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| **Character Traits** | **Working Together** | **Aiming High** | **Getting involved** | **Keeping Going** |
| **Character Traits** | **Team Spirited**  **Honest**  **Helpful**  **Empathetic**  **Responsible** | **Hard Working**  **Aspirational**  **Determined**  **Independent** | **Engaged**  **Enthusiastic**  **Creative**  **noticing** | **Resilient**  **Logical** |
| **British Values** | **Tolerance**  **Mutual respect** | **Individual liberty** | **Rules of Law** | **Democracy** |

|  | **All about Me** | **Festivals** | **People Who help us –** | **How does your garden grow?** | **Journeys** | **Amazing Animals** |
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| Taught Sequence | **Autumn** | | **Spring** | | **Summer** | |
| **Cycle 1** | | | | | | |
| Talk for Writing Fiction | Traditional Tale – Gingerbread Man???  Cold Write – tell me/draw a story about an Old Man and an Old Woman  Imitate – [Gingerbread Man](../../2022-2023/English/T4W%20texts/EYFS)  Innovate – three picture/caption story/act out | | Jack and the beanstalk  Cold write – draw/three sentence story about a magic plant  Imitate – Jack and the Beanstalk  Innovate – three picture/sentence story based on Jack and the beanstalk | | Text – Lost and Found  ‘Cold Write’ – share stories about something they have lost  Imitate – Lost and Found (three parts)  Innovate – Change the animal (three part story – beginning middle, end) | |
| Talk for Writing non Fiction | Genre – Instruction  Cold Write – draw /mark make/orally tell how you make something  Imitate – how to make gingerbread man  Innovate – how to make another shaped biscuit (draw/captions) | | Text – Jasper’s Beanstalk  @cold Write’ – how might we grow something  Imitate – Instructions how to plan a seed  Innovate – pictures and captions of how to grown a seed – (chronological order, simple fronted adverbials, imperative verbs) | | Text – Emperors Egg  Cold write’ – write about someone you know  Imitate – simple factfile about Neil Armstrong  Children create own books about space | |
| Text Based Unit | Stories by Julia Donaldson – Stickman, Room on a Broom, Gruffalo, What the Ladybird Heard  Story of Rama and Sita  Christmas Story  Gruffalo | | Mog and the VEE EE Tee  Farmer Duck  Super tato  Trees Seasons come and seasons go  The tiny seed | | Dogger  Writing sentence/captions for illustrations  Matching emotions to different parts of the story  Thought bubbles about how Dave is feeing  Lost posters  Draw toy and label parts  Dogger three part story mountains  Sort similarities/differences between illustrations and now  Dairy of A Wombat  What ever next? | |
| Poetry | Nursery Rhymes and Rhyming Stories | | Poetry – Michael Rose – Hand on the Rhythm of Life – 2 weeks - to be planned from [CLPE](https://clpe.org.uk/system/files/Poems%20to%20Perform%20TS.pdf) | | Animal Chatter – Judith Nichols | |
| Reading for Pleasure | Use reading spine texts (unless they are mentioned in this plan) for reading for pleasure at the end of the day.  Aliens Love Underpants  Jolly Postman  Where the Wild Things are  Don’t forget the Bacon  Rosie’s Walk  Harry and the Bucketful of Dinosaurs Stories  My cat likes to hide in boxes | | Use reading spine texts (unless they are mentioned in this plan) for reading for pleasure at the end of the day.  Mr Wolf Love Pancakes  I’m not going out there  What ever next  Mog Stories  Emergency  Oi Frog | | Use reading spine texts (unless they are mentioned in this plan) for reading for pleasure at the end of the day.  Where’s my teddy  Owl babies  Mr Magnolia  Six Dinner Sid  Farmer Duck  How to catch a star  Dairy of a Wombat  Whatever next  Astro Girl | |

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| **Cycle 2** | | | | | | | | | | | | |
|  | | **All about Me** | | **Festivals** | | **People Who help us –** | | **How does your garden grow?** | | **Journeys** | | **Amazing Animals** |
| Taught Sequence | | **Autumn** | | | | **Spring** | | | | **Summer** | | |
| Talk for Writing Fiction | | Teaching text - Three Little Pigs  Imitate – Three Little Pigs  Innovate – own version – change the animals (beginning, middle, end; repeated refrain) | | | | Text – Hungry Caterpillar  ‘cold write’ – stories about things changing  Imitate – adapted version of Hungry Caterpillar  Innovate – own story about a hungry animal (beginning, middle, end)  Text The Great Race  Cold Write – story about a race  Imitate – The Great race  Text – The Great race  Cold Write – facts about an animal/label an animal  Imitate – simple NCR about a Great race Animal ( three facts and labelled diagram)  Innovate – Simple NCR about another great race animal | | | | Text – Tiger Who Came to tea  ‘Cold Write’ – Stories about animals  Imitate – adapted version of Tiger who came for tea  Innovate – own version – a different animal who came to tea (beginning, middle, end) | | |
| Talk for Writing non Fiction | | Teaching text –  Imitate – simple NCR about wolves  Innovate – create own book/poster about wolves – labels, captions and simple factual sentences | | | | Text – Simple recipe – linked to a tea party’  ‘cold write’ what would we do if we wanted to make a cake?’  Imitate – simple recipe to make something for a tea part  Innovate – children write own version of recipe | | |
| Text Based Unit | | [Funny Bones –](file:///C:/Users/becky.smith/Literacy%20Shed/Funny%20Bones)  Writing a range of labels, captions and sentences | | | | [Rainbow Fish](../../2022-2023/English/Mixed%20text%20planning/Rainbow%20Fish) –  Oral story telling, writing sentences book review, posters | | | | [The Train Ride](../../2022-2023/English/Literacy%20Shed/Train%20Ride)  Sequencing, rhyming couplets, rewrite using the Little Boat | | |
