



**Cayton School Long Term Planning 2024-2025**

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes/Interests/Lines of Enquiry</b>	<p><b>Marvellous Me!</b></p> <ul style="list-style-type: none"> <li>Starting school,</li> <li>New beginnings</li> <li>How have I changed?</li> <li>My family.</li> <li>What am I good at?</li> <li>How do I make others feel?</li> <li>Being Kind/staying safe</li> </ul>	<p><b>Let's Celebrate!</b></p> <ul style="list-style-type: none"> <li>What do you celebrate?</li> <li>What celebrations have you been to?</li> <li>Do we all celebrate the same celebrations?</li> <li>Why do we celebrate things?</li> <li>What makes a celebration special?</li> <li>Let us celebrate our differences – what are they?</li> </ul>	<p><b>On the Move!</b></p> <ul style="list-style-type: none"> <li>How does my body move?</li> <li>How many different ways can you move on your feet?</li> <li>What sort of vehicles have you travelled in?</li> <li>How do the different vehicles work?</li> <li>How do the different vehicles move?</li> </ul>	<p><b>My Local Area.</b></p> <ul style="list-style-type: none"> <li>What do the signs around us tell us?</li> <li>Do all streets have names?</li> <li>Why our village is called what it is?</li> <li>Did anyone famous live in our village?</li> <li>Is our village famous for something?</li> <li>What is your favourite part of our village?</li> <li>How does our village compare to other villages/towns around us?</li> </ul>	<p><b>Growing!</b></p> <ul style="list-style-type: none"> <li>What grows in my garden?</li> <li>Why are trees so big?</li> <li>How can I grow my own vegetables?</li> <li>Which fruits grow in our country and which do not?</li> <li>How did it become a butterfly?</li> <li>How do animals change as they grow?</li> <li>What does everything need to help it grow?</li> </ul>	<p><b>The World Around Us!</b></p> <ul style="list-style-type: none"> <li>Where do you go on holiday when its holiday time?</li> <li>Have you flown on an aeroplane?</li> <li>Where do people go on their holidays?</li> <li>What do people do on their holiday?</li> <li>What clothes do we need for very hot days?</li> </ul>
<b>Predictable Interests/Learning Experiences</b>	New Routines Class Expectations Autumn	Bonfire Night Christmas Winter Guy Fawkes Remembrance day Diwali Birthdays Children in Need	Fire Engine visit Police car visit Trains Boats – Pirates Dance Winter	Buildings Parks Shops Easter Spring	Butterfly garden Chicks Growing things in school garden. Summer	Travel Different environments Different animals Summer
<b>Text</b>	<ul style="list-style-type: none"> <li>The colour Monster,</li> <li>Hands are not for hitting</li> <li>Dogger</li> <li>My class is my Family</li> <li>Rainbow Fish,</li> <li>Goodbye Summer Hello Autumn.</li> <li>Owl Babies</li> <li>The Lion Inside</li> <li>Freddie and the Fairy</li> <li>Squirrels who Squabbled by Rachel Bright</li> <li>The family book</li> <li>It's OK to be different</li> </ul>	<ul style="list-style-type: none"> <li>Sparks in the Sky</li> <li>Nativity Story</li> <li>Elmer's Birthday</li> <li>You be you Linda Kranz</li> <li>Only one you Linda Kranz</li> <li>The Squirrels who Squabbled by Rachel Bright</li> <li>Let's Celebrate K DePalma &amp; M Peluso</li> <li>The Jolly Postman</li> </ul>	<ul style="list-style-type: none"> <li>Journey by Aaron Becker                             <ul style="list-style-type: none"> <li>Whatever next?</li> <li>The Train Ride</li> </ul> </li> <li>The Journey Home from Grandpa's                             <ul style="list-style-type: none"> <li>Duck in a Truck</li> </ul> </li> <li>We're Going on a Bear Hunt                             <ul style="list-style-type: none"> <li>Non-fiction books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Wheels on the Bus</li> <li>Percy the Park Keeper</li> <li>The three little Pigs</li> <li>Goldilocks and the three bears</li> <li>Non-fiction books</li> <li>Building a home by Polly Faber</li> <li>Last Stop on Market Street by Matt Pena, La, De</li> </ul>	<ul style="list-style-type: none"> <li>As We Grow                             <ul style="list-style-type: none"> <li>The Very Hungry Caterpillar                                     <ul style="list-style-type: none"> <li>Oi Frog</li> </ul> </li> </ul> </li> <li>Each Peach Pear Plum                             <ul style="list-style-type: none"> <li>Stuck                                     <ul style="list-style-type: none"> <li>The Giving Tree</li> </ul> </li> </ul> </li> <li>Jack and the Beanstalk</li> <li>The Very Hungry Caterpillar                             <ul style="list-style-type: none"> <li>The Enormous Turnip</li> </ul> </li> <li>Pip &amp; Egg by Alex Latimer</li> <li>The World Came to my Place Today by Dr Jo Readman Non-Fiction Books</li> </ul>	<ul style="list-style-type: none"> <li>The Snail and the Whale</li> <li>Busy Holiday</li> <li>What the ladybird heard on Holiday</li> <li>Mr Grumpy's Outing</li> <li>Katie Morag; Island Stories</li> <li>Handa's Surprise</li> <li>The World Around Me by Charlotte Guilan</li> <li>Home by Carson Ellis</li> <li>My World, Your World by Melanie Walsh</li> </ul>
<b>Vocabulary</b>	<p><b>Body part names:</b> Eyes, nose, mouth, lips, hair, eyebrows, eye lashes, head, shoulders, freckles, ears, neck, arms, body, legs, hands, fingers, knees, wrists, ankles, toes.</p> <p><b>Feeling words:</b> Sad, happy, angry, cross, frustrated, upset, excited, anxious, worried, nervous</p> <p><b>Family Members:</b> Brother, sister, mummy, daddy, aunty, uncle, grandad, grandma, nanna</p>	<p>Stories Beginning ,Middle, End, rhyme, poetry Different, special, Proud, Friends, Kind, Same, Similar, Happy, sad, Frightened, Angry, Family. Celebrate, past, present</p>	<b>Descriptive words for Journeys (how it makes you feel)</b>	Descriptive words for buildings, structures and feelings. Names of different buildings and structures.	<p><b>Words to Describe Lifecycle:</b> egg, Tadpole, froglet, frog, frog spawn</p> <p><b>Words to describe growth:</b> Huge, enormous, short, tall, broad, fat, thin, long</p> <p><b>Plants and animals Names:</b> Stem, leaf, root, soil, sunlight, seed,</p>	<p><b>Descriptive words for other environments:</b></p> <p><b>Descriptive words for how other environments and travel makes you feel:</b> excited, scared</p>
<b>Possible Links to KS1</b>	History Links: Toys, Know the main differences between their school days and that of their recent ancestors. (Family Links) Geography Links: Seasons	Celebrations	Toys Drawing Maps	Science Links: Plants Geography Links: Seasons	Geography Links: Local Study Drawing Maps	Geography Links: Hot and cold Places Drawing Maps The seaside/Recycling Explorers

