



Reception Long Term Plan of Skill Development and Curriculum Opportunities

Skills development is built upon as the Reception year progresses in each term. Skills and objectives are stated explicitly once but will be on-going as stated in the EYFS guidance. This plan highlights general themes and ideas we will explore with the children to reflect a broad and balanced skills based curriculum. These themes may be adapted at various points to allow for our children's interests to flow through our provision.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes and Ideas</p> <p>NB: <i>These themes may be adapted at various points to allow for children's interests to flow through the provision.</i></p>	<p style="text-align: center;"><i>All About me!</i></p> <p>Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</p>	<p style="text-align: center;"><i>Terrific Tales of Faraway Fantasies!</i></p> <p>Traditional Tales Little Red Hen – Harvest Gingerbread Man Cinderella The Nativity Christmas Lists Letters to Father Christmas</p>	<p style="text-align: center;"><i>Amazing Animals!</i></p> <p>Life cycles – butterflies/flowers Mini Beasts Farm Animals Day and Night Animals Habitats Climates / Hibernation Animals around the world Animal Arts and crafts Animal patterns Dinosaurs</p>	<p style="text-align: center;"><i>Come Outside!</i></p> <p>Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Planting seeds in planters Make a sculpture: Andy Goldsworthy Recycling Fun Science / Materials exploring.</p>	<p style="text-align: center;"><i>Let's Explore!</i></p> <p>Around Hadrian school, extending into South Shields. How do I get to places? South Marine Park Where in the world have you been? Where do we live in the UK / world? Vehicles / transport (past and Present) Design your own transport! The moon The solar system Who was Mae Jemison?</p>	<p style="text-align: center;"><i>Fun at the Seaside!</i></p> <p>Our beach - Compare: Now and then! Trip to the beach Seaside transient art</p> <p>Under the sea creatures Pirates</p> <p>Off on holiday / clothes Where in the world shall we go?</p> <p>Sending postcards</p> <p>Who was Mary Anning?</p>
<p>Possible Texts and Books to Share</p> <p>NB- Not all books will be a Literacy focus, many are ideas for sharing at Story Times. See 'Literacy –Writing' for focus texts.</p>	<p>Owl Babies</p> <p>Incredible Me!</p> <p>Stick Man</p> <p>The Smartest Giant</p> <p>The Colour Monster</p> <p>Mixed</p> <p>The Big Book of Families /</p>	<p>There is NO dragon in this story!</p> <p>The Jolly Christmas Postman</p> <p>Rapunzel</p> <p>The Gingerbread man</p> <p>The enormous turnip</p>	<p>The Emperors Egg</p> <p>The Very Hungry Caterpillar</p> <p>Things with Wings (nonfiction)</p> <p>Spinderella</p> <p>Tiger who came to tea</p> <p>Elephant and the</p>	<p>The Tiny Seed</p> <p>Peace At Last (Day/Night)</p> <p>Oliver's Vegetables</p> <p>Jack and the Beanstalk</p> <p>Jasper's Beanstalk</p> <p>Tree, Seasons come and seasons go</p>	<p>Mouse House</p> <p>The Snail and the Whale</p> <p>The Queen's Knickers</p> <p>The Way Back Home</p> <p>The Naughty Bus</p> <p>Mr. Gumpy's Outing</p>	<p>Under the Sea Non – Fiction</p> <p>The Pirate's Next Door</p> <p>Rainbow Fish</p> <p>The Singing Mermaid</p> <p>Commotion in the Ocean</p> <p>World Atlases</p> <p>Tiddler</p>



