support.
Personal, Social and Emotional Development Explore the environment with a growing confidence Enjoys playing along and alongside others. Increasingly follow rules. Beginning to choose activities independently. Seeks help from a familiar adult when upset. Show more confidence in new social situations. E.g. Christmas performance in the school hall.	PE Balancing and completing obstacle courses in the garden.
Literacy/Phonics Essential Letters and Sounds Instrumental Sounds. Can differentiate between different sounds. Experimenting with the sounds they can make. E.g. Fast, slow, loud and quiet. Begins to join in with actions and sounds in familiar song and book sharing experience. Turns pages in a book, sometimes several at once.	Maths Comparing sizes using the language small, medium, big and large. Positional language. E.g. On, under, in front behind, next to. Number of the week – Focusing on numbers 1-5 Recite numbers to 5 . Subitising numbers 1-5 Demonstrating numbers with actions. Counting amounts up to 5 with one to one correspondence Singing number songs. Counting with fingers up to 5.

	Expressive Art and Design Learn a variety of songs to perform in their Christmas performance. Using scissors to create Christmas decorations.
	Understanding the World Exploring natural materials. Develops basic skills to use some digital equipment such as ipads.

Long Term Topic Plan					
Key: Commercial Schemes of Work Development Matters Birth to 5 Links to Key Stage 1 Curriculum: Science , History, Geography , Music, Art , DT, ICT					
Spring 1 –NURSERY					
Main content focus: People Who Help Us During this topic, we learn about different occupations and introduce new vocabulary. We have special visits from the fire brigade and ask parents to come and talk about their roles in the community.					
Key Texts:					
					
Enrichment Opportunities: Parental Engagement <ul style="list-style-type: none"> - Fire brigade visit - Dentist visit - Police visit - Parents to come into school to talk about their profession 					
Communication and Language Can talk about what they would like to do when they grow up. Use a wider range of vocabulary. Can show an understanding of action words by jumping, skipping, hopping.			Physical Development Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. Runs with special awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. Creates lines and circles pivoting from the shoulder and elbow Making marks in mark making books – circles, dashes, zig zags.		

<p>Personal, Social and Emotional Development Is gradually learning that actions have consequences. Can name all the children and familiar adults in their class. Remember rules without adults reminding them – Able to ‘give 5’.</p>	<p>PE Music and movement in the school hall. Following instructions.</p>
<p>Literacy/Phonics Essential Letters and Sounds – Body percussion. Explores making sounds in different ways using their bodies. Marching, stamping, clapping to a beat. Independently accessing the book corner. Engage in a conversation about their favourite story. Explore non-fiction books. Making marks in mark making books – circles, dashes, zig zags.</p>	<p>Maths Number of the week – 5-10 Subitising numbers 5-10 Demonstrating numbers with actions. Counting amounts up to 10 with one to one correspondence Singing number songs. Counting with fingers up to 10. Looking at patterns on fingerprints. Handprint fire fighters – Counting their fingers. Shape printing to create emergency vehicles.</p>
	<p>Expressive Art and Design Playing imaginatively in the role play area. Developing cutting skills to make various emergency services badges. Explores and learns how sounds and movements can be changed Taps out simple repeated rhythms – Claps their name. Develops an understanding of how to create and use sounds intentionally.</p>
	<p>Understanding the World Shows an interest in different occupations and different ways of life. Talk about what they can see using a wide range of vocabulary.</p>

Long Term Topic Plan					
Key: Commercial Schemes of Work Development Matters Birth to 5 Links to Key Stage 1 Curriculum: Science , History, Geography , Music, Art , DT , ICT					
Spring 2 –NURSERY					
Main content focus: Dangerous Dinosaurs/Easter celebrations During this topic we talk about animals that are extinct and become palaeontologists, learning new vocabulary and exploring dinosaurs through small world play. Towards the end of this topic, we talk about Easter traditions and celebrations.					
Key Texts:					
Harry and his bucket full of dinosaurs 	The dinosaur that pooped the past. 	The great dirty dinosaur 	With my Mummy (Mother's Day) 	The Easter Story 	The Easter Bunny
Enrichment Opportunities: Parental Engagement <ul style="list-style-type: none"> - Dinosaur dig - Dinosaur fossils - Dinosaur dance - Dinosaur egg - Chicks - Creating Easter nests. - Mother's Day stay and play 					
Communication and Language			Physical Development Beginning to show preference for a dominant hand/foot.		

