






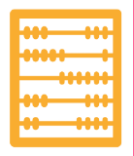



Wildmoor Heath School Long Term Planning - Reception - 2022-2023


| Area of Learning | Autumn 1 It's Good to be me! | Autumn 2 Let's Celebrate! | Spring 1 It's getting cold! | Spring 2 Going Green! | Summer 1 Marvellous Minibeast | Summer 2 Off Exploring... |
|--|--|---|--|---|---|---|
| Possible Themes/Interests/Lines of Enquiry | Chatterbox challenge Teddy Bears Pete the Cat Autumn Family Heath Walk | Autumn Halloween Bonfire Night visit Christmas/Father Christmas around the world Heath Walk Post Office walk | The Gruffalo Diwali Fire Service Christmas story Christmas around the world Heath Walk Library Trip | Winter Arctic Lost and Found PolarBears/Penguins Chinese New Year Heath Walk Library Trip | Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring, weather Recycling Heath Walk The HAVEN | Life cycles – Frog/butterfly/plant/sunflowers minibeasts Local Area – Local park visit Heath Walk Be Healthy week! |
| <div>Communication and Language</div> <div></div> | <p><i>Understand how to listen carefully and why listening is important.</i></p> <p><i>Engage in story times</i>, rhymes, and songs.</p> <p>Maintain attention in whole class/groups.</p> <p>Follow 1 step instructions.</p> <p> <i>Understand ‘why’ questions.</i></p> <p><i>Use sentences 4-6 words.</i></p> <p><i>Use talk to organise play.</i></p> <p><i>Use sentences joined up with words like ‘because’ and ‘or’.</i></p> | <p><i>Engage in story times.</i></p> <p>Maintain attention in new situations.</p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p>Follow instructions with 2 parts in a familiar situation.</p> <p>Start a conversation with peers and familiar adults.</p> <p><i>Develop social phrases</i></p> | <p>Listen attentively in a range of situations.</p> <p>Maintain attention during appropriate activity.</p> <p><i>Engage in non-fiction books.</i></p> <p>Consider the listener and take turns.</p> <p>Begin to use past tense.</p> <p>Begin to recount past events.</p> | <p>Understand why listening is important.</p> <p>Maintain attention in different contexts.</p> <p><i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i></p> <p>Ask questions to find out more and check understanding.</p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i></p> <p><i>Begin to connect one idea or action to another using a range of connectives.</i></p> | <p>Listen and understand instructions while busy with another task.</p> <p>Maintain activity while listening.</p> <p>Understand how, why, where questions.</p> <p><i>Describe events in some detail.</i></p> <p>Express ideas about feelings and experiences.</p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p>Use language to reason.</p> | <p>Listen and respond with relevant questions, comments, or actions.</p> <p>Attend to others in play.</p> <p>Make comments and clarify thinking with questions.</p> <p><i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i></p> <p>Speak in well-formed sentences with some detail.</p> <p><i>Use new vocabulary in different contexts.</i></p> <p>Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p> |
| | <p><i>Learn and use new vocabulary.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems, and songs.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> | | | | | |
| | <div>Personal, Social and Emotional Development Self-regulation</div> <div></div> | <p><i>Can talk about feelings.</i></p> <p>Welcome distractions when upset.</p> <p><i>Increasingly follow rules.</i></p> <p><i>Know likes and dislikes.</i></p> <p>Independently organise belongings in the morning.</p> <p>Manage personal hygiene.</p> <p><i>Build constructive and respectful relationships.</i></p> <p>JIGSAW: BEING ME IN MY WORLD</p> | <p><i>Beginning to express their feelings and consider the perspectives of others.</i></p> <p>Begin to take turns and share resources.</p> <p>Independently choose where they would like to play.</p> <p><i>Continue to build constructive and respectful relationships.</i></p> <p>JIGSAW: CELEBRATING DIFFERENCE (INCLUDING BULLYING)</p> | <p>Show pride in achievements.</p> <p>Understand behavioural expectations of the setting.</p> <p>Can explain right from wrong and try to behave accordingly.</p> <p><i>Manage their own needs.</i></p> <p>Can identify kindness.</p> <p>Seek others to share activities and experiences.</p> <p>JIGSAW: DREAMS AND GOALS</p> | <p>Can make choices and communicate what they need.</p> <p>Begin to show persistence when faced with challenges.</p> <p>Can keep play going by co-operating, listening, speaking, and explaining.</p> <p>Can reflect on the work of others and self-evaluate their own work.</p> <p>Beginning to know that children think and respond in different ways to them.</p> <p>JIGSAW: HEALTHY ME</p> | <p><i>Think about the perspectives of others.</i></p> <p>Can talk about their own abilities positively.</p> <p>Confident to try new activities</p> <p><i>Show resilience and perseverance.</i></p> <p><i>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</i></p> <p>JIGSAW: RELATIONSHIPS</p> |