| Poetry | | Nursery Rhymes and Rhyming Stories | | | | Poetry – Michael Rose – Hand on the Rhythm of Life – 2 weeks - to be planned from [CLPE](https://clpe.org.uk/system/files/Poems%20to%20Perform%20TS.pdf) | | | | Rhyming Stories –  Commotion in the Ocean | | |
| Reading for Pleasure | | Use reading spine texts (unless they are mentioned in this plan) for reading for pleasure at the end of the day.  Jill Murphy Stories  IF Winter comes, tell it I’m not here  Each Peach, Pear Plum  Hairy Maclary  Papa Penguin | | | | Use reading spine texts (unless they are mentioned in this plan) for reading for pleasure at the end of the day.  Jim and the Beanstalk  Jasper’s Beanstalk  Elmer  Fix it Duck  Don’t Forget the Bacon  My Must Have mum | | | | Use reading spine texts (unless they are mentioned in this plan) for reading for pleasure at the end of the day. The Pirates Next Door  Mr Gumpy’s Outing  Peace at Last  Pants  Luna Loves Art | | |
| Reading & Literacy | | **Skills developed across the sessions during the week**  **Day one:**  **Explore**  Preview the Shared Reader for the week by asking the provided questions. Children make predictions about the story based on the title, illustrations / photographs and their background knowledge.  **Word Time**  Introduce the Red and Green Words for the story along with selected vocabulary. Partners practise Red / Green Words.  **Choral Read**  Read the story together as a class, guiding the children to decode words and then eventually fast-blending them. Model key skills and the weekly grammar focus.  **Discussion Time**  Review children’s predictions and summarise the story by asking the provided questions.  **Day Two:**  **Remember**  Remember the story with the class, including the title, characters, setting, etc., by asking the provided questions.  **Word Time**  Review the Red and Green Words for the story along with selected vocabulary. Partners practise Red / Green Words.  **Partner Reading**  Children read the story, alternating pages with their partners. Teacher supports with comprehension questions and references to the weekly grammar focus.  **Discussion Time**  Review the story by asking the provided questions.  **Day Three:**  **Review**  Review the story with the class, including characters, key plot points, problems and resolution by asking the provided questions.  **Word Time**  Review the Red and Green Words for the story along with select vocabulary. Partners practise Red / Green words.  **Partner Reading**  Children read the story, alternating pages with their partners (switching roles from yesterday). Teacher supports with comprehension questions and references to the weekly grammar focus. **Discussion Time**  Review the story by asking the provided questions.  **Day Four:**  **Echo Read**  Choose a section from the Shared Reader to model a target reading skill (e.g. reading with fluency and expression, recognising direct speech, etc.). Children repeat after you chorally to practise reading fluently.  **Spelling Time**  Children practise letter formation (upper and lower case previously learnt GPCs), before progressing on to spelling Green/Red Words from the current Shared Reader.  **Partner Question Time**  Children orally answer the comprehension questions in the back of the Shared Reader. Model using the questions to create sentence stems and refer to the text to create a full answer with elaboration.  **Day Five:**  Reading Celebration  Children are given one minute each to read in turn with their partners. Their goal is to read a section of the text as accurately as possible using previously-learnt strategies.  **Writing Time**  The teacher models the Writing Time process using the sentence stem provided in the lesson plan. Children repeat this process and compose their own sentence orally before writing it in their books. The final stage of the process involves children checking their own work and then their partner’s work.  **Reflection**  Time Revisit the learning objectives for the week with the children. Children discuss their achievements and next steps. | | | | | | | | | | |
| SFA  Reading | | **Shared reading steps and learning objectives**  Step 1 – Tap, Tap, Tap  Step 2 – Kim Cat  Step 3- Sam and Ted  Step 4 – Pip Can Kick  Step 5 – Big Red bus  Step 6 – Mess On Rug  Step 7 - Jim The Vet  Step 8 – Mud On The Van  Learning Objectives:  Reading: Read words consistent with their phonic knowledge by sound-blending.  Writing: Write recognisable letters, most of which are correctly formed. | | | | **Shared reading steps and learning objectives**  Step 9- A Trip On The Tram  Step 10 – Jazz In The Sun  Step 11- Ben Gets To Bed  Step 12 – Sock Shopping  Step 13 – At Dusk  Step 14 – The Train Set  Step 15- Up The Tree  Step 16 – Toad In The Rain  Step 17- Goal!  Step 18 - The Egg Moon  Step 19 – Jam Tarts In The Dark  Step 20 – Let’s Do Art  Learning Objectives:  Reading: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Writing: Spell words by identifying sounds in them and representing the sounds with a letter or letters. | | | | **Shared reading steps and learning objectives**  Step 21- Jim and The Corn  Step 22 – Bells and Buds  Step 23 – Not on the Beds  Step 24 - Too Much Noise  Step 25 – Dad’s Shearing Shop  Step 26 - Ben Sees a Chick  Step 27 - It’s Fun at the Fair  Step 28 - It’s Cool in the Pool  Step 29 - Jim’s Gift to the Garden  Step 30 - Picnic on the Common  Step 31 - Jill’s Peppers  Step 32 - What Can I Do in the Summer?  Learning Objectives: (Steps 21-24)  Reading: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Writing: Write simple phrases and sentences that can be read by others.  Learning Objectives: (Steps 25- 28)  Reading: Anticipate – where appropriate – key events in stories.  Writing: Write simple phrases and sentences that can be read by others.  Learning Objectives: (Step 29-32)  Reading: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Writing: Write simple phrases and sentences that can be read by others. | | |