<p>Listens to others in one-to-one conversations when conversations interest them.</p> <p>Beginning to pay attention to more than one thing at a time</p> <p>Understand a question or instruction that has two parts, e.g. Get your coat and line up at the door.</p> <p>Talks about an exciting event that has taken place in the classroom. <i>Where did this giant egg come from? What do we think is inside?</i></p> <p>Joins in with group discussions.</p>	<p>Use one handed tools and equipment, for example during the dinosaur dig where they use small rakes and brushes to delicately reveal the bones.</p> <p>Remember a sequence of movements.</p> <p>To begin to use the toilet independently.</p> <p>Feeds self competently</p> <p>Can hold a cup with two hands and drink well without spilling.</p>
<p>Personal, Social and Emotional Development</p> <p>Select and use activities and resources with help when needed</p> <p>Begin to understand how others may be feeling.</p> <p>Becoming more confident with visitors within the setting.</p>	<p>PE</p> <p>Dinosaur dance.</p> <p>Moving like a dinosaur (Stomping, crawling, stretching.)</p>
<p>Literacy/Phonics Essential Letters and Sounds – Rhythm and rhyme/Alliteration</p> <p>To build a stock of rhymes through hearing them repeatedly</p> <p>Enjoy listening to rhymes and invent their own.</p> <p>Use rhymes in role play</p> <p>Use alliteration in role play with support.</p> <p>Attempts tongue twisters</p> <p>Alternative rhymes and jingles.</p> <p>Mark making in mark making books – swirls, loops, rainbows</p>	<p>Maths</p> <p>Number of the week. Recap numbers 1-10.</p> <p>Subitising numbers 1-10</p> <p>Demonstrating numbers with actions.</p> <p>Counting amounts up to 10 with one to one correspondence</p> <p>Singing number songs.</p> <p>Counting with fingers up to 10.</p> <p>Comparing size of dinosaurs – Length and height</p> <p>Make comparisons between objects relating to size, length and weight.</p>
	<p>Expressive Art and Design</p> <p>Dinosaur dancing.</p> <p>Develop more complex stories using small world.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Create Easter cards by exploring a range of materials.</p> <p>Creating Easter nests and decorating by selecting their own decorations.</p>
	<p>Understanding the World</p>

	<p>Being a palaeontologist</p> <p>Celebrating the Easter festival and sharing their own family traditions.</p> <p>Making predictions about what is inside the dinosaur egg.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>
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Long Term Topic Plan

Key:

Commercial Schemes of Work

Development Matters

Birth to 5

Links to Key Stage 1 Curriculum:

Science, History, Geography, Music, Art, DT, ICT

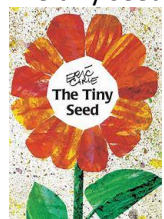
Summer 1 –NURSERY

Main content focus: Springing into Life

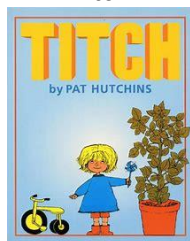
During this project we closely observe nature and the changes as we enter summer. The children look for mini beasts, observe the life cycle of a butterfly and grow and care for their own plants.

Key Texts:

The tiny seed

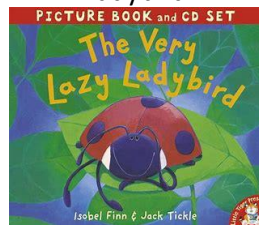


Titch



Sophie's
Sunflower

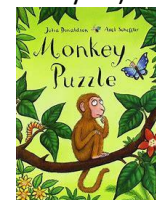
The very lazy
ladybird



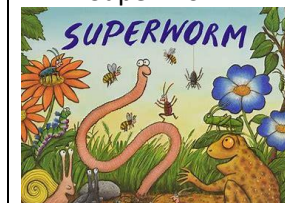
The very hungry
caterpillar



Monkey Puzzle
(Focus on
caterpillar Life
Cycle)



Super worm



Enrichment Opportunities: Parental Engagement

- Planting beans
- Mini beast hunts
- Tasting food
- Caring for a garden
- Butterflies.
- Parents in to read a story to the class

Communication and Language

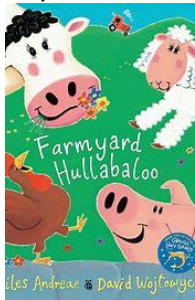
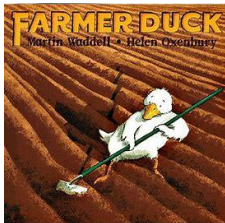

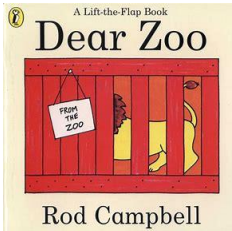
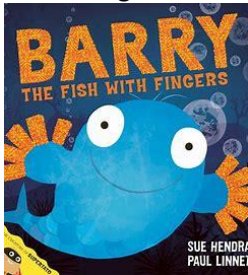
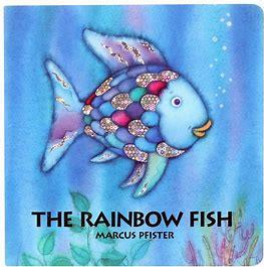
Understand why questions – *Why do you think the caterpillar got so fat?*

Physical Development

Begins to hold a pencil correctly.

Managing own health care such as washing hands after going to the toilet and wiping noses.

<p>Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Can sit appropriately during carpet time.</p> <p>Can extend sentences using and or because.</p>	<p>Has an awareness of danger and can move around the classroom and outdoor area safely.</p>
<p>Personal, Social and Emotional Development</p> <p>Talk with others to resolve conflict, with support.</p> <p>Make healthy choices about food and drink</p> <p>Remember the nursery rules without needing an adult to remind them.</p>	<p>PE</p> <p>Ball skills – Rolling balls, throwing balls, throwing beanbags.</p>
<p>Literacy/Phonics</p> <p>Introduction to letter sounds.</p> <p>Singing songs and repeating phrases.</p> <p>Attempting to form letters.</p> <p>Spotting letters in their name.</p> <p>Showing an interest in media.</p> <p>Self-selecting books from the book corner</p> <p>Recognise familiar logos</p> <p>Recognising words with the same initial sound.</p>	<p>Maths</p> <p>Number of the week – 10-15</p> <p>Counting amounts of objects.</p> <p>Compare groups of objects.</p> <p>Measuring using the vocabulary – taller, longer and shorter when measuring plants.</p> <p>Ordering in size order.</p> <p>Creating super worms and describing using the language of long and short.</p> <p>Making symmetrical butterflies.</p>
	<p>Expressive Art and Design</p> <p>Acting out the story of The Very Hungry Caterpillar.</p> <p>Explores different materials freely to develop their ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail.</p>
	<p>Understanding the World</p> <p>Exploring the life cycle of a butterfly.</p> <p>Shows care and concern for living things and the environment.</p> <p>Discussing the different parts of a plant.</p>

