

Long Itchington CE Academy EYFS Long Term Curriculum Plan 2024-25


Intent

At Long Itchington CE Academy, our EYFS curriculum is designed to encourage independent and happy learners, who are curious about the wider world around them and care for others. It is ambitious, exciting and maximises cross-curricular links. This ensures we provide the experiences that our children need to become confident and resilient learners.

Every child is recognised as a unique individual, and we acknowledge and promote children's interests to provide them with the opportunities to follow their curiosity, imagination and creativity, whilst developing a love for learning. We aim to provide new and exciting experiences and knowledge that opens our children's eyes to the wider world around them. Our children are encouraged to explore, investigate, take risks and develop new and existing skills every day.

We work in close partnership with our parents and carers to support each child's learning and growth and develop key skills such as independence and effective communication. In working closely with our parents and carers, we aim to support our children in becoming confident and effective learners, who communicate clearly, listen carefully to others and draw upon a broad and rich vocabulary.

By the end of Reception, our goal is for our children to be self-confident, independent and curious learners who persevere and clearly express their thoughts, feelings and ideas and are ready to take on their next learning challenge in KS1.

Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me/Autumn	Superheroes /celebrations	Fairytales /Winter	Dinosaurs	Growing/Spring	Minibeasts/Summer

Prime Areas

Communication and Language



Listening, attention, and understanding

To know and understand how to listen carefully and why listening is important.

Listening rules/classroom rules

To know and talk about the school rules and how they help to keep us happy and safe.

Settling Into school

To be able to engage in story times. To be able to 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.

Starting school story books/Autumn storues

To be able to talk about and describe

To be able to ask questions to find out more and to check they understand what has been said to them.

Talk around the messy play tough spots

To be able to begin developing social phrases and engage in story times.

Role play area: home corner

**Books for literacy: Superworm
Supertato**

To be able to make comments about what

To be able to articulate their ideas and thoughts in well-formed sentences.

To be able to connect one idea or action to another using a range of connectives.

To be able to engage in non-fiction books.

Books about Castles

To be able to listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world.

Hindus

To be able to express their ideas and feelings about their experiences

To be able to describe events in some detail
To be able to use talk to help work out problems and organise thinking and activities.

Describe their own family celebrations

To be able to use talk to explain how things work and why they might happen.

To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.

To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

To be able to describe events in some detail and talk about what they observe in the natural world and growing observations.

To be able to use talk to help work out problems and organise thinking and activities.

To know explain how things work and why they might happen regarding the environment and sustainability.

To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.

To know and talk about what they can do to have a positive impact on the environment.

To listen to and talk about stories to build familiarity and understanding.

To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.

To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

<p>Speaking</p>	<p>themselves and their families. Chat times at snack time, circle time, pshe lessons</p> <p>To know and talk about the different people who help us in the school community: dinner ladies, TAs Teachers, Head Farmer visit and Harvest chat.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play. Small world farm animals, Little Red Hen retelling, autumn investigation tray.</p>	<p>they have heard and ask questions to clarify their understanding.</p> <p>To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers Barrier games, castle role play, science and history discussions</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play eg Gunpowder plot, bonfire night, Diwali, Heroes.</p> <p>To know vocabulary related to science and experimenting: mix pour combine divide, tip , measure</p> <p>To know and talk about some influential figures from the past such as Florence Nightingale and Guy Fawkes</p>	<p>using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		<p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p>	<p>To know and be able to use the new vocabulary taught in Topic in discussions and play</p>
<p>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. Speaking- participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.</p>						



Personal, Social and Emotional Development

Self-Regulation, Managing Self Building Relationships
(These have been split for extra focus but will be ongoing through the year.)
PSHE lessons taught through Scarf

To know the school rules and be able to talk about how they help to keep them happy and safe.
Starting school books Golden rules. Introduce. behaviour traffic light chart

To be able to talk about how to stay safe.

To be able to see themselves as a valuable individual.

To be able to build constructive and respectful relationships.
Barrier games, turn taking games songs and rhymes. Build relationships with Trusted adults

To know how to be a good friend
**Playtimes and lunchtimes
Continuous provision activities**

To know what to do if they are feeling worried about something.
To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.
Book The Colour Monster.

To be able to work and play cooperatively and take turns with others.
Co-operative games, music lessons, PSHE

To be able to give focused attention to what their peers and the teachers say.
Games and songs Involving giving and receiving Instructions such as Simon Says

To know how to keep their bodies healthy and safe.

To be able to show resilience and perseverance in the face of challenge.

To be able to Identify and moderate their own feelings socially and emotionally.

To be able to display confidence to try new activities

To be able to Manage own basic hygiene and personal needs.