| | | | | | | |
|---|--|---|---|---|---|---|
| | regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. Know and talk about the different factors that support their overall health and wellbeing: | | | | | |
| Religious Education | Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism | Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation | Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism | Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation | Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism | Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism |
| Physical Development  | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene PE: Dance | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. PE: Dance | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Confidently and safely use a of large and small apparatus range indoors and outside, alone and in a group. PE: Gymnastics | Confidently and safely use a of large and small apparatus range indoors and outside, alone and in a group. Progress to a more fluent style of moving, with developing control and grace. PE: Gymnastics | Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. PE: Games | Combine different movements with ease and fluency Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. PE: Games / sports day |
| | 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. | | | | | |
| 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 read 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 Innovate a well-known story with support. | 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. |
| High Quality Texts | <i>All are welcome Here</i> <i>The Colour Monster</i> <i>Pete the Cat</i> <i>Shark in the Park</i> | <i>Owl Babies</i> <i>The Gruffalo</i> <i>Little Red Riding Hood</i> <i>Stick Man</i> | <i>Lost and Found</i> <i>The Ginger Bread Man</i> <i>Mr Wolf Pancakes</i> | <i>Farmer Duck</i> <i>Whatever Next</i> <i>Somebody Swallowed Stanley</i> <i>Supertato</i> | <i>Handa's Surprise</i> <i>The three little pigs</i> <i>The very Hungry Caterpillar</i> <i>Oliver's Vegetables</i> | <i>The Tiger who came to Tea</i> <i>Where the wild things are</i> <i>How many Legs?</i> <i>Old Mikambia had a Farm</i> |

| | | | | | | |
|----------|---|--|--|---|--|--|
| | <p><i>Books are chosen throughout the year that:</i></p> <ul style="list-style-type: none"><i>Elicit a strong response such as curiosity, anger, excitement, laughter, empathy.</i><ul style="list-style-type: none"><i>Have a strong narrative that will sustain multiple readings – talk for writing.</i><ul style="list-style-type: none"><i>Extend children’s vocabulary</i><i>Have illustrations which are engaging and reflect children from all backgrounds and cultures.</i><ul style="list-style-type: none"><i>Help children connect with who they are.</i><i>Help children to understand the lives of people whose experiences and perspectives may be different to their own.</i> | | | | | |
| Literacy | Word Reading: Hear general sound discrimination and be able to orally blend and segment. | Word Reading: <i>Read individual letters 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.</i> | Word Reading: <i>Read individual letters 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.</i> | Word Reading: <i>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</i> | Word Reading: <i>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</i> | Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. <i>Re-read what they have written to check that it makes sense.</i> |
| Phonics | <p><i>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i></p> <p><i>Read books consistent with their phonic knowledge.</i></p> | | | | | |
| | Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. 1:1 phonics assessments for all pupils. Teach Phase 2- (Start 2 nd week, 1 sound per day: whole class) s, a, t, p, (s, a, t, p- revision) i, n, m, d, language session- captions g, o, c, k, language session- ‘and’ and ‘to’ ck, e, u, r, language session- the, no, go. h, b, ff, ll, ss, language session- l, into, her. | Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (the, to, no, go). Start ability groups/Give out individual reading books accordingly | Phase 2/ 3 Know all phase 2 sounds. Know tricky words - the, to, and, no, go, l Blend and segment known sounds for reading and spelling VC, CVC, CVCC 1:1 phonics assessments/ interventions Teach phase 3 - J, v, w, x, language session- me, be y, zz, qu, language session- he, my, by, she ch, sh, th, ng, language session- they ai, ee, igh, oa, oo, language session- we, are ar, or, ur, ow, oi, language session- you ear, air, ure, ur, language session- all, was, give, live | Phase 3 Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed. Reassess retention of sounds and regroup where needed. Consolidation of Phase 3 sounds. Start Phase 4 to those children who are ready | Phase 3/4 Consolidate phase 3 skills. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge. - 1:1 phonics assessments/interventions - Teach Phase 4- - Adjacent cvcc words, language session- said, have, like, so, do - Adjacent ccvc words, language session- some, come, were, there, little. - Adjacent ccvcc/cccvcc/cccvcc words- one, when, out, what. -Assessment games on Bug club | Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs. 1:1 Phonics assessments and regrouping/interventions for specific pupils. |
| 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. | 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. | Emergent writing: Use appropriate letters for initial sounds. | Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory | 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. | 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 |

