

Long Term Plan – Reception – Oak Class [23-24]

	Autumn Term 1 <i>5th September- 27th October (8)</i>	Autumn Term 2 <i>6th November-22nd December (7)</i>	Spring Term 1 <i>8th January –9th February (5)</i>	Spring Term 2 <i>19th February –22nd March (5)</i>	Summer Term 1 <i>8th April –24th May (7)</i>	Summer Term 2 <i>3rd June –19th July (7)</i>
<p><i>General Themes</i></p> <p>These themes may be adapted at various points to allow for children's interests to flow through the provision.</p>	<p>All About Me!</p> <p>Starting school My new class My abilities Being a kind friend My family People Who Help Us Harvest festival</p>	<p><i>Celebrations!</i></p> <p>Bonfire Night Diwali Hanukkah Christmas How do people celebrate Christmas? Christmas Lists Letters to Father Christmas</p>	<p>Terrific Tales!</p> <p>Little Red Hen Gingerbread Man The Three Little Pigs Billy Goats Gruff Jack and the Beanstalk</p>	<p>Come Outside!</p> <p>Life Cycles (Butterfly, Frog, Hen) Plants & Flowers Weather & Seasons Does the moon shine? The great outdoors Reduce, Reuse & Recycle Materials</p>	<p>Ticket to Ride!</p> <p>Around the town How do I get there? Where in the world have you been? Where do we live in the UK/world? Fly me to the moon! Whatever Next Vehicles past and Present Design your own transport</p>	<p>Awesome Animals!</p> <p>Animals around the world Climates Down on the farm Hibernation Animal art Night and day animals Animal patterns Oceans Under the sea Planet full of plastic</p>
<p><i>Enrichment Activities</i></p> <p><i>Trips</i></p>	<p>Autumn</p> <p>Roald Dahl Day [13th September]</p> <p>European Day of Languages [26th September]</p> <p>Black History Month</p> <p>World Mental Health Day [10th October]</p>	<p>Bonfire Night [5th November]</p> <p>Remembrance Day [11th November]</p> <p>Diwali [13th November]</p> <p>Anti-Bullying Week [13th-17th November]</p> <p>Children in Need [17th November]</p> <p style="background-color: yellow;">Christmas Jumper Day [December]</p>	<p>Winter</p> <p>Chinese New Year [10th February]</p> <p>RSPB Big Garden Bird Watch [26th January]</p> <p>National Story Telling Week [29th January – 5th February]</p> <p>Safer Internet Day [6th February]</p> <p>Valentine's Day [14th February]</p> <p>Random Acts of Kindness [17th February – 22nd February]</p>	<p>Pancake Day [13th February]</p> <p>World Book Day [2nd March]</p> <p>Science Week [10th – 19th March]</p> <p>World Poetry Day [21st March]</p> <p>Mother's Day [10th March]</p>	<p>Earth Day [22nd April]</p> <p>Compost Awareness Week [5th – 11th May]</p> <p>Walk to School Week [20th – 25th May]</p> <p>No Mow May</p>	<p>Summer</p> <p>World Environment Day [5th June]</p> <p>Child Safety Week [3rd – 9th June]</p> <p>World Oceans Day [8th June]</p> <p>Father's Day [18th June]</p> <p>30 Days Wild</p> <p style="background-color: yellow;">Cattle Country Trip</p>

		Hanukkah [7 th December →] Christmas Nativity Play [December]				
	<i>Rhyme of the Week</i>					
Week 1	Home Visits	Bonfire Night!	1, 2, 3, 4, 5 Once I Caught a Fish Alive	Hot Cross Buns	Oranges and Lemons	Ten Green Bottles
Week 2	Incy Wincy Spider	Baa Baa Black Sheep	Pitter Patter Rainbows	Little Bo Peep	One, Two Buckle my Shoe	The Grand Old Duke of York
Week 3	Twinkle Twinkle Little Star	I'm a Little Teapot	Five Little Ducks	Little Miss Muffet	Pat-a-cake	Two Little Dickie Birds
Week 4	Hey Diddle Diddle	Ring-a-Ring O' Roses	Five Little Men in a Flying Saucer	Mary, Mary...	Polly put the Kettle on	Peter Rabbit
Week 5	Humpty Dumpty	Christmas Pudding	Five Little Monkeys	Miss Polly had a Dolly	Round and Round the Garden	I Hear Thunder
Week 6	Row Row your Boat	When Santa got Stuck up the Chimney			Old McDonald	Doctor Foster
Week 7	If You're Happy and You Know It	Jingle Bells			Horsie Horsie	Share our favourites!
Week 8	Five Little Speckled Frogs					
	<i>Poems</i>					
Week 1	Home Visits	Leaves Are Falling	Hungry Birdies	A Little Seed	I Have a Little Frog	Five Little Owls
Week 2	Wise Old Owl					
Week 3			Pancakes	Stepping Stones	Pitter Patter	If I Was So Very Small
Week 4						
Week 5	Falling Apples	I Can Build a Snowman				
Week 6						
Week 7						Share our favourites!
Week 8						
	<i>Communication and Language</i>					



