



Autumn Term

This planning is a guide to how learning may emerge during the year (not a 'tick list'). However, learning and development opportunities are planned around the needs and the interests of the children.

Topics will change and be added around the children's interests, and the enabling environment we will provided.

	Autumn 1												Autur	Autumn 2									
Week	1	2	3	4		5	6		7	1	2	3	4	5	6		7	8					
Topic Title	Amazing	Me and My F	amily	_					F	People Who	Help Us	-	_										
C&L	C&L is a	daily focus. A	all aspects of						daily clas	ly classroom routines and activities, for example, role-play, continuous provision, circle times, show and tell the development of each children.													
PD	Gross and fine motor activities – finger gym and ball games Awareness of space Construction and malleable activities Pencil grip Mark-making Name writing Hygiene – toileting and hand washing Self-dressing – coats/wellies/shoes independently								(F U	Fine motor activities Outdoor activities – moving in different ways and managing risks Pencil grip/ name writing/ mark making Use of one-handed tolls Getting ready for PE - dressing													
PSED	Explore new environment Settling in to routines Turn taking and sharing Making friends Separate from carer independently Meeting Year 6 Class Buddy									Interested in others play Aware actions can hurt others Learn about how people help us Independence and self help Meeting Year 6 Class Buddy													
Literacy	Nursery rhymes and songs Name recognition – self register, pegs etc Picture books Ascribe meaning to marks Begin to write own name (correct letter formation)							1 \ S F I	Home reading books 1:1 reading Winter books Segment and blend Fine motor skills – use tools with increasing control Develop letter formation Write own name, labels and captions Begin to attempt short sentences in meaningful context														
Phonics	Rhyming string using familiar rimes – at, og Hear and say the initial sound in words (Phase 1 - Alliteration) Orally segment CVC words (Phase 1 – Oral Blending and Segmenting) Link sounds to letters, naming and sounding the letters of the alphabet Secure GPC* Phase 2, sets 1 s, a, t, p 2. i, n, m, d 3. g, o, c, k 4. ck, e, u, r 5. h, b, f, ff, I, Il, Spell VC words - Write initial sound with correct grapheme - Write both sounds in the word Begin to segment the sounds in simple words (CVC) and blend them together - Write initial Begin to spell some tricky words – the, to, I, no, go Begin to spell some high frequency words – a, at, am, is, it, in, on, of, up, and, big, can, cat, Know some letter names										t graphemes orrect graphem	e - Write all tl	hree sounds us	sing correct	graphemes								
Mathematics										Counting and number recognition Simple addition 1 more/1 less Positional language Shapes								ary will be					



Long Term Plan Year: Reception

					Money							
UTW	Body				Harvest							
		change – Autumn			Bonfire night							
	School envir				Talk about own experiences							
	Self-registra				Talk about different jobs and roles							
	Family and				Diwali							
	Technology	– taking own photos			Christmas							
						– IWB, Bee						
EAD		rom memory and make up	rhythms			ertoire of son	ngs					
	Self portraits				Explore col							
	Experiment					tools and tec	chniques					
	Mixing colo				Play imaginatively:							
	Play imagina				People who help us							
		home corner			Post office Christmas							
A 1.1'4' 1	Supermarket	Baseline		End of		<u> </u>			 	T	Discusion	
Additional	Baseline	Baseline		half-term						Learning	Phonic trackers	
information (G.R/Spelling/										journal moderation-	trackers	
Times tables				assessment						Mrs Ahmed		
etc)										Wits Aillieu		
LOtC and	Guess who h	paby pictures			Autumn walk							
Enrichment	Visit from a				Tutulini waik							
					Visit to/from emergency services							
					Christmas							
Whole School					Christinas		Remembrance	Winter Spar	rkla Dran		Winter	
Whole School Events							and Anti	willer Spai	ikie Přep		Sparkle	
Events							Bullying				Sparkie	
							Dunying					



Spring Term

This planning is a guide to how learning may emerge during the year (not a 'tick list'). However, learning and development opportunities are planned around the needs and the interests of the children.

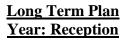
Topics will change and be added around the children's interests, and the enabling environment we will provided.

