






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning	<p><b>Playing and Exploring:</b> Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active Learning:</b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them solve problems and reach conclusions.</p>					
Over Arching Principles	<p><b>Unique Child</b> Every child is a unique child who is constantly learning and has the potential to be resilient, confident and self-assured.</p> <p><b>Positive relationships</b> Children flourish with warm, strong and positive partners between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><b>Enabling environments</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development</b> Children develop and learn at different rates. Some children need greater support in order to access the curriculum.</p> <p><b>Play</b> At Waddington Redwood Primary Academy, we understand that play is an integral part of learning and this is at the heart of our early year’s curriculum. We believe that the correct mix of adult led, adult directed and child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.</p>					
Enrichment opportunities/wow moments	Autumn 1 Autumn nature walk linked to the story Leaf Man Remembrance Day Harvest Festival	Autumn 2 Bonfire Night Diwali Anti-Bullying week Children in Need Nativity/Christmas activities	Spring 1 Chinese New Year Internet Safety Day	Spring 2 Easter Egg hunts Making bonnets and other traditions Mother’s Day	Summer 1 Platinum Jubilee Celebrations Visit from Farmer Andrew tbc Visit to Rand Farm	Summer 2 Visit to Lincoln castle Sports Day Transition activities Live caterpillars

		Advent Calendars		Visit to Transport Museum	Egg incubators - chicks	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Tell me a story!	Amazing Autumn!	Wonderful Winter!	Let's go on a Journey!	Amazing Animals	Discover and Grow!
Communication and Language -C&L is developed throughout the year through high quality interactions, daily group discussions, circle times, daily story time, speech and language interventions, T4W actions and assemblies.	<p><b>Educational Programme:</b> The development of children's spoken language underpins all seven areas of learning and development. <b>Children's back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say <b>with new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. <b>Through conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and <b>sensitive questioning</b> that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
	Settling in activities Making friends Children talking about experiences that are familiar to them through news telling and circle time. Rhyme and alliteration. Shared stories Model talk routines throughout the day. E.g. arriving at school: Good Morning etc. Developing story language "Once upon a time..." T4W Three little pigs Knowing what makes a good listener Identifying environmental sounds	Settling in activities Develop vocabulary Discovering interests Describing environment and seasonal changes. Retelling stories Gruffalo Room on the Broom T4W Gingerbread Man Once upon a time there was a ...who lived... Word hunts Listening and responding to stories. Following instructions (GBman making) Knowing how to be a good listener Talking partners Using repeated refrains in stories	Encourage the use of how and why questions e.g. why did the ice melt? Why did it sink? Retelling T4W story Lost and Found using new language from the story Describing what they see happening in the environment and in understanding the world activities. Describing different habitats using new vocabulary e.g. arctic polar etc. Non Fiction -Penguin facts Listen and talk about stories to build familiarity and understanding. Learn rhymes songs and facts. Use the word because in a sentence.	T4W <b>We're going on a Bear Hunt</b> and information about Bears using a range of connectives. Next after that then so finally Encourage and model this when children are telling their news. Goldilocks and the 3 Bears. Mrs Armitage on wheels Information texts on Transport Understand how to listen carefully and ask good questions during news time. Sustained focus when listening to a story.	T4W Stuck in the Mud and Farmer Duck Non-fiction texts about jobs people do to help us in our community visit from a vet. Listen to how animals help us. Guide dogs and hearing dogs, <b>police dogs</b> . Re read some favourite stories/stories we have used in our learning to revisit and consolidate vocabulary and events.	T4W "Jack and the Beanstalk" Retelling the story of the "Hungry Caterpillar" "SHH!" Show and tell Read aloud books to children that will extend their knowledge of the world and illustrate their current learning.