	<p>Who's in my family?</p> <p>My Body, Your Body</p> <p>The Last Noo-Noo</p>	<p>Farmer Duck</p> <p>Hansel & Gretel</p> <p>The Ugly Duckling</p> <p>Christmas Story / Nativity</p> <p>Rama and Sita</p>	<p>Bad Baby</p> <p>Pig in the Pond</p> <p>Farmer Duck</p> <p>Harry and the bucketful of Dinosaurs</p>	<p>A stroll through the seasons</p>	<p>The Train Ride</p> <p>Bob, The Man on the Moon</p> <p>Beegu</p> <p>Oi! Get off my train!</p> <p>Mae Jemison (Reaching your Dreams)</p>	<p>The Pirate Cruncher</p> <p>Mary Anning (Little People Big Dreams)</p>
<p>'Wow' moments / Enrichment Opportunities</p>	<p>Autumn Trail</p> <p>Remembrance Day</p> <p>Nurse / Firefighter visit</p> <p>Harvest Time</p> <p>Birthdays</p> <p>Favourite Songs</p> <p>Talent show</p> <p>Roald Dahl Day</p> <p>Halloween</p> <p>What do I want to be when I grow up? Sign for parent</p>	<p>Guy Fawkes / Bonfire Night</p> <p>Christmas Time / Nativity</p> <p>Diwali</p> <p>Hanukah</p> <p>Black History Month</p> <p>Remembrance day</p> <p>Road Safety</p> <p>Children in Need</p> <p>Anti- Bullying Week</p>	<p>Zoo Lab visit?</p> <p>Chinese New Year</p> <p>Story Telling Week</p> <p>Random Acts of Kindness Week</p> <p>Valentine's Day</p> <p>Internet Safety Day</p> <p>Animal Art week</p> <p>Let's go on Safari - An animal a day! (End of week dress up event?)</p>	<p>Walk to the Marine park / Picnic</p> <p>Planting seeds</p> <p>Weather experiments</p> <p>Weather Forecast videos</p> <p>Nature Scavenger Hunt</p> <p>Mother's Day</p> <p>Queen's Birthday</p> <p>World Science Week</p> <p>Easter Egg Hunt</p>	<p>Post a letter</p> <p>Food tasting – different cultures</p> <p>Making maps - Find the Treasure</p> <p>Start of Ramadan</p> <p>Eid</p> <p>D-Day</p> <p>Let's fly - Role play and Green Screen</p>	<p>Visit to the beach – fossil hunting?</p> <p>Under the Sea – singing songs and sea shanties</p> <p>Father's Day</p> <p>Heathy Eating Week – Try a new fruit each day e.g. Mango/Passionfruit/Dragon Fruit etc.</p> <p>World Environment Day</p> <p>Pirate Dress Up Day</p>
<p>Understanding the World - Possible Lines of Enquiry</p>	<p>Identifying their family. Commenting on photos of their family (home</p>	<p>Can talk about what they may do with their families</p>	<p>Listening to stories and placing events in chronological</p>	<p>Trip to our local park (to link with seasons); discuss what we will</p>	<p>Use Handa's Surprise to explore a different country (Africa) or /</p>	<p>To understand where dinosaurs are now and begin to understand that</p>



