



Northway Community Primary School

Reception Long Term Plan



Autumn 1 All about me	Autumn 2 Lost and found	Spring 1 Traditional tales	Spring 2 Pirates Adventure	Summer 1 Dinosaurs and animals	Summer 2 Earth and beyond
<p>In this topic we explore who we are and what makes us so special. We focus on making friendships and building self-confidence. We explore several books written by Shirley Hughes, that begin with very familiar settings, experiences and characters to the children in Reception.</p>	<p>In this topic we explore characters in story books that experience some sense of loss and how they can find what they are looking for and develop a sense of belonging. We learn all about a range of celebrations, including Christmas, and we celebrate together. We explore several books written by Oliver Jeffers.</p>	<p>In this topic we dive into the world of traditional tales. We look at the characters in the traditional tales and develop our oral story telling skills and language choice.</p>	<p>In this topic we learn about pirates, sing their sea shanties and travel around the world on a pirate ship to learn about different cultures and traditions.</p>	<p>In this topic we study the wonders of nature today and look at the animals that roamed our earth in years gone by.</p>	<p>In this topic we look at planet Earth and we use our imagination to travel into space and beyond. We consider how special our planet is and all the ways that we can care for it.</p>

Mathematics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>*Note Maths</p> <p>Children are given ample opportunities to count objects, actions and sounds.</p> <p>They explore the value of numbers 0-5 and are able to subitise with the support of numicon and 5 frames.</p> <p>They explore the composition of numbers to 5.</p> <p>They start to look at measure, focusing on 2d and 3d shape, composing and decomposing the shapes so that they recognise other shapes within a shape.</p> <p>They continue, copy and create repeating patterns.</p> <p>Children are exposed to mathematical vocabulary and are encouraged to investigate mathematical problems.</p> <p>Using number 0-5:</p> <p>They link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Children are given ample opportunities to touch count objects accurately.</p> <p>They explore the value of numbers 0-10 and are able to subitise with the support of numicon and 10 frames.</p> <p>They explore the composition of numbers to 10.</p> <p>Children are exposed to the mathematical symbols =, - and +.</p> <p>They continue, copy and create repeating patterns.</p> <p>They continue to explore measure in a range of practical activities.</p> <p>Using number 0-10:</p> <p>They link the number symbol (numeral) with its cardinal number value.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Children continue to explore the composition of numbers to 15 and are consistently shown how to subitise. In their exploration they begin to see the relationship between addition and subtraction.</p> <p>They begin to automatically recall number bonds for numbers 0-10.</p> <p>They explore and compare the capacity of containers.</p> <p>They explore and compare the weight of objects.</p> <p>They begin to count beyond ten.</p> <p>Children explore and compare the value of numbers 0-15. They explore and represent patterns within numbers up to 15.</p> <p>They are introduced to the concept of odd and even numbers.</p> <p>They understand the 'one more than/one less than' relationship between consecutive numbers from 0-15.</p> <p>Children begin to explore mathematical problems and record their findings using mathematical symbols.</p> <p>Children develop their understanding of doubles and halves. They look at how quantities can be distributed equally.</p>	<p>Children continue to explore the composition of numbers to 20 and are consistently shown how to subitise. In their exploration they begin to see the relationship between addition and subtraction.</p> <p>They develop their recall skills for number facts that will aid them as a mathematician.</p> <p>Children link their number bond and place value knowledge to the concept of money and the value of coins.</p> <p>They explore and compare lengths.</p> <p>Children develop their positional language.</p> <p>They begin to count beyond ten.</p> <p>Children explore and compare the value of numbers 0-20.</p> <p>They explore and represent patterns within numbers up to 20.</p> <p>They are introduced to the concept of odd and even numbers.</p> <p>They understand the 'one more than/one less than' relationship between consecutive numbers from 0-20.</p> <p>Children begin to explore mathematical problems and record their findings using mathematical symbols.</p> <p>Children develop their understanding of doubles and halves. They look at how quantities can be distributed equally.</p>	<p>Children deepen their understanding of number to 10, including the composition of each number. They are able to recall number bonds to 5 and then to 10, including subtraction facts.</p> <p>They can recall double facts to 10.</p> <p>They develop their recall skills for number facts that will aid them as a mathematician.</p> <p>Children continue to develop their mental and written calculation skills and their ability to add or subtract numbers.</p> <p>Children explore time and recap their understanding of a range of measures. Children are able to order and solve problems linked to their understanding of the value of numbers 0-20, showing an understanding of the 'one more than/one less than' relationship between consecutive numbers.</p> <p>They can verbally count beyond 20, recognising the pattern of the counting system;</p> <p>They can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>They can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Children deepen their understanding of number to 10, including the composition of each number. They are able to recall number bonds to 5 and then to 10, including subtraction facts.</p> <p>(without reference to rhymes, counting or other aids)</p> <p>They can recall double facts to 10.</p> <p>Children are able to use everyday language to explore a range of problems and task linked to measure. Children engage in counting activities with numbers from 0- 20, showing an understanding of the 'one more than/one less than' relationship between consecutive numbers.</p> <p>They can count beyond 20.</p> <p>Children are encouraged to use and make links between the number facts and skills they have acquired so far.</p> <p>They can order numbers 0-20 and discuss the value of each number. They can add and subtract 2 single digit numbers. They are able to recognise odd and even numbers, double, halve and share.</p>

