

Long Term Plan – Reception – Oak Class [25-26]

	Autumn Term 1 1 st September – 24 th October (8)	Autumn Term 2 3 rd November – 19 th December (7)	Spring Term 1 5 th January – 13 th February (6)	Spring Term 2 23 rd February – 27 th March (5)	Summer Term 1 13 th April – 22 nd May (6)	Summer Term 2 1 st June – 17 th July (7)
Author of the Term	Julia Donaldson	Sue Hendra	Oliver Jeffers	Rachel Bright	Eric Carle	Giles Andreae
General Themes	All About Me! Starting school My new class My abilities Being a kind friend My family People Who Help Us Harvest festival	Celebrations! Bonfire Night Diwali Hanukkah Christmas How do people celebrate Christmas? Christmas Lists Letters to Father Christmas	A Wonderful World! Here We are A Planet Full of Plastic Commotion in the Ocean Reduce, Reuse & Recycle Materials Handa`s Surprise A First Book of Animals The Tiger that Came to Tea	Terrific Tales! Little Red Hen Gingerbread Man The Three Little Pigs Billy Goats Gruff Jack and the Beanstalk	Come Outside! Life Cycles (Butterfly, Frog, Hen) Plants & Flowers Weather & Seasons Does the moon shine? The great outdoors	Long Ago The Growing Story Mr Gumpy`s Motor Car The Very Important Dinosaurs Mad About Dinosaurs
Enrichment Activities	Autumn Roald Dahl Day European Day of Languages Black History Month World Mental Health Day	Bonfire Night [5 th November] Remembrance Day [11 th November] Diwali Anti-Bullying Week [Children in Need Christmas Jumper Day Hanukkah Christmas Nativity Play Trip to Perrygrove Pantomime	Winter Chinese New Year RSPB Big Garden Bird Watch National Story Telling Week Safer Internet Day Valentine`s Day Random Acts of Kindness Chinese New Year	World Book Day Science Week World Poetry Mother`s Day	Earth Day Compost Awareness Week Walk to School Week [No Mow May	Summer World Environment Day [Child Safety Week World Oceans Day Father`s Day 30 Days Wild Cattle Country Trip
Trips						
	Rhyme of the Week					

Week 1	Home Visits	Bonfire Night!	1, 2, 3, 4, 5 Once I Caught a Fish Alive	Little Miss Muffet	Pat-a-cake	Ten Green Bottles
Week 2	Incy Wincy Spider	Baa Baa Black Sheep	Pitter Patter Rainbows	Mary, Mary...	Polly put the Kettle on	The Grand Old Duke of York
Week 3	Twinkle Twinkle Little Star	I'm a Little Teapot	Five Little Ducks	Miss Polly had a Dolly	Round and Round the Garden	Two Little Dickie Birds
Week 4	Hey Diddle Diddle	Ring-a-Ring O' Roses	Five Little Men in a Flying Saucer	Little Miss Muffet	Old McDonald	Peter Rabbit
Week 5	Humpty Dumpty	Christmas Pudding	Five Little Monkeys	Mary, Mary...	One, Two Buckle my Shoe	I Hear Thunder
Week 6	Row Row your Boat	When Santa got Stuck up the Chimney	Hot Cross Buns		Oranges and Lemons	Doctor Foster
Week 7	If You're Happy and You Know It	Jingle Bells				Share our favourites!
Week 8	Five Little Speckled Frogs					

Poems

Week 1	Home Visits	Leaves Are Falling	Hungry Birdies	A Little Seed	Pitter Patter	Five Little Owls
Week 2	Wise Old Owl					
Week 3						
Week 4						
Week 5	Falling Apples	I Can Build a Snowman	Pancakes	Stepping Stones	I Have a Little Frog	If I Was So Very Small
Week 6						
Week 7						Share our favourites!
Week 8						

Communication and Language



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

story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.						
<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 						
Personal, Social and Emotional Development – PSHE – RSE						
 	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 					
	Relationships		Health & Wellbeing		Living in the Wider World	
Week 1	Home Visits	Behaviour I can describe kind and unkind behaviour.	Healthy bodies I can describe how to keep my body healthy through what I eat	No Outsiders – Lesson 4 I know who is in my family. I know all families are different.	Pet care I can describe how to care for a pet.	RSE: Lesson 2 – Growing up I can talk about the different stages of life (baby, toddler, child and adult).
Week 2	Baseline Assessments	Emotions I can recognise my own feelings and emotions	Healthy bodies I can describe how to keep my body healthy through exercise	RSE: Lesson 2 – Growing up I value my body, including physical achievements and capabilities.	Rule of Law I know some rules and why they are important.	Community I can describe some groups I belong to in the community.
Week 3	<u>Our class</u>	Emotions (2) I can recognise someone else's emotions	Health Bodies I can describe how to be safe by dressing for the correct weather.	RSE: Lesson 2 – Growing up I value my body, including physical	RSE: Lesson 3 – People Who Help Us	Pants I can explain who my safe person is and my