To know what democracy means and begin to build an awareness of majority votes through voting in class.

Book to read at the end of the day.

To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
Comtinuous provision and PSHE
To be able to set and work towards simple goals.
New Years wish

To be able to display Confidence to try new activities.

To be able to explain the reasons for rules and know right from wrong.

To be able to Manage own behaviour.

To be able to talk about what is fair and what is not fair.

To be able to think about the perspectives of others.
To be able to manage their own needs.

To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

To be able to set and work towards simple goals.

To be confident to try new activities and be able to explore different ways of doing things.

To be able to explain the reasons for rules and know right from wrong.

To be able to manage own basic hygiene and personal needs.


To be able to show sensitivity to their own and to others' feelings.

To be able to display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge

To be able to 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.

	To know how to stay safe around medicines.					
	To know how to stay safe inside their classroom and outside.					
	<p>ELG</p> <p>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 focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing self- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>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 other's needs.</p>					
P.E lessons with PE Hub	Physical Development					
	<p>Gymnastics 1</p> <p>To be able to move confidently in different ways.</p> <p>To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To be able to listen to instructions and know how to stay safe in PE lessons.</p> <p>To know and be able to travel and balance in</p>	<p>Body Management 1</p> <p>To be able to balance and coordinate safely.</p> <p>Beanbags</p> <p>To be able to negotiate space effectively.</p> <p>To be able to develop and refine a range of ball skills including throwing, catching, passing</p> <p>To be able to experiment with and develop increasingly complex ways of travelling.</p>	<p>Manipulation & co-ordination 1</p> <p>To know and be able to perform in small groups some floor Gymnastic moves.</p> <p>To hop, jump and step.</p> <p>To send and stop in a game</p> <p>To be able to Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions</p>	<p>Dance 1</p> <p>To use colours and feelings in dance.</p> <p>To perform as animals using different levels and direction.</p> <p>To work with a partner.</p> <p>To create a sequence, showing expression.</p> <p>To use leading and following movements.</p> <p>To be able to enact stories through dance</p> <p>To combine different movements with ease and fluency.</p>	<p>Speed, agility, travel 1</p> <p>To keep our bodies safe in running games.</p> <p>To stop safely and move at slow and fast speeds.</p> <p>To jump in different directions landing on two feet.</p> <p>To know and consolidate travelling and balancing skills through building sequences.</p> <p>To be able to Experiment with direction and be able to</p>	<p>Bat and ball skills and Sports Day practice.</p> <p>To know how to participate in sporting events.</p> <p>Sports day</p> <p>To know and participate in different athletic races and events.</p> <p>Sports day</p> <p>To be able to run throw and jump.</p> <p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball</p>

	<p>different ways, returning to defined space. Crates and tyres within continuous provision</p> <p>To be able to move on the spot and around with some awareness of others.</p> <p>Jump in a controlled manner, using my hands, arms and body to stabilise myself. Seat position.</p> <p>To be able to experiment with wide range of small equipment learning some degree of control.</p> <p>To be able to name basic tools and explain their safe use in P.E. Large balls, bean bags Small balls</p> <p>Further develop the skills they need to manage the school day successfully: - lining up</p>	<p>Over, under, around through apparatus.</p> <p>To be able to define own safe space without visible boundaries.</p> <p>To know how to use high apparatus safely. Pirate ship. trim trail, table tops</p> <p>To be able to use high apparatus such as climbing structures in P.E and in the playground. Pirate ship. trim trail, table tops</p> <p>To make bridges and tunnels with their bodies.</p> <p>To be able to experiment with wider range of equipment and use with more control. Tyres, guttering, crates</p>	<p>and other physical disciplines including dance, gymnastics, sport,</p> <p>To be able to perform a single skills or movement with simple control. Kick a ball</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.</p>	<p>To be able to complete simple dance and performed them in small groups. Dinosaur Dance</p>	<p>change direction and speed whilst maintaining personal space.</p> <p>To know what constitutes a healthy lifestyle.</p> <p>To be able to Use large and small apparatus safely and with some skill.</p>	<p>To know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To be able to combine different movements with ease and fluency.</p> <p>To know and use relevant vocabulary when observing changes in self and others when exercising.</p>
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	and queuing - mealtimes					
Gross and fine Motor Skills	<p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Develop overall body-strength, balance, co-ordination, and agility. Develop fine motor skills- holding pencil correctly, using scissors etc.</p> <p>Fine motors skills to be continually developed through.</p> <ul style="list-style-type: none"> • Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes • Use of Clips, Clasps, zips, buttons and Screwing Jars • Finger Puppet • Building with small Lego and small Construction. • Sort small bits and pieces using tweezers. • Nuts and Bolts • Pasta Lacing • Peg Boards and Pin Boards • Pipettes in the Water • Jugs in water • Play-dough (dough disco) • Tearing Paper • Threading the Lace • Tweezer Tub • Finger gym activities • Air writing In phonics 					
	<p>ELG</p> <p>Gross Motor Skills- 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> <p>Fine Motor Skills- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>					
Specific Areas						
		Mathematics				