Communication, Language and Literacy (CLL)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children are encouraged and shown how to listen carefully.</p> <p>They are introduced to the concept that verbally expressing their ideas is really important and highly valued.</p> <p>They develop social phrases to help them interact.</p> <p>They learn to recite several nursery rhymes.</p> <p>They are given daily opportunities to engage with texts.</p> <p>Children are exposed to phase 2 common exception words.</p> <p>A heavy focus is placed on learning single sounds and how to form each sound using cursive script.</p> <p>Children are constantly exposed to segmenting and blending in order to read and then write simple cvc words. A heavy focus is placed on identifying the initial sound in words.</p> <p>Children are supported to write their first name, using the correct letter formations.</p>	<p>Children are encouraged to listen carefully and then express their ideas with their peers.</p> <p>We look at the volume of our voice, body language and eye contact as we speak.</p> <p>They learn to recite a range of nursery rhymes.</p> <p>They are given daily opportunities to engage with texts including non-fiction texts, drawing information and sharing what they know from reading together.</p> <p>Children are exposed to phase 2 common exception words. A heavy focus is placed on segmenting and blending in order to read and then write simple cvc words.</p> <p>A heavy focus is placed on identifying the initial sound in words, modelling segmenting sounds in a word remains the key focus.</p> <p>Children engage in simple rhyming activities.</p> <p>Children are supported to write their whole name using the correct letter formations.</p>	<p>Children are shown how to listen and respond appropriately linking their responses to the main theme.</p> <p>They are encouraged to orally retell traditional tales and develop their speaking skills in front of their peers.</p> <p>They are given daily opportunities to engage with texts, they begin to answer simple retrieval questions about the text.</p> <p>Children are exposed to phase 3 common exception words. A heavy focus is placed on learning to read independently and children are taught why they are important in the reading journey.</p> <p>Children begin to learn new digraphs and are taught to apply their phonic knowledge.</p> <p>Children are developing their ability to write simple dictated sentences that include a range of taught common exception words and taught digraphs and sounds.</p> <p>Children are taught to use correct spacing within and between words.</p>	<p>Children are asked increasing more complex questions to see if they are able to listen, understand and respond.</p> <p>The process of listening and responding appropriately is repeatedly modelled to them.</p> <p>Speaking in full sentences is modelled to them.</p> <p>They are encouraged to think of their own ideas for simple adventure stories.</p> <p>They are given daily opportunities to engage with texts, they begin to answer simple retrieval questions about the text.</p> <p>Children are able to apply their phonics knowledge to decode words. They know many common exception words from phase 2 and 3 and can read them by sight.</p> <p>They are becoming fluent in their reading skills.</p> <p>Children are developing their ability to independently write simple sentences and begin to re-read their writing to adults.</p> <p>Children are introduced to the concept of full stops.</p> <p>Children engage in more advanced rhyming activities.</p>	<p>Children are asked increasing more complex questions to see if they are able to listen, understand and respond in detail using new vocabulary and information.</p> <p>We revisit the concepts of how our voices can be heard clearly. They are encouraged to use new vocabulary in a range of contexts.</p> <p>Children are becoming more independent in expressing their own ideas for discussion, play and writing.</p> <p>They are given daily opportunities to engage with texts, they begin to answer simple retrieval questions about the text and are encouraged to respond using because to explain.</p> <p>Children are able to apply their phonics knowledge to decode words. They know many common exception words from phase 2 and 3 and can read them by sight.</p> <p>They are becoming fluent in their reading skills.</p> <p>Children are developing their ability to independently write simple sentences and are frequently encouraged to re-read their writing to adults.</p> <p>Children are introduced to the concept of capital letters.</p>	<p>Children are shown how to listen attentively and respond to what they hear with relevant questions, comments and actions. They can make comments about what they have heard and ask questions to clarify their understanding. They can hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>They are able to express their ideas clearly. They are consistently encouraged to speak in full sentences and use the word 'because' to elaborate their ideas.</p> <p>They are encouraged to use new vocabulary in a range of contexts.</p> <p>They are given daily opportunities to engage with texts, they begin to answer simple retrieval questions about the text and are encouraged to respond using because to explain.</p> <p>Children are able to read and understand simple sentences. Children are able to independently write simple sentences and re-read their writing to adults.</p>

