



**Cayton School Long Term Planning 2023-2024**


Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes/Interests/Lines of Enquiry</b>	<p align="center"><b>All About Me!</b></p> <ul style="list-style-type: none"> <li>Starting school,</li> <li>New beginnings,</li> <li>My family.</li> <li>What am I good at?</li> <li>How do I make others feel?</li> <li>Being Kind/staying safe</li> </ul>	<p align="center"><b>Totally Awesome Tales!</b></p> <ul style="list-style-type: none"> <li>Traditional Tales,</li> <li>Familiar Tales,</li> </ul>	<p align="center"><b>Winter Wonderland!</b></p> <ul style="list-style-type: none"> <li>Winter</li> <li>Arctic</li> <li>Polar Animals</li> <li>Animals around world</li> <li>Journeys</li> </ul>	<p align="center"><b>Growing!</b></p> <ul style="list-style-type: none"> <li>What grows in my garden</li> <li>Why are Trees so big</li> <li>How can I grow my own vegetables?</li> <li>Which fruits grow in our country, which do not?</li> <li>How do animals change as they grow?</li> <li>What does everything need to grow?</li> </ul>	<p align="center"><b>Terrific Travels!</b></p> <ul style="list-style-type: none"> <li>Look at where in the world they have been.</li> <li>Where do we live in the UK.</li> <li>Vehicles past and present, open top bus trip,</li> <li>Life cycles – Humans/Frog/sunflowers</li> <li>Local Area – Local park visit, Scarborough Castle</li> <li>What do signs around us tell us?</li> <li>Do all streets have names?</li> <li>Why our village is called Cayton?</li> </ul>	<p align="center"><b>The World Around Us!</b></p> <ul style="list-style-type: none"> <li>Where do you go on holiday when its holiday time?</li> <li>Have you flown on an aeroplane?</li> <li>Where do people go on their holidays?</li> <li>What do people do on their holiday?</li> <li>What clothes do we need for very hot days?</li> </ul>
<b>Predictable Interests/Learning Experiences</b>	New Routines Class Expectations Autumn	Bonfire Night Christmas Winter Guy Fawkes Remembrance day Diwali Children in Need	Chinese New Year Travel Pirates Explorers Boats	Easter Butterfly Gardens Chicks Growing and Planting things at school Spring Weather Seasons	Buildings Parks Shops Summer	Travel Different environments Different animals Summer
<b>Text</b>	<ul style="list-style-type: none"> <li>The colour Monster,</li> <li>Hands are not for hitting</li> <li>Dogger</li> <li>My class is my Family</li> <li>Rainbow Fish,</li> <li>Goodbye Summer Hello Autumn.</li> <li>Owl Babies</li> <li>The Lion Inside</li> <li>Freddie and the Fairy</li> <li>Squirrels who Squabbled by Rachel Bright</li> <li>The family book</li> <li>It's OK to be different</li> </ul>	<ul style="list-style-type: none"> <li>The Little Red Hen</li> <li>The 3 Little Pigs</li> <li>Billy Goat Gruff</li> <li>Little Red Riding Hood</li> <li>Goldie Locks and the 3 Bears</li> <li>The Nativity</li> <li>The Jolly Postman</li> <li>The Jolly Christmas Post Man</li> </ul>	<ul style="list-style-type: none"> <li>Tiger who came for Tea,</li> <li>The pig that learnt the jig,</li> <li>Dear Polar Bear</li> <li>Poles Apart</li> <li>Journey By Aaron Becker</li> </ul>	<ul style="list-style-type: none"> <li>Jack and the beanstalk</li> <li>Oliver's vegetable,</li> <li>Goodbye Winter Hello Spring</li> <li>Each Peach Pear Plum</li> <li>The Very Hungry Caterpillar</li> <li>The Giving Tree</li> <li>Non Fiction Books</li> </ul>	<ul style="list-style-type: none"> <li>As We Grow</li> <li>The Very Hungry Caterpillar</li> <li>Oi Frog</li> <li>The naughty bus</li> <li>The train ride,</li> <li>Oi Get off my train</li> <li>George and the Dragon</li> <li>The Castle the King Built.</li> <li>Wheels on the bus</li> </ul>	<ul style="list-style-type: none"> <li>The Snail and the Whale</li> <li>Busy Holiday</li> <li>What the ladybird heard on Holiday</li> <li>Mr Grumpy's Outing</li> <li>Katie Morag; Island Stories</li> <li>Handa's Surprise</li> <li>The World Around Me by Charlotte Guilan</li> <li>Home by Carson Ellis</li> <li>My World, Your World by Melanie Walsh</li> </ul>