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<p><b>Personal, Social and emotional development</b></p> <p> <b>The red flag symbol demarcates themes directly related to safeguarding pupils.</b></p>	<p><u>Educational Programme:</u> Children's personal, social and emotional development (PSED) is crucial for children to lead <b>healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the <b>important attachments</b> that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported <b>to manage emotions, develop a positive sense of self</b>, set themselves simple goals, have <b>confidence in their own abilities</b>, to <b>persist and wait for what they want</b> and direct attention as necessary. Through adult modelling and guidance, they will learn how to <b>look after their bodies</b>, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to <b>make good friendships, co-operate and resolve conflicts peacefully</b>. These attributes will provide a <b>secure platform</b> from which children can achieve at school and in later life.</p>					
	<p><b>Focus:</b> Being myself and managing my behaviour</p>	<p><b>Focus:</b> Making and managing friendships </p>	<p><b>Focus:</b> Identifying different feelings and how these can be managed </p>	<p><b>Focus:</b> My family and community</p>	<p><b>Focus:</b> Celebrating differences and diversity </p>	<p><b>Focus:</b> Looking after myself and others </p>
Managing Self	<p>Children learn about:</p> <ul style="list-style-type: none"> <li>Selecting and using activities and resources, with help when needed (PSED).</li> <li>Why rules are important and why they need to follow rules (PSED).</li> <li>How to see themselves as a valuable individual (PSED).</li> </ul>	<p>Children learn about:</p> <ul style="list-style-type: none"> <li>How they can express a point of view and how to debate when they disagree with an adult or a friend, using words as well as actions (CL).</li> <li>Why listening is important and how they can listen carefully to others (CL).</li> <li>How to find solutions to conflicts and rivalries (PSED).</li> <li>How they can build constructive and</li> </ul>	<p>Children learn about:</p> <ul style="list-style-type: none"> <li>Appropriate ways to be assertive (PSED).</li> <li>How they can talk with others to solve conflicts (PSED).</li> <li>Identifying and naming a range of different feelings (PSED).</li> <li>How they can talk about and describe their feelings using words like 'happy', 'sad', 'angry' or 'worried' (PSED).</li> </ul>	<p>Children learn about:</p> <ul style="list-style-type: none"> <li>Their sense of responsibility and membership of a community (PSED).</li> <li>A range of different occupations (UTW).</li> <li>The roles of members of their immediate family and community (UTW).</li> <li>People who are familiar to them (UTW).</li> </ul>	<p>Children learn about:</p> <ul style="list-style-type: none"> <li>How to develop positive attitudes about the differences between people (UTW).</li> <li>Different countries in the world and talk about the differences they have experienced or seen in photos (UTW).</li> <li>The different beliefs that people might</li> </ul>	<p>Children learn about:</p> <ul style="list-style-type: none"> <li>The importance of brushing their teeth, using the toilet and washing and drying their hands thoroughly (PSED).</li> <li>How they can make healthy choices about food, drink and physical activity (PSED).</li> </ul>
Self-Regulation	<ul style="list-style-type: none"> <li>How to set themselves simple goals and how to achieve them (PSED).</li> <li>How they can show resilience and</li> </ul>					

	<p>perseverance in the face of challenge (PSED).</p> <ul style="list-style-type: none"> <li>Introducing snack time and healthy choices and why we have rules in school about healthy snacks.</li> <li>Why do we need to brush our teeth?</li> <li>Which foods are best for our teeth at school snack time? Which foods are just for a treat? Why?</li> </ul>	<p>respectful relationships with others (PSED).</p> <ul style="list-style-type: none"> <li>How to identify and express their feelings and how they need to consider the feelings of others (PSED).</li> <li>The importance of taking others perspectives into account (PSED).</li> </ul>	<ul style="list-style-type: none"> <li>How to identify and recognise how others might be feeling (PSED).</li> </ul>	<ul style="list-style-type: none"> <li>Identifying places that are special to members of their community (UTW).</li> </ul>	<p>have and how they celebrate special times in different ways (UTW).</p> <ul style="list-style-type: none"> <li>The similarities and differences between life in this country and life in other countries (UTW).</li> </ul>	<ul style="list-style-type: none"> <li>The different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>tooth brushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian (PSED).</li> </ul> </li> <li>The need to respect and care for the natural environment and all living things (UTW).</li> </ul>
<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Controlling own feelings and behaviours</li> <li>Applying personalised strategies to return to a state of calm</li> <li>Being able to curb impulsive behaviours</li> <li>Being able to concentrate on a task</li> </ul>						

- Being able to ignore distractions
- Behaving in ways that are pro-social
- Planning in plan do review time
- Thinking before acting
- Delaying gratification- intrinsic motivation
- Persisting in the face of difficulty - resilience