	Building new relationships through play			achievements and capabilities.	I know the adults who are responsible for looking after me.	private areas are not for others to see
Week 4	Me I can talk about me and I can Listen to others	No Outsiders – Lesson 2 I know my friends like different things to me. I know we can still be friends if we like different things.	Oral health I can describe how to keep my teeth clean and healthy. Big Brush to come in	RSE: Lesson 1 – Responsibility I understand what personal responsibility is.	Stranger Danger I can talk about how to keep safe around people I don't know.	Online safety I can explain how to keep safe when using my tablet other technology I have at home
Week 5	My Family I can describe my family, who loves me and who cares for me. I can listen to others	Likes and dislikes I can share my likes and dislikes. Food Pets/ animals colours	RSE: Lesson 4 – Keeping Ourselves Clean I understand basic hygiene routines, including toileting and washing.	Being a safe pedestrian – I can explain and demonstrate how to be a safe pedestrian when going to the woods, crossing the road etc	Sun safety I know how to stay safe in the sun.	Transition into Year 1 I can share my feelings about moving into year 1.
Week 6	Other families I can describe different types of families	Kindness I can talk about being kind. I can suggest ways of being kind to other. I can demonstrate kindness.			What makes someone special? I can describe what makes us special special.	Transition into Year 1 I can share my feelings about moving into year 1.
Week 7	Similarities and differences RSE: Lesson 6 I can describe how I am the same and different to others.	No Outsiders – Lesson 3 I know in my class we are not all the same. I know we are different. I can make friends with different people.				
Week 8	Why do we have rules? RSE: Managing self - Lesson 1 I can explain and follow the rules					
	Physical Development - PE					
	ELG: 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.
- ELG: 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.

Additional physical development opportunities include:
 Dough Disco – cool down at the end of each PE session
 Biking sessions weekly with ‘Follow my lead’.
 Gymnastics for one term.

Week 1	Home Visits	Jungle Journey – Session 4 GM I can throw a ball to my partner whilst kneeling. Jungle Journey Session 4a 4b 4c FM	Get Set 4 P.E – Fundamentals Unit 2 Theme: at the circus To develop balancing.	Get Set 4 P.E – Games Unit 2 Theme: polar regions To aim when throwing and practise keeping score. Gymnastics	Biking	Biking
Week 2	Baseline Assessments	Jungle Journey – Session 5 GM I can hop on one leg. Jungle Journey Session 5a 5b 5c FM	Get Set 4 P.E – Fundamentals Unit 2 Theme: on safari To develop running and stopping.	Get Set 4 P.E – Games Unit 2 Theme: the rainforest To follow instructions and move safely when play tagging games. Gymnastics	Biking	Biking
Week 3	Parachute games Balancing games Spatial awareness games Using the outdoor classroom space safely and effectively All based on baseline assessment carried out	Jungle Journey – Session 6 GM I can throw a beanbag using a controlled underarm throw. Jungle Journey Session 6a 6b 6c FM	Get Set 4 P.E – Fundamentals Unit 2 Theme: under the sea To develop changing direction.	Get Set 4 P.E – Games Unit 2 Theme: Australia To learn to play against a partner. Gymnastics	Biking	Biking
Week 4	Parachute games Balancing games Spatial awareness games	Jungle Journey – Session 7 GM	Get Set 4 P.E – Fundamentals Unit 2	Get Set 4 P.E – Games Unit 2 Theme: wild west	Biking	Biking

	<p>Using the outdoor classroom space safely and effectively</p> <p>All based on baseline assessment carried out</p>	<p>I can throw and catch as vertically as possible.</p> <p>Jungle Journey Session 7a 7b 7c FM</p>	<p>Theme: Space explorers To develop jumping.</p>	<p>To develop co-ordination and play by the rules.</p> <p>Gymnastics</p>		
Week 5	<p>Parachute games Balancing games Spatial awareness games Using the outdoor classroom space safely and effectively All based on baseline assessment carried out</p>	<p>Jungle Journey – Session 8 GM I can form a full flexion position. Jungle Journey Session 8a 8b 8c FM</p>	<p>Get Set 4 P.E – Fundamentals Unit 2 Theme: at the farm To develop hopping.</p>	<p>Get Set 4 P.E – Games Unit 2 Theme: India To explore striking a ball and keeping score.</p> <p>Gymnastics</p>		Biking
Week 6	<p>Jungle Journey – Session 1 GM I can jump up and down with my feet together, landing on both feet the same time. Jungle Journey Session 1a 1b 1c FM</p>		<p>Get Set 4 P.E – Fundamentals Unit 2 Theme: into the woods To explore different ways to travel using equipment.</p>	<p>Get Set 4 P.E – Games Unit 2 Theme: far east To work co-operatively as a team.</p> <p>Gymnastics</p>		Biking
Week 7	<p>Jungle Journey – Session 2 GM I can commando crawl. Jungle Journey Session 2a 2b 2c FM</p>			<p>Celebration Session: End of Year Gymnastics I can talk about my successes and abilities. Gymnastics</p>		Biking
Week 8	<p>Jungle Journey – Session 3 GM I can work with a partner rolling a ball and trapping with my hands. Jungle Journey Session 3a 3b 3c FM</p>					
Literacy – Floppy’s Phonics						