<b>Vocabulary</b>	<p><b>Body part names:</b> Eyes, nose, mouth, lips, hair, eyebrows, eye lashes, head, shoulders, freckles, ears, neck, arms, body, legs, hands, fingers, knees, wrists, ankles, toes.</p> <p><b>Feeling words:</b> Sad, happy, angry, cross, frustrated, upset, excited, anxious, worried, nervous</p> <p><b>Family Members:</b> Brother, sister, mummy, daddy, aunty, uncle, grandad, grandma, nanna</p>	<p>Stories Beginning ,Middle, End, rhyme, poetry Different, special, Proud, Friends, Kind, Same, Similar, Happy, sad, Frightened, Angry, Family. Celebrate, past, present</p>	<b>Descriptive words for Journeys (how it makes you feel)</b>	<p><b>Words to describe growth:</b> Huge, enormous, short, tall, broad, fat, thin, long</p> <p><b>Plants and animals Names:</b> Stem, leaf, root, soil, sunlight, seed,</p>	<p><b>Words to Describe Lifecycle:</b> egg, Tadpole, froglet, frog, frog spawn</p> <p>Names of different buildings and structures.</p>	<p><b>Descriptive words for other environments:</b></p> <p><b>Descriptive words for how other environments and travel makes you feel:</b> excited, scared</p>
<b>Possible Links to KS1</b>	<p><b>History Links:</b> Toys, Know the main differences between their school days and that of their recent ancestors. (Family Links)</p> <p><b>Geography Links:</b> Seasons</p>	Celebrations	Toys Drawing Maps	<p><b>Science Links:</b> Plants <b>Geography Links:</b> Seasons</p>	<p><b>Geography Links:</b> Local Study Drawing Maps</p>	<p><b>Geography Links:</b> Hot and cold Places Drawing Maps The seaside/Recycling Explorers</p>


<p><b>Communication and Language</b></p>  <p>Neli Interventions will in place for those children who require further support.</p>	<p><b>Understand how to listen carefully and why listening is important.</b>  <b>Engage in story times,</b> rhymes, and songs.  Maintain attention in whole class/groups.  Follow 1 step instructions.  <b>Understand 'why' questions.</b>  <b>Use sentences 4-6 words.</b>  <b>Use talk to organise play.</b></p>	<p>Listen in familiar &amp; new situations.  <b>Engage in story times.</b>  Maintain attention in new situations.  <b>Ask questions to find out more and to check they understand what has been said to them.</b>  Follow <i>instructions with 2 parts</i> in a familiar situation.  <b>Start a conversation with peers and familiar adults and continue for many turns.</b>  <b>Develop social phrases</b></p>	<p>Listen attentively in a range of situations.  Maintain attention during appropriate activity.  <b>Engage in non-fiction books.</b>  Consider the listener and take turns.  <b>Use talk to organise/stand for something else in play.</b>  Begin to use past tense.  Begin to recount past events.</p>	<p>Understand why listening is important. Maintain attention in different contexts.  <b>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</b>  <b>Ask questions to find out more and check understanding.</b>  <b>Articulate their ideas and thoughts in well-formed sentences.</b>  <b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</b>  <b>Begin to connect one idea or action to another using a range of connectives.</b>  Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task.  Maintain activity while listening.  Understand how, why, where questions.  <b>Describe events in some detail.</b>  Express ideas about feelings and experiences.  <b>Articulate their ideas and thoughts in well-formed sentences.</b>  Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions.  Attend to others in play.  Make comments and clarify thinking with questions.  <b>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b>  Speak in well-formed sentences with some detail.  <b>Use new vocabulary in different contexts.</b>  Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>
<p><b>Learn new vocabulary</b>  <b>Use new vocabulary through the day</b></p>		<p><b>Listen carefully to rhymes and songs, paying attention to how they sound.</b>  <b>Learn rhymes, poems, and songs.</b></p>		<p><b>Use new vocabulary in different contexts</b>  <b>Listen to and talk about stories to build familiarity and understanding.</b></p>		