|  | | SFA Phonics Scheme of learning | | | | | | | | | | |
|  | | **Phase 1 Phonics**  Week 1-2  **New reading skills:**  Oral Blending, Segmenting and Alphabet Chant  **Phase 2 Phonics**  **New reading skills:**  Blend and Segment CVC words  Read words consistent with their phonic  knowledge by sound-blending  Week 3  Focus GPS-  s a t p  Week 4  Focus GPS-  i n m d  Week 5  Focus GPS-  g o c k  Week 6  Focus GPS-  ck e u r  Week 7  Consolidation Week  Week 8  h b f ff  **Common exception words:**  **the I**  **New reading skills:**  Read Common Exception Words  Read aloud simple sentences and books that  are consistent with their phonic knowledge,  including some common exception words  New writing skills:  Write recognisable letters, most of which are correctly formed | Week 9  l ll ss  **Common exception words:**  **he she is**  Week 10  j v w  **New reading skills**  Read CVC words with -s ending /s/ sound  **Common exception words:**  **to go of as**  Week 11  x y z  **New reading skills**  Read CVC words with -s ending /z/ sound  **Common exception words:**  **we are you into**  Week 12  Consolidation Week  **New reading skills**  Consolidation above skills  Week 13  zz qu ch  **New reading skills**  Read CCVC and two-syllable words  Read aloud simple sentences and books that  are consistent with their phonic knowledge,  including some common exception words  **New writing skills**  Spell words by identifying phonemes in them  and representing them with graphemes  Common exception words:  be me his  week 14  sh th ng  **New reading skill**  Read CVC and double-consonant words with -ing endings  Week 15 and 16  Consolidation Week  **New reading skill**  Consolidate above skills | | | Week 17  ai (train)  (+ blend nk)  **New reading skill**  Read CVCC words and sentences  including Yr1 CEWs  **Common exception words:**  **Do, her**  Week 18  ee (tree)  **New reading skill**  Read CVCC words and sentences  including Yr1 CEWs  Read aloud simple sentences and books that  are consistent with their phonic knowledge,  including some common exception words  **New writing skill**  Spell words by identifying phonemes in them  and representing them with graphemes  **Common exception words**  **my**  **by**  Week 19  igh (light)  **Common exception words**  **ask\*, our**  Week 20  oa (goat)  **Common exception words**  **says**  **they**  Week 21  oo (zoo)  **Common exception words**  **said**  **was**  Week 22  oo (book)  **Common exception words**  **were**  **put**  **all**  Week 23  ar (car)  **Common exception words**  **there**  **like** | **Week 24**  **Consolidation Week**  **New reading skill**  **Consolidate above skills**  **Week 25**  **or (corn)**  **Common Alternatives:**  **(/or/ ore; /s/ se)**  **New reading skill**  Read CVCC words and sentences  including Yr1 CEWs  Demonstrate understanding of what has  been read to them by retelling stories and  narratives using their own words and recently introduced vocabulary  **New writing skill**  Write phrases and sentences that can be read by others  **Common exception words**  **here**  **where**  Week 26  ur (purple)  **New reading skill**  Read CVC words with -es endings  **Common exception words**  **today**  **when**  **what**  Week 27  ow (cow)  Common Alternatives:  (/d/ ed; /t/ ed)  **New reading skill**  Read CVC words with -ed endings  **Common exception words**  **come**  **some**  Week 28  oi (boil)  Common Alternatives:  (/z/ ze se)  **New writing skill**  Read sentences with contraction words  **Common exception words**  **push**  **pull** | | | **Week 29**  **ear (clear)**  **New reading skill**  **Consolidate above skills**  **Anticipate – where appropriate – key events**  **in stories**  **Week 30**  **Consolidation week**  **Week 31**  **air (hair)**  **Common exception words:**  **one**  **once**  week 32  ure (pure, picture)  Common Alternatives:  (/v/ ve)  **Common exception words**  **your**  **love**  Week 33  er (batter)  **New reading skills**  Read nouns and adjectives with -er ending  **Common exception words**  **house**  **full**  **little**  Week 34  Consolidation Week  **New reading Skills**  Read CCVCC words and sentences  including Yr1 CEWs  **Common exception words**  **Consolidate Y1**  **CEWs** | **Week 35**  **Consolidation Week**  **New reading skills**  Read CCCVC words and sentences  including Yr1 CEWs  **Common exception words:**  **Consolidate Y1**  **CEWs**  **Week 36**  **Consolidation week**  **New reading skill**  Read CCCVCC words and sentences  including Yr1 CEWs  **Common exception words:**  **Consolidate Y1**  **CEWs** | |
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|  | | Just Like Me!  **ELG (Number):**  - Have a deep understanding of number to 10, including the composition of each number.  - Subitise (recognise quantities without counting) up to 5.  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.    **Children in reception will:**  - Count objects, actions and sounds.  - Subitise.  - Compare numbers.  - Select, rotate and manipulate shapes to develop spatial reasoning skills.  - Continue, copy and create repeating patterns.  - Compare length, weight and capacity.    Small steps  **Week 4 – Match and Sort**  **1)** Recognise what ‘match’ means  **2)** Match objects that are the same together  **3)** Understand that things can be sorted  **4)** Sort objects  **5)** Compare groups of objects    **Week 5 – Compare Size, Mass and Capacity**  **1)** Estimate the size of an object  **2)** Compare objects by length  **3)** Compare mass  **4)** Compare amounts  **5)**Explore capacity    **Week 6 – Exploring Pattern**  **1)** Continue verbal patterns  **2)** Copy a simple pattern  **3)** Continue a simple pattern  **4)** Create a simple pattern  **5)** Identify the repeating pattern  It’s Me 1 2 3!  **ELG (Number):**  - Have a deep understanding of number to 10, including the composition of each number.  - Subitise (recognise quantities without counting) up to 5.  **Children in reception will:**  - Link the number symbol (numeral) with its cardinal  number value.  - Subitise.  - Explore the composition of numbers to 10.  - 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.  **Week 7 – 1 2 3**  **1)** Know what 1 2 and 3 looks like.  **2)** Understand that 1 2 and 3 can be represented in numbers.  **3)** Understand the difference between 1 2 and 3.  **4)** Understand that numbers are made up of other numbers.  **5)** Know what a group of 1 2 or 3 looks like.  **Week 8 – Circles and Triangles**  **1)** Name circles and triangles.  **2)** Find shapes in pictures.  **3)** Recognise shapes in the environment.  **4)** Construct shapes.  **5)** Sort shapes.  **Week 9 – Spatial Awareness**  **1)** Understand positional language.  **2)** Use some positional language.  **3)** Describe positional language.  **4)** Use positional language.  **5)** Give instructions.  Light and Dark  **ELG (Number):**  - Have a deep understanding of number to 10, including the composition of each number.  - Subitise (recognise quantities without counting) up to 5.  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  **(Numerical Patterns):**  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  **Children in reception will:**  - Count objects, actions and sounds.  - Subitise.  - Link the number symbol (numeral) with its cardinal number value.  - Count beyond ten.  - Compare numbers.  Understand the ‘one more than/one less than’ relationship between consecutive numbers.  Explore the composition of numbers to 10.  - 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  **Week 10 – Four and Five**  **1)** Explore 4.  **2)** Know what a group of 4 objects looks like.  **3)** Explore 5.  **4)** Show 5 in different ways.  **5)** Count up to 5.  **Week 11 – One More and Less**  **1)** Understand that one more means the number gets bigger.  **2)** Find one more of any number up to 5.  **3)** Understand that one less means the number gets smaller.  **4)** Find one less of any number up to 5.  **5)** Represent one more and one less in different ways.  **Week 12 – Shapes with 4 Sides and Time**  **1)** Name squares and rectangles**.**  **2)** Find shapes in the environment.  **3)** Order simple events.  **4)** Order the days of the week.  **5)** Measure time in a simple way. | | | | Alive in 5  **ELG (Number):**  - Have a deep understanding of number to 10, including the composition of  each number;  - 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.  **ELG (Numerical Patterns):**  - Compare quantities up to 10 in different contexts, recognising when one  quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and  odds, double facts and how quantities can be distributed equally.  **Children in reception will:**  - Count objects, actions and sounds.  - Subitise.  - Link the number symbol (numeral) with its cardinal number value.  - Compare numbers.  - Understand the ‘one more than/one less than’ relationship between consecutive numbers.  - Explore the composition of numbers to 10.  - Automatically recall number bonds for numbers 0–5 and some to 10.  - Compare length, weight and capacity.  **Week 1 – Introducing Zero and Comparing Numbers to 5**  **1)** Understand what zero looks like.  **2)** Show zero.  **3)** Compare numbers up to 5.  **4)** Compare numbers up to 5.  **5)** Subitise.  **Week 2 –** **Composition of 4 and 5**  **1)** Find ways of making 4.  **2)** Find ways of making 5.  **3)** Compare 4 and 5.  **4)** Find number bonds to 4.  **5)** Find number bonds to 5.  **Week 3 – Compare Mass and Capacity**  **1)** Explore capacity.  **2)** Accurately measure.  **3)** Compare capacity.  **4)** Explore mass.  **5)** Compare mass.  Growing 6,7,8  **ELG (Number):**  - Have a deep understanding of number to 10, including the composition of  each number;  - 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.  **ELG (Numerical Patterns):**  - 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;  - Explore and represent patterns within numbers up to 10, including evens and  odds, double facts and how quantities can be distributed equally.  **Children in reception will:**  - Count objects, actions and sounds.  - Subitise.  - Link the number symbol (numeral) with its cardinal number value.  - Compare numbers.  - Understand the ‘one more than/one less than’ relationship between consecutive numbers.  - Explore the composition of numbers to 10.  - Automatically recall number bonds for numbers 0–5 and some to 10.  - Compare length, weight and capacity.  **Week 4 – Time and Making Pairs**  **1)** Order significant events.  **2)** Link events to days of the week.  **3)** Measure time.  **4)** Find pairs.  **5)** Make pairs.  **Week 5 –** **6, 7, 8 and Combining 2 Groups**  **1)** Count out 6, 7 or 8 objects.  **2)** Find one more or one less of 6, 7 or 8.  **3)** Find ways to make 6, 7 or 8.  **4)** Combine 2 groups.  **5)** Create 2 groups to make a total.  **Week 6 – Length and Height**  **1)** Understand length.  **2)** Compare length.  **3)** Understand height.  **4)** Compare height.  **5)** Estimate and measure.  Building 9 & 10  **ELG (Number):**  - Have a deep understanding of number to 10, including the composition of  each number;  - 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.  **ELG (Numerical Patterns):**  - 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;  - Explore and represent patterns within numbers up to 10, including evens and  odds, double facts and how quantities can be distributed equally.  **Children in reception will:**  - Count objects, actions and sounds.  - Subitise.  - Link the number symbol (numeral) with its cardinal number value.  - Count beyond ten.  - Compare numbers.  - Understand the ‘one more than/one less than’ relationship between consecutive numbers.  - Explore the composition of numbers to 10.  **Week 7 – 9 and 10 and Comparing Numbers to 10**  **1)** Represent 9 and 10 in different ways.  **2)** Know what a group of 9 or 10 looks like.  **3)** Find ways of making 9 and 10.  **4)** Find ways of making 9 and 10.  **5)** Compare numbers within 10.  **Week 8 – Comparing Numbers to 10 and Bonds to 10**  **1)** Order objects to 10.  **2)** Order numbers to 10.  **3)** Find number bonds to 10.  **4)** Write number bonds to 10.  **5)** Solve a problem within 10.  **Week 9 – 3D Shape and Pattern**  **1)** Explore 3D shapes.  **2)** Name 3D shapes.  **3)** Copy a repeating 3D shape pattern.  **4)** Copy a repeating pattern.  **5)** Create a repeating pattern. | | | | **To 20 and Beyond**  - Have a deep understanding of number to 10, including the composition of  each number;  - 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.  **ELG (Numerical Patterns):**  - Compare quantities up to 10 in different contexts, recognising when one  quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  **Children in reception will:**  - Count objects, actions and sounds.  - Subitise.  - Link the number symbol (numeral) with its cardinal number value.  - Count beyond 10.  - Compare numbers.  - Understand the ‘one more than/one less than’ relationship between consecutive numbers.  - Explore the composition of numbers to 10.  - Automatically recall number bonds for numbers 0–5 and some to 10.  - 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.  **Week 1 – Building Numbers Beyond 10**  **1)** Count forwards and backwards to 20.  **2)** Touch count up to 20.  **3)** Understand 10 and some more.  **4)** Understand 10 and some more.  **5)** Compose teen numbers.  **Week 2 –** **Counting Patterns Beyond 10**  **1)** Find numbers to 20.  **2)** Order numbers to 20.  **3)** Compare numbers to 20.  **4)** Compare numbers to 20.  **5)** Write numbers to 20.  **Week 3 – Spatial Reasoning**  **1)** Use positional language.  **2)** Match and Rotate 2D shapes.  **3)** Create shape pictures.  **4)** Create shape pictures.  **5)** Find ways of showing teen numbers.  First, then, now  **ELG (Number):**  - Have a deep understanding of number to 10, including the composition of  each number;  - 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.  **ELG (Numerical Patterns):**  - Compare quantities up to 10 in different contexts, recognising when one  quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  **Children in reception will:**  - Count objects, actions and sounds.  - Subitise.  - Link the number symbol (numeral) with its cardinal number value.  - Count beyond 10.  - Compare numbers.  - Understand the ‘one more than/one less than’ relationship between consecutive numbers.  - Explore the composition of numbers to 10.  - Automatically recall number bonds for numbers 0–5 and some to 10.  - 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.  **Week 1 – Adding More**  **1)** Add by counting on.  **2)** Add more (through stories).  **3)** Add more (ten frames).  **4)** Add by counting on (number track).  **5)** Find missing numbers.  **Week 2 – Taking Away**  **1)** Understand what take away means.  **2)** Take away (through stories).  **3)** Take away (through stories).  **4)** Take away (tens frame).  **5)** Find missing numbers.  **Week 3 – Spatial Reasoning**  **1)** Use positional language.  **2)** Deconstruct shapes.  **3)** Build shape structures.  **4)** Create a pattern.  **5)** Recreate a shape picture.  **Find My Pattern**  **ELG (Number):**  - Have a deep understanding of number to 10, including the composition of  each number;  - 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.  **ELG (Numerical Patterns):**  - Compare quantities up to 10 in different contexts, recognising when one  quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  **Children in reception will:**  - Count objects, actions and sounds.  - Subitise.  - Link the number symbol (numeral) with its cardinal number value.  - Count beyond 10.  - Compare numbers.  - Understand the ‘one more than/one less than’ relationship between consecutive numbers.  - Explore the composition of numbers to 10.  - Automatically recall number bonds for numbers 0–5 and some to 10.  - 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.  **Week 1 – Doubling**  **1)** Understand what doubling means.  **2)** Double within 5.  **3)** Double within 10.  **4)** Double within 10.  **5)** Count in 2s.  **Week 2 – Sharing and Grouping**  **1)** Share evenly between 2 groups.  **2)** Share evenly between groups.  **3)** Group objects.  **4)** Group objects.  **5)** Compare even and uneven groups.  **Week 3 – Even and Odd, and Spatial Reasoning**  **1)** Find even and odd numbers.  **2)** Make even numbers.  **3)** Make odd numbers.  **4)** Use positional language.  **5)** Use positional language.  On The Move  **ELG (Number):**  - Have a deep understanding of number to 10, including the composition of  each number;  - 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.  **ELG (Numerical Patterns):**  - 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;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  **Children in reception will:**  - Count objects, actions and sounds.  - Subitise.  - Link the number symbol (numeral) with its cardinal number value.  - Count beyond 10.  - Compare numbers.  - Understand the ‘one more than/one less than’ relationship between consecutive numbers.  - Explore the composition of numbers to 10.  - Automatically recall number bonds for numbers 0–5 and some to 10.  - 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.  - Compare length, weight and capacity.  **Week 10 – Patterns and Relationships**  Objective for the Week: Make and spot patterns.  **Week 11 – Spatial Reasoning**  Objective for the Week: Apply our knowledge of space, shape and measure.  **Week 12 – Deepening Understanding**  Objective for the Week: Apply our mathematical knowledge. | | |