The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

Personal, Social and Emotional Development – PSHE – RSE



ELG: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

	Relationships		Health & Wellbeing		Living in the Wider World	
Week 1	Home Visits	Behaviour I can describe kind and unkind behaviour.	Healthy bodies I can describe how to keep my body healthy.	No Outsiders – Lesson 4 I know who is in my family. I know all families are different.	Sun safety I know how to stay safe in the sun.	Community I can describe some groups I belong to in the community.
Week 2	Baseline Assessments	Emotions	Healthy bodies	What makes me special?	Rule of Law	Occupations

		I can recognise my own feelings and emotions	I can describe how to keep my body healthy.	I can describe what makes me special.	I know some rules and why they are important.	I can describe some different jobs in the community.
Week 3	Me I can talk about me and I can Listen to others	Emotions (2) I can recognise someone else's emotions	Oral health I can describe how to keep my teeth clean and healthy.	RSE: Lesson 2 – Growing up I value my body, including physical achievements and capabilities.	Pet care I can describe how to care for a pet.	Occupations I can describe some different jobs in the community.
Week 4	My Family I can describe my family, who loves me and who cares for me. I can listen to others	No Outsiders – Lesson 2 I know my friends like different things to me. I know we can still be friends if we like different things.	RSE: Lesson 1 – Responsibility I understand what personal responsibility is.	RSE: Lesson 2 – Growing up I can talk about the different stages of life (baby, toddler, child and adult).	RSE: Lesson 3 – People Who Help Us I know the adults who are responsible for looking after me.	Occupations I can describe some different jobs in the community.
Week 5	Other families I can describe different types of families	Likes and dislikes I can share my likes and dislikes	RSE: Lesson 4 – Keeping Ourselves Clean I understand basic hygiene routines, including toileting and washing.	Safety I can describe how to keep safe inside and outside of the home.	People Who Help Us I can talk about 'People Who Help Us'.	Occupations I can describe the strengths and interests which may be needed for different occupations.
Week 6	Similarities and differences RSE: Lesson 6 I can describe how I am the same and different to others.	Kindness I can talk about being kind. I can suggest ways of being kind to other. I can demonstrate kindness.			Stranger Danger I can talk about how to keep safe around people I don't know.	No Outsiders – Lesson 6 I know everyone is different in my class.
Week 7	Why do we have rules? RSE: Managing self - Lesson 1 I can explain and follow the rules	No Outsiders – Lesson 3 I know in my class we are not all the same. I know we are different. I can make friends with different people.			No Outsiders – Lesson 5 I know the people in my family are special. I can tell you who loves me.	Transition into Year 1 I can share my feelings about moving into year 1.

<p>Week 8</p>	<p>Why do we have rules? RSE: Managing self - Lesson 1 I can explain and follow the rules</p>					
	<p><i>Physical Development - PE</i></p>					
	<p><i>Obj: Gross Motor Skills</i></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><i>Obj: Fine Motor Skills</i></p> <ul style="list-style-type: none"> • 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. 					
<p><i>Additional physical development opportunities include:</i></p> <p>Dough Disco – cool down at the end of each PE session Biking sessions weekly with ‘Follow my lead’. Yoga sessions with Caroline. Gymnastics for one term.</p>						
<p>Week 1</p>	<p>Home Visits</p>	<p>Jungle Journey – Session 7 GM I can throw and catch as vertically as possible. Jungle Journey Session 7a 7b 7c FM</p>	<p>Yoga – (Monday) Biking – (Thursday)</p>	<p>Yoga – (Monday) Biking – (Thursday)</p>	<p>Get Set 4 P.E – Fundamentals Unit 2 Theme: at the circus To develop balancing.</p>	<p>Get Set 4 P.E – Games Unit 2 Theme: polar regions To aim when throwing and practise keeping score.</p>
<p>Week 2</p>	<p>Baseline Assessments</p>	<p>Jungle Journey – Session 8 GM I can form a full flexion position. Jungle Journey Session 8a 8b 8c FM</p>	<p>Yoga – (Monday) Biking – (Thursday)</p>	<p>Yoga – (Monday) Biking – (Thursday)</p>	<p>Get Set 4 P.E – Fundamentals Unit 2 Theme: on safari To develop running and stopping.</p>	<p>Get Set 4 P.E – Games Unit 2 Theme: the rainforest To follow instructions and move safely when play tagging games.</p>

Week 3	Jungle Journey – Session 1 GM I can jump up and down with my feet together, landing on both feet the same time. Jungle Journey Session 1a 1b 1c FM	Jungle Journey – Session 9 GM I can work in a small group to pass beanbags along a line going overhead. Jungle Journey Session 9a 9b 9c FM	Yoga – (Monday) Biking – (Thursday)	Yoga – (Monday) Biking – (Thursday)	Get Set 4 P.E – Fundamentals Unit 2 Theme: under the sea To develop changing direction.	Get Set 4 P.E – Games Unit 2 Theme: Australia To learn to play against a partner.
Week 4	Jungle Journey – Session 2 GM I can commando crawl. Jungle Journey Session 2a 2b 2c FM		Yoga – (Monday) Biking – (Thursday)	Yoga – (Monday) Biking – (Thursday)	Get Set 4 P.E – Fundamentals Unit 2 Theme: Space explorers To develop jumping.	Get Set 4 P.E – Games Unit 2 Theme: wild west To develop co-ordination and play by the rules.
Week 5	Jungle Journey – Session 3 GM I can work with a partner rolling a ball and trapping with my hands. Jungle Journey Session 3a 3b 3c FM		Yoga – (Monday) Biking – (Thursday)	Yoga – (Monday) Biking – (Thursday)	Get Set 4 P.E – Fundamentals Unit 2 Theme: at the farm To develop hopping.	Get Set 4 P.E – Games Unit 2 Theme: India To explore striking a ball and keeping score.
Week 6	Jungle Journey – Session 4 GM I can throw a ball to my partner whilst kneeling. Jungle Journey Session 4a 4b 4c FM				Get Set 4 P.E – Fundamentals Unit 2 Theme: into the woods To explore different ways to travel using equipment.	Get Set 4 P.E – Games Unit 2 Theme: far east To work co-operatively as a team.
Week 7	Jungle Journey – Session 5 GM I can hop on one leg.					Celebration Session: End of Year