<p><b>Personal, Social and Emotional Development Self-regulation</b></p> 	<p><b>Can talk about feelings.</b>  Welcome distractions when upset.  <b>Increasingly follow rules.</b>  <b>Know likes and dislikes.</b>  Independently organise belongings in the morning.  Manage personal hygiene.  <b>Build constructive and respectful relationships.</b></p> <p><b>JIGSAW: BEING ME IN MY WORLD</b></p> <p><b>Key Vocabulary:</b> Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know special things about themselves</li> <li>• Know that some people are different from themselves</li> <li>• Know how happiness and sadness can be expressed</li> <li>• Know that hands can be used kindly and unkindly</li> <li>• Know that being kind is good</li> <li>• Know they have a right to learn and play, safely and happily</li> </ul> <p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>• Identify feelings associated with belonging</li> <li>• Identify feelings of happiness and sadness</li> <li>• Skills to play cooperatively with others</li> <li>• Be able to consider others' feelings</li> <li>• Be responsible in the setting</li> </ul>	<p><b>Beginning to express their feelings and consider the perspectives of others.</b>  Begin to take turns and share resources. Independently choose where they would like to play.  <b>Continue to build constructive and respectful relationships.</b></p> <p><b>JIGSAW: CELEBRATING DIFFERENCE (INCLUDING BULLYING)</b></p> <p><b>Key Vocabulary:</b> Different, special, Proud, Friends, Kind, Same, Similar, Happy, sad, Frightened, Angry, Family.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know what being proud means and that people can be proud of different things</li> <li>• Know that people can be good at different things</li> <li>• Know what being unique means</li> <li>• Know that families can be different</li> <li>• Know that people have different homes and why they are important to them</li> <li>• Know different ways of making friends</li> <li>• Know different ways to stand up for myself</li> <li>• Know the names of some emotions such as happy, sad, frightened, angry</li> <li>• Know that they don't have to be 'the same as' to be a friend</li> <li>• Know why having friends is important</li> <li>• Know some qualities of a positive friendship</li> </ul> <p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>• Identify feelings associated with being proud</li> <li>• Identify things they are good at</li> </ul>	<p>Show pride in achievements. Understand behavioural expectations of the setting.  Can explain right from wrong and try to behave accordingly.  <b>Manage their own needs.</b>  Can identify kindness.  Seek others to share activities and experiences.</p> <p><b>JIGSAW: DREAMS AND GOALS</b></p> <p><b>Key Vocabulary:</b> Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know what a challenge is</li> <li>• Know that it is important to keep trying</li> <li>• Know what a goal is</li> <li>• Know how to set goals and work towards them</li> <li>• Know which words are kind</li> <li>• Know some jobs that they might like to do when they are older</li> <li>• Know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>• Know when they have achieved a goal</li> </ul> <p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>• Understand that challenges can be difficult</li> <li>• Recognise some of the feelings linked to perseverance</li> <li>• Talk about a time that they kept on trying and achieved a goal</li> <li>• Be ambitious</li> <li>• Resilience</li> <li>• Recognise how kind words can encourage people</li> <li>• Feel proud</li> <li>• Celebrate success</li> </ul>	<p>Can make choices and communicate what they need.  Begin to show persistence when faced with challenges.  Can keep play going by co-operating, listening, speaking, and explaining.  Can reflect on the work of others and self-evaluate their own work.