



Cayton School Long Term Planning 2023-2024

| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Possible Themes/Interests/Lines of Enquiry/High Quality Texts/enrichments</p> | <p>All About Me!</p> <p>Starting school, New beginnings, and My family. What am I good at? The colour Monster, Hands are not for hitting, Dogger, My class is my Family, Rainbow Fish, Autumn</p> | <p>Totally Awesome Tales!</p> <p>Traditional Tales, Little Red Hen, Familiar Tales, Library Visit, The Nativity, The family book, It's OK to be different. Diwali, Remembrance day, Guy Fawkes, Halloween, Owl Babies</p> | <p>Winter Wonderland!</p> <p>Winter, Artic, Chinese New Year, Animals from around the world, Tiger who came for Tea, The pig that learnt the jig, Dear Polar Bear, oi Frog, Poles Apart</p> | <p>Growing!</p> <p>Easter, Planting/Gardening/Spring, weather and seasons, Make a sculpture – Andy Goldsworthy, Materials, Where do we live in the UK/ world/ People Who Help Us</p> <p>Non-fiction books, Jack and the beanstalk, Oliver's vegetable, Goodbye Winter Hello Spring, Going to the Dentist, Visitors form Police/Fire Services.</p> | <p>Terrific Travels!</p> <p>Look at where in the world they have been, Where do we live in the UK. Vehicles past and present, open top bust trip, Life cycles – Humans/Frog/butterfly/plant/sunflowers</p> <p>Local Area – Local park visit, Scarborough Castle</p> <p>As We Grow, The Very Hungry Caterpillar, The naughty bus, The train ride, oi Get off my train, George and the Dragon, The Castle the King Built.</p> | <p>Seaside Fun!</p> <p>Summer holidays (past and present) Hot places, Rockpools, Mermaids Pirates, Fossils- Mary Anning Seaside's in the past compared to Scarborough now. Lighthouse Keepers lunch, Blue Planet David Attenborough, A home for a pirate, Tiddler, P is passport.</p> |
| <p>Communication and Language</p>  <p>Neli Interventions will in place for those children who require further support.</p> | <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times, rhymes, and songs.</p> <p>Maintain attention in whole class/groups.</p> <p>Follow 1 step instructions.</p> <p>Understand 'why' questions.</p> <p>Use sentences 4-6 words.</p> <p>Use talk to organise play.</p> | <p>Listen in familiar & new situations.</p> <p>Engage in story times.</p> <p>Maintain attention in new situations.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Follow instructions with 2 parts in a familiar situation.</p> <p>Start a conversation with peers and familiar adults and continue for many turns.</p> <p>Develop social phrases</p> | <p>Listen attentively in a range of situations.</p> <p>Maintain attention during appropriate activity.</p> <p>Engage in non-fiction books.</p> <p>Consider the listener and take turns.</p> <p>Use talk to organise/stand for something else in play.</p> <p>Begin to use past tense.</p> <p>Begin to recount past events.</p> | <p>Understand why listening is important. Maintain attention in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Ask questions to find out more and check understanding.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</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>Describe events in some detail.</p> <p>Express ideas about feelings and experiences.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</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>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Speak in well-formed sentences with some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p> |
| | <p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p> | <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems, and songs.</p> | | <p>Use new vocabulary in different contexts</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> | | |
| <p>Personal, Social and Emotional Development Self-regulation</p>  | <p>Can talk about feelings.</p> <p>Welcome distractions when upset.</p> <p>Increasingly follow rules.</p> <p>Know likes and dislikes.</p> <p>Independently organise belongings in the morning.</p> <p>Manage personal hygiene.</p> <p>Build constructive and respectful relationships.</p> <p>JIGSAW: BEING ME IN MY WORLD</p> <p>Key Vocabulary: Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good | <p>Beginning to express their feelings and consider the perspectives of others.</p> <p>Begin to take turns and share resources. Independently choose where they would like to play.</p> <p>Continue to build constructive and respectful relationships.</p> <p>JIGSAW: CELEBRATING DIFFERENCE (INCLUDING BULLYING)</p> <p>Key Vocabulary: Different, special, Proud, Friends, Kind, Same, Similar, Happy, sad, Frightened, Angry, Family.</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different | <p>Show pride in achievements. Understand behavioural expectations of the setting.</p> <p>Can explain right from wrong and try to behave accordingly.</p> <p>Manage their own needs.</p> <p>Can identify kindness.</p> <p>Seek others to share activities and experiences.</p> <p>JIGSAW: DREAMS AND GOALS</p> <p>Key Vocabulary: Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older | <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>JIGSAW: HEALTHY ME</p> <p>Key Vocabulary: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, wash, clean, stranger, scare</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them | <p>Beginning to know that children think and respond in different ways to them.</p> <p>Can talk about their own abilities positively.</p> <p>Confident to try new activities</p> <p>Show resilience and perseverance.</p> <p>JIGSAW: RELATIONSHIPS</p> <p>Key Vocabulary: Family, Jobs, Relationships, Friend, Lonely, Argue, Fallout, words, Feelings, Angry, Upset, clam me, Breathing</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt | <p>Able to identify and moderate own feelings.</p> <p>See themselves as a unique and valued individual.</p> <p>Can seek out a challenge and enjoy the process.</p> <p>Show sensitivity to others' needs and feelings.</p> <p>JIGSAW: CHANGING ME</p> <p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grow-up, Adult, Change, Worry, Excited, Memories</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on |