	Jungle Journey Session 5a 5b 5c FM					I can talk about my successes and abilities.
Week 8	Jungle Journey – Session 6 GM I can throw a beanbag using a controlled underarm throw. Jungle Journey Session 6a 6b 6c FM					
	<i>Literacy – Floppy's Phonics</i>					
	<p><i>ELG: Word Reading</i></p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><i>ELG: Writing</i></p> <ul style="list-style-type: none"> • 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. 					
Week 1	Home Visits	h, b, f, ff Words and Phrases h b f ff Activity Book 1: p. 22-29 little	dge, ve, wh Short Reads dge ve wh Activity Book 2: p. 26-31 six, seven	ar, or, ur Sharky and Floss ar or ur Activity Book 3: p. 14-19 too, why	Revise – Level 2: zz, qu, ch	Revise - Level 3: ow oi ear
Week 2	Baseline Assessments	l, ll, le, ss Words and Phrases l ll le ss Activity Book 1: p. 30-37 of, ten	cks, tch, nk Short Reads cks tch nk Activity Book 2: p. 32-37 have	ow, oi, ear Sharks ow oi ear Activity Book 3: p. 20-25 sky Summer Term 1 Revise – Level 2: sh, th, ng	Revise – Level 2: sh, th, ng	Revise- Level 3: air er er
Week 3	Level 1 At the Farm At the Park Out in Town At Home	Level 1+ Revise & Assessment	Level 2 Revise & Assessment	air, er, er Herb and Merlin at the Funfair air er er	Revise – Level 2: dge, ve, wh	Revise - Level 3: ue ue ure ture

	At the Match Fun at the School			Activity Book 3: p. 26-31 again		
Week 4	Level 1 At the Concert At the Carnival At the Seaside At the Market At the Party At the Wildlife Park	j, v, w Short Reads j v w Activity Book 2: p. 2-7 he, she, we	ai, ee, igh Snacks! ai ee igh Activity Book 3: p. 2-7 be, are	ue, ue, ure, ture Dogs to the Rescue! ue ue ure ture Activity Book 3: p. 32-37 look	Revise – Level 2: cks, tch, nk	Level 1+, Level 2 and Level 3 Phonics Assessment – address gaps in the last three weeks.
Week 5	s, a, t, p Words and Phrases s a t p Activity Book 1: p. 2- 5 I, to	x, y, z Short Reads x y z Activity Book 2: p. 8-13 me, was, you	oa, oo (short), oo (long) Goats and Sheep oa oo (short) oo (long) Activity Book 3: p. 8-13 my, sister	Level 3 Revise & Assessment	Revise - Level 3: ai, ee, igh, oa	Embed Level 1+, Level 2, Level 3 (differentiated).
Week 6	i, n, m, d Words and Phrases i n m d Activity Book 1: p. 6- 9 the, The	zz, qu, ch Short Reads zz qu ch Activity Book 2: p. 14-19 they, all, are			Revise – Level 3: oa, oo (short), oo (long)	Embed Level 1+, Level 2, Level 3 (differentiated).
Week 7	g, o, c, k Words and Phrases g o c k Activity Book 1: p. 10-13 no, go	sh, th, ng Short Reads sh th ng Activity Book 2: p. 20-25 her, off, when			Revise – Level 3: ar or ur	Embed Level 1+, Level 2, Level 3 (differentiated).
Week 8	ck, e, u, r Words and Phrases ck e u r Activity Book 1: p. 14-21 into					

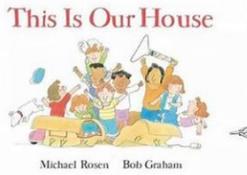
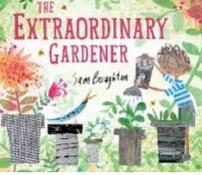
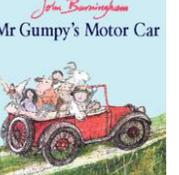
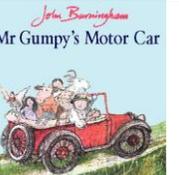
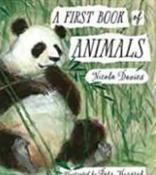
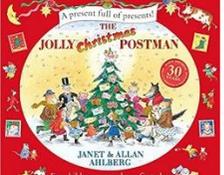
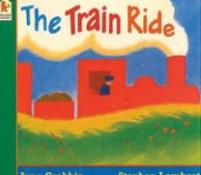