<p><b>Communication and Language</b></p>  <p>Neli Interventions will in place for those children who require further support.</p>	<p><b>Understand how to listen carefully and why listening is important.</b>  <b>Engage in story times,</b> rhymes, and songs.  Maintain attention in whole class/groups.  Follow 1 step instructions.  <b>Understand 'why' questions.</b>  <b>Use sentences 4-6 words.</b>  <b>Use talk to organise play.</b></p>	<p>Listen in familiar &amp; new situations.  <b>Engage in story times.</b>  Maintain attention in new situations.  <b>Ask questions to find out more and to check they understand what has been said to them.</b>  Follow <b>instructions with 2 parts</b> in a familiar situation.  <b>Start a conversation with peers and familiar adults and continue for many turns.</b>  <b>Develop social phrases</b></p>	<p>Listen attentively in a range of situations.  Maintain attention during appropriate activity.  <b>Engage in non-fiction books.</b>  Consider the listener and take turns.  <b>Use talk to organise/stand for something else in play.</b>  Begin to use past tense.  Begin to recount past events.</p>	<p>Understand why listening is important. Maintain attention in different contexts.  <b>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</b>  <b>Ask questions to find out more and check understanding.</b>  <b>Articulate their ideas and thoughts in well-formed sentences.</b>  <b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</b>  <b>Begin to connect one idea or action to another using a range of connectives.</b>  Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task.  Maintain activity while listening.  Understand how, why, where questions.  <b>Describe events in some detail.</b>  Express ideas about feelings and experiences.  <b>Articulate their ideas and thoughts in well-formed sentences.</b>  Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions.  Attend to others in play.  Make comments and clarify thinking with questions.  <b>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b>  Speak in well-formed sentences with some detail.  <b>Use new vocabulary in different contexts.</b>  Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>
<p><b>Learn new vocabulary</b>  <b>Use new vocabulary through the day</b></p>		<p><b>Listen carefully to rhymes and songs, paying attention to how they sound.</b>  <b>Learn rhymes, poems, and songs.</b></p>		<p><b>Use new vocabulary in different contexts</b>  <b>Listen to and talk about stories to build familiarity and understanding.</b></p>		
<p><b>Personal, Social and Emotional Development Self-regulation</b></p> 	<p><b>Can talk about feelings.</b>  Welcome distractions when upset.  <b>Increasingly follow rules.</b>  <b>Know likes and dislikes.</b>  Independently organise belongings in the morning.  Manage personal hygiene.  <b>Build constructive and respectful relationships.</b></p> <p><b>JIGSAW: BEING ME IN MY WORLD</b></p> <p><b>Key Vocabulary: Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know special things about themselves</li> <li>• Know that some people are different from themselves</li> <li>• Know how happiness and sadness can be expressed</li> <li>• Know that hands can be used kindly and unkindly</li> <li>• Know that being kind is good</li> <li>• Know they have a right to learn and play, safely and happily</li> </ul> <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Identify feelings associated with belonging</li> <li>• Identify feelings of happiness and sadness</li> <li>• Skills to play cooperatively with others</li> <li>• Be able to consider others' feelings</li> <li>• Be responsible in the setting</li> </ul>	<p><b>Beginning to express their feelings and consider the perspectives of others.</b>  Begin to take turns and share resources. Independently choose where they would like to play.  <b>Continue to build constructive and respectful relationships.</b></p> <p><b>JIGSAW: CELEBRATING DIFFERENCE (INCLUDING BULLYING)</b></p> <p><b>Key Vocabulary: Different, special, Proud, Friends, Kind, Same, Similar, Happy, sad, Frightened, Angry, Family.</b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know what being proud means and that people can be proud of different things</li> <li>• Know that people can be good at different things</li> <li>• Know what being unique means</li> <li>• Know that families can be different</li> <li>• Know that people have different homes and why they are important to them</li> <li>• Know different ways of making friends</li> <li>• Know different ways to stand up for myself</li> <li>• Know the names of some emotions such as happy, sad, frightened, angry</li> <li>• Know that they don't have to be 'the same as' to be a friend</li> <li>• Know why having friends is important</li> <li>• Know some qualities of a positive friendship</li> </ul> <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Identify feelings associated with being proud</li> <li>• Identify things they are good at</li> </ul>	<p>Show pride in achievements. Understand behavioural expectations of the setting.  