Long Term Topic Plan					
Key: Commercial Schemes of Work Development Matters Birth to 5 Links to Key Stage 1 Curriculum: Science, History, Geography, Music, Art, DT, ICT					
Summer 2 –NURSERY					
Main content focus: Animals During this project we look at land, sea and sky animals and where they live. We observe animal patterns and talk about how food is farmed.					
Key Texts:					
Farmyard hullabaloo 	Farmer Duck 	Farmyard Tales 	Dear Zoo A Lift-the-Flap Book  Rod Campbell	Barry the fish with fingers  SUE HENDRA PAUL LINNE	Rainbow Fish  THE RAINBOW FISH MARCUS PFISTER
Enrichment Opportunities: Parental Engagement <ul style="list-style-type: none"> - Trip to Hertfordshire Zoo - Woodfest - Nursery Graduation - Nursery Class Assembly 					
Communication and Language			Physical Development Working towards a tripod grasp To begin to write letters in their name.		

<p>Enjoy listening to longer stories and can remember much of what happened.</p> <p>Pay attention to more than one thing at a time.</p> <p>Use talk to organise themselves and their play.</p> <p>Talks more extensively about things that are of particular importance.</p>	<p>Beginning to use scissors independently, making snips in paper.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm – End of year assembly.</p>
<p>Personal, Social and Emotional Development</p> <p>Plays with one or more children, extending and elaborating play ideas.</p> <p>Increasingly follow rules and understand why they are important.</p> <p>Shows increasing consideration of other people's needs and gradually more impulsive control in favourable conditions, e.g. giving up a toy when someone else wants it.</p> <p>Talk about transition into Reception.</p> <p>Discuss new vocabulary to describe our feelings such as, worried, anxious, excited.</p> <p>Visit classrooms</p> <p>Meet new teachers</p> <p>Reading the story 'Moving On'</p>	<p>PE</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p>
<p>Literacy/Phonics</p> <p>Develop chronological awareness so they can;</p> <ul style="list-style-type: none"> - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound. <p>Write some or part of their name.</p> <p>Tell their own story to be scribed by a teacher.</p>	<p>Maths White Rose</p> <p>Number of the week – 10-20</p> <p>Counting amounts of objects.</p> <p>Compare groups of objects.</p> <p>Know that the last number reached when counting tells you how many there are in total.</p> <p>Link numerals and amounts up to 5.</p> <p>Compare quantities using language <i>more/less</i></p> <p>Extend and create an ABAB pattern.</p>
	<p>Expressive Art and Design</p> <p>Creates closed shapes with continuous lines and begins to use these shapes to represent objects.</p> <p>Use tools for a purpose</p>

	<p>Illustrate a story</p> <p>Woodfest performance on the big stage</p> <p>Perform in front of an audience for their class assembly.</p>
	<p>Understanding the World</p> <p>Begin to understand the need to care and respect the natural environment and all living things.</p> <p>Talk about where food comes from (which animals) and how food is grown.</p> <p>Looking at different animal patterns.</p> <p>Matching young animals to their parents.</p>

Long Term Topic Plan

Key:

Commercial Schemes of Work

Development Matters

Birth to 5

Links to Key Stage 1 Curriculum:

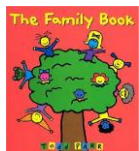
Science, History, Geography, Music, Art, DT, ICT

Autumn 1 – RECEPTION

Main content focus: Me and My Community (Curriculum Maestro): This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.

Key Texts:

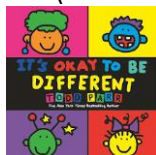
The Family Book (Todd Parr)



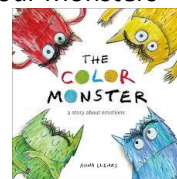
And Tango Makes Three



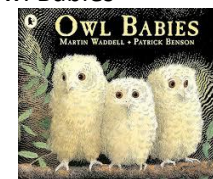
It's Okay to be different (Todd Parr)



Colour Monsters



Owl Babies



Lost and Found



Enrichment Opportunities: Parental Engagement

- Walk around the community – Focus on listening and sounds.
- Tour of the school – Meeting different members of staff and talking about the school routine.
- Parent visitors from a range of cultural backgrounds.
- Visit from the dentist.
- Parent stay and play

Communication and Language

Are able to say good morning/hello to their teachers when they arrive at school.

Physical Development

Explores and navigates the climbing equipment confidently.
Lines up and walks sensibly around the school.