<p>Number and Numerical Patterns Mastering Number</p>	<p>To be able to subitise within 3</p> <p>To make and describe spatial patterns with 3 dots.</p> <p>To represent quantities on their fingers in different ways.</p> <p>To identify sub-groups of 1, 2 and 3 within larger arrangements.</p> <p>To see that counting is useful because it tells us 'how many'</p> <p>To see that the last number in the count tells us 'how many altogether' (cardinality).</p> <p>To practise counting each object, action or sound once and only once.</p> <p>To know that 2 is made of 1 and 'another 1'</p> <p>To identify when a collection is composed of 3 objects.</p>	<p>practise counting each object, action or sound once</p> <p>hear and join in with the counting sequence to 5</p> <p>say and make numbers to 5 on their fingers</p> <p>practise counting each object, action or sound once and only once</p> <p>use counters to represent 5 objects use a die frame to represent 5.</p> <p>count 5 and 5 to make 10 altogether.</p> <p>subitising amounts to 4</p> <p>compare groups of up to 3 objects by matching them 1:1</p> <p>say when they have an equal number.</p> <p>identify the 'whole' when shown 1 part of a familiar object</p> <p>identify that the parts are still visible when</p>	<p>Recognise and order numerals to 5.</p> <p>see the staircase pattern and recognise that each number is 1 more.</p> <p>match numerals to quantities in order</p> <p>order towers of 1-5 interlocking cubes</p> <p>notice when we have '1 more' and when we do NOT have '1 more'.</p> <p>see that 5 can be partitioned into 4 and 1.</p> <p>find ways to partition a set of 5.</p> <p>understand that 5 can be partitioned into different parts and be able to explain what the parts are.</p> <p>represent 4 in different ways on a die frame.</p>	<p>subitise arrangements of 6 and NOT 6</p> <p>represent 8 as '5 and 3 more'</p> <p>explain how to order quantities to 10</p> <p>consolidate their understanding of 8 as '5 and 3 more'</p> <p>investigate ways of making 7 with two parts</p> <p>see that 7 can be composed in different ways</p> <p>practise identifying when 2 sets are equal in number.</p> <p>identify when a double is shown and explain why.</p> <p>say what the whole is when there are 2 equal parts.</p> <p>visualise doubles patterns to 5 and 5.</p> <p>say what the whole is when there are 2 equal parts</p>	<p>use their fingers to represent the composition of 5 identify a missing part of 5.</p> <p>identify when a set of objects has 5/NOT 5</p> <p>identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2.</p> <p>identify when 10 is shown using structured arrangements of objects.</p> <p>explore ways in which 10 can be composed of 2 parts</p> <p>represent the composition of 10 using dice frames and finger patterns.</p> <p>use structured arrangements to find missing parts of 10</p> <p>solve problems involving the composition of 10.</p>	<p>subitise numbers up to 5 represented by finger patterns</p> <p>orientate a rekenrek correctly and push a number of beads with one finger.</p> <p>subitise numbers up to 5 using linear dot patterns</p> <p>use 'one finger, one push' to move a number of beads on the top row ALL AT ONCE to the far left of the rekenrek.</p> <p>use 'one finger, one push' to subitise and explore '1 more' and '1 fewer' patterns of beads on the rekenrek.</p> <p>subitise quantities to 5 say which set of up to 10 objects contains more than the other.</p> <p>use their fingers to show 'more than' numbers to 10</p> <p>use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number.</p>
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	<p>To identify when a collection is composed of 3 or NOT 3</p> <p>To see that 4 can be made with four 1s.</p> <p>To subitise auditory patterns up to 3</p> <p>To identify when a small collection is rearranged or the quantity changed.</p> <p>To use positional language to describe patterns of 4 make patterns showing 4.</p> <p>To compare 2 sets of objects and say which is 'more than' or 'fewer than'</p>	<p>they are assembled to make the whole hear the language of 'whole' and 'parts'.</p> <p>investigate ways to compose and de-compose sets of 2 and 3</p> <p>know that 1 and 2 are parts of 3. explain that different parts can make the same whole</p> <p>investigate ways to compose and de-compose 5</p> <p>use their fingers to represent quantities to 5 and to begin to represent quantities to 10</p> <p>begin to recognise numerals to 5</p> <p>develop their understanding of equal amounts.</p> <p>begin to understand that when a set of objects is rearranged,</p>	<p>use their fingers to represent 6 as '5 and a bit'</p> <p>see that 5 and '2 more' make 7.</p> <p>use 'more than' and 'fewer than' to describe quantities</p> <p>say when they can see that someone has more or fewer of the same kind of object</p> <p>know that it is quantity - not colour - that determines if 1 set has more or fewer of the same type of object than another.</p> <p>use 'more than' and 'fewer than' to describe quantities</p> <p>say when they can see that someone has more or fewer of the same kind of object</p> <p>use the words 'an equal number' to say when there is the</p>	<p>sort and re-sort objects according to their own attributes.</p> <p>sort the Numberblocks using the criteria 'odd blocks' or 'even tops'. investigate patterns of doubles.</p> <p>discuss and practise strategies for counting larger sets.</p> <p>practise counting on from a given number</p> <p>discuss and practise strategies for counting larger amounts that cannot be moved.</p> <p>practise subitising to 6 make and describe arrangements of 6.</p> <p>recognise Numberblocks and related doubles patterns on their fingers without counting.</p>	<p>identify a missing part of 10 in structured arrangements.</p> <p>order towers of cubes or number plates from 1-10 on a class number track.</p> <p>identify whether numbers are before or after 5 on the number track</p> <p>begin to understand the rules for simple linear track games.</p>	<p>order towers to 10 - recognising the '1 more' pattern of number.</p> <p>use their fingers to show 'more than' numbers to 10</p> <p>count out 6 or 8 objects from a larger group and check by counting 1-to-1</p> <p>arrange 6 or 8 objects into groups that can be subitised.</p> <p>remember to stop when they count to the end of a set of up to 10 jumps/claps/hops.</p> <p>count 20 objects</p> <p>practise counting to 100 discuss their understanding of equivalence</p> <p>sort numbers to 10 according to whether each number is a double / is not a double.</p> <p>distribute collections of objects into equal and unequal groups</p> <p>make and describe doubles patterns on a rekenrek.</p>
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Shapes, Space
and Measure
White Rose
Maths