</p> <p><b>JIGSAW: HEALTHY ME</b></p> <p><b>Key Vocabulary:</b> Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, wash, clean, stranger, scare</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know the names for some parts of their body</li> <li>• Know what the word 'healthy' means</li> <li>• Know some things that they need to do to keep healthy</li> <li>• Know that they need to exercise to keep healthy</li> <li>• Know how to help themselves go to sleep and that sleep is good for them</li> <li>• Know when and how to wash their hands properly</li> <li>• Know what to do if they get lost</li> <li>• Know how to say No to strangers</li> </ul> <p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>• Recognise how exercise makes them feel</li> <li>• Recognise how different foods can make them feel</li> <li>• Can explain what they need to do to stay healthy</li> <li>• Can give examples of healthy food</li> <li>• Can explain how they might feel if they don't get enough sleep</li> <li>• Can explain what to do if a stranger approaches them</li> </ul>	<p>Beginning to know that children think and respond in different ways to them.  Can talk about their own abilities positively.  Confident to try new activities  <b>Show resilience and perseverance.</b></p> <p><b>JIGSAW: RELATIONSHIPS</b></p> <p><b>Key Vocabulary:</b> Family, Jobs, Relationships, Friend, Lonely, Argue, Fallout, words, Feelings, Angry, Upset, clam me, Breathing</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know what a family is</li> <li>• Know that different people in a family have different responsibilities (jobs)</li> <li>• Know some of the characteristics of healthy and safe friendship</li> <li>• Know that friends sometimes fall out</li> <li>• Know some ways to mend a friendship</li> <li>• Know that unkind words can never be taken back and they can hurt</li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>• Know some reasons why others get angry</li> </ul> <p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>• Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>• Can suggest ways to make a friend or help someone who is lonely</li> <li>• Can use different ways to mend a friendship</li> <li>• Can recognise what being angry feels like</li> <li>• Can use Calm Me when angry or upset</li> </ul>	<p><b>Able to identify and moderate own feelings.</b>  <b>See themselves as a unique and valued individual.</b>  Can seek out a challenge and enjoy the process.  Show sensitivity to others' needs and feelings.</p> <p><b>JIGSAW: CHANGING ME</b></p> <p><b>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grow-up, Adult, Change, Worry, Excited, Memories</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body (see vocabulary list)</li> <li>• Know that we grow from baby to adult</li> <li>• Know who to talk to if they are feeling worried</li> <li>• Know that sharing how they feel can help solve a worry</li> <li>• Know that remembering happy times can help us move on</li> </ul> <p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>• Can identify how they have changed from a baby</li> <li>• Can say what might change for them they get older</li> <li>• Recognise that changing class can elicit happy and/or sad emotions</li> <li>• Can say how they feel about changing class/ growing up</li> <li>• Can identify positive memories from the past year in school/ home</li> </ul> <p><b>Consent curriculum</b></p> <p><b>Can I begin to understand that parts of my body are private?</b></p>

		<ul style="list-style-type: none"> <li>• Be able to vocalise success for themselves and about others successes</li> <li>• Identify some ways they can be different and the same as others</li> <li>• Recognise similarities and differences between their family and other families</li> <li>• Identify and use skills to make a friend</li> <li>• Identify and use skills to stand up for themselves</li> <li>• Recognise emotions when they or someone else is upset, frightened or angry</li> </ul>	<b>Water Safety Curriculum</b> <b>Can I become familiar with ways to stay safe when near the water?</b> <b>Power point.</b> <b>Song.</b>	<b>Sun Safety Curriculum</b> <b>Can I become familiar with ways to stay safe in the sun?</b> <b>Activity- power point and design a sun hat.</b>		<b>Activity: Look at the 'Everyone has private parts' poster and design your own pants.</b>
<b>Religious Education</b>	Key Question F1: Which stories are special and why?	Key Question F2: Which people are special and why?	Key question F3: Which places are special and why?	Key Question F5: Where do we belong?	Key question F4: Which times are special and why?	Key Question F6: What is special about our world?