Physical Development (PD)

Gross Motor Skills

<p align="center">Autumn 1 Overview:</p> <p>Movement and Space. Children will explore different ways of moving and learn how to stay safe, using space appropriately.</p>	<p align="center">Autumn 2 Overview:</p> <p>Dance Children learn a dance over time, building up their control and co-ordination as the dance progresses.</p>	<p align="center">Spring 1 Overview:</p> <p>Ball Skills. Children will play games to develop their ball skills (e.g. throwing and catching games) They will also discuss ways to stay healthy.</p>	<p align="center">Spring 2 Overview:</p> <p>Movement on apparatus. Children will explore the large and small apparatus (climbing frame, tables, benches) and learn how to safely climb and jump.</p>	<p align="center">Summer 1 Overview:</p> <p>Gymnastics. Children will explore different ways to roll (e.g. pencil roll, forward roll)</p>	<p align="center">Summer 2 Overview:</p> <p>Athletics (Sports Day) Children will take part in different athletic type activities to develop a range of physical abilities. (E.g. obstacle course, foam javelin)</p>
<p>Objectives: (Gross motor skills) Movement and Space Children learn about the importance of exercise, how to move in a range of ways and how to stay safe in PD using space appropriately. They revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> -rolling - crawling - walking - jumping - running - hopping - skipping <p>Combine different movements with ease and fluency. Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> -lining up and queuing -mealtimes -personal hygiene <p>Children will negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>Objectives: (Gross motor skills) Dance Develop overall body-strength, balance, coordination and agility. Combine different movements with ease and fluency. Progress towards a more fluent style of moving, with developing control and grace. 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.</p>	<p>Objectives: (Gross motor skills) Ball skills Children further develop and refine a range of ball skills including:</p> <ul style="list-style-type: none"> -throwing -catching, -kicking -passing -batting -aiming. <p>Health Week They 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 - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	<p>Objectives: (Gross motor skills) Moving confidently using apparatus. Children progress towards a more fluent style of moving, with developing control and grace. They develop overall body-strength, balance, co-ordination and agility. They confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Objectives: (Gross motor skills) Gymnastics To show good control and co-ordination in large and small movements. 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. Demonstrate strength, balance and coordination.</p>	<p>Objectives: (Gross motor skills) Athletics To show good control and co-ordination in large and small movements. Children will negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