<p>Listens to others in one-to-one of small groups when conversation interests them.</p> <p>Is able to follow a simple instruction.</p> <p>Begins to understand how and why questions. How are you feeling today?</p> <p>Why are you feeling happy/cross?</p> <p>Can talk about their home life and experiences in small groups.</p> <p>Joins in with songs and rhymes.</p> <p>Knows to wait when others are speaking.</p> <p>Can look share a baby picture and discuss in a group.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes and scissors.</p> <p>Independently using the toilet and washing hands afterwards.</p> <p>Can put their belongings in the designated place and collect them at the end of the day.</p> <p>Continue to gain independence as they get dressed and undressed, for example, putting on coats and doing up zips.</p> <p>Further develop a range of ball skills including throwing, kicking, catching, passing, batting and aiming.</p>
<p>Personal, Social and Emotional Development</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas.</p> <p>Builds the confidence to enter the classroom independently and select an activity.</p> <p>Greets peers and adults with a Hello, Good morning.</p> <p>Self-registers independently.</p> <p>Develop a growing understanding of the rules and routines of the day.</p> <p>Enjoys a sense of belonging through being involved in daily tasks.</p> <p>Is aware of different emotions and is able to vocalise how they are feeling.</p> <p>Recognise we are all different and may enjoy different activities.</p> <p>Talk about oral hygiene and how we keep our teeth clean.</p>	<p>PE Complete PE</p> <p><u>Term:</u> Autumn 1</p> <p><u>Topic:</u> Walking 1 (Locomotion)</p> <p><u>Key Skills:</u> Walking, walking using different pathways, marching</p> <p><u>Key Knowledge:</u></p> <p>Space – avoiding other pupils</p> <p>Opposite arm and leg action</p> <p>Heads focused looking where they are going</p> <p>Pathway is a direction we travel</p> <p>Marching in sustained rhythm (beat)</p> <p><u>Term:</u> Autumn 1</p> <p><u>Topic:</u> Hands 1 (Ball Skills)</p> <p><u>Key Skills:</u> Pushing, rolling and bouncing</p> <p><u>Key Knowledge:</u></p> <p>Control is the concept of keeping the ball close.</p> <p>Pushing the ball with fingers</p> <p>Space</p> <p>Accuracy – looking at target when rolling</p> <p>Bouncing ball using fingers, not slapping motion</p>
<p>Literacy</p>	<p>Maths White Rose Maths</p> <p>Match, sort and compare</p>

<p>Enjoys listening to a story and can make predictions about what happens next.</p> <p>Enjoys retelling stories using puppets, props and small world resources.</p>	<ul style="list-style-type: none"> - Match objects - Match pictures and objects - Identify a set - Sort objects to a type - Explore sorting techniques - Create sorting rules - Compare amounts <p>Talk about measure and patterns</p> <ul style="list-style-type: none"> - Compare size - Compare mass - Compare capacity - Explore simple patterns - Copy and continue simple patterns - Create simple patterns
<p>Phonics Essential Letters and Sounds</p> <p>Phase 2 Sounds.</p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme/phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words <p>HRS words: <i>I, the, no, put, of, is, to, go, into, pull, as, his</i></p>	<p>Expressive Art and Design</p> <p>Enjoys singing familiar songs and nursery rhymes.</p> <p>Uses various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. (Yr 1 DT Sculptures)</p> <p>Engages in imaginative play, exploring the role play area and acting out home life alongside peers.</p> <p>Explore different colours to create self-portraits. (Year 1 Portraits)</p> <p>Experiment with a range of materials to create self-portraits. (Year 1 Human Senses)</p> <p>Develop scissor skills.</p> <p><u>Charanga – Learning to sing nursery rhymes and action songs.</u></p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>

	<p>Understanding the World</p> <p>Can talk about their family and where they live.</p> <p>Can make comparisons between the country they live in and other countries. (Year 1 Wonderful World)</p> <p>Can create a map of their school and or local community. (Year 1 Wonderful World)</p> <p>Recognises and discuss seasonal changes. (Year 1 Seasonal Changes)</p> <p>Comment on images of familiar situations in the past.</p> <p>Explore the natural world around them.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them. E.g. Exploring different countries on Google maps</p>
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Long Term Topic Plan

Key:

Commercial Schemes of Work

Development Matters

Birth to 5

Links to Key Stage 1 Curriculum:

Science, History, Geography, Music, Art, DT, ICT

Autumn 2 – RECEPTION

Main content focus: Sparkle and Shine - This project teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.

Friday 1st November – Diwali

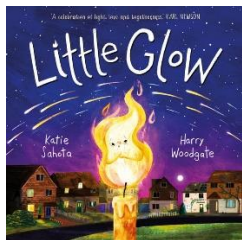
25th December – 2nd January – Hanukkah

31st October – Halloween

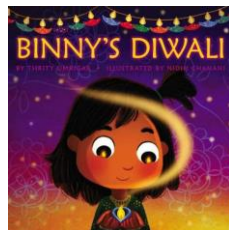
25th December -

Key Texts:

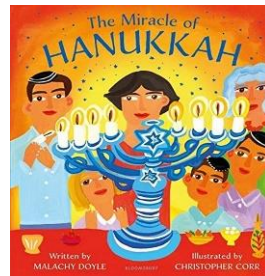
Little Glow



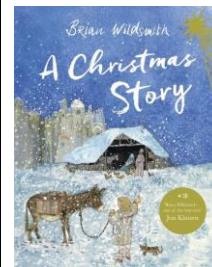
Binny's Diwali



The Miracle of Chanukah



A Christmas Story



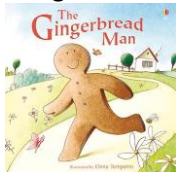
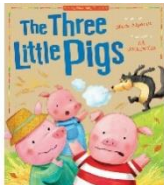
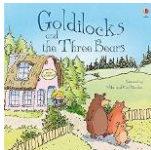
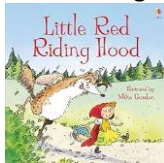