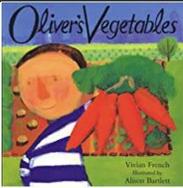
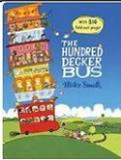
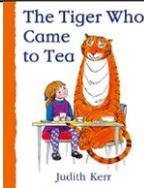
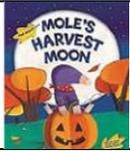
Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

<p>Week 1</p>	<p>Home Visits</p>					
		<p>I can talk about the sounds and smells of Autumn.</p>	<p>I can act out the story of the Little Red Hen. I can write a recipe for bread.</p>	<p>I can write a list of food that the Hungry Caterpillar ate. I can retell the story of 'The Very Hungry Caterpillar'.</p>	<p>I can talk about planet earth. I can label a map of the school/classroom. Where in the world have you been?</p>	<p>I can write a fact file about a chosen sea creature.</p>
<p>Week 2</p>	<p>Baseline Assessments</p>					
		<p>I can talk about Remembrance Day.</p>	<p>I can retell the story of 'The Three Little Pigs'.</p>	<p>I can describe the life cycle of a butterfly. I can draw and write a detailed life cycle.</p>	<p>I can create a poster for a visitor coming to earth. Visit Earth! You can go to... On planet Earth, you can see... On Earth, you can... I can label key geographical and environmental features.</p>	<p>I can talk about ways to protect the planet. I can make a poster about 'Saving the Planet'.</p>
<p>Week 3</p>						

	I can talk about my family and who I live with. I can draw my family and I am beginning to understand that all families are unique	I can draw a story map.	I can write the beginning middle and end of the story.	I can talk about the journey of the tiny seed. I can write a fact file about what plants need to grow.	I can write a list of things that I would take to the moon. I can design and label a rocket.	I can talk about the impact plastic has on the environment.
Week 4						
	Literacy – I can talk about the friends I have made in my class and I can say who I would like to get to know more	I can create a hedgehog fact file.	I can write a character description. I can write a 'wanted poster' for the troll.	I can talk about the importance of community. I can draw and label a picture of a plant.	I can write a story about the 'Mr Gumpy's Motor Car'.	I can talk about the animals that live in Kenya. I can compare the animals that live in Kenya to the Forest of Dean.
Week 5						
	I can draw a picture of my classroom. I am beginning to understand a school community.	I can draw and label my favourite toy.	I can create a book review for the story. I can complete a story map to retell the story.	I can design and label a garden. I can write a story linked to a garden.	I can write a story about the 'Mr Gumpy's Motor Car'.	I can research facts about a chosen animal.
Week 6						
	I can write the initial sound for the ingredients in pumpkin soup. (Soup making - Links to DT)	I can write a Christmas card. I can write my name.			I can talk about a journey I have been on.	I can create a fact file about a chosen animal.

<p>Week 7</p>						
<p>Week 8</p>					<p>I can make a list of the animals that went on the 100 Decker bus and think of a different ending</p>	<p>I can make an invite for a 'Tiger Tea Party'.</p>
	<p><i>Mathematics – White Rose Maths</i></p>					
<p>Week 1</p>	<p>Home Visits</p>	<p>Four I can count on and back to 4. I can count and subitise to 4. I can make my own collections of 4 objects.</p>	<p>Comparing Numbers to 5 I can compare numbers to 5 using the language 'more than', 'same as' and 'fewer than'. Composition to 4 and 5</p>	<p>Comparing Numbers to 10 I understand that when making comparisons a set can have more items, fewer items or the same number</p>	<p>Counting Patterns Beyond 10 I can count on and back beyond 10. I can notice repeating 1-9 patterns.</p>	<p>Number Bonds to 5 – Consolidate I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts).</p>

		<p>I can match number names to numerals and quantities.</p> <p>I am able to say which sets have more and fewer items.</p> <p>I can mark make to represent numbers to 4.</p>	<p>I understand that all numbers are made up of smaller numbers.</p>	<p>of items as another set.</p> <p>I can compare 2 quantities.</p> <p>I can order 3 or more quantities.</p>	<p>I can count on and back from different starting points, to say what comes before or after a given number and to place sequences of numbers in order.</p> <p>I can verbally count beyond 20.</p> <p>I can find larger numbers on number tracks and 100 squares.</p>	<p>Number Bonds to 10 – Consolidate</p> <p>I can explore number bonds to 10 using real objects in different contexts.</p> <p>I can recall some number bonds to 10 from memory.</p>
Week 2	Baseline Assessments	<p>Five</p> <p>I can count and subitise up to 5 items.</p> <p>I can count forwards, and backwards accurately using the counting principles.</p> <p>I can represent up to five objects on a five frame.</p> <p>I know that if a five frame is full then there are five.</p>	<p>Number Bonds to 5</p> <p>I can explore number bonds to 5 using real objects in different contexts.</p> <p>I can recall number bonds to 5.</p>	<p>Number Bonds to 10</p> <p>I can explore number bonds to 10 using real objects in different contexts.</p>	<p>Adding More</p> <p>I can use real objects to see that the quantity of a group can be changed by adding more.</p> <p>I can use first, then and now to create mathematical stories with support.</p> <p>I can count on to work out the answer to adding two quantities together.</p> <p>I can represent number stories using 10 frames, number tracks and my fingers.</p>	<p>Spatial Reasoning</p> <p>I understand that shapes can be combined and separated to make new shapes.</p> <p>I can fit shapes together and break shapes apart to notice new shapes I have created.</p> <p>I can investigate how many different ways a given shape can be built using small shapes.</p> <p>I can explore the different shapes I can make by combining a set of given shapes in different ways.</p>