Physical Development (PD)

Fine Motor Skills

<p>Autumn 1 Overview:</p> <p>Through continuous provision, phonics and CLL sessions, children will access a range of activities to develop their fine motor skills (e.g. threading, drawing, cutting, tweezer games) At this point, the early pencil grips may still be used but the correct grip will be modelled. They will be shown good posture and learn how to sit at a table or on the floor appropriately. They will begin to use knives, forks and spoons during lunch times.</p>	<p>Autumn 2 Overview:</p> <p>The children will continue to access a range of fine motor activities to further increase their control. They will use a pencil more frequently when writing. Their pencil grip will be moving towards a tripod grip. They will continue to use knives, forks and spoons during lunch times.</p>	<p>Spring 1 Overview:</p> <p>The children will continue to access a range of fine motor activities to further increase their control. The children will be encouraged to use a tripod grip and will use their pencil frequently to write. They will be refining their handwriting, cursive style within CLL and phonics sessions.</p>	<p>Spring 2 Overview:</p> <p>The children will continue to access a range of fine motor activities to further increase their control. They will continue to develop their handwriting style, with more control, aiming to sit letters on the line. Children will use scissors to cut out shapes.</p>	<p>Summer 1 Overview:</p> <p>The children will continue to access a range of fine motor activities to further increase their control. They will continue to develop their handwriting style, with more control, aiming to sit letters on the line. They will aim to make their letters the same size.</p>	<p>Summer 2 Overview:</p> <p>The children will continue to access a range of fine motor activities to further increase their control. They will continue to develop their handwriting style, with more control, aiming to sit letters on the line. They will aim to make their letters the correct size in proportion with one another.</p>
<p>Objectives:</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Objectives:</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Objectives:</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</p>	<p>Objectives:</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</p>	<p>Objectives:</p> <p>ELG: 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; Begin to show accuracy and care when drawing.</p>	<p>Objectives:</p> <p>ELG: 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; Begin to show accuracy and care when drawing.</p>

Expressive Art and Design (EAD)

<p align="center">Autumn 1 Overview:</p> <p>Autumn Art - The children will use the environment around them to create Autumnal pictures. They will make a scarecrow and other pictures using a range of natural materials, focussing on their joining skills.</p>	<p align="center">Autumn 2 Overview:</p> <p>Christmas crafts- During this term, children will experiment with assembling and joining techniques to create Christmas crafts. They will begin to explore colour mixing. They will begin to develop basic printing skills using their fingers, hands and vegetables.</p>	<p align="center">Spring 1 Overview:</p> <p>Castles - The children will look at the form and function of castles. They will plan their own castle design and collect boxes to use to use. They will assemble their castle using masking tape to join materials. They will strengthen their model using modrock and then paint their design onto the modrock.</p>	<p align="center">Spring 2 Overview:</p> <p>Pirates - The children will be taught simple sketching skills to create simple representation of people and objects. They will develop their observational drawing skills using pencils and start to use a range of coloured pencils appropriately to represent what they have drawn. They will create a moving pirate, focussing on their cutting and joining skills.</p>	<p align="center">Summer 1 Overview:</p> <p>Dinosaurs - The children will use clay to make a miniature dinosaur. They will be taught how to manipulate clay into a dinosaur form. They will use different tools to add detail. (Children will only be taught to use joining techniques if they are curious to progress to this stage.)</p>	<p align="center">Summer 2 Overview:</p> <p>Earth and beyond - The children will create their own planet using paper mache and balloons. They will refine their colour mixing and painting techniques to paint their planet the correct colour, mixing colours where necessary to create the desired effect. Children will explore nature and create observational drawings of objects from the world around them.</p>
<p>Objectives: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>ELG Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Objectives: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>ELG Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Objectives: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>ELG Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Objectives: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Objectives: Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>ELG Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Objectives: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>ELG Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