<p>To identify objects that match/do not match.</p> <p>To identify a set.</p> <p>To sort objects by set.</p> <p>To explore simple patterns</p> <p>To copy, continue and create simple patterns</p> <p>Compare size</p>	<p>its quantity remains the same.</p> <p>begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots.</p> <p>match arrangements of 3, 4 and 5 dots to the correct numerals.</p> <p>Compare mass</p> <p>Compare capacity</p> <p>Identify and name circles and triangles.</p> <p>Compare circles and triangles.</p> <p>Shapes in the environment.</p> <p>Describe position.</p> <p>Identify shapes with 4 sides.</p>	<p>same number of items in 2 sets</p> <p>say when they can see an equal number.</p> <p>practise counting aloud</p> <p>use generalised statements to describe the '5 and a bit' composition of the numbers 6-8</p> <p>begin to order numbers between 1 and 10</p> <p>Explore height.</p> <p>Find a balance</p> <p>Explore Capacity</p> <p>Compare capacity.</p> <p>Explore length</p> <p>Compare length</p>	<p>subitise doubles amounts shown on 10-frames.</p> <p>Compare height</p> <p>Talk about time</p> <p>Order and sequence time</p> <p>Recognise and name 3d shapes</p> <p>Find 2d shapes with 3d shapes</p>	<p>3d shapes in the environment</p> <p>Identify more complex patterns</p> <p>Copy and continue patterns.</p> <p>Select shapes for a purpose</p> <p>Rotate shapes</p> <p>Manipulate shapes</p> <p>Explain shape arrangements</p> <p>Compose shapes</p>	<p>recognise an odd and an even number when arranged in a 'doubles' pattern</p> <p>find ways to partition (split) a set of 5</p> <p>understand that 5 can be partitioned in different ways.</p> <p>explore and represent the composition of 5 on die frames</p> <p>explore the commutativity of addition facts.</p> <p>use what they know about the number sequence to work out missing numbers to 10</p> <p>Decompose shapes</p> <p>Copy 2-D shape pictures</p> <p>Find 2-D shapes within 3-D shapes</p> <p>Identify units of repeating patterns</p> <p>Create own pattern rules</p> <p>Explore own pattern rules</p> <p>Replicate and build scenes and constructions</p>
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		Combine shapes with 4 sides. My Day and Night.				Visualise from different positions Describe position
	<p>ELG: Number- Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts. Numerical Patterns- Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally.</p>					
	<h2>Literacy</h2>					
Word Reading	<p>Read a variety of logos and own name.</p> <p>To link some letters to their phoneme sound.</p> <p>To begin to read some phase 2 common exception words.</p> <p>To hear the initial, middle and end sound in a word.</p> <p>Sing a wide range of nursery rhymes.</p> <p>To begin to be able to blend the sounds in CVC words together.</p> <p>Match pairs of words that rhyme.</p>	<p>To be able to blend sounds to read cvc words.</p> <p>To link some phase 2 digraphs to their phoneme sounds.</p> <p>To blend cvc words.</p> <p>To begin to be able to read some captions/short sentences.</p> <p>Sing a wide range of nursery rhymes.</p>	<p>To know the sounds for each letter in the alphabet and at least 5 digraphs</p> <p>To be able to read and write some CVC words (with phase 2 digraphs).</p> <p>To know and be able to read Phase 2 tricky words.</p> <p>To begin to learn letter names.</p> <p>To be able to read words consistent with their phonic knowledge.</p>	<p>To know the sounds for each letter in the alphabet and at least 10 digraphs.</p> <p>To be able to read words consistent with their phonic knowledge.</p> <p>To be able to read simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To begin to be able to talk about a caption/sentence and write it.</p>	<p>To be able to read words, sentences and stories consistent with their phonic knowledge, including some common exception words.</p> <p>Sight read an increasing number of words, including phase 2, 3 and 4 common exception words.</p> <p>segment words with adjacent consonants. Blend words with adjacent consonants.</p>	<p>To be able to read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read longer phonetically decodable sentences.</p> <p>Sight read an increasing number of words, including phase 2, 3 and 4 common exception words.</p> <p>independently read some compound words</p>