<b>Physical Development</b>   Real PE Focus	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene  <b>Personal Cog Focus</b> – following instructions, practise safely, independent work <b>Coordination skill:</b> Footwork <b>Static Balance skill:</b> One leg	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  <b>Social Cog Focus</b> – taking turns and sharing. <b>Dynamic balance to Agility skill:</b> Jumping and Landing <b>Static Balance skill:</b> Seated balance	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  <b>Creative Cog Focus</b> – Exploring and describing different movements <b>Coordination skill:</b> Ball skills <b>Counterbalance skill:</b> With a partner	Know and 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.  <b>Cognitive Cog Focus</b> – understand and follow simple rules, name some things I am good at. <b>Dynamic balance:</b> On a line <b>Static Balance skill:</b> Stance	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.  <b>Applying Physical Cog Focus</b> – Performing a single skill or movement with some control, performing a range of skills and link two movements together. <b>Coordination skill:</b> Sending and Receiving <b>Agility skill:</b> Reaction/Response <b>Real Gym - Gymnastics</b> <b>Shape</b> I can perform an accurate shape. I can use good body tension to hold the shape. I can perform a repeatable shape. <b>Travel</b> I can move with good posture. I can move with light and quiet steps. I can perform accurate movement patterns.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  <b>Health and Fitness Cog Focus</b> – Aware of why exercise is important for good health. <b>Agility skill:</b> Ball chasing <b>Static balance skill:</b> Floor work
Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on 'Physical Development' skills plan.						
<b>Literacy</b> 	<b>Comprehension:</b> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems.	<b>Comprehension:</b> Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	<b>Comprehension:</b> Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	<b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	<b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.	<b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.


	<p>Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>				<p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	
<b>Literacy</b>	<p><b>Word Reading:</b> Hear general sound discrimination and be able to orally blend and segment.</p>	<p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p><b>Word Reading:</b> Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
<b>Phonics</b>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p><b>Level 2 to begin in week 2 Autumn term.</b>  <b>Weeks 1-7 (Phase completed)</b>  Level 1 will continue within provision alongside Level 2. Hear general sound discrimination, identify rhythm, rhyme, and alliteration to be able to orally blend and segment simple words.  Week 2 -8  s a t p  i n m d  g o c k  ck e u r teach CEW to, the  h b f l teach CEW no, go, l  ff ll ss 's' saying /z/  Revise weeks 1-6 Focus Tricky Words to, the no, go, l Revise all taught  to, the no, go, l Revise all taught</p>	<p><b>Level 2/ Level 3</b>  <b>Allow 1 weeks for assessment at the end of term.</b></p> <p>Week 1-6  J, , w, x  y, z, zz, qu  ch, sh, th, ng  ai, ee, igh, oa  oo, oo, ar, or  ur, ow, oi, ear</p> <p>Revise all CEW of level 2</p> <p>Learn: he, she, we, me, be was, my, you</p>	<p><b>Level 3</b>  <b>Allow 1 weeks for assessment at the end of term.</b></p> <p>Week 7 – 10</p> <p>air, ure, er  Recap sounds from weeks 1-4  Recap sounds from weeks 5-7  Trigraphs and consonant digraphs</p> <p>Introduce they, here, all and are.</p>	<p><b>Level 3 and level 4</b>  <b>Allow 2 weeks for assessment at the end of term.</b></p> <p>Level 3 week 11-12</p> <p>Letter and Sounds and Vowel Digraphs.  Level 3 revision</p> <p>Recap CEW we, they and then all level 3 CEW.</p> <p>Start Level 4 week 1-2  CVCC WORDS  CVCC WORDS</p> <p>CEW  Said, so  Have, like, come, some</p>	<p><b>Level 4</b>  <b>Allow 2 weeks for assessment at the end of term.</b></p> <p>Weeks 3-5</p> <p>Adjacent Consonants  Polysyllabic words  Three – Letter adjacent constants.</p>	<p><b>Level 4</b>  <b>Allow 2 weeks for assessment at the end of term.</b></p> <p>Recap learning and sounds that are not secure.  Adjust in accordance with cohort at this point in the year.</p>
<p>Throughout the year children will be assessed via phonics tracker. Our phonics is in line with twinkls phonics progression map.</p>						
<b>Literacy</b>	<p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words.</p>	<p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds.</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p><b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in</p>	<p><b>Emergent writing:</b> Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions.</p>

<b>Helicopter Story Writing Development</b>	Write their name copying it from a name card or try to write it from memory. <b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Write own name. <b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.	bottom. Begin to form recognisable letters.	to form clear ascenders and descenders.	the right place, going the right way round and correctly orientated. Include spaces between words.	Begin to discuss features of their own writing e.g. what kind of story have they written. <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. <b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
	<i>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)</i>					
	Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.	More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.	Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.	Child confident to write a simple short story. May still need a phonics mat to support.