<p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>(Religious Festivals shared as and when they occur. Seasonal and weather work is on-going.)</p> <p>Weekly RE Lessons following Durham Scheme</p>	<p>corner); naming who they can see and of what relation they are to them.</p> <p>Name and describe people who are familiar to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to transport through how they get to school.</p> <p>Online safety- Penguin story</p>	<p>during Christmas.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.</p> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Online safety- My online life</p>	<p>order.</p> <p>What can we do here to take care of animals in the jungle?</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts. Possibly have Zoo Lab in to visit?</p> <p>Nocturnal Animals Making sense of different environments and habitats</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p>	<p>see on our journey to the park and how we will get there.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Daily weather chart</p> <p>Circle Times to discuss culture/housing.</p> <p>Change in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather with more independence.</p>	<p>Lost and Found (Antarctica)</p> <p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and ones in other country.</p> <p>Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Encourage children to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Environments – Features of local</p>	<p>they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil (through the Little Explorers Series)</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Seasides long ago – Magic Grandad on YOUTUBE.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Investigating magnets – use to find treasure at the bottom of the water tray/sea,</p> <p>Materials – use crates/drain pipes/planks/boxes to make a pirate ship.</p> <p>Technology – using ipad APPS.</p>
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<p>Personal, Social and Emotional Development</p> <p>At Hadrian, our goal is to provide excellent foundations for children to achieve well, and in later life. We will provide opportunities for children to:</p> <ul style="list-style-type: none"> -understand their own feelings and those of others. - manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities and to persist. -how to look after their bodies, including healthy eating and healthy minds so 	<p>New Beginnings</p> <p>See themselves as a valuable individual and a member of our school family at Hadrian.</p> <p>Being me in my world</p> <p>Class Rules and Routines</p> <p>Supporting children to build relationships</p> <p>Our Special Interests .</p>	<p>Feelings</p> <p>Getting on and falling out.</p> <p>How to deal with Emotions</p> <p>Self - Confidence</p> <p>Build constructive and respectful relationships.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt</p>	<p>Good to be me</p> <p>Feelings</p> <p>Learning about qualities and differences</p> <p>Celebrating differences</p> <p>Encourage them to think about their own feelings and those of others by giving examples of how others might feel in particular scenarios</p>	<p>Relationships</p> <p>What makes a good friend?</p> <p>Random acts of Kindness</p> <p>Looking after pets</p> <p>Looking After our Planet</p> <p>Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Other People</p> <p>People who help us (police/firemen/dinner ladies)</p> <p>Aspirations – What we want to be when we grow up.</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and loosing</p> <p>Look how far I've come! Link back to Autumn term. Mark making/photos.</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Pirates- stealing things. Rules of being on a ship, why do we have rules?</p>



<p>they can live happy and healthy lives.</p>		<p>with it.</p>				
<p>Communication and Language –</p> <p>This is our big focus at Hadrian – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, helicopter stories, assemblies and BLAST2 and NELI interventions.</p>	<p>Enjoys listening to longer stories and can remember much of what happens</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary</p> <p>Develop social phrases</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems, and songs.</p> <p>Use helicopter stories to encourage children to create their own stories and act them out.</p> <p>Pi Corbett – Introducing T4W to support oral storytelling</p>	<p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts.</p> <p>Learn new vocabulary</p> <p>Develop social phrases</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems, and songs.</p> <p>Use helicopter stories to encourage children to create their own stories and act them out.</p> <p>Pi Corbett – embedding T4W to support oral storytelling</p>	<p>Learn new vocabulary.</p> <p>Begin to articulate thoughts and ideas through well-formed sentences.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems, and songs.</p> <p>Use helicopter stories to encourage children to create their own stories and act them out.</p> <p>Pi Corbett – embedding T4W to support oral storytelling and using this to help children follow stories without pictures.</p>	<p>Learn new vocabulary.</p> <p>Begin to articulate thoughts and ideas through well-formed sentences.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use helicopter stories to encourage children to create their own stories and act them out.</p> <p>Pi Corbett – embedding T4W to support oral storytelling and using this to help children follow stories without pictures.</p>	<p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check their understanding.</p> <p>Describe some events in detail.</p> <p>Engage in non-fiction books.</p> <p>Use helicopter stories to encourage children to create their own stories and act them out.</p> <p>Pi Corbett – embedding T4W to support oral storytelling and using this to help children follow stories without pictures.</p>	<p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check their understanding.</p> <p>Describe some events in detail.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to work out problems, organise thinking and activities, explaining how things work and why they might happen.</p> <p>Engage in non-fiction books</p> <p>Use helicopter stories to encourage children to create their own stories and act them out.</p> <p>Pi Corbett – embedding T4W to support oral storytelling and using this to help children follow stories without pictures.</p>