			Spring	1					Spri	ing 2				
Week	1	2	3	4	5	6	1	2	3	4	<u>5</u>	6		
Topic Title	Topic will be	based on childr	en's interests	<u>-</u>		_	Topic will be	based on child	ren's interests	<u> </u>	<u> </u>	_		
C&L	C&L is a daily	y focus. All asp	ects of this area wil	ll be planned	and considered	l through daily	classroom routin	es and activition	es, for example, role	e-play, continuou	s provision, ci	rcle times, show		
	and tell and ru	iles and routine	s. Observations, nex	xt steps and	targets will be c	arried out to si	upport the development of each children.							
PD	Ball skills						Handle equip	ment and tools	effectively, includi	ng pencils				
		e meaningful m	arks				pects of good l	nealth						
	Letter formati					Hand-eye coo	ordination							
	Hand-eye coo	rdination												
	Good health													
PSED	Play and stay						Play and stay							
	Discussing fee	elings and emot	ions				Discussing fe	elings and emo	otions					
	Manage own l	behaviour					Manage own	behaviour						
	Express prefer	rences					Express prefe	rences						
	Confidence an	nd independence	e				Confidence a	nd independen	ce					
	Developing th	e characteristic	s of effective learni	ing (whole so	chool pupil attri	butes)	Developing the	ne characteristi	cs of effective learn	ning (whole school	ol pupil attribu	ites)		
Literacy	Home reading	books					Reading and	writing sentend	ces, captions and lab	pels				
ľ	1:1 reading ac						Segment and blend sounds CCVCC/ CCCVCC words.							
	Topic words						Write letters clearly							
	Guided readin	ıg					Break flow of	speech into w	ords					
		blend CVCC w							neaningful context					
Phonics			ters, naming and so					and trigraphs						
			se 3, sets 1. j, v, w,											
			owel phoneme – ai,				r, ure se 1 – Oral Blending and Segmenting)							
	Can segment the sounds in simple words (CVC) and blend them together, including some words with consonant digraphs and long vowel phonemes Write all three sounds in simple CVC words using correct grapheme													
			words with digraph											
	_	_	•	15 451115 0011	cet graphenies									
	Spell P2 tricky words – the, to, I, no, go Begin to spell some P3 tricky words – he, she, we, me, be, was, my, you, her, they, all, are													
	Spell high frequency words – see, look, this, went													
Mathematics					longside mathe	matical concep	ts. To ensure acc	uracy and cons	sistency guidance fr	om Time to talk:	EYFS Mathe	matical		
	vocabulary wi													
			er recognition – bey	yond 20					ber recognition – be	eyond 20				
	Count in 2s ar						Count in 2s a							
	Order number	'S					Order numbers							
	1 more/1 less	1					1 more/1 less							
	Order length o	or height/ weigh	it or capacity				Order length or height/ weight or capacity Practical activities discussing and using vocabulary involving + and -							
T 1/P\X\X1	Chew com for	the environme	nt						g and using vocabu	nary involving + a	and -			
UTW	Growing and		iit —				Significant ev		Nothers' Day					
	Easter	pianung					Pancake day, celebrations, Mothers' Day Observing the environment, for example, plants, animals, natural objects							
		hnology used a	t home and in school	ol										
L	Recognise tec	imology used a	t nome and m school	JI			Changes over time							



Long Term Plan Year: Reception

	Talk about diff	ferences betwee	n cultures diffe	rent to their own	1	Technology –	computer suite	,					
	Technology -	iPads, IWB, Be	ebots				•						
EAD	Build a repertoire of songs and dances												
	Explore colour/texture to make a picture												
	Understand different media can be combined to create new effects												
	Use simple tools and techniques												
	Expressive in art/drama/dance												
		Being imaginative:											
	Home comer v	Home comer will be enhanced on children interests											
							T						
Additional													
information													
(G.R/Spelling/													
Times tables etc)													
T O (C)	G. 1.1					G. 1.1			<u> </u>				
LOtC and	Stay and play	C 1				Stay and play							
Enrichment	Animals and li	ie cycles				Making pancakes							
	Easter hunt					Science experiments							
	Growing plant	S	<u></u>	T	T T								
Whole School							World Book	Science Week	Shakespeare				
Events							Day		Week				





Summer Term

This planning is a guide to how learning may emerge during the year (not a 'tick list'). However, learning and development opportunities are planned around the needs and the interests of the children.