<b>Mathematics</b> 	<b>Count objects, actions, and sounds. Subitise</b>	<b>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</b>	<b>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</b>	<b>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</b>	<b>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</b>	<b>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</b>																																													
	Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	<table border="0"> <tr> <td>Representing 1,2,3</td> <td>Representing 4,5</td> </tr> <tr> <td>Comparing 1,2,3</td> <td>Comparing 4,5</td> </tr> <tr> <td>Composition of 1,2,3</td> <td>Composition of 4,5</td> </tr> <tr> <td>Formation of 1,2,3</td> <td>Formation of 4,5</td> </tr> <tr> <td>Circles and triangles</td> <td>One more and less</td> </tr> <tr> <td>Positional language</td> <td>Shapes with 4 sides.</td> </tr> <tr> <td></td> <td>Time</td> </tr> </table>	Representing 1,2,3	Representing 4,5	Comparing 1,2,3	Comparing 4,5	Composition of 1,2,3	Composition of 4,5	Formation of 1,2,3	Formation of 4,5	Circles and triangles	One more and less	Positional language	Shapes with 4 sides.		Time	<table border="0"> <tr> <td>Introducing zero</td> <td>Number 6, 7, 8</td> </tr> <tr> <td>Comparing numbers to 5</td> <td>Making pairs, pairs wise, doubles</td> </tr> <tr> <td>Composition of 5</td> <td>Combining 2 groups</td> </tr> <tr> <td>Comparing Mass</td> <td>Length, height.</td> </tr> <tr> <td>Comparing Capacity</td> <td>Time</td> </tr> </table>	Introducing zero	Number 6, 7, 8	Comparing numbers to 5	Making pairs, pairs wise, doubles	Composition of 5	Combining 2 groups	Comparing Mass	Length, height.	Comparing Capacity	Time	<table border="0"> <tr> <td>Numbers 9 and 10</td> </tr> <tr> <td>Making pairs.</td> </tr> <tr> <td>Combining groups</td> </tr> <tr> <td>Number bonds</td> </tr> <tr> <td>3D shapes</td> </tr> <tr> <td>Pattern.</td> </tr> </table>	Numbers 9 and 10	Making pairs.	Combining groups	Number bonds	3D shapes	Pattern.	<table border="0"> <tr> <td>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering</td> </tr> <tr> <td>Composition of numbers to 10 and beyond</td> </tr> <tr> <td>Counting patterns to 10 and beyond</td> </tr> <tr> <td>Spatial reasoning.</td> </tr> <tr> <td>3D shape</td> </tr> <tr> <td>Match, rotate, and manipulate</td> </tr> <tr> <td>Pattern – AABB, BBA</td> </tr> <tr> <td>Sunflower Challenge</td> </tr> </table>	Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering	Composition of numbers to 10 and beyond	Counting patterns to 10 and beyond	Spatial reasoning.	3D shape	Match, rotate, and manipulate	Pattern – AABB, BBA	Sunflower Challenge	<table border="0"> <tr> <td>Adding more</td> <td>Doubling</td> </tr> <tr> <td>Taking away</td> <td>Sharing and grouping</td> </tr> <tr> <td>Number bonds</td> <td>Even and odd</td> </tr> <tr> <td>Shape – spatial reasoning</td> <td>Patterns and relationships</td> </tr> </table>	Adding more	Doubling	Taking away	Sharing and grouping	Number bonds	Even and odd	Shape – spatial reasoning
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Ongoing throughout the year	<b>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</b>																																																		
	<b>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</b>																																																		

<b>Understanding the World</b> 	<b>Chronology:</b> Talk about members of their immediate family and the relationship to them. <b>Name and describe people who are familiar to them.</b>	<b>Chronology:</b> use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.  <b>Enquiry:</b> Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. <b>Comment on images of familiar situations in the past.</b>	<b>Chronology:</b> Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	<b>Chronology:</b> Talk about and understand changes in their own lifetime, by creating a personal timeline.  <b>Enquiry:</b> Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.	<b>Chronology:</b> Recount an event, orally, pictorial and/or with captions.  <b>Enquiry:</b> Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.	<b>Chronology:</b> Order experiences in relation to themselves and others, including stories.  <b>Enquiry: Comment on images of familiar situations in the past.</b> Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.