| | | | | | | |
|---|---|--|---|---|---|--|
| <div> <div>Helicopter Story Writing Development</div> </div> | <div> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p> </div> <div> <p>Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</p> </div> | <div> <p>Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p> </div> <div> <p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p> </div> | <div> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p> </div> <div> <p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p> </div> | <div> <p>before attempting to write it and use simple conjunctions.</p> <p>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.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters.</p> </div> <div> <p>More phonetically correct words are written by child along with common words, e.g. ‘the’ and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</p> </div> | <div> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: <i>Form most lower-case letters correctly</i>, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> </div> <div> <p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p> </div> | <div> <p>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.</p> <p>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.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> </div> <div> <p>Child confident to write a simple short story, using a sound mat to support.</p> </div> |
| <div> <div>Mathematics</div>  </div> | <div> <p>Subitising:</p> <ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. <p>Cardinality, ordinality and counting:</p> <ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set </div> | <div> <p>Subitising:</p> <ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. <p>Cardinality, ordinality and counting:</p> <ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. <p>Composition:</p> <ul style="list-style-type: none"> explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of </div> | <div> <p>Subitising:</p> <ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and ‘1 more’ continue to match arrangements to finger patterns. <p>Cardinality, ordinality and counting:</p> <ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range </div> | <div> <p>Subitising:</p> <ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’. <p>Cardinality, ordinality and counting:</p> <ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 <p>become more familiar with the counting pattern beyond 20.</p> <p>Composition:</p> <ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers begin to link even numbers to doubles </div> | <div> <p>Subitising:</p> <ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. <p>Cardinality, ordinality and counting:</p> </div> | <div> <p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p>Measure, space and spatial thinking:</p> <p>Spatial reasoning</p> </div> |

| | | | | | | |
|---|--|--|---|--|---|---|
| | <ul style="list-style-type: none">have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and songhave a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and countinghave opportunities to develop an understanding that anything can be counted, including actions and soundsexplore a range of strategies which support accurate counting. <p>Composition:</p> <ul style="list-style-type: none">see that all numbers can be made of 1scompose their own collections within 4. <p>Comparison:</p> <ul style="list-style-type: none">understand that sets can be compared according to a range of attributes, including by their numerosityuse the language of comparison, including ‘more than’ and ‘fewer than’compare sets ‘just by looking’. <p>Measure, space and spatial thinking: Comparing size, mass & capacity Exploring pattern</p> | <p>which can be taken apart and some of which cannot</p> <ul style="list-style-type: none">explore the composition of numbers within 5. <p>Comparison:</p> <ul style="list-style-type: none">compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matchingcompare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. <p>Measure, space and spatial thinking: Circles and triangles Positional language Shapes with 4 sides. Time</p> | <p>of strategies to develop accuracy</p> <ul style="list-style-type: none">continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10order numbers, linking cardinal and ordinal representations of number. <p>Composition:</p> <ul style="list-style-type: none">continue to explore the composition of 5 and practise recalling ‘missing’ or ‘hidden’ parts for 5explore the composition of 6, linking this to familiar patterns, including symmetrical patternsbegin to see that numbers within 10 can be composed of ‘5 and a bit’. <p>Comparison:</p> <ul style="list-style-type: none">continue to compare sets using the language of comparison, and play games which involve comparing setscontinue to compare sets by matching, identifying when sets are equalexplore ways of making unequal sets equal. <p>Measure, space and spatial thinking: Comparing Mass Comparing Capacity Length, height. Time</p> | <ul style="list-style-type: none">begin to explore the composition of numbers within 10. <p>Comparison:</p> <ul style="list-style-type: none">compare numbers, reasoning about which is more, using both an understanding of the ‘howmanyness’ of a number, and its position in the number system. <p>Measure, space and spatial thinking:: 3D shapes Pattern.</p> | <ul style="list-style-type: none">continue to develop verbal counting to 20 and beyond, including counting from different starting numberscontinue to develop confidence and accuracy in both verbal and object counting. <p>Composition: explore the composition of 10.</p> <p>Comparison: order sets of objects, linking this to their understanding of the ordinal number system.</p> <p>Measure, space and spatial thinking:: Spatial reasoning</p> | |
| <p>Understanding the World</p>  | <p><i>Talk about members of their immediate family and the relationship to them.</i></p> <p><i>Name and describe people who are familiar to them.</i></p> | <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <p><i>Understand that some places are special to members of their community.</i></p> <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> | <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>Recognise some environments that are different to the one in which they live.</i></p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> | <p><i>Understand the key features of the life cycle of a plant and an animal.</i></p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> | <p><i>Understand that some places are special to members of their community.</i></p> <p><i>Draw information from a simple map.</i></p> <p><i>Understand the key features of the life cycle of a plant and an animal.</i></p> | <p><i>Recognise some environments that are different to the one in which they live.</i></p> <p><i>Create own maps using grid paper and symbols (x marks the spot treasure maps)</i></p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> |