Music

Autumn 1 Overview:	Autumn 2 Overview:	Spring 1 Overview:	Spring 2 Overview:	Summer 1 Overview:	Summer 2 Overview:
<p>Learn and recap a repertoire of Nursery Rhymes.</p> <p>Think about the dynamics of the songs and rhymes we sing. (Dynamics refers to the volume of a sound or note)</p> <p>Introduce the word volume and talk about how we can talk or sing loudly or quietly.</p> <p>Differentiate between a whisper, a quiet voice, a normal voice, a loud voice and a shout and use these different dynamics to perform our songs and rhymes.</p>	<p>Learn and recap a repertoire of Nursery Rhymes and Christmas songs.</p> <p>Think about the tempo of the songs and rhymes we sing. (Tempo can be defined as the pace or speed at which a section of music is played.)</p> <p>Introduce the word speed and talk about how we can talk or sing slowly or quickly.</p> <p>Experiment with the tempo as we perform our songs and rhymes.</p> <p>Look at how we perform clearly- discuss how we move our lips and keep our chins up for clear performances.</p> <p>Learn new songs to perform in the Christmas production.</p>	<p>Learn and recap a repertoire of Nursery Rhymes and songs.</p> <p>Think about the pulse/beat of the songs and rhymes we sing.</p> <p>Can we clap along to the beat of the songs and Nursery Rhymes that we create?</p> <p>Look at how we perform clearly- discuss how we move our lips, pronounce words clearly, keep our chins up and shoulders back for clear performances.</p> <p>Introduce the children to the names of different musical instruments. (See power point and flashcards)</p>	<p>Learn and recap a repertoire of Nursery Rhymes and songs.</p> <p>Follow Pirates EAD plan unit on simple notation to play along to.</p> <p>Focus on co-ordination and performance.</p>	<p>Learn and recap a repertoire of Nursery Rhymes and songs.</p> <p>Recap instrument names.</p> <p>Explore the sounds of instruments.</p> <p>Use instruments and simple notation to play along to the songs and rhymes we perform.</p> <p>Recap how we perform clearly- discuss how we move our lips, pronounce words clearly, keep our chins up and shoulders back for clear performances.</p>	<p>Learn and recap a repertoire of Nursery Rhymes and songs.</p> <p>Recap instrument names.</p> <p>Explore the sounds of instruments.</p> <p>Use instruments and simple notation to play along to the songs and rhymes we perform.</p> <p>Experiment with dynamics, tempo and pulse as we perform.</p> <p>PERFORM A PIECE TO ANOTHER CLASS.</p>
<p>Objectives:</p> <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Objectives:</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p>	<p>Objectives:</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p>	<p>Objectives:</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p>	<p>Objectives:</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p>	<p>Objectives:</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p>

	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</p>
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Understanding of the World (UW)