Comprehension	Identify and count the syllables in words.					
	<p>To be able Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Books: The Colour Monster, FunnyBones, The Little Red Hen Starting school stories</p> <p>To be able anticipate (where appropriate) key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To be able to anticipate key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>To be able to talk about story structures.</p> <p>To be able to talk about characters, settings, authors and illustrators Literacy texts: Supertato Superworm</p>	<p>To be able to read aloud simple captions/sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To know that non-fiction books tell us information.</p> <p>To be able to demonstrate understanding of what has been read to them.</p>	<p>To be able to re-read books and build up their confidence in word reading, fluency, understanding and enjoyment. Guided reading</p> <p>To use non-fiction books to find out information.</p> <p>To be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To be able to anticipate (where appropriate) key events in stories</p> <p>To be able to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Tadploe diary Bog Baby</p>	<p>To demonstrate understanding of what they have read by retelling and answering comprehension questions. understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To be able to introduce narratives in their own writing and story maps.</p>
Writing	Enjoy making marks for a variety of reasons.	To be able to participate in shared writing experiences in whole class writing	To be able to write recognisable letters.	Spell phase 2 and 3 common exception words.	To be able to segment and spell words and write simple phrases and sentences that can be read by others.	To start to re-read what they have written to check that it makes sense. Write simple sentences using my phonic knowledge that can be read by others.

	<p>To be able to correctly form the graphemes and say the phonemes to match.</p> <p>To be able to copy own name from name card.</p>	<p>sessions and story maps.</p> <p>Books: Supertato Superworm Rama and Sita The Nativity</p> <p>To be able to segment and write cvc words.</p> <p>To begin to be able to write some short captions, labels, with adult support.</p>	<p>To write my name from memory.</p> <p>To be able to segment and Spell cvc words when writing independently.</p> <p>To begin to write sentences and show an awareness of capital letters full stops and finger spaces when writing sentences.</p> <p>To begin to be able to draw and innovate story map from well-known stories.</p> <p>Goldilocks and the three bears, The Three Little Pigs, Cinderella.</p>	<p>spell and write my first name and some of my surname.</p> <p>To begin to write simple sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.</p> <p>To write some facts. dinosaur</p>	<p>To form lower-case letters and some upper-case letters correctly.</p> <p>Write from top to bottom and left to right across a page.</p> <p>compose and verbalise sentences before I write them.</p>	<p>Use capital letters and full stops to demarcate a sentence</p> <p>Independently write some compound words</p> <p>segment words with adjacent consonants.</p> <p>Spell and write my full name from memory.</p>
<p>Phonics Little Wandle Letters and Sounds</p>	<p>Phase 2 Graphemes (4 per week) s a t p i n m d g o c k c k e u r h b f l Tricky words I, is , the</p>	<p>Phase 2 Graphemes (4 per week) ff ll ss j v w x y z zz qu ch sh th ng nk Words with s /s/ /z/ added at the end, Tricky words Put, pull, full, as, and, his, has, her, go, no, to, into, she, push, he, of, we, me, be</p>	<p>Phase 3 Graphemes (4 per week) ai, ee, igh oa oo o oar or ur ow oi ear air ear dd mm tt bb rr gg pp ff longer words Tricky words Was, you, they, my by, all, are, sure, pure</p>	<p>Phase 3 Review phase 3 graphemes Words with two or more digraphs Longer words in-ing Compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p>	<p>Phase 4 short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words longer words compound words longer words ending in: -ing, -ed /t/, -ed /id/, -ed /d/ /ed/ -est Tricky words</p>	<p>Phase 4 long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC words ending /s/z/es longer words root word ending in: -ing, -ed /t/, -ed /id/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es longer words</p>