ELG: Word Reading

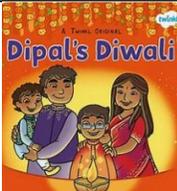
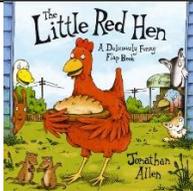
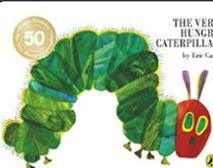
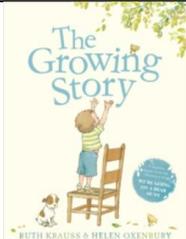
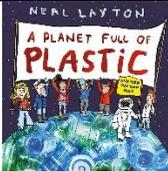
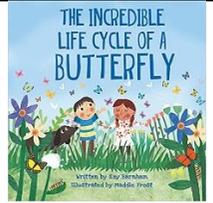
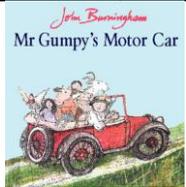
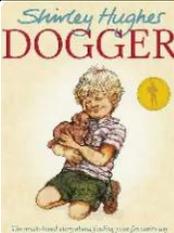
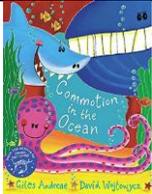
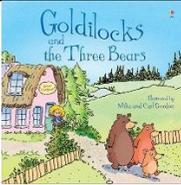
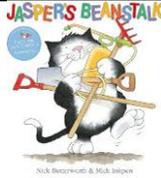
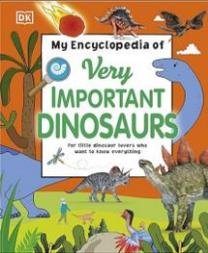
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

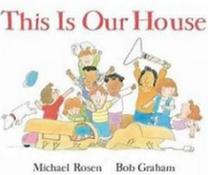
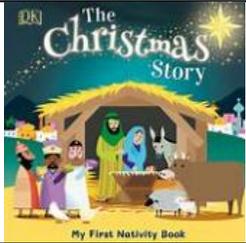
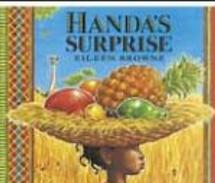
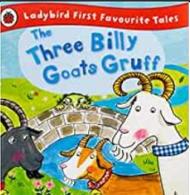
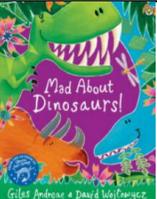
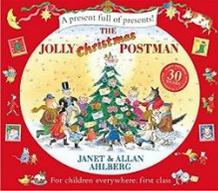
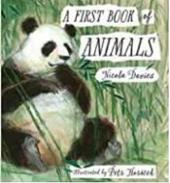
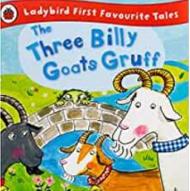
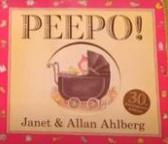
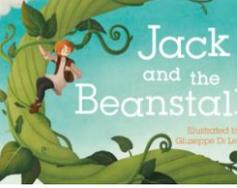
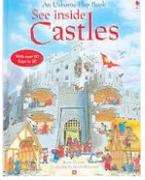
ELG: Writing

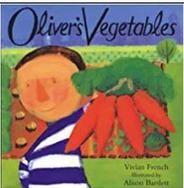
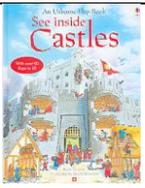
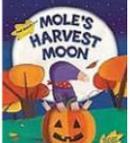
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Week 1	Home Visits	h, b, f, ff Words and Phrases h b f ff Activity Book 1: p. 22-29 little	dge, ve, wh Short Reads dge ve wh Activity Book 2: p. 26- 31 six, seven	ow, oi, ear Sharks ow oi ear Activity Book 3: p. 20-25 sky Summer Term 1 Revise – Level 2: sh, th, ng	Revise – Level 2: zz, qu, ch Spelling of helpful words	Revise - Level 3: ow oi ear Spelling of helpful words
Week 2	Baseline Assessments	l, ll, le, ss Words and Phrases l ll le ss Activity Book 1: p. 30-37 of, ten	cks, tch, nk Short Reads cks tch nk Activity Book 2: p. 32- 37 have	air, er, er Herb and Merlin at the Funfair air er er Activity Book 3: p. 26-31 again	Revise – Level 2: sh, th, ng Spelling of helpful words	Revise- Level 3: air er er Spelling of helpful words
Week 3	Level 1 At the Farm At the Park Out in Town At Home At the Match Fun at the School	Level 1+ Revise & Assessment	Level 2 Revise & Assessment	ue, ue, ure, ture Dogs to the Rescue! ue ue ure ture Activity Book 3: p. 32-37 look	Revise – Level 2: dge, ve, wh Spelling of helpful words	Revise - Level 3: ue ue ure ture Spelling of helpful words
Week 4	Level 1 At the Concert At the Carnival At the Seaside At the Market At the Party At the Wildlife Park	j, v, w Short Reads j v w Activity Book 2: p. 2-7 he, she, we	ai, ee, igh Snacks! ai ee igh Activity Book 3: p. 2-7 be, are	Level 3 Revise & Assessment	Revise – Level 2: cks, tch, nk Spelling of helpful words	Level 1+, Level 2 and Level 3 Phonics Assessment – address gaps in the last three weeks.