| Communication & Language | | • Enjoy listening to stories  • Hear a wider range of vocabulary  • Sing some songs  • Engaging in conversation with adults & peers (getting to know people in their class)  • Begin to participate in group times | • Talk about familiar books  • Developing communication  • Understand why questions & instructions  • Connect ideas  • Hear a wider range of vocabulary  • Learn rhymes, poems & song | | | • Engage in fiction and non-fiction books  • Learn new vocabulary  • Using & understanding questions  • Retelling stories  • Learn rhymes, poems & songs | • Engage in fiction and non-fiction books  • Learn new vocabulary  • Using & understanding questions  • Connect one or more ideas  • Begin to describe events in detail  • Retelling stories  • Learn rhymes, poems & songs | | | • Engage in fiction and non-fiction books  • Use recently introduced vocabulary  • Give explanations for why things happen using ‘and’ ‘because’  • Listen attentively and respond to what they hear  • Sing a large repertoire of songs  • Engaging in larger group conversations | • Talk about non-fiction & fiction books  • Ask questions to clarify understanding  • Listen attentively and respond to what they hear with questions & comments • Use new vocabulary in different contexts  • Sing a large repertoire of songs | |
| Physical Development | | Core fundamentals ABC  Agility,  Balance, co ordination  Multi Skills  Run,jump, throw  Step 1: To listen and respond to instructions  Step 2: To move in different ways  Step 3: To change direction when moving  Step 4: To participate in games  Step 5: To play games with others  Step 6: To share and be kind to each other  Step 7: To run into space, avoiding obstacles  Step 8: To take turns playing different roles and using different equipment  Step 9: To play games in pairs and groups. | | Dance     To develop the ability to adapt a known dance.  • To develop the ability to share my ideas about how to adapt a dance.  • To develop the ability to change movements and adapt a simple dance.  • To share opinions and give my own ideas about how to adapt and alter a simple dance. | | Games - Attack, defend, shoot  Step 1: To move in different ways  Step 2: To copy actions from a teacher  Step 3: To move to music Step 4: To copy actions from a partner  Step 5: To create own actions and movements | | Gymnastics  • To develop the ability to move in a range of ways.  • To increase the ability to move around and onto equipment.  • To increase the ability to move under and onto equipment.  • To increase the ability to move over and onto equipment.  • To increase the ability to move through and onto equipment.  • To combine movements together while negotiating different equipment. | | Basic athletics    To play games with others  To share and be kind to each other  To run into space, avoiding obstacles  To take turns playing different roles and using different equipment  To play games in pairs and groups. | | Striking and Fielding  To develop accuracy when throwing and practise keeping score  To follow instructions and move safely when playing tagging games  To learn to play against an opponent  To play by the rules and develop coordination  To explore striking a ball  Negotiate space and obstacles safely, with consideration for themselves and others.  To work cooperatively as a team |
|  | | Balance bikes  Step 1: To move around a space safely without a bike  Step 2: To move around safely whilst on a bike  Step 3: To explore different ways of moving on a bike  Step 4: To explore different ways of making a bike move  Step 5: To follow instructions of how to move in a group. | | | | | | | | | | |
|  | | **Fine motor skills:**  • Drawing lines and circles using gross motor movements;  • Using one-handed tools and equipment, e.g. child scissors;  • Holding pencils between thumb and two fingers instead of whole hand;  • Beginning to hold pencil correctly and showing good control;  • Copying some letters, especially letters from own name. | | | | **Fine motor skills:**  • Handling tools, objects, construction and malleable materials safely and with increasing control;  • Showing a preference for a dominant hand;  • Beginning to show anti-clockwise movements and retrace vertical lines;  • Beginning to form recognisable letters;  • Using a pencil and holding it effectively to form recognisable letters, especially letters in their own name. | | | | **Fine motor skills:**  • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;  • Use a range of small tools, including scissors, paint brushes and cutlery;  • Begin to show accuracy and care when drawing. | | |
| Personal, Social & Emotional Development – From the Cambridge PSHE Scheme | | **Beginning & Belonging**  • Understand what is special about me and other people in my class  • Understand what I have learnt to do and recognise what I would like to do next.  • To know who and how to ask for help if they need it.  • Understand ways of welcoming new children to the class.  • Understand how people’s behaviour makes other people feel  understand ways of respecting the needs of other children in the class.  • To begin to understand how to play and work alongside others at school | **Protective Behaviours:**  **My Family & Friends (incl. Anti – bullying)**  • Talk about what our early warning signs are and how they may be different for everyone.  • Name ways of what they need to do if they experience any of their early warning signs.  • Know how to stay safe in their home, classroom and outside.  • Know the correct names of their body parts (private areas)  • Name adults in their lives and those in their community who keep them safe | | | **Working Together**  **WT12**   * Identify talents, gifts and strengths. * Understand that others’ skills and strengths can contribute to the success of a group task. * Develop a new skill and recognising the feelings and challenges they may encounter along the way. | **Relationships & Sex Education**  **RS1**   * Revision of how babies develop into children and then into adults. * Explain that human babies and animal babies grow inside their mother. * Consider what babies and young children need to stay healthy and safe. | | | **Managing Safety and Risk**  **MSR12**   * Focusing on risk management – how risks can be assessed and reduced. | **Healthy Lifestyles**  **HL12**   * Identifying and developing idea of what contributes to a healthy lifestyle. * Children with learn about the Eatwell guide and develop their understanding of a balanced diet. | |