Topics will change and be added around the children's interests, and the enabling environment we will provided.

			Summer 1				Summer 2								
Week	1	2	3	<u>4</u>	<u>5</u>	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u>									
Topic Title	Topic will b	be based on child	dren's interests			Topic will be based on children's interests									
C&L									s, for example, ro	le-play, continu	ous provision, o	circle times,			
	show and tell and rules and routines. Observations, next steps and targets will be carried out to support the development of each children.														
PD		ovement and gyr					Athletics – sports day preparation								
		s independently				Use writing as a means of communicating									
	Recognise c	changes to self w	vnen exercising			Understanding the importance of food, sleep and exercise Manager risks when tackling pays challenges									
PSED	Play and sta	NV				Manage risks when tackling new challenges Play and stay									
ISLD	•	feelings and em	otions			Discussing fee	lings and emot	ions							
		n behaviour	otions			Manage own b		ions							
	Express pre					Express prefer									
		and independen	ice			Confidence and		<u>,</u>							
		the characterist		earning (whole	school pupil	Talk about wh	_								
	attributes)	the characterist	ies of effective i	carming (whole	school pupil	Resolve confli	•	101							
		what we are pro	ud of												
	Taik about	what we are pro-	uu oi			Adjust behaviour for different situations Developing the characteristics of effective learning (whole school pupil attributes)									
T :tama are	White plans	oti o ollyy mloyyoi bla	a conton occ vyhic	h aan ha waad h	vy th ama alvoa a		characteristic	s of effective leaf	ming (whole seno	or pupir attirout	CS)				
Literacy	Write phonetically plausible sentences which can be read by themselves and others Use features of narratives in their own writing														
	Read and write tricky words														
	1:1 reading and guided reading														
Phonics	Phase 2-4	and guided read	iiiig												
Phomes		* Phase 3 sets	3 i v w v 4 v	7 77 (1)											
	Secure GPC*, Phase 3, sets 3. j, v, w, x 4. y, z, zz, qu Consonant digraphs – ch, sh, th, ng Representation of one long vowel phoneme – ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear								ir. er. jire						
									Blending and Seg	gmenting)					
		knowledge to w							S	<i>ی</i>					
		ır words with taı													
		ell some words v	•												
		cky words – he,													
		requency words		play, come, go	ing, away, said										
	Write some irregular common words. Spell some words correctly and others phonetically plausible.														
Mathematics						nematical concent	c. To encure ac	ecuracy and consi	stency guidance f	from Time to Ta	alle: EVES Math	nematical			
Mathematics		will be used.	crop emidien s	use of language	arongside mat	rematical concept	s. 10 chsure ac	curacy and consi	istericy guidance i	from Time to Te	uk. E115 Mau	iciliatical			
	Count in 2's														
		unt beyond 20													
	Recognise r	numbers beyond	20 looking at n	umber patterns											
		w we can make 1		ays - concept o	f number bonds	3									
		rite number sent													
UTW		for the environm				Seasons and ch	_								
	Significant	events: Fathers'	Day			☐ Understanding	others and that	t we all think diff	ferently, and we a	re sensitive to th	119				



Long Term Plan Year: Reception

	Understanding others and the sensitive to this. Explain why things occur in Techology – select and use	the environments that the trange of ICT r	nt media	we are	Explain why things occur in the environment Techology – select and use a range of ICT media						
EAD	Safely use and explore a var Being imaginative:	, thoughts and ic	deas through des s, tools and tech		ogy and dance, roleplay and sto	ories					
Additional information (G.R/Spelling/Times tables etc)	Home corner will be enhance	ed on children s	interests								
LOtC and Enrichment	Leading on from World book day - Transition Sports Day Inviting parents/carers to share what we are proud of Fairy tales/story telling trip – end of year trip										
Whole School Events		KS1 testing period	KS2 Tests KS1 testing period	KS1 testing period	Phonics Screening Year 4 Tables Test			Olympics – Sp	oorts Theme		