Can explain right from wrong and try to behave accordingly.  <b>Manage their own needs.</b>  Can identify kindness.  Seek others to share activities and experiences.</p> <p><b>JIGSAW: DREAMS AND GOALS</b></p> <p><b>Key Vocabulary: Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.</b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know what a challenge is</li> <li>• Know that it is important to keep trying</li> <li>• Know what a goal is</li> <li>• Know how to set goals and work towards them</li> <li>• Know which words are kind</li> <li>• Know some jobs that they might like to do when they are older</li> <li>• Know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>• Know when they have achieved a goal</li> </ul> <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Understand that challenges can be difficult</li> <li>• Recognise some of the feelings linked to perseverance</li> <li>• Talk about a time that they kept on trying and achieved a goal</li> <li>• Be ambitious</li> <li>• Resilience</li> <li>• Recognise how kind words can encourage people</li> <li>• Feel proud</li> <li>• Celebrate success</li> </ul>	<p>Can make choices and communicate what they need.  Begin to show persistence when faced with challenges.  Can keep play going by co-operating, listening, speaking, and explaining.  Can reflect on the work of others and self-evaluate their own work.</p> <p><b>JIGSAW: HEALTHY ME</b></p> <p><b>Key Vocabulary: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, wash, clean, stranger, scare</b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know the names for some parts of their body</li> <li>• Know what the word 'healthy' means</li> <li>• Know some things that they need to do to keep healthy</li> <li>• Know that they need to exercise to keep healthy</li> <li>• Know how to help themselves go to sleep and that sleep is good for them</li> <li>• Know when and how to wash their hands properly</li> <li>• Know what to do if they get lost</li> <li>• Know how to say No to strangers</li> </ul> <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Recognise how exercise makes them feel</li> <li>• Recognise how different foods can make them feel</li> <li>• Can explain what they need to do to stay healthy</li> <li>• Can give examples of healthy food</li> <li>• Can explain how they might feel if they don't get enough sleep</li> <li>• Can explain what to do if a stranger approaches them</li> </ul>	<p>Beginning to know that children think and respond in different ways to them.  Can talk about their own abilities positively.  Confident to try new activities  <b>Show resilience and perseverance.</b></p> <p><b>JIGSAW: RELATIONSHIPS</b></p> <p><b>Key Vocabulary: Family, Jobs, Relationships, Friend, Lonely, Argue, Fallout, words, Feelings, Angry, Upset, clam me, Breathing</b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know what a family is</li> <li>• Know that different people in a family have different responsibilities (jobs)</li> <li>• Know some of the characteristics of healthy and safe friendship</li> <li>• Know that friends sometimes fall out</li> <li>• Know some ways to mend a friendship</li> <li>• Know that unkind words can never be taken back and they can hurt</li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>• Know some reasons why others get angry</li> </ul> <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>• Can suggest ways to make a friend or help someone who is lonely</li> <li>• Can use different ways to mend a friendship</li> <li>• Can recognise what being angry feels like</li> <li>• Can use Calm Me when angry or upset</li> </ul>	<p><b>Able to identify and moderate own feelings.</b>  <b>See themselves as a unique and valued individual.</b>  Can seek out a challenge and enjoy the process.  Show sensitivity to others' needs and feelings.</p> <p><b>JIGSAW: CHANGING ME</b></p> <p><b>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grow-up, Adult, Change, Worry, Excited, Memories</b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body (see vocabulary list)</li> <li>• Know that we grow from baby to adult</li> <li>• Know who to talk to if they are feeling worried</li> <li>• Know that sharing how they feel can help solve a worry</li> <li>• Know that remembering happy times can help us move on</li> </ul> <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Can identify how they have changed from a baby</li> <li>• Can say what might change for them they get older</li> <li>• Recognise that changing class can elicit happy and/or sad emotions</li> <li>• Can say how they feel about changing class/ growing up</li> <li>• Can identify positive memories from the past year in school/ home</li> </ul> <p><b>Consent curriculum</b></p> <p><b>Can I begin to understand that parts of my body are private?</b></p>