						Spelling of helpful words
Week 5	s, a, t, p Words and Phrases s a t p Activity Book 1: p. 2-5 l, to	x, y, z Short Reads x y z Activity Book 2: p. 8-13 me, was, you	oa, oo (short), oo (long) Goats and Sheep oa oo (short) oo (long) Activity Book 3: p. 8-13 my, sister	ow, oi, ear Sharks ow oi ear Activity Book 3: p. 20-25 sky	Revise - Level 3: ai, ee, igh, oa Spelling of helpful words	Embed Level 1+, Level 2, Level 3 (differentiated). Spelling of helpful words
Week 6	i, n, m, d Words and Phrases i n m d Activity Book 1: p. 6-9 the, The	zz, qu, ch Short Reads zz qu ch Activity Book 2: p. 14-19 they, all, are	ar, or, ur Sharky and Floss ar or ur Activity Book 3: p. 14-19 too, why		Revise – Level 3: oa, oo (short), oo (long)	Embed Level 1+, Level 2, Level 3 (differentiated). Spelling of helpful words
Week 7	g, o, c, k Words and Phrases g o c k Activity Book 1: p. 10-13 no, go	sh, th, ng Short Reads sh th ng Activity Book 2: p. 20-25 her, off, when				Embed Level 1+, Level 2, Level 3 (differentiated). Spelling of helpful words
Week 8	ck, e, u, r Words and Phrases ck e u r Activity Book 1: p. 14-21 into					
	Literacy					
	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 					

Week 1	Home Visits					
Week 2	Baseline Assessments					
		I can talk about Remembrance Day.	I can talk about the impact plastic has on the environment.	I can retell the story of 'The Three Little Pigs'.	I can describe the life cycle of a butterfly. I can draw and write a detailed life cycle.	I can write about a journey that I have been on either in a car, train, boat or plane
Week 3						
	I can talk about my family and who I live with. I can draw my family and I am beginning to understand that all families are unique	I can listen to the story and make reference to toys that I have and toys that People used to have years ago discussing materials etc	I can write a fact file about a chosen sea creature.	I can write a letter to baby bear	I can talk about the journey of the tiny seed, and what they need to grow.	Introduce the children to non-fiction book and what this means. I can write a fact file about a chosen dinosaur.

<p>Week 4</p>	 <p>This Is Our House Michael Rosen Bob Graham</p>	 <p>The Christmas Story My First Nativity Book</p>	 <p>HANDA'S SURPRISE BY ANDREA BEDWOOD</p>	 <p>Ladybird First Favourite Tales The Three Billy Goats Gruff</p>	 <p>Hello Spring</p>	 <p>Mad About Dinosaurs! Gilbert Anderson & David Wolfson</p>
	<p>Literacy – I can talk about the friends I have made in my class and I can say who I would like to get to know more</p>	<p>I can talk about and sequence the Christmas story</p>	<p>I can talk about the animals that live in Kenya. I can compare the animals that live in Kenya to the Forest of Dean.</p>	<p>I can act out the story of the Three Billy Goats Gruff</p>	<p>I can talk about what makes spring, spring I can write a sentence about spring</p>	<p>I can create a flip book What am I? using key skills learnt about sentence writing</p>
<p>Week 5</p>	 <p>ALL ARE WELCOME Alexander Peabody</p>	 <p>A present full of presents THE JOLLY CHRISTMAS POSTMAN 30 JANET & ALLAN AHLBERG For children everywhere, first class!</p>	 <p>A FIRST BOOK OF ANIMALS Nicola Davies</p>	 <p>Ladybird First Favourite Tales The Three Billy Goats Gruff</p>	 <p>A Day in Summer John Tenniel</p>	 <p>PEEPO! Janet & Allan Ahlberg</p>
	<p>I can draw a picture of my classroom. I am beginning to understand a school community.</p>	<p>I can write a Christmas card. I can write my name.</p>	<p>I can research facts about a chosen animal.</p>	<p>I can write a character description. I can write a 'wanted poster' for the troll.</p>	<p>I can talk about what makes summer, summer I can write a sentence about summer</p>	<p>I can talk about what items are different now to what is in the story</p>
<p>Week 6</p>	 <p>Pumpkin Soup Helen Cooper</p>	 <p>Little Robin Red Vest Jan Isacowitz</p>	<p>Chinese new Year</p>	 <p>Jack and the Beanstalk Chris Ridd</p>	 <p>LOVE THE SEASONS AUTUMN LOVE THE SEASONS WINTER Jane Yolen</p>	 <p>See Inside Castles Anthea Bell</p>
	<p>I can write the initial sound for the ingredients in pumpkin soup. (Soup making - Links to DT)</p>	<p>I can write a thank you card from one of the animals in the story.</p>	<p>I can begin to talk about what I see and have noticed about Chinese New Year celebrations.</p>	<p>I can complete a story map to retell the story.</p>	<p>I can talk about what makes Autumn, Autumn I can write a sentence about Autumn I can talk about what makes Winter, Winter I can write a sentence about Winter</p>	<p>I can talk about Castles and what they used to be used for and the different parts of a castle</p>