<p align="center">Autumn 1 Overview:</p>	<p align="center">Autumn 2 Overview:</p>	<p align="center">Spring 1 Overview:</p>	<p align="center">Spring 2 Overview:</p>	<p align="center">Summer 1 Overview:</p>	<p align="center">Summer 2 Overview:</p>
<p>All about me- changes over time</p> <p>Past and Present (History) Children talk about members of their immediate family and community in the present. They name and describe people who are familiar to them. (*this is covered again in PSED SPRING 2) Children explore their identity and in doing so they explore changes that they have been through during their life-time. Using the book 'PEEPO' by Allan Ahlberg they explore the concept of the past and gain a basic understanding of the word 'past'. They comment on images of familiar situations in the past.</p> <p>They briefly look at schools in the past and link it to their experience of school in the present day. They discuss the changes over time.</p> <p>The Natural World (Science) Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>Understand some important processes and</p>	<p>Traditions around the world</p> <p>People, Culture and Communities (Geography) Children begin to form a basic understanding of the world map, countries, and the UK. They draw information from a simple map. To gain an understanding of the world around them. They look at hot (Australia) and cold (Arctic Circle) places and compare it with the UK. They then look at Christmas traditions within those places and link it to the Christmas traditions in the UK. Children are encouraged to think about how the weather impacts on the traditions. They recognise that some environments are different to the one in which they live.</p> <p>The children begin to recognise some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World (Science) Children study how weather impacts on traditions by studying hot and cold places and comparing it with the UK.</p> <p>Know some similarities and differences between the</p>	<p>The Royal Family/Castles Past and Present (History) Children compare and contrast characters from stories, including figures from the past. (Members of the royal family)</p> <p>Children look at the Queen and her castles/palaces.</p> <p>The children revisit the meaning of the word 'past' They look at key figures of the royal family from the past. (Queen Victoria and King Henry the 8th) They begin to look at the concept of the past on a simple timeline, starting with themselves in the present, link back to when they were babies and then back to when key figures from the past became King/Queen.</p> <p>They begin to make links to the past based on their understanding of the present.</p> <p>The Natural World (Science) The children carry out a simple investigation to explore which materials are the best materials to use for building a solid structure.</p>	<p>Pirate adventures to places around the world</p> <p>People, Culture and Communities (Geography) Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. (India/ Greenland/America/UK) Recognise some environments that are different to the one in which they live.</p> <p>The children link back to the images they saw of the world from space, a map of the world and a map of our country and they look at where about other countries are in relation to ours. ON a simple level they look at country size, weather and culture to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>The Natural World (Science) Talk about the differences between materials and changes they notice. The children explore different materials to build a pirate ship and discuss</p>	<p>Summer 1 Overview: Dinosaurs Technology <i>Using technology to create simple algorithms. The children learn basic programming skills using the Scratchjr app.</i></p> <p>The Natural World (Science) Explore the natural world around them, making observations and drawing pictures of animals.</p> <p>The children learn all about dinosaurs in this term. To place learning into context children begin to make simple comparisons so that they can group and sort different types of animals: Dinosaurs, jungle animals, farm animals, pets, sea animals. They begin to look at basic features of animals.</p>	<p>Earth and beyond The Natural World (Science)</p> <p>The children have a basic introduction to space. They look at life beyond planet earth and study the names of the different planets.</p> <p>They look at how we can care for our planet given that it is the only planet with life on it. Children observe their immediate environment, plants and animals.</p> <p>They are encouraged to 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> <p>They link back to their learning about seasons, but this time they look in more depth at how the seasons impact on nature.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>

<p>changes in the natural world around them, including the seasons and changing states of matter.</p> <p>The children begin to explore what happens when ice is warmed as part of an investigation.</p>	<p>natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>		<p><i>which ones were suitable/not suitable and why.</i></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> <p>Children look at India, Greenland, America and the UK. They compare these environments by looking at the weather conditions in each place and they look at the natural environment of each country.</p>		
<p>Objectives:</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and</p>	<p>Objectives:</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Objectives:</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explore the natural world around them.</p> <p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Objectives:</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Objectives:</p> <p>Explore the natural world around them.</p> <p>ELG: The Natural World 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>	<p>Objectives:</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG: The Natural World 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> <p>Understand some important processes and changes in the natural</p>

<p>now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. ELG: The Natural World 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. Understand some important processes and changes in the natural world around them, including the seasons.</p>		<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. ELG: The Natural World 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		<p>world around them, including the seasons.</p>
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Personal, Social and Emotional Development (PSED)