The Jolly Christmas Postman



Enrichment Opportunities: Parental Engagement <ul style="list-style-type: none"> - Walk around the community – Posting letters to Father Christmas/A family friend - Visit a place of worship - Christmas performance 	
Communication and Language Learn new vocabulary whilst exploring different cultures and religions. Describe events in some detail. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listens carefully to rhymes and songs, paying attention to how they sound. Demonstrates listening skills when sitting on the carpet and can remain engaged during a short carpet session. Share their idea during a carpet session.	Physical Development Revise and refine the fundamental movement skills they have already acquired Develop their small motor skills so that they can use a range of tools competently, safely and confidently. E.g. Using tools to create a Diva lamp using clay. Rolling, cutting and decorating using precise indentations. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Use cutlery effectively. Begins to form recognisable letters independently.
Personal, Social and Emotional Development Beginning to build constructive and respectful relationships. Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. Has an awareness of other opinions and is respectful. E.g. Child X may like dinosaurs and child Y may like cars and that's ok.	PE Complete PE <u>Term:</u> Autumn 2 <u>Topic:</u> Jumping 1 (Locomotion) <u>Key Skills:</u> Jumping, hopping <u>Key Knowledge:</u> Jumping and landing safely (bending knees, landing on balls of their feet) Swinging arms to help with height and distance Hopping (taking off on one foot and landing on the same foot) <u>Term:</u> Autumn 2 <u>Topic:</u> Feet 1 (Ball Skills) <u>Key Skills:</u> Control with feet, dribbling <u>Key Knowledge:</u> Opposition/opponent (players on the other team)

	Better control using insides of their feet
<p>Literacy</p> <p>Engage in a non-fiction book</p> <p>Read individual letters by saying the sounds for them.</p> <p>Identify a few HRS matched to ELS</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Writes some letters accurately.</p> <p>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, writing m for Mummy.</p>	<p>Maths White Rose</p> <p>It's me, 1, 2, 3</p> <ul style="list-style-type: none"> - Find 1, 2 and 3 - Subitise 1, 2 and 3 - Represent 1, 2 and 3 - 1 more - 1 less - Composition of 1, 2 and 3 <p>Circles and Triangles</p> <ul style="list-style-type: none"> - Identify and name circles and triangles - Compare circles and triangles - Shapes in the environment - Describe position <p>1,2,3,4,5</p> <ul style="list-style-type: none"> - Find 4 and 5 - Subitise 4 and 5 - Represent 4 and 5 - 1 more - 1 less - Composition of 4 and 5 - Composition of 1-5 <p>Shapes with 4 sides</p> <ul style="list-style-type: none"> - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My day and night
<p>Phonics Essential Letters and Sounds</p> <p>Phase 3 sounds</p> <p>Continuing to blend and sound out words.</p> <p>New HRS words: <i>he, she, buses, we, me, be, push, was, her, my, you</i></p>	<p>Expressive Art and Design</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Prepare for a Christmas performance, performing in the school hall, in front of their families.</p>

	<p>Develop storylines in their pretend play Explores different materials to create with, such as clay.</p> <p>Charanga: Learn to sing nursery rhymes and action songs.</p> <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p> <p>Understanding the World Can talk about traditions within their family and talk about past celebrations. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Recognise the change in season and how that changes our environment. (Year 1 Seasonal Changes)</p>
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Long Term Topic Plan					
Key: Commercial Schemes of Work Development Matters Birth to 5 Links to Key Stage 1 Curriculum: Science, History, Geography, Music, Art, DT, ICT					
Spring 1 – RECEPTION					
Main content focus: Traditional Tales This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales.					
Key Texts:					
The Gingerbread Man 	The Three Little Pigs 	Goldilocks 	Little Red Riding Hood 	Jack & the Beanstalk 	
Enrichment Opportunities: Parental Engagement <ul style="list-style-type: none"> - Walk around the community – Reading signs and looking for letters in the environment and go to the library for a story. Request Trad Tales not covered. E.g Cinderella - Baking gingerbread men - Building houses out of different materials - Parents invited to read a story to the class 					
Communication and Language Engage in storytimes. Listen and talk about stories to build familiarity. Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Understands questions such as who, why, when, where and how.			Physical Development Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. Develop the foundations of a handwriting style which is fast, accurate and efficient. Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.		

<p>Uses language to imagine and recreate roles in experiences in play situations.</p>	
<p>Personal, Social and Emotional Development Express their feelings and consider the feelings and needs of others. Think about the perspectives of others. Seek a friend to work alongside.</p>	<p>PE Complete PE</p> <p><u>Term:</u> Spring 1 <u>Topic:</u> Rackets, Bats, Balls and Balloons (Ball Skills) Key Skills: Balancing, pushing, hitting, taking turns <u>Key Knowledge:</u> Control is the concept of keeping the ball close. Accuracy is directing towards where we want the object to go Applying pressure – during a race/game situation</p> <p><u>Term:</u> Spring 1 <u>Topic:</u> Nursery Rhymes (Dance) <u>Key Skills:</u> Movement, sequence, create, performance, travelling <u>Key Knowledge:</u> Champion dancers can move with control, respond to the rhythm and move in relation to the music. Sequence is adding movements together so they make a small routine. Travelling is moving in different ways to another area. Tempo is the speed of which music is played</p>
<p>Literacy Read some letter groups that each represent one sound and say sounds for them. Continue to read new HRS words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Maths White Rose</p> <p>Alive in 5</p> <ul style="list-style-type: none"> - Introduce zero - Find 0 to 5 - Subitise 0 to 5