<p>Fine Motor Skills</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality)</p> <p>We will provide extra help and close guidance when needed.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
<p>Gross Motor Skills</p> <p>Weekly Sessions with Monkey Movements and Active Tyneside</p>	<p>Cooperation games i.e. parachute games.</p> <p>Negotiate space and awareness when moving around an area.</p> <p>Simple ball skills – throwing and catching</p> <p>Climbing wall – outdoor equipment Different ways of moving to be explored with</p>	<p>Continue all skills-throwing and catching. Crates play-climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Provide a wide range of activities to support a broad range of abilities in the Reception Outdoor Area.</p> <p>Dance / moving to</p>	<p>PE -Dance</p> <p>Balance- children moving with confidence dance related activities.</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. SSFC Polly Phonics</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to</p>	<p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. PE - Athletics</p>



	<p>children Begin changing for PE / Help individual children to develop good personal hygiene.</p>	<p>push. Two- wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts. PE -Dance</p>	<p>music PE -Dance</p>		<p>music PE - Athletics</p>	
<p>Literacy – Comprehension On-going development of skills as per curriculum guidance for the EYFS</p> <p>Guided Reading Shared Reading Reading Books Story Times</p> <p>Understand the 5 key concepts about print. -meaning -purposes -left to right reading -different parts of a book -page sequencing</p>	<ul style="list-style-type: none"> • Joins in with rhymes and showing an interest in stories with repeated refrains. • Environment print. • Sharing their favourite story/rhyme. - the names of the different parts of a book • Sequencing familiar stories through the use of pictures to tell the story. • Recognising initial sounds. • Name writing activities. • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Retell stories related to events through acting/role play • Christmas letters/lists. • Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. • Retelling of stories. • Editing of story maps and orally retelling new stories. • Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. • Begin to introduce Helicopter Stories • Blend sounds into words, so that they can read short words made up of known letter– 	<ul style="list-style-type: none"> • Making up stories with themselves as the main character – Using Helicopter Stories strategy. • Encourage children to record stories through picture drawing/mark making (ability wise) • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to sounds write scheme. • Make the books available for children to share at school and at home. 	<ul style="list-style-type: none"> • Share Information leaflets about animals in the garden/plants and growing (from Pets at home/Garden Centres etc.) • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • World Book Day • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • They develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> • Share stories from other cultures and traditions • Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. • Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. • Role play area – book characters (speech bubbles etc) • Pajamarama Day (May 2022)- (reading stories that children bring in) 	<ul style="list-style-type: none"> • Can draw pictures of characters/ event / setting in a story • Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. • Make predictions • Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. • Can independently point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. • Begins to sort books into simple categories.



		sound correspondences.				
<p>Literacy – Word Reading</p> <p>On-going development of skills as per curriculum guidance for the EYFS.</p> <p>Sounds Write Programme for Phonics (School Scheme)</p>	<p>Phonic Sounds: Sounds- Write cvc words Unit 1 a, i,m,s,t Unit 2 n,p,o</p> <p>Tricky Words: Unit 2 is, a</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Rhyming activities. Help children to read the sounds speedily. This will make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>	<p>Phonic Sounds: Sounds -Write cvc words Unit 3 b,c,g,h, Unit 4 d,f,v,e Unit 5 k,l,r,u</p> <p>Tricky Words Unit 3 the, l Unit 4 for,of Unit 5 are</p> <p>End of term assessment</p> <p>Reading: Beginning to blend sounds, rhyming with increased accuracy, alliteration, knows that print is read from left to right. Show children how to touch each finger as they say each sound. For exception words such as 'is' and was, help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: Sounds -Write Unit 6 j,w,z, Unit 7 x,y, ff, ll ss, zz Unit 8 vcc and cvcc words using previously taught spellings.</p> <p>Tricky Words: Unit 6 was Unit 7 all Unit 8 come,some</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Reading books in line with their developing phonic knowledge.</p>	<p>Phonic Sounds: Sounds Write Unit 9 ccvc words Unit 10 ccvc, cccvc words</p> <p>Tricky Words: Unit 9 to</p> <p>End of term assessment</p> <p>Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'suntan', 'himself',. Children should not be required to use other strategies to work out words (phonics knowledge only).</p>	<p>Phonic Sounds: Sounds -Write Unit 11 Introduce digraphs/trigraphs-two or three spellings but just one sound. sh,ch, tch,th, (voiced and unvoiced): ck,wh,ng,qu</p> <p>Reading: Non-fiction texts, Internal blending, Distinguishing capital letters and lower case letters. Reading books in line with their developing phonic knowledge. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'come', 'some', 'all'</p>	<p>Phonic Sounds: Sounds - Write Begin Extended Code</p> <p>Reading: Reading simple sentences with fluency. Reading CVC, VCC, CVCC,CCVC and CCCVC words confidently. Reading books in line with their developing phonic knowledge.</p> <p>End of term assessments Transition work with Year 1 staff</p>
<p>Literacy – Writing</p>	<p>Texts as a Stimulus: Incredible me! – child photo in centre with one thing they are good at – word mats</p>	<p>Texts as a Stimulus: There is NO dragon in this story!</p> <p>Sequence the</p>	<p>Texts as a Stimulus: Things with Wings!</p> <p>Write a list of things with wings, Paint</p>	<p>Texts as a Stimulus: Jasper's Beanstalk Oliver's Vegetables</p> <p>Ideas...</p>	<p>Texts as a Stimulus: Mouse House</p> <p>Report about the animals falling into the</p>	<p>Texts as a Stimulus: Commotion in the Ocean</p> <p>Write factual sentences using phonic knowledge.</p>