<p>Week 3</p>	<p>Baseline Assessments</p>	<p>Number Bonds to 5 I can explore number bonds to 5 using real objects in different contexts. I can recall number bonds to 5.</p>	<p>6, 7 & 8 I can represent 6, 7 and 8 in different ways. I can count the required the number of objects from a larger group. I can count on and back from 8.</p>	<p>Even and Odd I understand that some quantities will share equally into 2 groups and some won't. I notice the odd and even structure of number shapes.</p>	<p>Taking Away I can use real objects to see that the quantity of a group can be changed by taking items away. I can use first, then and now to create mathematical stories with support. I can count out all of the items at the start, take away the required amount practically and then subitise or recount to see how many are left. I can represent number stories using 10 frames, number tracks and my fingers.</p>	<p>Length and Height I can use language to describe height and length. I can use specific mathematical vocabulary relating to length – 'length - longer, shorter', 'height - taller, shorter', 'breadth - wider, narrower' I can make indirect comparisons using objects such as blocks/cubes to measure items</p>
<p>Week 4</p>	<p>Match & Sort I can match objects which are the same. I can sort objects into sets based on attributes.</p> <p>Compare Amounts I can compare and order sets of objects.</p>	<p>One More I can represent numbers and predict how many there will be if I add one more.</p> <p>I can say one more than a given number.</p>	<p>Making Pairs I can understand that a pair is two. I can arrange small quantities into pairs.</p> <p>Combining Two Groups I can combine two groups to find how many altogether.</p>	<p>Doubling I know that double means 'twice as much'. I can build doubles using real objects and mathematical equipment. I can automatically recall double facts.</p>	<p>3D Shape I can explore which shapes stack and which shapes roll. I can build using a variety of shapes to construct my own 3-D shapes in different ways. I can name 3-D shapes. I can explore and sort shapes according to their similarities and differences.</p>	<p>Time I can order and sequence important times in my day. I can use language such as now, before, later, soon, after, then and next to describe when events happen. I recognise that regular events happen on the same day each week and use the vocabulary 'yesterday' 'today' and 'tomorrow' to describe when events happen. I am able to describe significant events in my life and talk about</p>

						events that I am looking forward to.
Week 5	<p>Compare Size, Mass and Quantity I can compare objects according to their size.</p> <p>Make Simple Patterns I can copy, continue and create my own repeating pattern.</p>	<p>One Less I can represent numbers and predict how many there will be if I take one away.</p> <p>I can say one less than a given number.</p>	<p>9 and 10 I can represent 9 and 10 in different ways. I can count forwards and backwards within 10. I notice that 10 frame is full when there is 10. I can subitise groups of 9 or 10 using 10 frames, bead strings and fingers.</p>	<p>Building Numbers Beyond 10 I can build and identify numbers to 20 (and beyond) using a range of resources. I can see that larger numbers are composed of full 10s and part of the next 10. I can recognise that numbers 1-9 repeat after every full 10.</p>	<p>Number Bonds to 5 – Consolidate I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts).</p> <p>Number Bonds to 10 – Consolidate I can explore number bonds to 10 using real objects in different contexts.</p> <p>I can recall some number bonds to 10 from memory.</p>	<p>Spatial Reasoning I understand that places and models can be replicated. I can replicate simple constructions, models, real places and places in stories. I can use positional language to describe where objects are in relation to other items.</p>
Week 6	<p>Representing 1, 2, 3 I can identify representations of 1, 2 and 3. I can make my own collections of 1, 2 and 3 items. I can recognise numerals 1, 2 3 and match quantities.</p>	<p>Shapes with 4 Sides I know that squares and rectangles have four sides and four corners. I can recognise these shapes in everyday items.</p>			<p>Sharing and Grouping I can share quantities out equally into two groups. I can recognise when items are not shared fairly. I can recognise and make equal groups.</p>	<p>Deepening Understanding I can engage in extended problem solving and develop my critical thinking skills.</p> <p>Patterns and Relationships I can explore and investigate relationships between numbers and shapes. I can copy, continue and create a</p>

						widening range of repeating patterns and symmetrical constructions.
Week 7	<p>Comparing 1, 2, 3 I begin to understand that each number we count is one more than the number before. I begin to understand that as we count back each number is one less than the previous number.</p>	<p>Night and Day I can talk about day and night. I can order key events in daily routines.</p> <p>Introducing Zero I know the number name 0 and the numeral 0.</p>			<p>Pattern I can explore more complex patterns: ABB, AAB, AAB and AABBB. I can describe a pattern out loud.</p> <p>Spatial Reasoning I can complete jigsaws and shape puzzles. I can match arrangements of shapes and use positional language to describe where the shapes are in relation to one another. I can complete picture boards and tangrams.</p>	<p>Spatial Reasoning I understand that we can make maps and plans to represent places and use these to see where things are in relation to other things. I can create my own maps to represent the models I have built, familiar places and places in stories.</p>
Week 8	<p>Composition of 1, 2, 3 I understand that all numbers are made up of smaller numbers.</p> <p>Circles and Triangles & Spatial Awareness</p>					