<p>Describe main story settings, events and principal characters in increasing detail.</p>	<ul style="list-style-type: none"> - Represent 0 to 5 - 1 more - 1 less - Composition - Conceptual subitising to 5 <p>Mass and Capacity</p> <ul style="list-style-type: none"> - Compare a mass - Find a balance - Explores capacity - Compare capacity <p>Growing 6,7,8</p> <ul style="list-style-type: none"> - Find 6,7 and 8 - Represent 6,7, and 8 - 1 more - 1 less - Composition of 6, 7 and 8 - Make pairs-odd and even - Double to 8 (Find a double) - Double to 8 (Make a double) - Combine 2 groups - Conceptual subitising
<p>Phonics Essential Letters and Sounds</p> <p>Phase 3-4 sounds. Continuing to blend and sound out words. New HRS words <i>They, all, are, ball, tall, when, what</i></p>	<p>Expressive Art and Design Create collaboratively, sharing ideas, resources and skills. Develops their own ideas through experimentation with diverse materials e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Cooking gingerbread men – stirring, rolling, cutting the mixture. (DT Cookery) Creating houses out of different materials and discussing which is the strongest. (Year 1 Structures)</p>

	<p>Finding ways to create structures using different materials and finding ways to fit materials together. (Year 1 Everyday Materials)</p> <p>Charanga – Learning to sing nursery rhymes and action songs.</p> <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p> <p>Understanding the World Can create content such as a video recording, stories and or draw a picture on screen. Uses ICT hardware to interact with age appropriate computer software. E.g. Laptops, iPads, interactive whiteboard, cubetto robot. Explore the natural world around them – Go on a local walk and observe the seasonal changes. (Year 1 Science – Seasonal Changes)</p>
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Long Term Topic Plan

Key:

Commercial Schemes of Work

Development Matters

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Links to Key Stage 1 Curriculum:

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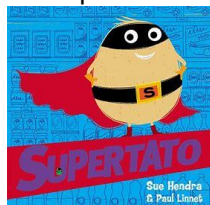
Spring 2 – RECEPTION

Main content focus: Ready, steady, grow!

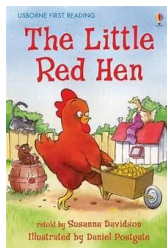
This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.

Key Texts:

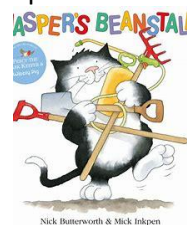
Supertato



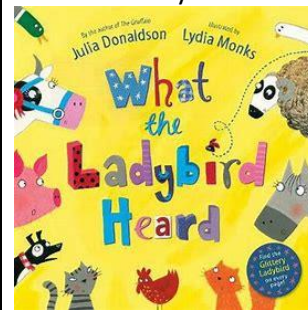
Little Red Hen



Jasper's Beanstalk



What the Ladybird Heard



The Amazing Life Cycle of Plants



Enrichment Opportunities: Parental Engagement

- Walk around the community – Number walk. Walk to Tesco and look for number in the environment. Buying fruit from Tesco, using money, to make a fruit salad.
- Farm visit.
- Making a fruit salad.
- Mother's Day stay and play

Communication and Language

Use new vocabulary throughout the day

Gather information from a non-fiction text

Ask questions to find out more about a subject of interest.

Re-tell a familiar story.

Physical Development

Continue to develop the foundations of a handwriting style which is fast, accurate and efficient.

Understands the importance in eating healthy food and exercising.

	<p>Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.</p> <p>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.</p>
<p>Personal, Social and Emotional Development</p> <p>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 - Having a good sleep routine <p>Know and talk about how to be a safe pedestrian and how to be safe out in public.</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chose activity.</p>	<p>PE Complete PE</p> <p><u>Term:</u> Spring 2</p> <p><u>Topic:</u> Games for Understanding (Attack v Defence)</p> <p><u>Key Skills:</u> Turn taking, scoring, following rules, avoiding defender,</p> <p><u>Key Knowledge:</u></p> <p>Attacker</p> <p>Defender</p> <p>Evasive Skills</p> <p>Space</p> <p>Dodge – changing direction</p> <p><u>Term:</u> Spring 2</p> <p><u>Topic:</u> High, Low, Over, Under (Gymnastics)</p> <p><u>Key Skills:</u> Exploring high and low shapes, using apparatus safely</p> <p><u>Key Knowledge:</u></p> <p>Champion Gymnastics: when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.</p> <p>Jump and land safely: Taking off with bent knees, landing on bent knees and soft toes</p> <p>Moving Benches: 4 children to move a small bench, 6 children to move a large bench.</p> <p>Moving mats: 4 children to move mats.</p>

Literacy

Continue to read new HRS words.

Spell words by identifying the sounds and then writing the sound with letters.

Knows that information can be retrieved from books, computers and mobile digital devices.

Is able to discuss and recall stories or information that has been read to them or they have read themselves.

Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.