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	Tell me a story!	Amazing Autumn!	Wonderful Winter!	Let's go on a Journey!	Amazing Animals	Discover and Grow!
Physical development	<p>Educational Programme: Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a child's <b>strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b>. <b>Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being</b>. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					
Fine Motor	<p>Threading, cutting, weaving, playdough, finger gym activities. Manipulate objects with fine motor skills – making areas. Draw lines and circles using gross motor movements Hold pencils/crayons/brushes beyond whole hand grasp Supporting those children who need to develop a tripod pencil grip Teach and model correct letter formation through Read Write Ink Build with linking blocks for example duplo.</p>	<p>Threading, cutting, weaving, playdough, finger gym 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 through Read Write Ink Cutting with scissors Pulling up zips on coats (backward chaining) Build with connecting construction kits which click together – e.g. mobile, train track etc.</p>	<p>Threading, cutting, weaving, playdough, finger gym activities. Forming letters correctly through read write ink. Handle tools, objects, construction and malleable materials with increasing control. Using tools safely to release penguins from ice. Holding small items when making in creative areas (winter collages small sequins tearing papers to create winter scenes. Encouraging children to button up clothing with increasing independence and initiating zip fastenings. Build with smaller linking construction blocks including Lego</p>	<p>Threading, cutting, weaving, playdough, finger gym activities. Hold pencil effectively with comfortable tripod grip. Form recognisable letters, most are correctly formed. Build with smaller linking construction including and Kinex Using tools such as hole punch stapler and threading with string and wool in the making areas.</p>	<p>Threading, cutting, weaving, playdough, finger gym activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks Cut along a straight line, curved line with greater accuracy using scissors. Using gardening tools safely with increased control.</p>	<p>Threading, cutting, weaving, playdough, finger gym activities. Form letters correctly Begin to draw diagonal lines, like in a triangle, colour inside the lines of a picture. Continue to be able to join and pull apart small construction kits.</p>
Gross Motor	<p>Cooperation games including parachute games. Climbing the tree safely in outdoor area. Learning how to jump safely from lower branches.</p>	<p>Moving in different ways changing direction. Fundamental skills of core strength balance and spatial awareness. Using balance bikes</p>	<p>Ball skills- aiming , dribbling, pushing throwing &amp; catching, patting or kicking.</p>	<p>Balance – children moving with confidence. Provide opportunities for children to spin, rock, tilt, jump, slide and bounce.</p>	<p>Obstacle activities Children moving over, under, through and around equipment. Provide opportunities for children</p>	<p>Races/team games/agility games Bat and ball games bean bag rounder's.</p>

Waddington Redwood Primary Academy

Reception Long Term Plan

	Different ways of moving to be explored Fundamental skills core strength and balance.				to spin, rock, tilt, jump, slide and bounce.	
PE	Get Set 4 PE: EYFS Introduction to PE x 6 exploring ways of moving	Get Set 4 PE: EYFS Fundamentals x 6	Get Set 4 PE: EYFS Ball Skills Unit 1 x 6	Get Set 4 PE: EYFS Gymnastics x 6	Get Set 4 PE: EYFS Ball Skills Unit 2 x 6	Get Set 4 PE: EYFS Games x 6
PPA Miss Sammy	Yoga and dance with Miss Sammy Dance based on story theme for the term. Yoga to build up core stability.	Yoga and dance with Miss Sammy Dance based on story theme for the term (the Gingerbread Man). Yoga to build up core stability.	Yoga and dance with Miss Sammy Dance based on story theme for the term. Yoga to develop core stability.	Yoga and dance with Miss Sammy Dance based on story theme for the term. Yoga to develop core stability.	Yoga and dance with Miss Sammy Dance based on story theme for the term. Yoga to maintain core stability.	Yoga and dance with Miss Sammy Dance based on story theme for the term. Yoga to maintain core stability.