| Understanding The World | The Natural World | **Science based Learning**   * Understand the effect of changing seasons on the natural world around them. * Explore the natural world; describe what they see, hear and feel whilst outside. * Recognise that some environments are different from one in which they live. * Know and talk about the different factors that support their overall health and wellbeing: Personal hygiene | | | | | | | | | | |
| **Weather and Seasons As the year progresses, children will:**  • Learn about the different seasons in the UK and the weather that comes with them  • Recognise, measure and record different weather types and also consider how we need to be careful in different seasons | | | | | | | | | | |
|  | **RE key question:**  [What does it mean to belong to a faith community?](file:///C:/Users/maxine.michalowski/Heather%20Primary%20School/Staff%20Shared%20-%20Documents/curriculum/Curriulum%202022/2022%20RE%20Syllabus/KS1/Syllabus%20B%20Unit%201.10%20What%20does%20it%20mean%20to%20belong%20to%20a%20faith%20community%202019%20Final.pdf)  Make sense of beliefs:  •Recognise that loving others is important in lots of communities  •Say simply what Jesus and one other religious leader taught about loving other people  Understand the impact:  •Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean  •Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)  Make connections:  •Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences  •Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. | | | | **RE key question:**  [Who is Jewish and how do they live?](file:///C:/Users/maxine.michalowski/Heather%20Primary%20School/Staff%20Shared%20-%20Documents/curriculum/Curriulum%202022/2022%20RE%20Syllabus/KS1/Syllabus%20B%20Unit%201.7%20Who%20is%20Jewish%20and%20how%20do%20they%20live%202018%20Final.pdf)  Make sense of belief:  •Recognise the words of the Shema as a Jewish prayer  •Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)  •Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.  Understand the impact:  •Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)  •Make links between Jewish ideas of God found in the stories and how people live•Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)  Make connections:  •Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas  •Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. | | | | **RE key question:**  How should we care for others and the world?  Make sense of belief:  •Identify a story or text that says something about each person being unique and valuable  •Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)  •Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world  Understand the impact:  •Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories  •Give examples of how Christians and Jews can show care for the natural earth  •Say why Christians and Jews might look after the natural world Make connections:  •Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world •Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. | | |
| People, culture and communities | **People, culture and communities:**  • Showing increased interest in the lives of people who are familiar to them;  • Beginning to understand that not all people celebrate the same things as them;  • Having a greater understanding about why certain events are being celebrated;  • Talking about people that are helpful to them, both from within their family and from outside their family. | | | | **People, culture and communities:**  • Recognising some similarities and differences between life in this country and life in other countries;  • Recognising that people have different beliefs and celebrate special times in different ways;  • Starting to show an interest in different occupations and ways of life;  • Talking about members of their immediate family and community;  • Naming and describing people who are familiar to them. | | | | **People, culture and communities:**  • Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps;  • 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;  • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, and – where appropriate – maps | | |
| Past and Present | **Past and present:**  • Remembering and talking about significant events in their own experiences, e.g. birthday;  • Knowing and understanding that their grandparents are older than their parents;  • Beginning to be familiar with words and phrases associated with long ago, such as ‘in the past’ or ‘a long time ago’;  • Beginning to understand that some familiar stories were set in a time before they were born. | | | | **Past and present:**  • Recognising and describing special times or events for family or friends, e.g. birthdays, Christening, Christmas, wedding  • Beginning to compare and contrast characters in stories about the past;  • Understand that people celebrated events like Christmas before they were born;  • Using appropriate language to describe the past such as, ‘in the past’. | | | | **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;  • Understand the past through settings, characters (real and fictional) and events encountered in books read in class, and storytelling | | |