<p>Week 7</p> 	<p>I can draw and label a picture of a vegetable patch.</p>					 <p>I can talk about the royal family.</p>
<p>Week 8</p> 	<p>I can sing Cauliflowers fluffy and talk about, draw and label the fruit and vegetables I am thankful for because of harvest time.</p>					
<h2>Mathematics – White Rose Maths</h2>						
	<p>ELG: Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 					
<p>Week 1</p>	<p>Home Visits</p>	<p>It's Me 1,2,3 Composition of 1, 2, 3 I understand that all numbers are made up of smaller numbers. I can find, subitise and represent 1,2,3</p>	<p>Alive in 5 Introducing Zero I know the number name 0 and the numeral 0.</p> <p>Find, compare and represent numbers 0 to 5 I can compare numbers to 5 using the language 'more</p>	<p>Building 9 and 10 I can create compositions of 10. I can make bonds to 10. I can make arrangements of 10. I can make bonds to 10 using 3 parts</p>	<p>How Many Now? Taking Away I can use real objects to see that the quantity of a group can be changed by taking items away. I can use first, then and now to create mathematical stories with support. I can count out all of the items at the</p>	<p>Number Bonds to 5 – Consolidate I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts).</p> <p>Number Bonds to 10 – Consolidate I can explore number bonds to 10 using real</p>

			<p>than', 'same as' and 'fewer than'.</p> <p>Composition to 4 and 5</p> <p>I understand that all numbers are made up of smaller numbers.</p>		<p>start, take away the required amount practically and then subitise or recount to see how many are left.</p> <p>I can represent number stories using 10 frames, number tracks and my fingers.</p>	<p>objects in different contexts.</p> <p>I can recall some number bonds to 10 from memory.</p>
Week 2	Baseline Assessments	<p>Circles and Triangles & Spatial Awareness</p> <p>I know that circles have one curved side and triangles have 3 sides.</p> <p>I can describe how items are positioned in relation to other items.</p>	<p><u>Alive in 5</u></p> <p>Number Bonds to 5</p> <p>I can begin to explore number bonds to 5 using real objects in different contexts.</p> <p>I can begin to recall number bonds to 5.</p>	<p><u>Building 9 and 10</u></p> <p>Doubling</p> <p>I know that double means 'twice as much'.</p> <p>I can build doubles using real objects and mathematical equipment.</p> <p>I can automatically recall double facts.</p> <p>Even and Odd</p> <p>I understand that some quantities will share equally into 2 groups and some won't.</p> <p>I notice the odd and even structure of number shapes.</p>	<p><u>Consolidate</u></p> <p>Number Bonds to 5 –</p> <p>I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts).</p> <p><u>Consolidate</u></p> <p>Number Bonds to 10 –</p> <p>I can explore number bonds to 10 using real objects in different contexts.</p> <p>I can recall some number bonds to 10 from memory.</p>	<p><u>Length Height and Time</u></p> <p>I can use language to describe height and length.</p> <p>I can use specific mathematical vocabulary relating to length – 'length - longer, shorter', 'height - taller, shorter', 'breadth – wider, narrower'</p> <p>I can make indirect comparisons using objects such as blocks/cubes to measure items</p>
Week 3	Baseline Assessments	<p><u>1,2,3,4,5</u></p> <p>Four</p> <p>I can count on and back to 4.</p> <p>I can count and subitise to 4.</p> <p>I can make my own collections of 4 objects.</p> <p>I can match number names to numerals and quantities.</p>	<p><u>Mass and Capacity</u></p> <p>I can explore and compare capacity.</p> <p>I can find a balance</p>	<p><u>Explore 3D Shape</u></p> <p>I can explore which shapes stack and which shapes roll.</p> <p>I can build using a variety of shapes to construct my own 3-D shapes in different ways.</p> <p>I can name 3-D shapes.</p> <p>I can explore and sort shapes according to</p>	<p><u>Sharing and Grouping</u></p> <p>I can share quantities out equally into two groups.</p> <p>I can recognise when items are not shared fairly.</p> <p>I can recognise and make equal groups.</p>	<p><u>Length Height and Time</u></p> <p>I can order and sequence important times in my day.</p> <p>I can use language such as now, before, later, soon, after, then and next to describe when events happen.</p> <p>I recognise that regular events happen on the same day each week and</p>