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Literacy	<p><b>Educational Programme:</b> It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition (articulating ideas and structuring them in speech, before writing)</b>.</p>					
Comprehension	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environmental print. Having a favourite story or rhyme. Understand the 5 key concepts about print</p> <ol style="list-style-type: none"> <li>1. Print has meaning</li> <li>2. Print can have different purposes</li> <li>3. We read English texts from left to write and from top to bottom</li> <li>4. The names of the different parts of a book</li> </ol> <p>Sequencing familiar stories through the use of pictures to tell the story.</p>	<p>Retell stories related to events Through acting out scenarios in role play areas. Retelling stories using story maps and Pie Corbett actions to retell the story – Story maps. Editing of story maps and orally retelling own new stories where the animals the GBM met have changed. Sequencing stories – use the vocabulary of beginning, middle and end. Enjoy an increasing range of books. Talk about the library books they have taken home. Non-fiction focus Autumn and celebrations of Diwali, Bonfire Night and Christmas.</p>	<p>Encourage children to record stories through pictures/drawings and mark making. Retelling stories using story maps and Pie Corbett actions to retell the story – Story maps. Editing of story maps and orally retelling own new stories where the character at the door has changed and the place they travel to (setting) have changed. Sequencing stories – use the vocabulary of beginning, middle and end. Enjoy an increasing range of books. Talk about the library books they have taken home,</p>	<p>Retelling stories using story maps and Pie Corbett actions to retell the story – Story maps. Editing of story maps and orally retelling own new stories where the environments and (sound effects) that they walk through change and what they are hunting for use their new story map to write their own version of Bear Hunt Writing instructions how to ride a scooter (stimulus from Mrs Armitage on wheels)</p>	<p>Understanding information texts about animals and groupings/categories Listening to and understanding information about how animals help us and our community, and who in the community helps them. (local vet, local dog groomer) Talk for writing Farmer Duck stimulus Understanding why events in the story happened, understanding and</p>	<p>Listen to stories accurately, anticipating key events and respond to what they hear with relevant comments, questions and reactions. Make predictions Understand language Blurb, spine, illustrations illustrator author and title.</p>

Waddington Redwood Primary Academy

Reception Long Term Plan

	<p>Recognising initial sounds Read Write Ink phonics Engage in extended conversations about stories, learning new vocabulary. Retell stories related to events Through acting out scenarios in role play areas. Retelling stories using story maps and Pie Corbett actions to retell the story – Story maps.</p>		<p>describing beginning middle and end. Non-fiction focus Penguins</p>		<p>using vocabulary from the story. E.g. “stole” down the hall Use story language when acting out a narrative Explain and describe the main events in a story character/event/setting</p>	
Word Reading	<p>Through Read write ink phonics. Initial sounds, oral blending, Fred talk to segment. Reading sounds “speedily” Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>					
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	<b>Tell me a story!</b>	<b>Amazing Autumn!</b>	<b>Wonderful Winter!</b>	<b>Let’s go on a Journey!</b>	<b>Amazing Animals</b>	<b>Discover and Grow!</b>
Writing	<p><b>Texts as a Stimulus</b> <b>The 3 Little Pigs</b> Handa’s Surprise Nursery Rhymes Goodnight Moon Oi Frog! Series <b>The Little Red Hen</b></p>	<p><b>Texts as a Stimulus</b> <b>The Gingerbread Man</b> The Gruffalo <b>Leaf Man</b> Room on the Broom Stickman <b>Dear Santa</b> Harvey Slumfenburger’s Christmas present The Christmas Story</p>	<p><b>Texts as a Stimulus</b> <b>Lost and Found</b> Jack Frost The Gruffalo’s child <b>Up and Down – Oliver Jeffers</b> (follow on from <b>Lost and Found</b>)</p>	<p><b>Texts as a Stimulus</b> <b>We’re going on a Bear Hunt</b> Mr Gumpy’s <b>Outing/Motor car</b> <b>Mrs Armitage on Wheels</b> Whatever Next <del>Goldilocks and the 3 Bears-</del></p>	<p><b>Texts as a Stimulus</b> <b>Farmer Duck</b> <b>Stuck in the Mud (Pi Corbett)</b> Rosie’s walk What the Ladybird Heard <b>Henry’s Map</b></p>	<p><b>Texts as a Stimulus</b> <b>Jack and the Beanstalk</b> <b>Bodge plants a seed</b> <b>Jasper’s Beanstalk</b> SHH! Oliver’s vegetables <b>The Very Hungry Caterpillar</b> <b>It Starts With a Seed</b> Titch</p>
	<p>Children will be experimenting with mark-making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels.</p>	<p>Labelling using initial letter sounds Orally telling stories sometimes with adults acting as scribes.  Writing cvc words to label characters from the Gingerbread Man</p>	<p>Guided writing about characters from lost and found He is sad because...  Role play Lost and found office writing posters for lost things  Writing clues for explorers in the outdoor area Go to the... Hop to the... etc.</p>	<p><b>Drawing and labelling our own story maps.</b>  Writing captions and labels about journeys and <u>how things work</u>. How to use a balance bike scooter etc.</p>	<p>Writing for a purpose in role play vet’s (forms about pets)  Writing information about animals using all/most and some to structure information writing.</p>	<p>Writing diaries about growth of plants.  <b>Innovating story of Jack and the Beanstalk and writing own versions.</b> Using phonic knowledge.</p>