	<p>Colour Monster – photos of each monster- labelling feelings 'sad' 'mad/cross' 'happy'. What makes me happy? (Draw and label)</p> <p>My body, your body – labelling body parts with initial sounds</p> <p>Smartest Giant Front cover predictions, Identify the rhyming words, continue the rhyming words dog, Scruffy -vocab dent synonyms-dirty, shabby, tattered, filthy,ragged,thread bare, What can you do to help at home ? I can ...</p> <p>Stick Man Identify rhyming words, story map, instructions to make a stick man, teacher to scribe (sequential vocabulary first, then, next,finally Link to own experiences of being lost. I felt... Stick Man's feelings at various points , I am ...</p> <p>Action words on flashcard (print has</p>	<p>story, Label main characters, label features of the setting, add speech bubbles, add story language. Writing clue cards for characters e.g. I am/I can/I like. Rhyming words linked to an object from the story e.g. sun/frog. Story mountain</p> <p>Hansel and Gretel Create a wanted poster to catch the witch.</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for gingerbread house making.</p> <p>Help children identify the sound that is tricky to spell. Story Rapunzel Story sequence/story map,</p>	<p>and label an animal with wings (cvc word/'It is a. /This is a...'it can')</p> <p>Attempt sentence/s with a high frequency word. Make our own big book of 'Things with Wings'. Write a fact.</p> <p>The Tiger who came to tea: Labels and simple captions, invitations, menu, shopping lists, recipes for buns, story maps, innovating the story to a different animal, thank you note from animal.</p> <p>Harry and the Bucketful of Dinosaurs: Fact files, Lost Poster, retelling the beginning, middle and end using a story mountain. Design your own dinosaur to innovate the story, Word mats to write a new dinosaur name, speech bubbles to write what your new</p>	<p>– retell parts of the story / repeated refrains / speech bubbles Describe foods / adjectives Healthy Food –make a healthy menu or a healthy plate and label.</p> <p>Creating own story maps</p> <p>Recount of a trip</p> <p>Jasper's Beanstalk</p> <p>Story map- captions/sentences. Instructions on how to grow a bean.</p> <p>Focus on:</p> <p>writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Ordering a story. Labels and captions.</p>	<p>water Handa's Surprise (Journey story) Retell the story in own words / reverse the journey Describe each animals Write new version</p> <p>Mae Jemison (Reaching your Dreams) Link to themselves- captions/sentences about what they want to be when they grow up.</p> <p>Bob the man on the moon Write a caption/sentence of what might happen. Label items that Bob could sell to the tourists. Moon factual; caption/sentences using phonic knowledge. Postcard from Space. Innovate Story-Bob flies to a different pace in his rocket. Picnic list</p> <p>Writing recipes, lists. Writing for a purpose in role play using</p>	<p>About an ocean / sea creature e.g. whale/octopus etc.</p> <p>The Pirate's Next Door A pirate character description Treasure Map-label, Pirate story writing</p> <p>Focus on: Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Re-read what they have written to check it makes sense.</p>
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	<p>meaning) sound out and perform the movement. e.g. wiggle, jump, nudge. Places in story-what sound can you hear, teacher to scribe. Oral storytelling -find a stick in the yard, where did it come from, what has happened? Write ideas using initial sounds and captions. Lost poster for Stick Man What could you use Stick man for-initial sounds/captions e.g. a wand</p>	<p>Captions/speech bubbles -what is she saying in the tower. Repetitive phrases. Ways for Rapunzel to escape (teacher to scribe/captions using phonic knowledge) Wedding Invitation Link to own experiences of party invitations. Wedding cards-name writing.</p> <p>Jolly Christmas Postman:</p> <p>Labelling the characters from the story</p> <p>Making maps (labelling where characters live).</p> <p>Christmas cards to each other-name writing focus?</p> <p>Christmas lists using phonic knowledge.</p>	<p>character might say,</p> <p>Pig in the pond: Story map, sequence Alliterative captions using other animals e.g. rat in the river, mouse in the mud. Map of Neligan's farm-label using phonic knowledge. Speech and thought bubbles.</p> <p>Focus on:</p> <p>Writing some of the tricky words that have been taught so far.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided group writing based around developing short sentences in a meaningful context.</p>		<p>phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p>	
Mathematical Development	Fast recognition of up to 3 objects, without	Experiment with their own	Number bonds within five-	Addition to 10-combine two	Explore patterns-recognise, continue	Have a deep understanding of