Maths White Rose**Length, height and time**

- Explore length
- Compare length
- Explore height
- Compare height
- Talk about time
- Order and sequence time

Find 9 and 10

- Find 9 and 10
- Compare numbers to 10
- Represent 9 and 10
- Conceptual subitising to 10
- 1 more
- 1 less
- Composition to 10
- Bonds to 10 (2 parts)
- Make arrangements of 10
- Bonds to 10 (3 parts)
- Doubles to 10 (Find a double)
- Doubles to 10 (Make a double)
- Explore even and odd

Explore 3D Shapes

- Recognise and name 3D shapes
- Find a 2D shape within 3D shapes
- Use 3D shapes for tasks
- 3D shapes in the environment
- Identify more complex patterns
- Copy and continue patterns
- Patterns in the environment

<p>Phonics Essential Letters and Sounds</p> <p>Reviewing previously learnt sounds.</p> <p>Continuing to blend and sound out words.</p> <p>New HRS words;</p> <p><i>Said, so, have, were, out, like, some, come, there, little, one, do, children, love</i></p>	<p>Expressive Art and Design</p> <p>Chooses particular movements, instruments, sounds, colours and materials for their own imaginative purposes.</p> <p>Observational drawings of plants, flowers.</p> <p>Closely observing the colours of different flowers and mixing powder paints to create pictures. (Year 1 Primary and Secondary colours)</p> <p>Creating a supertato model using a range of materials.</p> <p>Making a fruit salad – Chopping fruit safely. (Year 1 Cookery)</p> <p>Create a superhero vehicle using Mobilo and other construction materials. (Year 1 Mechanism)</p> <p>Charanga – Our World.</p> <p>Learning to sing nursery rhymes and action songs.</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p> <p>Understanding the World Links to Year 1 Science - Plants</p> <p>Develop an understanding of growth, decay and changes over time</p> <p>Looks closely at similarities, differences, patterns and changes in nature.</p> <p>Makes observations of plants and explains why some things occur and talks about changes.</p> <p>Can use the internet with adult support to find and retrieve information of interest to them</p> <p>Completes a simple program on an electronic device.</p> <p>Explore the natural world around them.</p> <p>Growing plants from a seed.</p> <p>Growing fruit and veg</p> <p>Caring for plants and discussing what they need to survive.</p>
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	Hunting for insects and closely observing.
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Long Term Topic Plan

Key:

Commercial Schemes of Work

Development Matters

Birth to 5

Links to Key Stage 1 Curriculum:

Science, History, Geography, Music, Art, DT, ICT

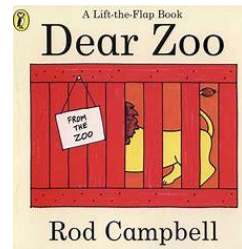
Summer 1 – RECEPTION

Main content focus: Animal Safari

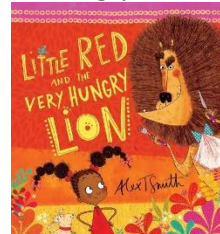
This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments

Key Texts:

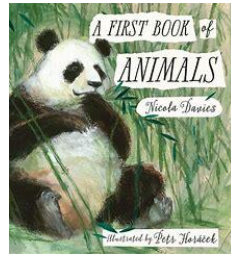
Dear Zoo



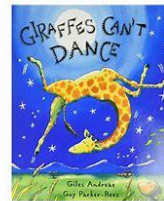
Little Red and the Very Hungry Lion



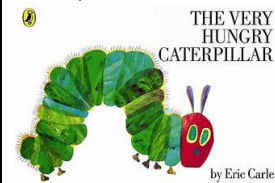
A first book of animals



Giraffes Can't Dance



The very hungry caterpillar



Enrichment Opportunities: Parental Engagement

- Walk around the community
- Life cycle of a caterpillar

Communication and Language

Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.

Use new vocabulary in different contexts.

Engage in non-fiction books

Articulate their ideas and thoughts in well-formed sentences.

Physical Development

Continue to develop the foundations of a handwriting style which is fast, accurate and efficient.

Confidently use a knife and fork effectively.

Handles tools, objects, construction and malleable materials safely and with increasing control and intention.

Combine different movements with ease and fluency.

<p>Personal, Social and Emotional Development</p> <p>Show resilience and perseverance in the face of a challenge.</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</p>	<p>PE Complete PE</p> <p><u>Term:</u> Summer 1</p> <p><u>Topic:</u> Hands 2 (Ball skills)</p> <p><u>Key Skills:</u> Ball control, throwing, catching</p> <p><u>Key Knowledge:</u></p> <p>Underarm throw – throwing with a scooping motion</p> <p>Overarm throw – throwing over the head</p> <p>Catching – Show 10 (2 hands up, ready to catch) or hands cupped</p> <p><u>Term:</u> Summer 1</p> <p><u>Topic:</u> Dinosaurs (Dance)</p> <p><u>Key Skills:</u> Moving with control, exploring movement, performing</p> <p><u>Key Knowledge:</u></p> <p>Champion dancers - move with control, respond to the rhythm, move in relation to the music.</p> <p>Expression – using body language, eye contact and movement to express feelings and ideas.</p>
<p>Literacy</p> <p>Form lower-case and capital letters correctly.</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>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Writing their own version of a story.</p> <p>Writing facts about different animals.</p>	<p>Maths White Rose</p> <p>To 20 and beyond</p> <ul style="list-style-type: none"> - Build numbers beyond 10 (10-13) - Continue patterns beyond 10 (10-13) - Build numbers beyond 10 (14-20) - Continue patterns beyond 10 (14-20) - Verbal counting beyond 20 - Verbal counting patterns <p>How many now?</p> <ul style="list-style-type: none"> - Add more - How many did I add? - Take away - How many did I take away?