					Said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	
	<p>ELG</p> <p>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, nonfiction, rhymes and poems and during role play.</p> <p>Word Reading- Say a sound for each letter of 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> <p>Writing- Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					
	<h2>Understanding the World</h2>					

<p>Past and Present</p>	<p>Know Harvest repeats every year in Autumn. Harvest festival, apple harvesting in field, farmer visit.</p> <p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about themselves in the past when they were younger and make sense of their family history. Describe how they have changed over time-baby, toddler, child. Baby visit to class.</p>	<p>Know Bonfire night, Diawli and Christmas repeat every year in Autumn/Winter.</p> <p>Talk about my previous experiences of Bonfire night, Remembrance Day and Christmas.</p> <p>Talk about some historical events that affect my life today e.g. The Gunpowder plot, The Nativity story</p> <p>Sequence a historical story e.g. The Nativity</p> <p>Talk about the similarities and difference between Christmas in the past and now.</p>	<p>Know Chinese New Year repeats every year in Spring.</p> <p>Talk about significant people from the past e.g. Knight-William Marshall</p> <p>Know that Castles were built in the past and what they were used for. Warwick castle, Kenilworth castle, Dover Castle</p>	<p>Know that Easter repeats every year in the spring.</p> <p>Talk about my previous experience of Easter</p> <p>Talk about some historical events that affect my life today e.g. Easter.</p> <p>Talk about significant people from the past e.g. Mary Anning,</p> <p>Know that Dinosaurs lived in the past and are now extinct.</p> <p>To know about influential figures from the past and discuss historical events that have happened in the past such as the discovery of dinosaurs through palaeontology.</p>	<p>Talk about significant people in the past e.g. God</p> <p>Sequence a historical story e.g. Noah's Ark</p>	<p>Know summer holidays repeat every year.</p> <p>To be able to Look at Similarities and differences between the natural world around them in the past and present.</p> <p>Talk about my previous experiences of going on holiday.</p> <p>Talk about similarities and difference between summer holidays in the past and now.</p>
<p>People, culture and Communities</p>	<p>To know, name and describe people who are familiar to them.</p> <p>To know and name some important places</p>	<p>Name and describe jobs people in the community do and explain why their jobs are important</p>	<p>Know the capital city of England is London.</p> <p>Use maps, photos, and the internet to locate and find out about London/China (CNY)</p>	<p>Sequence a historical story e.g. Easter</p> <p>Talk about similarities and differences between Easter in the past and now.</p>	<p>Know that England is part of the UK, which is an Island.</p> <p>Recognise and name some special books for religious groups in my community.</p>	<p>Describe how the coast is the same/different to Long Itchington.</p> <p>Use maps, photos and the internet to find out about beaches</p>