		<ul style="list-style-type: none"> <li>• Be able to vocalise success for themselves and about others successes</li> <li>• Identify some ways they can be different and the same as others</li> <li>• Recognise similarities and differences between their family and other families</li> <li>• Identify and use skills to make a friend</li> <li>• Identify and use skills to stand up for themselves</li> <li>• Recognise emotions when they or someone else is upset, frightened or angry</li> </ul>	<b>Water Safety Curriculum</b> <b>Can I become familiar with ways to stay safe when near the water?</b> <b>Power point.</b> <b>Song.</b>	<b>Sun Safety Curriculum</b> <b>Can I become familiar with ways to stay safe in the sun?</b> <b>Activity- power point and design a sun hat.</b>		<b>Activity: Look at the 'Everyone has private parts' poster and design your own pants.</b>
<b>Religious Education</b>	Key Question F5: Where do we belong?	Key question F4: Which times are special and why? Why is Christmas special for Christians?	Key Question F6: What is special about our world?	Key Question F2: Which people are special and why?	Key question F3: Which places are special and why?	
	<p>F1 – What stories are special and Why? <b>Christians, Hindus and Muslims This unit will run throughout the year.</b>  Stories will be used throughout the year linking to many overarching topics in the EYFS Curriculum.</p>					
<b>Physical Development</b>  Real PE Focus	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene  <b>Personal Cog Focus</b> – following instructions, practise safely, independent work <b>Coordination skill:</b> Footwork <b>Static Balance skill:</b> One leg	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  <b>Social Cog Focus</b> – taking turns and sharing. <b>Dynamic balance to Agility skill:</b> Jumping and Landing <b>Static Balance skill:</b> Seated balance	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.  <b>Creative Cog Focus</b> – Exploring and describing different movements <b>Coordination skill:</b> Ball skills <b>Counterbalance skill:</b> With a partner	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.  <b>Cognitive Cog Focus</b> – understand and follow simple rules, name some things I am good at. <b>Dynamic balance:</b> On a line <b>Static Balance skill:</b> Stance	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.  <b>Applying Physical Cog Focus</b> – Performing a single skill or movement with some control, performing a range of skills and link two movements together. <b>Coordination skill:</b> Sending and Receiving <b>Agility skill:</b> Reaction/Response <b>Real Gym - Gymnastics</b> <b>Shape</b> I can perform an accurate shape. I can use good body tension to hold the shape. I can perform a repeatable shape. <b>Travel</b> I can move with good posture. I can move with light and quiet steps. I can perform accurate movement patterns.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  <b>Health and Fitness Cog Focus</b> – Aware of why exercise is important for good health. <b>Agility skill:</b> Ball chasing <b>Static balance skill:</b> Floor work
	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.					
<b>Literacy</b> 	<b>Comprehension:</b> 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.	<b>Comprehension:</b> 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.	<b>Comprehension:</b> 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.	<b>Comprehension:</b> 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.	<b>Comprehension:</b> 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)	<b>Comprehension:</b> 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.