	<p>I know that circles have one curved side and triangles have 3 sides.</p> <p>I can describe how items are positioned in relation to other items.</p>					
 	<h2 style="color: black; font-style: italic;">Understanding the World – History – RE – Geography</h2>					
	<p><i>ELG: Past and Present</i></p> <ul style="list-style-type: none"> • 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 and events encountered in books read in class and storytelling. <p><i>ELG: People, Culture and Communities</i></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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 – when appropriate – maps. <p><i>ELG: The Natural World</i></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
Week 1	Home Visits	<p>Diwali I can talk about the celebration of Diwali.</p> <p>(RE)</p> <p>Bonfire Night I can talk about the history of Bonfire Night.</p>	<p>Little Red Hen I can talk about different bread from around the world.</p>	<p>The Very Hungry Caterpillar I can make observations of the caterpillars by drawing pictures.</p>	<p>Here We Are I can label a map of the school/classroom.</p>	<p>Commotion in the Ocean I can draw a picture of a sea creature.</p>
Week 2	Baseline Assessments	<p>Remembrance Day I can talk about the role of the army in our society throughout history.</p>	<p>Three Little Pigs I can draw a map of the local woods.</p>	<p>Life cycle of a Butterfly I can describe the life cycle of a butterfly. I can draw and write a detailed life cycle. I can observe our caterpillars growing.</p>	<p>Here We Are I can label key geographical and environmental features. I can talk about weather that may be experienced on planet earth.</p>	<p>Like the Ocean We Rise I can talk about the impact people have on the planet.</p>

Week 3		We're Going on a Leaf Hunt I can talk about the season of Autumn.	Goldilocks and the Three Bears I know some similarities and differences between the natural world around them and contrasting environments. (woods to seaside).	The Tiny Seed I can draw and label a plant/seed.	Whatever Next! I can talk about astronauts.	A Planet Full of Plastic I can talk about how plastic impacts on the environment. I can talk about materials. I can talk about recycling.
Week 4		Hannukah I can talk about the festival of Hannukah. (RE)	Three Billy Goat's Gruff I can make observations of animals.	The Extraordinary Gardener I can talk about Sam's community. I can talk about the community I live in.	Mr Gumpy's Motor Car I can compare cars throughout history.	Handa's Surprise I can talk about the animals that live in Kenya. I can compare the animals that live in Kenya to the Forest of Dean.
Week 5		Toys I can talk about toys through history.	Jack & the Beanstalk I can understand how homes have changed.	Finn's Garden Friends I can talk about the animals that live in Finn's garden and compare them to the animals that live in Ellwood School's garden.	Mr Gumpy's Motor Car I can compare transport throughout history.	The First Book of Animals I know some similarities and differences between the natural world around them and contrasting environments.
Week 6	Harvest Festival I can talk about the harvest festival. (RE)	Christmas I can talk about the celebration of Christmas. (RE)			Train Ride I can talk about how travel has changed through time.	The First Book of Animals I know some similarities and differences between the natural world around them and contrasting environments.
Week 7	Harvest Festival I can talk about the need for people to use a food bank. (RE)	Christmas I can talk about the celebration of Christmas. (RE)			The 100 Decker Bus I can create a map to help the 100 Decker bus to move around the playground	The Tiger Who Came to Tea

<p>Week 8</p>	<p>Harvest Festival I can talk about what I am thankful for (RE)</p>					
	<p style="text-align: center;"><i>Understanding the World – Forest Adventures – Geography</i></p> <p><i>ELG: The Natural World</i></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
<p>Week 1</p>	<p>Home visits</p>	<p>'Leaf Trouble' Or Autumn is here I can create a bonfire picture with leaves. I can notice changes in seasons.</p>	<p>'Too Shy to Sing' I can talk about the similarities and differences between birds. Little Red Hen</p>	<p>'King of the Tiny Things' I can care for minibeasts. Hungry caterpillar</p>	<p>'Eddie's Garden' I can grow seeds. Here we are I can talk about planet earth. I can label a map of the school/classroom.</p>	<p>We're Going on a Bear Hunt I can innovate the story of We're Going on a Bear Hunt. Poles Apart Find out about the North Pole and what life is like there. Labelling key features North Pole, South Pole Ocean, Land</p>
<p>Week 2</p>	<p>Staggered start (Children not in on Friday afternoon)</p>	<p>Children in Need I can discuss why others are not as fortunate as me and how countries are similar and different</p>	<p>Birds I can create a bird's nest sculpture. The Three Little Pigs</p>	<p>Pond Dipping I can observe and name some creatures in a pond. Butterfly lifecycle</p>	<p>Sunflowers I know what plants need to grow. Here we are</p>	<p>Marvelous Mega beasts I can find out about the habitats of animals from the story, and the similarities and differences between their home and our homes.</p>
<p>Week 3</p>	<p>Get to know the children through play.</p>	<p>'Don't wake the Bear Hare' I can discuss animals that hibernate.</p>	<p>'Frog in Winter' I can create a boat to float from found materials. Goldilocks and the Three Bears</p>	<p>Frog Life Cycle I can name the different stages of the frog life cycle. Tiny Seed</p>	<p>Jasper's Beanstalk I can talk about the stages of a beanstalk.</p>	<p>Fairies I can use my imagination to create props and narratives.</p>