| | | | | | | |
|--|--|---|--|---|--|---|
| | | | | | | |
| | Compare and contrast characters from stories throughout the year, including figures from the past. | | | | | |
| | Explore the nature world around them around them. | | | | | |
| | Describe what they see, hear and feel whilst outside. | | | | | |
| <div>Expressive Arts and Design</div> <div></div> | <div>Drawing: Self portrait</div> <div>-Colour mixing</div> <div>-printing</div> <div>Joining- glue, Sellotape, paper clip, split pin, staple, hole punch</div> <div>-observation art</div> <div>-Collage</div> <div>- Sculpture</div> <div>- Construction</div> <div>Poetry Basket – seasonal poems</div> <div>Charanga Songs:</div> <div>Pat-a-cake</div> <div>1, 2, 3, 4, 5, Once I Caught a Fish Alive</div> <div>This Old Man</div> <div>Five Little Ducks</div> <div>Name Song</div> <div>Things for Fingers</div> <div>Their Favourite songs- song cards</div> <div>Develop storylines in their pretend play.</div> | <div>Sculpture: Artist study – Andy Goldsworthy</div> <div>Textiles: Christmas sewing</div> <div>-Colour mixing</div> <div>-printing</div> <div>Joining- glue, Sellotape, paper clip, slip pin, staple, hole punch</div> <div>-observation art</div> <div>-Collage</div> <div>- Sculpture</div> <div>- Construction</div> <div>- Sewing</div> <div>Poetry Basket – seasonal poems</div> <div>Charanga Songs:</div> <div>I'm A Little Teapot</div> <div>The Grand Old Duke of York</div> <div>Ring O' Roses</div> <div>Hickory Dickory Dock</div> <div>Not Too Difficult</div> <div>The ABC Song</div> <div>Sing in a group or on their own, increasingly matching the pitch and following the melody.</div> | <div>Collage: Winter collage</div> <div>Materials: Can you catch the gingerbread man?</div> <div>-Colour mixing</div> <div>-printing</div> <div>Joining- glue, Sellotape, paper clip, slip pin, staple, hole punch</div> <div>-observation art</div> <div>-Collage</div> <div>-Sculpture</div> <div>- Construction</div> <div>Poetry Basket – seasonal poems</div> <div>Charanga Songs:</div> <div>Wind the Bobbin Up</div> <div>Rock-a-bye Baby</div> <div>Five Little Monkeys Jumping on The Bed</div> <div>Twinkle, Twinkle</div> <div>If You're Happy and You Know It</div> <div>Head, Shoulders, Knees and Toes</div> <div>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</div> | <div>Materials: Junk modelling</div> <div>-Colour mixing</div> <div>-printing</div> <div>Joining- glue, Sellotape, paper clip, slip pin, staple, hole punch</div> <div>-observation art</div> <div>-Collage</div> <div>-Sculpture</div> <div>- Construction</div> <div>Poetry Basket – seasonal poems</div> <div>Charanga Songs:</div> <div>Old Macdonald</div> <div>Incy Wincy Spider</div> <div>Baa, Baa Black Sheep</div> <div>Row, Row, Row Your Boat</div> <div>The Wheels on The Bus</div> <div>The Hokey Cokey</div> <div>Create collaboratively sharing ideas, resources, and skills.</div> | <div>Collage: Artist Study – Henry Matisse</div> <div>Sculpture: Clay Minibeasts</div> <div>-Colour mixing</div> <div>-printing</div> <div>Joining- glue, Sellotape, paper clip, slip pin, staple, hole punch</div> <div>-observation art</div> <div>-Collage</div> <div>-Sculpture</div> <div>- Construction</div> <div>Poetry Basket – seasonal poems</div> <div>Charanga Songs:</div> <div>Big Bear Funk</div> <div>Listen attentively, move to, and talk about music, expressing their feelings and responses.</div> | <div>Painting: Animals</div> <div>-Colour mixing</div> <div>-printing</div> <div>Joining- glue, Sellotape, paper clip, slip pin, staple, hole punch</div> <div>-observation art</div> <div>-Collage</div> <div>-Sculpture</div> <div>- Construction</div> <div>Poetry Basket – seasonal poems</div> <div>Charanga Songs Reflect, Rewind & Replay:</div> <div>Big Bear Funk</div> <div>Baa, Baa Black Sheep</div> <div>Twinkle, Twinkle</div> <div>Incy Wincy Spider</div> <div>Rock-a-bye Baby</div> <div>Row, Row, Row Your Boat</div> <div>Watch and talk about dance and performance art, expressing their feelings and responses.</div> |
| | Explore, use, and refine a variety of artistic effects to express their ideas and feelings | | | | | |
| | Create collaboratively sharing ideas, resources and skills. | | | | | |
| | Explore and engage in music making and dance, performing solo or in groups. | | | | | |
| | Singing – well known nursery rhymes, familiar songs and chants. | | | | | |
| | Regular baking / cooking opportunities. | | | | | |