	<p>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.</p>	<p>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.</p>	<p>Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>Literacy</b>	<p><b>Word Reading:</b> Hear general sound discrimination and be able to orally blend and segment.</p>	<p><b>Word Reading:</b> 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.</p>	<p><b>Word Reading:</b> 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.</p>	<p><b>Word Reading:</b> 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.</p>	<p><b>Word Reading:</b> 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.</p>	<p><b>Word Reading:</b> 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.</p>
<b>Phonics</b>	<p>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.</p>					
	<p><b>Level 2 to begin in week 2 Autumn term.</b> <b>Weeks 1-7 (Phase completed)</b> 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</p>	<p><b>Level 2/ Level 3</b> <b>Allow 1 weeks for assessment at the end of term.</b> First week back is a revisit of all level 2 we will then move onto level 3 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</p>	<p><b>Level 3</b> <b>Allow 1 weeks for assessment at the end of term.</b>  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.</p>	<p><b>Level 3 and level 4</b> <b>Allow 2 weeks for assessment at the end of term.</b>  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</p>	<p><b>Level 4</b> <b>Allow 2 weeks for assessment at the end of term.</b>  Weeks 3-5  Adjacent Consonants Polysyllabic words Three – Letter adjacent constants.</p>	<p><b>Level 4</b> <b>Allow 2 weeks for assessment at the end of term.</b>  Recap learning and sounds that are not secure. Adjust in accordance with cohort at this point in the year.</p>
<p>Throughout the year children will be assessed via phonics tracker. Our phonics is in line with twinkls phonics progression map.</p>						
<b>Literacy</b>	<p><b>Emergent writing:</b> 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><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes 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><b>Emergent writing:</b> Use appropriate letters for initial sounds.  <b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing.  <b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. <b>Composition:</b> Write a simple sentence with a full stop.  <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences.</p>	<p><b>Emergent writing:</b> 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</p>