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| | <ul style="list-style-type: none"> • Know they have a right to learn and play, safely and happily <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Identify feelings associated with belonging • Identify feelings of happiness and sadness • Skills to play cooperatively with others • Be able to consider others' feelings • Be responsible in the setting | <ul style="list-style-type: none"> • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a positive friendship <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Identify and use skills to make a friend • Identify and use skills to stand up for themselves • Recognise emotions when they or someone else is upset, frightened or angry | <ul style="list-style-type: none"> • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience • Recognise how kind words can encourage people • Feel proud • Celebrate success <p><u>Water Safety Curriculum</u></p> <p>Can I become familiar with ways to stay safe when near the water?</p> <p>Power point.</p> <p>Song.</p> | <ul style="list-style-type: none"> • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can explain what to do if a stranger approaches them <p><u>Sun Safety Curriculum</u></p> <p>Can I become familiar with ways to stay safe in the sun?</p> <p>Activity- power point and design a sun hat.</p> | <ul style="list-style-type: none"> • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset | <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Can identify how they have changed from a baby • Can say what might change for them they get older • Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home <p><u>Consent curriculum</u></p> <p>Can I begin to understand that parts of my body are private?</p> <p>Activity: Look at the 'Everyone has private parts' poster and design your own pants.</p> |
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| Religious Education | Key Question F1: Which stories are special and why? | Key Question F2: Which people are special and why? | Key question F3: Which places are special and why? | Key Question F5: Where do we belong? | Key question F4: Which times are special and why? | Key Question F6: What is special about our world? |
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| <p>Physical Development</p>  <p>Real PE Focus</p> | <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Personal Cog Focus – following instructions, practise safely, independent work</p> <p>Coordination skill: Footwork</p> <p>Static Balance skill: One leg</p> | <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Social Cog Focus – taking turns and sharing.</p> <p>Dynamic balance to Agility skill: Jumping and Landing</p> <p>Static Balance skill: Seated balance</p> | <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Creative Cog Focus – Exploring and describing different movements</p> <p>Coordination skill: Ball skills</p> <p>Counterbalance skill: With a partner</p> | <p>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.</p> <p>Cognitive Cog Focus – understand and follow simple rules, name some things I am good at.</p> <p>Dynamic balance: On a line</p> <p>Static Balance skill: Stance</p> | <p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Applying Physical Cog Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together.</p> <p>Coordination skill: Sending and Receiving</p> <p>Agility skill: Reaction/Response</p> <p>Real Gym - Gymnastics</p> <p>Shape</p> <p>I can perform an accurate shape.</p> <p>I can use good body tension to hold the shape.</p> <p>I can perform a repeatable shape.</p> <p>Travel</p> <p>I can move with good posture.</p> <p>I can move with light and quiet steps.</p> <p>I can perform accurate movement patterns.</p> | <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Health and Fitness Cog Focus – Aware of why exercise is important for good health.</p> <p>Agility skill: Ball chasing</p> <p>Static balance skill: Floor work</p> |
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Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 Develop overall body-strength, balance, co-ordination, and agility.
 Detailed fine motor development on 'Physical Development' skills plan.

Literacy



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.

Literacy

Word Reading: Hear general sound discrimination and be able to orally blend and segment.

Word Reading: 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.

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Word Reading: 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.

Word Reading: 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.

Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so.
 Re-read what they have written to check that it makes sense.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

Phonics

Level 2 to begin in week 2 Autumn term.
Weeks 1-7 (Phase completed)
 Level 1 will continue within provision alongside Level 2. Hear general sound discrimination, identify rhythm, rhyme, and alliteration to be able to orally blend and segment simple words.
 Week 2 -8
 s a t p
 i n m d
 g o c k
 ck e u r teach CEW to, the
 h b f l teach CEW no, go, l
 ff ll ss 's' saying /z/
 Revise weeks 1-6 Focus Tricky Words to, the no, go, l Revise all taught
 to, the no, go, l Revise all taught

Level 2/ Level 3
Allow 1 weeks for assessment at the end of term.
 Week 1-6
 J, , w, x
 y, z, zz, qu
 ch, sh, th, ng
 ai, ee, igh, oa
 oo, oo, ar, or
 ur, ow, oi, ear
 Revise all CEW of level 2
 Learn: he, she, we, me, be was, my, you


Level 3
Allow 1 weeks for assessment at the end of term.
 Week 7 – 10
 air, ure, er
 Recap sounds from weeks 1-4
 Recap sounds from weeks 5-7
 Trigraphs and consonant digraphs
 Introduce they, here, all and are.