		I am able to say which sets have more and fewer items. I can mark make to represent numbers to 4.		their similarities and differences.		use the vocabulary 'yesterday' 'today' and 'tomorrow' to describe when events happen. I am able to describe significant events in my life and talk about events that I am looking forward to.
Week 4	<p align="center"><u>Match sort and compare</u></p> <p>Match & Sort I can match objects which are the same. I can sort objects into sets based on attributes.</p> <p align="center"><u>Match sort and compare</u></p> <p>Compare Amounts I can compare and order sets of objects.</p>	<p align="center"><u>1,2,3,4,5</u></p> <p>Five I can count and subitise up to 5 items. I can count forwards, and backwards accurately using the counting principles. I can represent up to five objects on a five frame. I know that if a five frame is full then there are five.</p>	<p align="center"><u>Growing 6, 7 & 8</u></p> <p>I can represent 6, 7 and 8 in different ways. I can count the required the number of objects from a larger group. I can count on and back from 8. I can explore more and less</p>	<p align="center"><u>To 20 and Beyond Building Numbers Beyond 10</u></p> <p>I can build and identify numbers to 13 and the 14 using a range of resources. I can see that larger numbers are composed of full 10s and part of the next 10. I can recognize number patters eg. that numbers 1-9 repeat after every full 10.</p>	<p align="center"><u>Consolidate</u></p> <p>I can explore and represent patterns within numbers up to 10, including evens and odds, double facts</p>	<p align="center"><u>Manipulate, Compose and Decompose</u></p> <p>I understand that shapes can be combined and separated to make new shapes. I can fit shapes together and break shapes apart to notice new shapes I have created. I can investigate how many different ways a given shape can be built using small shapes. I can explore the different shapes I can make by combining a set of given shapes in different ways.</p>
Week 5	<p align="center"><u>Match sort and compare</u></p> <p>Create sorting rules I can create rules to organize objects and begin classification</p>	<p align="center"><u>1,2,3,4,5</u></p> <p>One More I can represent numbers and predict how many there will be if I add one more. I can say one more than a given number.</p>	<p align="center"><u>Growing 6, 7 & 8</u></p> <p>I can begin to recognize odd and even amounts I can double to 8 I can combine 2 groups</p>	<p align="center"><u>To 20 and Beyond Counting Patterns Beyond 10</u></p> <p>I can count on and back beyond 10. I can notice repeating 1-9 patterns. I can count on and back from different</p>		<p align="center"><u>Manipulate, Compose and Decompose</u></p> <p>I understand that places and models can be replicated. I can replicate simple constructions, models,</p>

				starting points, to say what comes before or after a given number and to place sequences of numbers in order. I can verbally count beyond 20. I can find larger numbers on number tracks and 100 squares.		real places and places in stories. I can use positional language to describe where objects are in relation to other items.
Week 6	<u>Talk about measure and pattern</u> Compare Size, Mass and Quantity I can compare objects according to their size.	<u>1,2,3,4,5</u> One Less I can represent numbers and predict how many there will be if I take one away. I can say one less than a given number.	<u>Building 9 and 10</u> I can find, compare, represent 9 and 10 in different ways. I can count forwards and backwards within 10. I notice that 10 frame is full when there is 10. I can subitise groups of 9 or 10 using 10 frames, bead strings and fingers.	<u>How Many Now?</u> Adding More I can use real objects to see that the quantity of a group can be changed by adding more. I can use first, then and now to create mathematical stories with support. I can count on to work out the answer to adding two quantities together. I can represent number stories using 10 frames, number tracks and my fingers.		<u>Visualise, Build and Map</u> I can engage in extended problem solving and develop my critical thinking skills. I can explore and investigate relationships between numbers and shapes. I can copy, continue and create a widening range of repeating patterns and symmetrical constructions.
Week 7	<u>Talk about measure and pattern</u> I can recognize, copy, continue and create my own repeating pattern.	<u>Shapes with 4 Sides</u> I know that squares and rectangles have four sides and four corners. I can recognise these shapes in everyday items.				<u>Visualise, Build and Map</u> I understand that we can make maps and plans to represent places and use these to see where things are in relation to other things. I can create my own maps to represent the models I have built,

						familiar places and places in stories.	
Week 8	<p><u>It's Me 1,2,3</u> Comparing 1, 2, 3 I begin to understand that each number we count is one more than the number before. I begin to understand that as we count back each number is one less than the previous number.</p>						
 	<h3>Understanding the World – History – RE – Geography - Science</h3>						
	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 						
Week 1	Home Visits	<p>Diwali (RE) I can talk about the celebration of Diwali.</p> <p>Bonfire Night I can talk about the history of Bonfire Night.</p>	<p>Here We Are I can make labels for the classroom. I can label the planet earth I have made – land, sea, north pole and south pole.</p>	<p>Little Red Hen I can talk about different bread from around the world.</p>	<p>The Very Hungry Caterpillar I can create a map of the story to help me retell the story to others This may change to the lifecycle of a frog</p>	<p>The growing story I can talk about where I live using maps</p>	
Week 2	Baseline Assessments	<p>Remembrance Day I can talk about the role of the army in our society throughout history.</p>	<p>A Planet Full of Plastic I can talk about how plastic impacts on the environment. I can talk about materials.</p>	<p>Three Little Pigs I can draw a map of the forest school wooded area.</p>	<p>Life cycle of a Butterfly I can describe the life cycle of a butterfly. I can draw and write a detailed life cycle.</p>	<p>Mr Gumpy's Motor Car I can compare vehicles throughout history.</p>	