	<p>of worship. Visit to village church for welcome service.</p> <p>To be able to draw information from a simple map for their local area. Know they live in a village Long Itchington, England</p> <p>To be able to talk about members of their immediate family and community.</p> <p>Use maps, photos, walk of the village and internet to find out about Long Itchington. Draw a map of the classroom.</p> <p>To be able to talk about the lives of people around them and their roles in society both in the present and past. Farmers-bread making. Little Red Hen</p> <p>Retell religious stories and know they are</p>	<p>.Firefighters, Police, nurse.</p> <p>To know and understand that some places are special to members of their community. St Peters Church, school</p> <p>To know and name some important places of worship.</p> <p>To be able to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To know about different celebrations that occur in Autumn Bonfire night, Remembrance Day, Christmas, Diwali Themed collective worship</p> <p>To know about some influential figures from the past such as Guy</p>	<p>To be able to recognise some similarities and differences between life in this country and life in other countries. e.g. China (CNY) Polar Region</p> <p>To learn about different cultures in other places in the world. CNY</p> <p>Talk about similarities and differences between life in England and China</p>	<p>Retell religious stories and know they are found in the Bible e.g. Easter</p> <p>Know that Jesus' name means to save. Know Christians believe Jesus died so we can be forgiven.</p>	<p>Explore and discuss what different religious stories teach us.</p>	<p>Retell religious stories from different religions.</p> <p>Talk about similarities and differences between life in a village and life by the sea.</p>
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	<p>found in the Bible e.g. <i>Creation, Natiivity.</i></p> <p>Know <i>God/Jesus</i> is the name of someone very special to Christians. Know Christians believe that <i>God</i> created the world and life.</p>	<p><i>Fawkes, Florence Nightingale</i></p> <p>Explain why Christians celebrate <i>Christmas</i>.</p>				
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<p>The Natural World</p>	<p>Talk about and explore Autumn</p> <p>Describe and explain the changes I see in Autumn.</p> <p>Talk about ways to look after my environment e.g. classroom, school.</p> <p>Describe how humans grow and change Look closely at autumn leaves asking questions commenting and printing my observations.</p> <p>To be able to explore the natural world around them, making observations and drawing pictures and observing important changes and Seasons</p>	<p>To be able to explore the natural world around them, making observations and drawing pictures of animals and plants. Autumn display: conkers, acorns, coloured leaves,</p> <p>Explain which materials float and sink and explain why.</p> <p>To know and understand the important processes and changes in the natural world around them, including seasons and changing states of matter through observations and investigations. Exploring changes to clay, paint, leaf printing</p>	<p>Talk about and Explore Winter Ice, frost & snow</p> <p>To Understand the important processes and changes in the natural world around them, including seasons and changing states of matter. Ice and snow</p> <p>To be able to compare the natural world in different places around the world. (Looking at geographical and climate differences in polar regions, China CNY)</p> <p>Name and talk about polar animals, asking questions and drawing them.</p> <p>To be able to describe what they see, hear, and feel whilst outside.</p> <p>Look closely at ice/water fruit/vegetables asking questions,</p>	<p>Talk about and Explore Spring, Planting seeds, welly walks</p> <p>To Understand the important processes and changes in the natural world around them, including seasons. signs of Spring</p> <p>Talk about ways to look after plants/vegetables. Outdoor planter</p> <p>Explore which materials are magnetic and explain why.</p>	<p>To know what a plant needs to grow.</p> <p>To be able to explain some concepts of growth through observation of seeds growing in class. Outdoor area planters</p> <p>To know about some lifecycles with a focus on plants and tadpoles.</p> <p>To know how to care for the natural environment and living thing Tadpoles and plants</p> <p>To know and understand the important processes and changes in the natural world around them building an understand of how human activity can have a negative impact on the environment and what they can do to look after the natural world. Litter picking</p> <p>Name and talk about frogs/minibeasts,</p>	<p>Talk about similarities and differences between each season.</p> <p>Describe and explain the changes I see in the Summer.</p> <p>Talk about ways to look after plants/minibeasts. Minibeast hunts, watering plants in planter</p> <p>To explore and talk about different forces they can feel when experimenting.</p> <p>Look closely at and talk about frogs/minibeasts, commenting, asking questions and drawing my observations.</p> <p>Describe the changes in tadpoles e.g. life cycle of a frog</p> <p>Explore which materials can create shadows and explain why.</p>
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			commenting and drawing my observations.		asking questions and drawing them.	
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ELG

Past and Present- Talk about the lives of 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.

People, culture, and Communities- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts images 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, nonfiction texts and (when appropriate) maps.

The Natural World- Explores 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 to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.



Expressive Arts and Design

Music - Churranga

To be able to sing in a group or on their own, increasingly matching the pitch and following the melody.

To know a range of songs related to themselves and their communities.

Learning to sing or sing along with nursery rhymes and action songs

Listening and responding to different styles of music

Pat-a-cake
1, 2, 3, 4, 5, Once I
Caught A Fish Alive

Listen to and explore the beats of different music from around the world.

To know that different music is played for different celebrations.
Christmas carols

To be able to learn to play percussion, instruments and to listen as they play to the sounds they make. To know that sounds can be changed by altering the way they are made

To be able to Move to musical stimuli and keep in time to the music.

To be able to join in simple songs remembering some of the words.

To be able to participate in action songs which call for movement

To be able to move to musical stimuli in a variety of ways, e.g. hopping, marching, skipping, and jumping

Listening and responding to different styles of music

Singing and learning to play instruments within a song

To know a repertoire of songs

To be able to Imitate and create movement in response to music
Hot cross buns
Easter rhymes

To be able to Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound.

Old Macdonald

Incy Wincy Spider

Baa Baa Black Sheep

Be able to listen attentively, move to, and talk about music, expressing their feelings and responses.

To know that they can use their voices whilst acting to create a dramatic affect.

Listening and appraising Funk music

Embedding foundations of the interrelated dimensions of music using voices and instruments


Learning to sing Big Bear Funk and revisiting other nursery

To be able to watch and talk about dance and performance art, expressing their feelings and responses.