<p><b>Helicopter Story Writing Development</b></p>	<p><b>Composition:</b> Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p><b>Spelling:</b> 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><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> 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><b>Composition:</b> 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><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences.</p> <p>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><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p><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>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><b>Mathematics</b></p> 	<p>NCETM Counting, Number Songs, Subitising Baseline Assessments Counting, Number Songs, Subitising Baseline assessments Comparisons in size, mass, length and capacity (Block 1) Subitising within 3 Talk about pattern. (ABAB patterns) (Block 2) Counting, ordinality and Cardinality( Focus on counting skills) Circles and Triangles (Block 4) Composition- explore how all numbers are made of ones (focus on composition of 3 and 4)</p>	<p>NCETM Subitising – objects and sounds Shapes with 4 sides (block 6) Comparison of sets just by looking. Use the language of comparison – more than and fewer than Shapes with 4 sides (block 6) Counting, ordinality and Cardinality( Focus on counting skills) Focus on the ' five-ness of 5' using one hand and the die pattern of 5. My Day and night (block 6) Comparison of sets by matching using the language more than, fewer than and an equal number. Finding a balance (Sp Block 2) Composition – explore the concept of whole and part. Explore and compare capacity (Sp Block 2) Composition – Focus on the composition of 3, 4 and 5</p>	<p>NCETM Counting, ordinality and Cardinality – Practise object counting skills, match numerals to quantities with in ten and verbal counting beyond 20. Explore and compare length (Sp Block 4) Subitising – Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Explore and compare height (Sp Block 4) Counting, ordinality and cardinality Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Order and sequence time (Sp Block 4) Composition Focus on 5 Recognise and name 3D shape (Sp block 6) Composition Focus on 6 and 7 as '5 and a bit' Find 2D shapes within 3D shapes (Sp block 6) Composition Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal</p>	<p>NCETM Counting, ordinality and cardinality Focus on the 'staircase' pattern and ordering numbers Identify more complex patterns (Sp block 6) Comparison Focus on ordering of numbers to 8 Use language of less than Copy and continue patterns (Sp block 6) Composition Focus on 7 Rotate shapes(Su block 3) Composition Doubles – explore how some numbers can be made with 2 equal parts Manipulate shape(Su block 3) Composition Sorting numbers according to attributes - odd and even numbers Compose shapes Manipulate shape(Su block 3) Counting, ordinality and cardinality Counting – larger sets and things that cannot be seen Decompose shapes (Su block 3)</p>	<p>NCETM Subitising Subitising – to 6, including in structured arrangements Composition Composition – '5 and a bit' Consolidation of Number ? Composition Composition - of 10 Comparison Comparison – linked to ordinality Play track games Week 26 Subitise to 5 Introduce the rekenrek Consolidation of Number</p>	<p>NCETM Review and assess Automatic recall of bonds to 5 Identify unit of repeating patterns ( Su block 5) Review and assess Automatic recall of bonds to 5 Create and explore pattern rules( Su block 5) Review and assess Comparison Describe position( Su block 5) Review and assess Number patterns Give instructions to build( Su block 5) Review and assess Counting Explore mapping( Su block 5)</p>
<p><i>Alongside NCETM we will be using White Rose to support teaching of shape over the course of the year.</i></p>						
<p><b>Understanding the World</b></p>	<p><b>Chronology:</b> Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p>	<p><b>Chronology:</b> 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.</p>	<p><b>Chronology:</b> Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p>	<p><b>Chronology:</b> Talk about and understand changes in their own lifetime, by creating a personal timeline.</p>	<p><b>Chronology:</b> Recount an event, orally, pictorial and/or with captions.</p>	<p><b>Chronology:</b> Order experiences in relation to themselves and others, including stories.</p>



**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.

**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.

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

**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.

**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.

**In EYFS we access Barefoot Computing support children's learning. Over the year we look at different themes such as Winter warmers, People Who helps us, busy bodies and Super space.**

**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  
This Old Man  
Five Little Ducks  
Name Song  
Things for Fingers

**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

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

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

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

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.**

Develop storylines in their pretend play.

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

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.

### Early Learning Goals for the end of year assessment

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <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><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> </ul> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate – where appropriate – key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number;</li> <li>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>