			I can talk about recycling.		I can observe our caterpillars growing.	
Week 3		Toys I can talk about toys through history and how they differ from the toys we play with now or ask Santa for.	Commotion in the Ocean I can draw a picture of a sea creature.	Goldilocks and the Three Bears I know some similarities and differences between the natural world around them and contrasting environments. (woods to seaside).	Jasper`s Beanstalk I can draw and label a plant/seed.	Very Important Dinosaurs I can discuss what fossils are and how they were formed
Week 4		Christmas I can sequence the Christmas story	Handa`s Surprise I can talk about the animals that live in Kenya. I can compare the animals that live in Kenya to the Forest of Dean.	Three Billy Goat`s Gruff I can make observations of animals. I can also name some of the baby animals and adult animals.	Hello Spring I can talk about what makes spring, spring	Mad about dinosaurs I can become archaeologist/paleontologist
Week 5		Christmas I can talk about the celebration of Christmas. (RE)	The First Book of Animals I know some similarities and differences between the natural world around them and contrasting environments.	Jack & the Beanstalk I can understand how homes have changed.	Hello Summer I can talk about what makes Summer, summer	Peepo I can listen to someone that has come in to talk about life when they were young. (Mrs Bishop)
Week 6	Harvest Festival I can talk about the harvest festival. (RE)	Christmas I can talk about the celebration of Christmas. (RE)	Chinese new Year I can talk about some similarities and differences about England and China I can talk about how they celebrate their New Year		I Love the seasons Autumn I can talk about what makes Autumn, Autumn I Love the seasons Winter I can talk about what makes Winter, winter	Knights and Castles I can talk about the different parts of a castle and what they were used for.
Week 7	Harvest Festival I can talk about the need for people to use a food bank. (RE)	Christmas I can talk about the celebration of Christmas. (RE)				Knights and Castles I can talk about the Royal Family
Week 8	Harvest Festival					

	I can talk about what I am thankful for (RE)					
	Understanding the World – Forest Adventures - See Mrs Rees Plan					
	ELG: The Natural World <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
	Expressive Arts and Design – Being Imaginative & Art					
	ELG: Creating with Materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 					
Week 1	Home Visits	Bonfire Night I can make a firework picture Diwali I can make a Diwali Diya lamp using clay and beads	Here We are I can use materials to create a collage of the world / I can label the sea, land, North Pole and South Pole	Little Red Hen I can weigh and measure ingredients to make bread. I can use tools to make bread.	The Very Hungry Caterpillar I can make props to retell the story of 'The Very Hungry Caterpillar'.	The growing story I can draw a picture of myself at each stage baby, toddler, now and in the future
Week 2	Baseline Assessments Self -portraits I can paint a self portrait	Remembrance Day I can paint a poppy choosing colours for a purpose to create a class poppy wreath	A Planet Full of Plastic I can compare a variety of materials.	The Three Little Pigs I can make props for the story of 'The Three Little Pigs'. Including the houses made of each material	The Life Cycle of a Butterfly I can create a symmetrical butterfly painting.	Mr Gumpy`s Motor Car I can create a car out of recycled materials.
Week 3	Baseline Assessments Self -portraits I can paint a self portrait	Old and new toys I can draw a picture of my favourite toy.	Commotion in the Ocean I can create a comparative ocean scene (clean ocean/ unhealthy ocean) using recycled materials.	Goldilocks and the Three Bears I can create a collage plate teddy bear Goldilocks and the Three Bears I can weigh out/ measure/ pour/ mix and add porridge oats to make sensory playdough Goldilocks and the Three Bears	Jasper`s Beanstalk I can use tools to plant a seed.	Very Important Dinosaurs I can weigh out and measure, pour and mix to make salt dough and create fossilized dinosaurs

				I can use weigh/ pour/ mix the ingredients to make porridge to taste		
Week 4	Colour mixing I can Experiment with colour	Christmas I can make a Nativity scene out of recycled materials	Handa`s Surprise I can taste and explain the taste, texture of the fruits from Handa`s surprise. We can identify which was our favourite through creating a pictogram	Three Billy Goat`s Gruff I can make a bridge using recycled materials.	Hello Spring I can create a seasons tree to demonstrate how a tree changes/ transform over the seasons. This will be done over the 4 weeks to coincide with our literacy. theme	Mad about Dinosaurs I can use my knowledge to hunt for fossils. I can use my observational skills to use water colours to recreate my chosen dinosaur
Week 5	This is our House I can recreate the story of “This is Our House” using role play to show kindness at school and diversity among us.	Christmas I can design and make a Christmas card	The First Book of Animals I can create an animal using paint, clay, playdough.	Jack & the Beanstalk I can make a beanstalk using materials. (Links to DT – Making a structure)	Hello Summer I can create a seasons tree to demonstrate how a tree changes/ transform over the seasons. This will be done over the 4 weeks to coincide with our literacy. theme	Peepo I can create an old fashioned toy eg jack in the box
Week 6	Pumpkin Soup I can use my observations to draw fruit and vegetables using a range of colours.	Christmas I can make a Christmas craft. (RE)	Chinese new Year I can make and taste some Chinese food		I love the seasons Autumn I can create a seasons tree to demonstrate how a tree changes/ transform over the seasons. This will be done over the 4 weeks to coincide with our literacy. theme	Knights and Castles I can create a castle out of junk modelling