| We use nursery rhymes to get over the concept of the past, e.g. Why didn’t Jack and Jill not just turn on the tap to get some water? Why didn’t Wee Willie Winkie not just use a torch? Why didn’t Polly not just switch the kettle on?  We use colourful fiction books as a focus for talking about the past and developing pupils’ language. As the year progresses, we move from then and now books to those that start to introduce the idea of generations. | | | | | | | | | | |
| Geographical Skills | **Location knowledge**  Describe own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps  Name the village and city the school is located in  **Place knowledge**  Identify similarities and differences between places, drawing on my experiences and what has been read in class  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  **Knowledge of human processes**  Know that some things in the world are man-made, and some things are natural  **Geographical skills and fieldwork**  Use and draw information from a simple map  Look at aerial views and comment on buildings, open space, roads and other simple features | | | | | | | | | | |
| Technology- See Wessex Cont Prov Plan | I use rules given to me by a trusted adult when I use technology.  • I am kind to my friends  • I use a safe part of the Internet to play and learn.  • I make sure a trusted adult is with me. | | | | • I use a log in to access devices.  • I see information that is put online about me.  • I use devices with other people, talking about what we do I am careful with technology devices. | | | | • I tell you the things that are the same about my friend and me.  • I use apps, games and websites that trusted adults show me.  • I use a device for a limited time. | | |
| **Technology in Our Lives**  • I can tell you about technology that is used at home and in school.  • I can operate simple equipment.  • I can use a safe part of the Internet to play and learn.  **Handling Data**  • I can tell you about different kinds of information such as pictures,  video, text and sound.  **Multimedia**  • I can move objects on a screen.  • I can create shapes and text on a screen.  • I can use technology to show my learning.  **Programming**  • I can make a floor robot move.  • I can use simple software to make something happen.  • I make choices about buttons and icons I press, touch or click | | | | | | | | | | |
| Expressive Arts |  | * Explore and experiment with the primary colours, mixing in detail, including ways of making colours lighter and darker. * Introduce the tools for mixing, including pallets, a variety of brushes and * Make colours for their own paintings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them * Construct and create using a variety of mixed media. * Construct and build using a variety of materials   Pupils have an opportunity to be creative in the continuous provision throughout the year. | | | * Talk about the differences between colours. * Observe items and copy them in a drawing. * Plan and make items themselves, from their own interests, using a range of media and adhesive techniques (glue, masking tape, hammers, nails, glue guns, paperclips and fasteners). * Return to and build on their previous learning, refining ideas and developing their ability to represent them   Pupils have an opportunity to be creative in the continuous provision throughout the year. | | | | * Develop their own ideas and then decide which materials to use to express them. * Develop ideas for what can be drawn through presenting interesting objects for children to observe. * Use drawing to represent ideas. * Represent simple objects/people in their drawings. * Show different emotions in their drawings. * Investigate a range of artists including Kandinsky, Picasso, Georgia O Keefe, Monet, Gillian Ayres (in small and large scale) * Join a variety of different materials. * Explore different textures. * Return to and build on their previous learning, refining ideas and developing their ability to represent them   Pupils have an opportunity to be creative in the continuous provision throughout the year. | | | |
| **Music – Taken from Charanga** | Me!   * Listening and responding to different styles of music * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Share and perform the learning that has taken place | My Stories   * Listening and responding to different styles of music * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Share and perform the learning that has taken place | | | Everyone!  Listening and responding to different styles of music   * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Share and perform the learning that has taken place | Our World  Listening and responding to different styles of music   * Embedding foundations of the interrelated dimensions of music   Learning to sing or sing along with nursery rhymes and action songs | | | Big Bear Funk   * Listening and responding to different styles of music * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Share and perform the learning that has taken place | Reflect, Rewind and Replay   * Listen and Appraise * Continue to embed the foundations of the interrelated dimensions of music using voices and instruments * Sing and revisit nursery rhymes and action songs * Play instruments within the song * Improvisation using voices and instruments * Riff-based composition * Share and perform the learning that has taken place | |
| Trips, visits & experiences | | Harvest festival and visit to church for Harvest service  Christmas story and school nativity  Christmas carol concert  Theatre trip  Weekly forest school | | | | Easter story  Spring walks  Weekly forest school  Caterpillar life cycle | | | | Sports day  End of year leavers performance  Weekly forest school | | |