Waddington Redwood Primary Academy

Reception Long Term Plan

	<p>Writing initial sounds during Read Write Ink</p> <p>Use initial sounds to label characters and images</p> <p>Begin to write letters from their name.</p>	<p>Draw maps and label events in stories such as Harvey Slumfenburger's Christmas Present.</p> <p>Sequence stories such as room on the broom and the Christmas story</p> <p>Writing simple captions based on stories e.g. from Dear Santa He got me a.... but it was too...</p>	<p>Factual writing about penguins</p> <p>Penguins are/can have...</p>	<p>Labelling own bike design based on Mrs Armitage's bike.</p> <p>Writing lists what to take on a journey</p>	<p>Forming lowercase and capital letters correctly.</p>	<p>Character descriptions</p> <p>Jack and the Giant.</p> <p>Information writing about <del>castles in the past.</del> <b>About minibeasts.</b></p> <p><del>Recount trip to the castle.</del></p> <p>Beginning to use capital letters and full stops.</p>
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<p>Mathematics</p> <p>Use of the Power Maths scheme</p>	<p><u>Educational Programme:</u> Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a <b>deep understanding of the numbers to 10</b>, the <b>relationships between them</b> and the <b>patterns</b> within those numbers. By providing <b>frequent and varied opportunities</b> to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a <b>secure base of knowledge and vocabulary</b> from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning skills</b> across all areas of mathematics <b>including shape, space and measures</b>. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk</b> to adults and peers about what they notice and <b>not be afraid to make mistakes</b>.</p>					
	<p><b>Number and place value</b></p> <p><b>Unit 1 Numbers to 5</b></p> <p>Week 1 Counting to 1,2 and 3</p> <p>Week 2 Counting to 4</p> <p>Week 3 Counting to 5</p>	<p>Week 7 2D shapes</p> <p><b>Number addition and subtraction-</b></p> <p><b>Unit 4 change within 5</b></p> <p>Week 8 One more</p> <p>Week 9 one less</p>	<p><b>Number and Place value</b></p> <p><b>Unit 7 Numbers to 10</b></p> <p>Week 1 counting to 6,7 and 8</p> <p>Week 2 Counting to 9 and 10</p>	<p><b>Number addition and subtraction</b></p> <p><b>Unit 11 Number bonds to 10</b></p> <p>Week 7 using a ten frame</p>	<p><b>Number addition and subtraction</b></p> <p><b>Unit 14 Counting on and counting back</b></p> <p>Week 1 adding by counting on</p>	<p><b>Geometry properties of shape</b></p> <p><b>Unit 18 Shape</b></p> <p>Week 7 composing and decomposing shapes</p>



	<p><b>Unit 2 Comparing groups within 5</b> Week 4 Comparing quantities of identical objects Week 5 comparing quantities of non-identical objects</p> <p><u>Geometry- properties of shape</u> <b>Unit 3 shape</b> Week 6 3D shapes</p>	<p><b>Unit 5 Number bonds within 5</b> Week 10 Introducing the part-whole model</p> <p><u>Geometry- properties of shape –</u> <b>Unit 6 space</b> Week 11 Spatial awareness.</p>	<p><b>Unit 8 Comparing numbers within 10</b> Week 3 comparing groups up to 10</p> <p><u>Number addition and subtraction</u> <b>Unit 9 Addition to 10</b> Week 4 Combining 2 groups to find the whole</p> <p><u>Number and place value</u> <b>Unit 10 Measure</b> Week 5 length, height and distance Week 6 weight</p>	<p>Week 8 The part-whole model to 10</p> <p><b>Unit 12 Subtraction</b> Week 9 subtraction</p> <p><b>Geometry properties of shape</b> <b>Unit 13 Exploring patterns</b> Week 10 making simple patterns Week 11 exploring more complex patterns</p>	<p>Week 2 taking away by counting back</p> <p><b>Number and Place value</b> <b>Unit 15 Numbers to 20</b> Week 3 counting to and from 20</p> <p><b>Number multiplication and division</b> <b>Unit 16 Numerical patterns</b> Week 4 doubling Week 5 halving and sharing Week 6 odds and evens</p>	<p><b>Number and place value</b> <b>Unit 19 Measure</b> Week 8 volume and capacity</p> <p><b>Number addition and subtraction</b> <b>Unit 20 Sorting (optional)</b> Week 9 sorting into 2 groups</p> <p><b>Measurement Time (optional)</b> Week 10 my Day</p>
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	<b>Tell me a story!</b>	<b>Amazing Autumn!</b>	<b>Wonderful Winter!</b>	<b>Let's go on a Journey!</b>	<b>Amazing Animals</b>	<b>Discover and Grow!</b>
Understanding the world	<p><u>Educational Programme:</u> Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will <b>foster their understanding of our culturally, socially, technologically and ecologically diverse world</b>. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. <b>Enriching and widening children's vocabulary will support later reading comprehension.</b></p>					
Past and present People, culture and communities The natural world	<ul style="list-style-type: none"> <li>Becoming familiar with their new school setting, navigating around new classrooms and outdoor area-</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of seasonal changes, how do we know it is Autumn? Can the</li> </ul>	<ul style="list-style-type: none"> <li>Winter walks around the school grounds what are the signs of winter.</li> </ul>	<ul style="list-style-type: none"> <li>Spring walk, exploring changing seasons and looking for</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the life cycle of a butterfly</li> <li>Learn about the</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the life cycle of a butterfly</li> <li>Discuss how we should care for our</li> </ul>