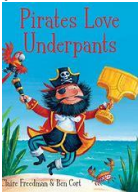
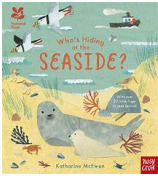
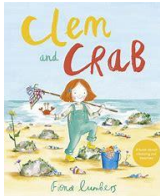
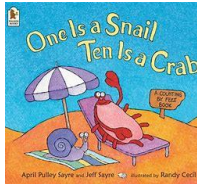
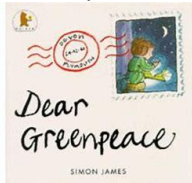
	<p>Manipulate, compose and decompose</p> <ul style="list-style-type: none"> - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes
<p>Phonics Essential Letters and Sounds</p> <p>Phase 4 sounds Reviewing previously learnt sounds. Continuing to blend and sound out words.</p> <p>Reading and spelling words made up of; Consonant, Vowel, Consonant, Consonant (CVCC) CCVC CCVCC CCCVC Reading and spelling words with 'ed' at the end.</p>	<p>Expressive Art and Design</p> <p>Create a plan before beginning to construct using junk modelling or construction materials. (Year 1 Sculptures) Share their creations and explain the process of making it.</p> <p>Charanga: Big Bear Funk</p> <p>Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p> <p>Understanding the World Links to Year 1 Science – Animal Parts</p> <p>Make observations of animals and explain why some things occur. Explore the natural world around them, making observations and drawing pictures of animals and plants Observe eggs and the life cycle of a chick.</p>

Discuss different animal habitats.

How to ensure different habitats are cared for.

Curriculum Maestro

- Carnivores are animals that eat other animals.
- Herbivores are animals that eat plants.
- Omnivores are animals that eat plants and other animals.
- Mammals are animals that breathe air, have warm blood and give birth to live babies.
- Reptiles are animals that breathe air, have dry, scaly skin and lay eggs,
- Birds are animals that breathe air, have beaks and feathers and lay eggs.
- Reptiles, birds, fish, insects, amphibians and arachnids all lay eggs.
- Bird eggs have hard, chalky shells.
- Reptile eggs have soft, leathery shells.
- Animals build a home to provide shelter from the elements and other animals.

Long Term Topic Plan					
Key: Commercial Schemes of Work Development Matters Birth to 5 Links to Key Stage 1 Curriculum: Science, History, Geography, Music, Art, DT, ICT					
Summer 2 – RECEPTION					
Main content focus: During this project, we talk about what you can do at the beach and how we can keep our beaches and oceans safe and clean.					
Key Texts:					
Noah's Ark	Pirates Love Underpants 	Who's hiding at the seashore 	Clem and Crab 	One Is a snail, ten is a crab 	Dear Greenpeace 
Enrichment Opportunities: Parental Engagement <ul style="list-style-type: none"> - Walk around the community - Woodfest - Class Assembly 					
Communication and Language Connect one idea or action to another using a range of connectives. Able to follow a story without pictures or prompts. Learn rhymes poems and songs. Links statements and sticks to a main theme or intention. Listens attentively and respond to what they hear with relevant questions, comments and actions.			Physical Development Describes physical changes in the body that can occur when feeling unwell, anxious, tired, angry or sad. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength balance and coordination when playing. Move energetically.		

<p>Holds a conversation when engaged in back and forth exchanges with their teachers and peers.</p> <p>Gives focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy when drawing.</p>
<p>Personal, Social and Emotional Development</p> <p>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it.</p> <p>Be confident to try new activities and show independence resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>	<p>PE Complete PE</p> <p><u>Term:</u> Summer 2</p> <p><u>Topic:</u> Moving (Gymnastics)</p> <p><u>Key Skills:</u> Shapes, direction, moving</p> <p><u>Key Knowledge:</u></p> <p>Champion Gymnasts - when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.</p> <p>Shape – a shape is a still balance</p>
<p>Literacy</p> <p>Create posters on how to keep our beaches and oceans clean.</p> <p>Read words consistent with their phonics knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Maths White Rose</p> <p>Sharing and grouping</p> <ul style="list-style-type: none"> - Explore sharing - Sharing - Explore grouping - Grouping - Even and odd sharing - Play with and build doubles <p>Visualise, build and map</p> <ul style="list-style-type: none"> - Identify unity of repeating patterns - Create own pattern rule - Explore own pattern rules - Replicate and build scenes and constructions

	<ul style="list-style-type: none"> - Visualise from different positions - Describe positions - Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situations. <p>Make connections</p> <ul style="list-style-type: none"> - Deepen Understanding - Patterns and relationships <p>Consolidate</p>
<p>Phonics Essential Letters and Sounds</p> <p>Phase 5 introduction. Reviewing previously learnt sounds. Continuing to blend and sound out words. New HRS words; <i>Oh, their, people, mr, mrs, your, ask, should, would, could, asked, house, mouse, water, want, very</i></p>	<p>Expressive Art and Design Sing in a group or on their own, increasingly matching the pitch and following the melody. #woodfest and end of year assembly.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Charanga: This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p>Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song</p>

	<p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>
	<p>Understanding the World</p> <p>Share an understanding of how to keep our beaches and oceans clean.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>