					I love the seasons Winter I can create a seasons tree to demonstrate how a tree changes/ transform over the seasons. This will be done over the 4 weeks to coincide with our literacy. theme	
Week 7	Oliver`s Vegetables I can use a range of vegetables to create a repeating pattern.	Christmas I can make a Christmas craft/ Christmas baking (RE)				Knights and Castles I can add the Royal family to my castle
Week 8	The Mole`s Harvest Moon I can sing Cauliflowers fluffy and add actions to the song					
Expressive Arts and Design – Being Imaginative & Music						
	ELG: Being Imaginative and Expressive <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 					
	Kapow: Exploring Sound	Kapow: Celebration Music	Kapow: Musical Stories	Kapow: Music and Movement	Kapow: Transport	Kapow: Big Band

Week 1	Home Visits	<p>Lesson 1 – Diwali Music I can learn about music from another culture linked to the Diwali festival. I can respond to music with movement. (RE)</p>	<p>Lesson 1 – Moving to Music I can listen to the lyrics and melody: “Teddy Bear’s Picnic” and recall part of the story. I can move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. I can talk about how a piece of music makes you feel.</p>	<p>Lesson 1 – Action Songs I understand why songs have actions. I can learn some simple Makaton signs to accompany a song.</p>	<p>Lesson 1 – Exploring Transport I can explore creating sound effects.</p>	<p>Lesson 1 – What Makes an Instrument? I can discuss what makes a musical instrument. I can use recyclable materials to create a simple representation of a musical instrument.</p>
Week 2	Baseline Assessments	<p>Lesson 2 – Hanukkah Music I can learn about music from another culture linked to Hanukkah. I can learn the name of some traditional Jewish musical instruments. I can play and move to traditional Jewish Hanukkah music. (RE)</p>	<p>Lesson 2 – Using Instruments to Represent Characters I can listen to the classical piece and narrated story of “Peter and the Wolf” and recall the characters from the story. I can understand that music and instruments can be used to convey moods or represent characters. I can talk about how a piece of music makes you feel.</p>	<p>Lesson 2 – Finding the Beat I can explore beat through body movement. I can express my feelings and emotions through movement to music.</p>	<p>Lesson 2 – Trains I can explore making sounds at different speeds</p>	<p>Lesson 2 – Introduction to Orchestra I can understand what an orchestra is. I can understand about the four different groups of musical instruments.</p>
Week 3	Lesson 1 – Vocal Sounds I can explore using voices to make a variety of sounds.	<p>Lesson 3 – Kwanzaa Music I can learn about music from another culture linked to Kwanzaa. I can take part in a traditional call and response song. I can find classroom objects to use as drums and play in response to African music. (RE)</p>	<p>Lesson 3 – Storytelling with Actions I can use actions to retell a story to music. I can sing and perform a group song.</p>	<p>Lesson 3 – Exploring Tempo I can explore beat through body movement. I can express my feelings and emotions through movement to music.</p>	<p>Lesson 3 – Boats I can explore moving to different tempos.</p>	<p>Lesson 3 – Follow the Beat I can copy and follow a beat. I can follow a beat using an untuned instrument</p>

Week 4	Lesson 2 – Body Sounds I can explore how to use our bodies to make sounds.	Christmas Nativity Song Rehearsal (RE)	Lesson 4 – Using Instruments to Represent Actions I can learn how instruments can represent a certain mood, character or action. I can experiment with the sounds of different instruments.	Lesson 4 – Exploring Tempo and Pitch through Dance I can explore pitch and tempo through scarf dancing and body movement. I can express my feelings and emotions through movement to music.	Lesson 4 – Cars I can interpret symbols to show a change in speed.	Lesson 4 – Tuned and Untuned Instruments I can experiment with playing tuned and untuned instruments. I can play in time to familiar songs.
Week 5	Lesson 3 – Instrumental Sounds I can explore the sounds of different instruments	Christmas Nativity Song Rehearsal (RE)	Lesson 5 – Musical Story Composition I can create a musical story based upon a familiar routine I can use instruments to represent moods or actions I can play an instrument as part of a group story.	Lesson 5 – Music and Movement Performance I can perform action songs to a small audience.	Lesson 5 – Transport Journey I can interpret a simple score to show tempo changes.	Lesson 5 – Big Band Performance I can choose appropriate instruments to represent different parts of a song. I can perform a practiced song to a small audience.
Week 6	Lesson 4 – Environmental Sounds I can identify sounds in the environment and differentiate between them.	Lesson 4 – Traditional Christmas Music (RE) I can learn traditional Christmas music. I can take part in group song involving singing, voice sounds and playing instruments. I can sing and move to a Christmas song.	Chinese New year dance and songs		I can perform to others a narrative to a story, sing and produce actions to a song during our class assembly	Performance I can perform in a group to an audience.
Week 7	Lesson 5 – Nature Sounds I can use voices to imitate nature sounds.	Lesson 5 – Christmas Action Songs I can suggest appropriate actions to match song lyrics.				

		I can sing and move to Christmas songs. (RE)				
Week 8	I can learn and perform Cauliflowers fluffy which we have been practicing as part of our harvest theme					