	<p>create treasure hunts to find place/objects within our learning environment.</p> <ul style="list-style-type: none"> <li>Share their family photo books they made in the holidays as a transition object. Name and describe people who are important and familiar to them. Describe what the relation is. E.g. Grandma cousin brother etc.</li> <li>Build a timeline in the class and add to this as the year progresses.</li> <li>Read non-fiction and fictional stories about families.</li> <li>Explore diversity celebrating how families are unique and special and how one family may be different to theirs.</li> <li>Through the story of the 3 little pigs explore houses</li> </ul>	<p>children find signs of Autumn?</p> <ul style="list-style-type: none"> <li>Using their 5 senses on an Autumn walk, name their senses I went on a walk and I could hear I could smell a... talk about the dangers of berries and toadstools and what we shouldn't touch when on a walk.</li> <li>Naming natural objects which are commonly found in our school grounds – acorn conker pine cone leaves bark pine needles.</li> <li>Awareness of celebrations and events and why we and/ or others remember/ commemorate/celebrate including Harvest festival Bonfire Night Diwali Remembrance and Armistice Christmas</li> <li>Listening to stories and placing events in chronological order.</li> <li>Use digital advent Calendar to learn about how Christmas is celebrated around the</li> </ul>	<ul style="list-style-type: none"> <li>Exploring why we have frost and ice.</li> <li>Investigating why some parts of the outdoor area are frostier than others.</li> <li>Going on ice hunts on frosty mornings.</li> <li>Investigate how we can make the ice melt quicker to release the frozen penguins.</li> <li>Find out facts about penguins and how they survive in cold places.</li> <li>Find out about polar regions and where they are on the globe. Why are people worried about these regions why are polar</li> </ul>	<p>signs of spring.</p> <ul style="list-style-type: none"> <li>Through stories of We're going on a bear hunt, Mrs Armitage on Wheels and Mr Gumpy's motor car explore the theme of journeys.</li> <li>Learn about transport in the past</li> <li>Starting to plant seeds for the vegetable garden in Summer term.</li> <li>Explore how things work which push and which pull?</li> <li>Use bee bots to programme a simple journey using vocabulary related to direction.</li> </ul>	<p>different habitats animals live</p> <ul style="list-style-type: none"> <li>Through the theme of farmer duck explore the different jobs on a farm and people who help us in our community.</li> <li>Possible visit from farmer Andrew and his tractor.</li> <li>What did farms in the past look like?</li> <li>Possible vet nurse visit.</li> <li>What jobs do some animals do explore how guide dogs police dogs help us?</li> <li>Life cycle of a chick.</li> </ul>	<p>natural world around us and the school environment.</p> <ul style="list-style-type: none"> <li>Look at how we can recycle</li> <li>Look at how discarded litter can damage our environment.</li> <li>Planting beans through story of Jack and the beanstalk.</li> <li>What does a plant need to grow – (through Bodge plants a seed)</li> <li>Finding out about the key features of castles</li> <li>Visit to Lincoln castle.</li> <li>Tich Story – How have they grown</li> </ul>
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	<p>homes and families.</p> <ul style="list-style-type: none"> <li>• Introduce birthday chart, can the children talk about events in their own lives holidays and birthdays?</li> <li>• Through the story of the 3 little pigs explore the materials the houses were made from.</li> <li>• Test which is the strongest.</li> <li>• Look at maps of our locality can they find our school the park?</li> </ul>	<p>would finding out about different traditions and where these countries are on a globe.</p> <ul style="list-style-type: none"> <li>• Drawing maps based on stories (Gingerbread Man)</li> <li>• Understanding what is meant by hibernation and which animals do this.</li> <li>• Baking gingerbread men.</li> <li>• Using technology to play phonics games and numbots.</li> </ul>	<p>bears in danger?</p> <ul style="list-style-type: none"> <li>• Comparing habitats</li> <li>• Find out about famous explorers past and present.</li> <li>• Exploring objects which float and sink.</li> <li>• Can they make a plasticine boat/tin foil boat float?</li> <li>• Test their boats for strength and waterproof qualities.</li> </ul>	<ul style="list-style-type: none"> <li>• Making porridge and flap jack designing own healthy flap jack what will you add?</li> </ul>	<ul style="list-style-type: none"> <li>• Make flat bread linked to wheat and farming.</li> </ul>	<p>and changed?</p> <ul style="list-style-type: none"> <li>• Make soup linked to Oliver's Vegetables.</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Tell me a story!	Amazing Autumn!	Wonderful Winter!	Let's go on a Journey!	Amazing Animals	Discover and Grow!
Expressive Arts and Design	<p><u>Educational Programme:</u> The development of children's <b>artistic and cultural awareness supports their imagination and creativity.</b> It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a <b>wide range of media and materials.</b> The quality and variety of what children see, hear and participate in is crucial for developing their <b>understanding, self-expression, vocabulary and ability to</b></p>					