<p>Power Maths School Scheme</p>	<p>having to count them (subitising).</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Shows finger numbers up to 5.</p> <p>Links numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language, "more than" and "fewer than".</p> <p>Count objects, actions, and sounds.</p> <p>Link the number (numeral) with its cardinal number value.</p>	<p>introducing the part- whole model.</p> <p>Numbers to 10. Counting beyond 10.</p> <p>Comparing numbers and groups up to 10.</p> <p>Link the number (numeral) with its cardinal number value.</p> <p>Understand the one more than/one less than relationship between consecutive numbers.</p>	<p>groups to find the whole.</p> <p>Begin to explore the composition of numbers to 10.</p> <p>Automatically recall number bonds up to 5 and some number bonds to 10., including some double facts.</p> <p>Comparing numbers and groups up to 10. Subitise numbers to 5.</p> <p>Shape and space- 2D and 3D shapes</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children can recognise a shape can have other shapes in it, just as numbers can.</p>	<p>and create patterns.</p> <p>Have an understanding of numbers to 10, including the composition of each number.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally.</p>	<p>number to 10, including the composition of each number.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally. Length, weight, volume and capacity.</p>
<p>Expressive Arts and Design</p>	<p>Join in with songs (focus on Nursery rhymes).</p> <p>beginning to mix colours</p> <p>join in with role play</p>	<p>Use different textures and materials to make a house for Hansel and Gretel and explore which</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical</p>	<p>Make different textures; make patterns using different colours.</p> <p>Children will explore</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p>	<p>Sand pictures / Rainbow fish collages.</p> <p>Making eye patches/bandanas (tie dye)</p>



<p>Weekly singing lessons</p>	<p>games and use resources available for prop</p> <p>build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Mask making.</p>	<p>foods create good paths</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of the Nativity</p>	<p>butterflies.</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making,</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses/pens. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination</p>	<p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories. Creating outer of space pictures. Provide children with a range of materials for children to construct with.</p>	<p>Make peg doll pirates and our own flags</p> <p>Pirate ship designs and crafts</p> <p>Tea staining treasure maps</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>
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