					<p>Whatever next/ Smeds and the Smoo`s Pose questions about outer space.</p>	
Week 4	<p>Baseline Assessments I can change into my waterproof clothes, I can zip up my coat, I can put my wellingtons on the correct feet. I can share my interests I can make observations of seasonal conditions.</p> <p>'Wow said the Owl' I can find and match colours in the school garden.</p>	<p>'The Prickly Hedgehog' Or The very helpful Hedgehog.</p> <p>Hedgehog facts.</p> <p>I can collect natural items and look at similarities and differences.</p>	<p>RSPB Big Garden Bird Watch. I can identify some native birds.</p> <p>The Three Billy Goats Gruff I can draw a map of the Three Billy Goats journey/ environment</p>	<p>Mother/Baby Animals I can name the baby animals and their mothers.</p> <p>The Extraordinary Gardener</p>	<p>'World Bee Day' Buzz Bee Buzz I know the importance of bees.</p> <p>Mr Gumpy`s Motor Car</p>	<p>Handa`s Surprise I can identify where England is on a map compared to Kenya/ Africa. I can talk about the animals that live in Kenya. I can compare the animals that live in Kenya to the Forest of Dean.</p>
Week 5	<p>From Acorn to Oak' I can notice the changes that happen to an Oak tree in its life cycle.</p>	<p>Squirrel Week I can name some British wild animals.</p>	<p>RSPB Big Garden Bird Watch. I can draw a picture of a bird.</p> <p>Jack and the Beanstalk</p>	<p>Finn's Garden friends</p> <p>Inset day</p>	<p>Mr Gumpy`s Motor Car I can take my knowledge of listening for and identifying natural sounds in the forest adventure area (Links to music)</p>	<p>A first book of animals. I can play a game of what am I? with my friends based upon my knowledge of animals and their habitats</p>
Week 6	<p>Pumpkin soup or Oliver's Vegetables I can collect and observe seeds. I can notice similarities and differences between seeds.</p>	<p>'Stick Man' I can make a 'Stick Man' out of found materials.</p>			<p>The Train Ride</p>	<p>Celebration Session: End of Year I can talk about my successes and abilities.</p>
Week 7	<p>Mole`s Harvest Moon I can explore the school grounds. I can make a map to help Mole collect the vegetables for the</p>	<p>Christmas Or Robin Red Vest I can talk about the Christmas Story.</p>			<p>The hundred Decker Bus</p>	

	story of Mole`s Harvest Moon	Inset day				
Week 8	Inset day					
	Expressive Arts and Design – Being Imaginative & Art					
	<i>E.L.G: Creating with Materials</i> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 					
Week 1	Home Visits	Bonfire Night I can make a firework picture Diwali I can make a Diwali Diya lamp using clay and beads	Little Red Hen I can weigh and measure ingredients to make bread. I can use tools to make bread.	The Very Hungry Caterpillar I can make props to retell the story of 'The Very Hungry Caterpillar'.	Here We Are I can sing 'What a Wonderful World'. I can add actions to the song 'What a Wonderful World'.	Commotion in the Ocean I can make a sea creature using recycled materials.
Week 2	Baseline Assessments Self -portraits I can paint a self portrait	Remembrance Day I can paint a poppy choosing colours for a purpose to create a class poppy wreath	The Three Little Pigs I can make props for the story of 'The Three Little Pigs'.	The Life Cycle of a Butterfly I can create a symmetrical butterfly painting.	Here We Are I can sing 'What a Wonderful World'. I can add actions to the song 'What a Wonderful World'.	Like the Ocean We Rise I can create a comparative ocean scene (clean ocean/ unhealthy ocean) using recycled materials.
Week 3	Baseline Assessments Self -portraits I can paint a self portrait	We're Going on a Leaf Hunt I can make a leaf colour wheel.	Goldilocks and the Three Bears I can design a chair for a small teddy bear. Goldilocks and the Three Bears I can make a chair for a small teddy bear. I can share my creation explaining the process I have used.	The Tiny Seed I can use tools to plant a seed.	Whatever Next! I can create a rocket out of recycled materials.	A Planet Full of Plastic I can compare a variety of materials.