<p><b>communicate through the arts.</b> The <b>frequency, repetition and depth</b> of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
<p>Join in with familiar songs as part of daily routines Days of the week song, weather song and hello/goodbye songs.</p> <p>Sing call and response songs (music express), echoing phrases adults sing. Music express beat and tempo – special people</p> <p>Autumn object pictures, natural art (link to Andy Goldsworthy)</p> <p>Exploring sounds body percussion. Exploring percussion instruments and how they can be played tapping, shaking, scraping etc.</p> <p>Drawing self portraits</p> <p>Reclaimed material houses. Using different textures and materials to make houses for the 3 little pigs. Role play houses.</p>	<p>Join in with familiar songs as part of daily routines Days of the week song, weather song and hello/goodbye songs.</p> <p>Rangoli patterns – Diwali Clay Divas</p> <p>Performing to an audience learning Christmas play songs and dances.</p> <p>Salt dough gingerbread men Christmas cards and decorations</p> <p>Small world 3 little pigs, room on the broom and Nativity scenes.</p> <p>Role play a house at Christmas to act out Christmas traditions Santa’s workshop Stable in Bethlehem.</p>	<p>Join in with familiar songs as part of daily routines Days of the week song, weather song and hello/goodbye songs.</p> <p>Music express – loud and quiet - Winter - storm</p> <p>Creating wintry background using different textures, adding different layers then printing on top using textured stampers.</p> <p>Observational pastel drawings of penguins</p> <p>Thumb pot penguins in clay</p> <p>Role play deconstructed role play area, to build a boat using the story Lost and Found as a stimulus Lost and found office – mark making role play</p>	<p>Join in with familiar songs as part of daily routines Days of the week song, weather song and hello/goodbye songs.</p> <p>Music express -working world -our town</p> <p>Use reclaimed materials to make sculptures of transport. Paint and finish.</p> <p>Observational drawings of bears and creating different textures through rubbings to make a collage bear.</p>	<p>Join in with familiar songs as part of daily routines Days of the week song, weather song and hello/goodbye songs.</p> <p>Music express Loud and quiet -Caterpillar -minibeasts</p> <p>Digital collage signs of Spring</p> <p>Tinga art use this style to create paintings of farm animals or mini beasts.</p> <p>Role play vets</p>	<p>Join in with familiar songs as part of daily routines Days of the week song, weather song and hello/goodbye songs.</p> <p>Printing mono printing and tile printing based on images of plants and or castles.</p>