<p align="center">Autumn 1 Overview:</p> <p align="center">All About Me - feelings and emotions.</p> <p>Children begin to learn that they and others experience a range of emotions. They learn new vocab to be able to describe and express their feelings.</p> <p>They learn about facial expressions that show you how someone else might be feeling and how to deal with a range of emotions.</p>	<p align="center">Autumn 2 Overview:</p> <p align="center">Developing self-confidence and an awareness of others needs and feelings.</p> <p>Through role play and discussion children learn about how to interact with others and show kindness to themselves and others.</p> <p>They learn social phrases to be able to interact with adults and peers.</p>	<p align="center">Spring 1 Overview:</p> <p align="center">Learning to deal with new experiences, expressing our opinions and listening to others.</p> <p>Through the use of the traditional tales, the children explore a range of concepts centred around having the confidence to speak up, express an opinion and recognise right from wrong. We explore the consequences of different types of behaviour and how to move forward in a difficult situation.</p>	<p align="center">Spring 2 Overview:</p> <p align="center">Self- esteem and belonging. Managing worries.</p> <p>Children are taught how to recognise and manage their emotions. They identify where they belong and who to turn to for support.</p> <p>Children are further encouraged to develop a strong sense of self-esteem and to see themselves as a valuable individuals. They explore the places that they belong to and how they should feel in the places that they belong to. They learn about who to trust and how to deal with emotions that make them feel unhappy.</p>	<p align="center">Summer 1 Overview: Developing positive relationships and working collaboratively.</p> <p>In this term we embed a strong sense of self-esteem and to see themselves as a valuable individuals, <u>by reinforcing the same key messages. Children are taught how to speak clearly and make themselves heard and they are given the opportunities to practise this in team work games and tasks.</u></p>	<p align="center">Summer 2 Overview: Making healthy choices.</p> <p>Children know the importance for good health and exercise and are confident to talk about their opinions. They learn the fundamentals for developing and maintaining a healthy body and mind.</p>
<p>Objectives:</p> <p>Self-Regulation</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs.</p> <p>Building Relationships</p> <p>Build constructive and respectful relationships.</p>	<p>Objectives:</p> <p>Self-Regulation</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs.</p> <p>Building Relationships</p> <p>Build constructive and respectful relationships.</p>	<p>Objectives:</p> <p>Self-Regulation</p> <p>Think about the perspectives of others.</p> <p>ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Managing Self</p> <p>See themselves as a valuable individual.</p> <p>ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships</p>	<p>Objectives:</p> <p>Self-Regulation</p> <p>Think about the perspectives of others.</p> <p>ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Managing Self</p> <p>See themselves as a valuable individual.</p> <p>ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships</p>	<p>Objectives:</p> <p>Self-Regulation</p> <p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow</p>	<p>Objectives:</p> <p>Self-Regulation</p> <p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow</p>

		<p>Build constructive and respectful relationships. ELG: Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Build constructive and respectful relationships. ELG: Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>instructions involving several ideas or actions.</p> <p>Managing Self See themselves as a valuable individual. ELG: Managing Self 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>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Build constructive and respectful relationships. ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>instructions involving several ideas or actions.</p> <p>Managing Self See themselves as a valuable individual. Know and talk about the different factors that support their overall health and well-being.</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian <p>ELG: Managing Self 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>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Build constructive and respectful relationships. ELG: Building Relationships</p>
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Religious Education (RE)					
<p>Autumn 1 Overview: Myself New beginnings Belonging to the class/to a community in school (harvest/ celebration assembly) Why we are special.</p>	<p>Autumn 2 Overview: Special times Special times for different people. Diwali Hannukah The Christmas story. Christmas gifts and celebrations.</p>	<p>Spring 1 Overview: Special times Chinese New Year Christians believe God made the world-Creation Appreciate creation To know that things have to be looked after/ care for the world.</p>	<p>Spring 2 Overview: New life New life in Nature Mothering Sunday Easter: The story/palm Sunday/good Friday/Easter Sunday</p>	<p>Summer 1 Overview: Special people What makes a person special. Special people in the community. Jesus as a special person Jesus as a healer Jesus as a teacher Jesus as a leader</p>	<p>Summer 2 Overview: Special people Disciples (friendships) Noah</p>
<p>Objectives: UW People, Culture and Communities (RE) Understand that some places are special to members of their community.</p>	<p>Objectives: UW People, Culture and Communities (RE) Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Objectives: UW People, Culture and Communities (RE) Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Objectives: UW People, Culture and Communities (RE) Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Objectives: UW People, Culture and Communities (RE) Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p>Objectives: UW People, Culture and Communities (RE) Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>