To Begin to be able to move rhythmically. To be able to Recognise repeated sound and motion movements to music

	<p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things For Fingers</p>	<p>To be able to perform songs on stage to others.</p> <p>Nativity</p> <p>Listening and responding to different styles of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>I'm A Little Teapot</p> <p>The Grand Old Duke Of York</p> <p>Ring O' Roses</p> <p>Hickory Dickory Dock</p> <p>Not Too Difficult</p> <p>The ABC Song</p>	<p>Wind The Bobbin Up</p> <p>Rock-a-bye Baby</p> <p>Five Little Monkeys Jumping On The Bed</p> <p>Twinkle Twinkle</p> <p>If You're Happy And You Know It</p> <p>Head, Shoulders, Knees and Toes</p>	<p>Row, Row, Row Your Boat</p> <p>The Wheels On The Bus</p> <p>The Hokey Cokey</p>	<p>rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p>	
<p>Creating with Materials Being Imaginative and expressive</p>	<p>To be able to explore what happens when they mix colours.</p> <p>Autumn colours</p> <p>Skin colour</p> <p>To be able to experiment to create different textures.</p> <p>Leaf printing, conker rolling, funnybones pictures</p>	<p>To learn about and create arts and crafts from different cultures e.g Rangoli patterns, Divas, Christmas cards.</p> <p>To know colours can be mixed to make a new colour.</p> <p>Firework pictures</p>	<p>To be able to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To know that different materials</p>	<p>To be able to create collaboratively sharing ideas, resources, and skills.</p> <p>Spring Collage</p> <p>To be able to use props and role play to tell stories and act out narratives in play.</p>	<p>To be able to safely use and explore a variety of materials, tools and techniques.</p> <p>To be able to experiment with colour, design, texture, form and function</p> <p>Spring collage</p>	<p>To know and select tools and techniques needed to shape, assemble and join materials.</p> <p>To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>

	<p>To draw and paint pictures of their families</p> <p>To be able to develop storylines in their pretend play. <i>Home corner</i></p> <p>To know that different media can be combined to create new effects.</p> <p>To be able to Manipulate materials to achieve a planned effect. <i>Playdough Junk modelling.</i></p> <p>To be able to play with others during role play who are engaged in the same theme.</p> <p>To create simple representations of events, people and objects. <i>Family pictures</i></p>	<p>To be able to invent narratives in role play and when playing in the playground.</p> <p>To be able to play with others during role play who are engaged in the same theme. <i>Home corner</i></p> <p>To be able to Manipulate materials to achieve a planned effect. <i>Diwa lamps form clay</i></p> <p>To be able to sing and perform songs and rhymes from different celebrations. <i>Bonfire rhymes Nativity play songs</i></p> <p>To create narratives with different cultural dress up items, clothing, dolls and small world. <i>Diwali</i></p> <p>To make props and retell historical stories for different celebrations. <i>Guy Fawkes</i></p>	<p>can be used to create Art.</p> <p>To be able to explore art from different places around the world.</p> <p>To be able to use simple tools and techniques competently and appropriately when creating arts from round the world</p> <p>To be able to selects tools and techniques needed to shape, assemble and join materials they are using and explain the processes they have used. <i>Castles</i></p>	<p>To know different uses and purposes for a range of media materials.</p> <p>To be able to use paints and pastels and other resources to create observational drawings. <i>Dinosaurs Daffodils</i></p> <p>To introduce a storyline or narrative into their play.</p>	<p>To be able to use paints and pastels and other resources to create observational drawings. <i>Tadpoles Bluebells</i></p> <p>To be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes. <i>Bog Baby home</i></p> <p>To be able to construct with a purpose. <i>Bog Babies out of clay</i></p>	<p>To make props and to tell adventure stories. <i>Summer holiday adventures</i></p> <p>To engage with topic related role play.</p>
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		To perform songs in the celebrations, show. Nativity play				
Music	ELG Creating with Materials- 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 roleplaying narratives and stories, Being Imaginative and Expressive- 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 and move in time with Music.					
	Computing					
ICT	To be able to Use a simple programme on the iPad or interactive whiteboard and predict the behaviour of a simple pattern. (Phonics play, paint, Top Marks) Phonics play app on iPads Games on interactive white board (maths numberline, counting objects etc	To be able to execute a sequence of instructions on a programming toy or app to guide a robot. Bee Bot app on Ipads Safer Internet Day To know some ways to stay safe online. To be able to Use a digital camera or iPad to record images and videos.	To know information can be retrieved from a computer. To know and understand different uses of technology and know-how computers help us outside school. To Know how to stay safe online.			