	Begin to develop a sense of <b>continuity and change</b> by being able to <b>compare and contrast characters from stories throughout the year, including figures from the past.</b> Using Little People, Big Dreams books.					

	<p><b>Respect:</b> Themselves, special things in their own lives.</p> <p><b>Lyfta</b> - Talk about and describe features of their own family, talk about families in other countries across the world.</p>	<p><b>Respect:</b> <i>Recognise that people have different beliefs and celebrate special times in different ways.</i> <i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><b>Lyfta</b> - Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</p>	<p><b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p><b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p><b>Respect:</b> <i>Understand that some places are special to members of their community.</i></p>	<p><b>Respect:</b> Animals and know how to care for an animal/pets</p>	
	<p><b>Mapping:</b> Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete’s story map around school, seating maps, nature area map and read commons signs and logos.</p>	<p><b>Mapping:</b> Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p>	<p><b>Mapping:</b> Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - <b>Recognise some environments that are different to the one in which they live e.g., Antarctica.</b></p> <p><b>Enquiry:</b> Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>	<p><b>Mapping:</b> Complete a simple BeeBot program using a grid map or carpet squares.</p> <p><b>Enquiry</b> - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p>	<p><b>Mapping:</b> <b>Draw information from a simple map</b> and identify landmarks of our local area walk.</p> <p><b>Enquiry:</b> Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.</p> <p>Understand the key features of the life cycle of a plant or animal.</p>	<p><b>Mapping:</b> Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p><b>Enquiry:</b> Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>	
	<p><b>Communication:</b> Comment on what they notice about the environment where they live and <i>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</i></p> <p><b>Observation:</b> <i>Explore the natural world around them</i> by taking part in weekly forest school inspired ‘Nature School’ sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>						

<p>Expressive Arts and Design</p> 	<p>Portrait skills – drawing themselves, observational work, papier mache</p> <p><b>Artist study</b> – Jackson Pollock (collaborative work)</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p> <p><b>Develop storylines in their pretend play.</b></p>	<p><b>Artist study</b> – Yayoi Kusama, Piet Mondrian, Kandinsky</p> <p>I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b></p>	<p><b>Artist Study</b> – Yves Klein</p> <p>Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You’re Happy and You Know It Head, Shoulders, Knees and Toes</p> <p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b></p>	<p>Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p> <p><b>Create collaboratively sharing ideas, resources, and skills.</b></p>	<p><b>Artist Study</b> – Van Gogh</p> <p><b>Listen attentively, move to, and talk about music, expressing their feelings and responses.</b></p>	<p>Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p><b>Watch and talk about dance and performance art, expressing their feelings and responses.</b></p>
	<p><b>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</b></p> <p><b>Explore and engage in music making and dance, performing solo or in groups.</b> Singing – well known nursery rhymes, familiar songs and chants.</p>					

Early Learning Goals for the end of year assessment						
Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design

<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul> <p>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>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• 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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> </ul> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing</b></p> <p>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.</p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• 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.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• 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.</li> </ul>
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