Level 3 and level 4
Allow 2 weeks for assessment at the end of term.
 Level 3 week 11-12
 Letter and Sounds and Vowel Digraphs.
 Level 3 revision
 Recap CEW we, they and then all level 3 CEW.
 Start Level 4 week 1-2
 CVCC WORDS
 CVCC WORDS
 CEW
 Said, so
 Have, like, come, some

Level 4
Allow 2 weeks for assessment at the end of term.
 Weeks 3-5
 Adjacent Consonants
 Polysyllabic words
 Three – Letter adjacent constants.

Level 4
Allow 2 weeks for assessment at the end of term.
 Recap learning and sounds that are not secure.
 Adjust in accordance with cohort at this point in the year.

Throughout the year children will be assessed via phonics tracker. Our phonics is in line with twinkls phonics progression map.

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| <p>Literacy</p> | <p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p> | <p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</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> | <p>Emergent writing: Use appropriate letters for initial sounds.</p> <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> | <p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory 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. Know how to form clear ascenders and descenders.</p> | <p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> | <p>Emergent writing: Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</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> | | | | | | |
| <p style="text-align: center;"><i>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)</i></p> | | | | | | | | | | | | |
| <p>Helicopter Story Writing Development</p> | <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> | <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> | <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> | <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> | <p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p> | <p>Child confident to write a simple short story. May still need a phonics mat to support.</p> | | | | | | |
| <p>Mathematics</p>  <p>Ongoing throughout the year</p> | <p>Count objects, actions, and sounds. Subitise</p> <p>Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.</p> <p>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</p> | <p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <table border="1" data-bbox="771 1449 1157 1764"> <tr> <td>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language</td> <td>Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time</td> </tr> </table> | Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language | Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time | <p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <table border="1" data-bbox="1187 1449 1573 1764"> <tr> <td>Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity</td> <td>Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time</td> </tr> </table> <p>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</p> | Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity | Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time | <p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <p>Numbers 9 and 10 Making pairs. Combining groups Number bonds 3D shapes Pattern.</p> | <p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p> <p>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge</p> | <p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p> <table border="1" data-bbox="2463 1449 2849 1764"> <tr> <td>Adding more Taking away Number bonds Shape – spatial reasoning</td> <td>Doubling Sharing and grouping Even and odd Patterns and relationships</td> </tr> </table> | Adding more Taking away Number bonds Shape – spatial reasoning | Doubling Sharing and grouping Even and odd Patterns and relationships |
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Understanding the World



Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.

Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)

Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.

Chronology: Recount an event, orally, pictorial and/or with captions.

Chronology: Order experiences in relation to themselves and others, including stories.

Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. **Comment on images of familiar situations in the past.**

Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.

Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Begin to develop a sense of **continuity and change** by being able to **compare and contrast characters from stories throughout the year, including figures from the past.** Using Little People, Big Dreams books.

Respect: Themselves, special things in their own lives.

Respect: **Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.**

Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

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Respect: **Understand that some places are special to members of their community.**

Respect: Animals and know how to care for an animal/pets

Lyfta - Talk about and describe features of their own family, talk about families in other countries across the world.

Lyfta - Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)

Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos.

Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.

Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - **Recognise some environments that are different to the one in which they live e.g., Antarctica.**

Mapping: Complete a simple BeeBot program using a grid map or carpet squares.

Mapping: Draw information from a simple map and identify landmarks of our local area walk.

Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)

Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.

Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre

Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.

Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.

Understand the key features of the life cycle of a plant or animal.

Communication: Comment on what they notice about the environment where they live and **understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.**

Observation: Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design



Portrait skills – drawing themselves, observational work, papier mache

Artist study – Jackson Pollock (collaborative work)

Pat-a-cake
1, 2, 3, 4, 5, Once I Caught a Fish Alive

Artist study – Yayoi Kusama, Piet Mondrian, Kandinsky

I'm A Little Teapot
The Grand Old Duke of York
Ring O' Roses
Hickory Dickory Dock
Not Too Difficult
The ABC Song

Artist Study – Yves Klein

Wind the Bobbin Up
Rock-a-bye Baby
Five Little Monkeys Jumping on The Bed
Twinkle, Twinkle
If You're Happy and You Know It
Head, Shoulders, Knees and Toes

Old Macdonald
Incy Wincy Spider
Baa, Baa Black Sheep
Row, Row, Row Your Boat
The Wheels on The Bus
The Hokey Cokey

Create collaboratively sharing ideas, resources, and skills.

Artist Study – Van Gogh

Baa, Baa Black Sheep
Twinkle, Twinkle
Incy Wincy Spider
Rock-a-bye Baby
Row, Row, Row Your Boat

Watch and talk about dance and performance art, expressing their feelings and responses.

This Old Man
Five Little Ducks
Name Song
Things for Fingers

Develop storylines in their pretend play.

*Sing in a group or on their own,
increasingly matching the pitch and
following the melody.*

*Return to and build on their previous
learning, refining ideas and developing
their ability to represent them.*

*Listen attentively, move to, and talk about
music, expressing their feelings and
responses.*

Explore, use, and refine a variety of artistic effects to express their ideas and feelings
Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.