Week 4	Colour mixing I can Experiment with colour	Hedgehogs I can make a hedgehog out of recycled materials using leaves we have collected	Three Billy Goat's Gruff I can make a bridge using recycled materials.	The Extraordinary Gardener I can use tools in the garden.	Mr Gumpy`s Motor Car I can create a car out of recycled materials.	Bringing the Rain to Kapiti Plain I can create props to use in role play.
Week 5	This is our House I can recreate the story of "This is Our House" using role play to show kindness at school and diversity among us.	Toys I can make a movable toy.	Jack & the Beanstalk I can make a beanstalk using materials. (Links to DT - Making a structure)	Finn's Garden Friends I can use tools in the garden.	Mr Gumpy`s Motor Car I can create a bus out of recycled materials.	The First Book of Animals I can create an animal using paint, clay, playdough.
Week 6	Pumpkin Soup I can use my observations to draw fruit and vegetables using a range of colours.	Christmas I can make a Christmas craft. (RE)			Train Ride I can create a train out of recycled materials.	The First Book of Animals I can create an animal using paint, clay, playdough.
Week 7	Oliver`s Vegetables I can use a range of vegetables to create a repeating pattern.	Christmas I can make a Christmas craft/ Christmas baking (RE)			The 100 Decker Bus I can share my map with my friends role play being the bus	The Tiger Who Came to Tea I can make an invite chosen materials.
Week 8	The Mole`s Harvest Moon I can sing Cauliflowers fluffy and add actions to the song					
	Expressive Arts and Design – Being Imaginative & Music					
	<i>ELG: Being Imaginative and Expressive</i> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • 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. 					
	Kayow: Music and Movement	Kayow: Celebration Music	Kayow: Musical Stories	Kayow: Musical Stories	Kayow: Exploring Sound	Kayow: Big Band

Week 1	Home Visits	Lesson 1 – Diwali Music I can learn about music from another culture linked to the Diwali festival. I can respond to music with movement. (RE)	Lesson 1 – Moving to Music I can listen to the lyrics and melody: “Teddy Bear’s Picnic” and recall part of the story. I can move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. I can talk about how a piece of music makes you feel.	Lesson 6 – Musical Story Performance I can create a musical story based upon a familiar routine I can use movement to express moods or actions within a musical story	Lesson 1 – Vocal Sounds I can explore using our voices to make a variety of sounds.	Lesson 1 – What Makes an Instrument? I can discuss what makes a musical instrument. I can use recyclable materials to create a simple representation of a musical instrument.
Week 2	Baseline Assessments	Lesson 2 – Hanukkah Music I can learn about music from another culture linked to Hanukkah. I can learn the name of some traditional Jewish musical instruments. I can play and move to traditional Jewish Hanukkah music. (RE)	Lesson 2 – Using Instruments to Represent Characters I can listen to the classical piece and narrated story of “Peter and the Wolf” and recall the characters from the story. I can understand that music and instruments can be used to convey moods or represent characters. I can talk about how a piece of music makes you feel.	Using the Musical Stories unit I can choose a song and actions to prepare to perform to parents	Lesson 2 – Body Sounds I can explore how to use our bodies to make sounds. I can explore different sounds and think about tempo.	Lesson 2 – Introduction to Orchestra I can understand what an orchestra is. I can understand about the four different groups of musical instruments.
Week 3	Lesson 1 – Action Songs I understand why songs have actions. I can learn some simple Makaton signs to accompany a song.	Lesson 3 – Kwanzaa Music I can learn about music from another culture linked to Kwanzaa.	Lesson 3 – Storytelling with Actions I can use actions to retell a story to music. I can sing and perform a group song.	I can Perform chosen and practiced song to parents	Lesson 3 – Instrumental Sounds I can explore the sounds of different instruments I can experiment with tempo and	Lesson 3 – Follow the Beat I can copy and follow a beat. I can follow a beat using an untuned instrument

		I can take part in a traditional call and response song. I can find classroom objects to use as drums and play in response to African music.			dynamic when playing instruments.	
Week 4	Lesson 2 – Finding the Beat I can explore beat through body movement. I can express my feelings and emotions through movement to music.	Christmas Nativity Song Rehearsal (RE)	Lesson 4 – Using Instruments to Represent Actions I can learn how instruments can represent a certain mood, character or action. I can experiment with the sounds of different instruments.	Using my knowledge of music/ rhymes and actions I can practice the class Rhyme in preparation to share with year 1	Lesson 4 – Environmental Sounds I can identify sounds in the environment and differentiate between them. I can use musical vocabulary when describing environmental sounds.	Lesson 4 – Tuned and Untuned Instruments I can experiment with playing tuned and untuned instruments. I can play in time to familiar songs.
Week 5	Lesson 3 – Exploring Tempo I can explore beat through body movement. I can express my feelings and emotions through movement to music.	Christmas Nativity Song Rehearsal (RE)	Lesson 5 – Musical Story Composition I can create a musical story based upon a familiar routine I can use instruments to represent moods or actions I can play an instrument as part of a group story.	I can perform to year 1 the rhyme I have been practicing. I can listen to Year 1`s poem and demonstrate how to show respect as an audience member .	Lesson 5 – Nature Sounds I can identify and describe familiar nature sounds and differentiate between them. I can use voices to imitate natural sounds.	Lesson 5 – Big Band Performance I can choose appropriate instruments to represent different parts of a song. I can perform a practiced song to a small audience.
Week 6	Lesson 4 – Exploring Tempo and Pitch through Dance I can explore pitch and tempo through scarf dancing and body movement.	Lesson 4 – Traditional Christmas Music I can learn traditional Christmas music. I can take part in group song	.		I can take my knowledge of listening for and identifying natural sounds in the forest adventure area	Performance I can perform in a group to an audience.

	I can express my feelings and emotions through movement to music.	involving singing, voice sounds and playing instruments. I can sing and move to a Christmas song. (RE)				
Week 7	Lesson 5 – Music and Movement Performance I can perform action songs to a small audience.	Lesson 5 – Christmas Action Songs I can suggest appropriate actions to match song lyrics. I can sing and move to Christmas songs. (RE)				
Week 8						