

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

	Autumn 1							Autumn 2							
Week	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8
Topic Title	Amazing Me and My Family							People Who Help Us							
C&L	C&L is a daily focus. All aspects of this area will be planned and considered through daily classroom routines and activities, for example, role-play, continuous provision, 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	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							Fine motor activities Outdoor activities – moving in different ways and managing risks Pencil grip/ name writing/ mark making Use of one-handed tools 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)							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, l, ll, ss Spell VC words - Write initial sound with correct grapheme - Write both sounds in the word using correct graphemes Begin to segment the sounds in simple words (CVC) and blend them together - Write initial sound with correct grapheme - Write all three sounds using correct graphemes 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, dad, dog, get, mum, yes, had, back, him, not, got, but, put Know some letter names														
Mathematics	All adults in EYFS will develop children’s use of language alongside mathematical concepts. To ensure accuracy and consistency guidance from Time to Talk: EYFS Mathematical vocabulary will be used.														
	Counting and number recognition Sorting and shapes Use of everyday language related to time Order events – visual timetable							Counting and number recognition Simple addition 1 more/1 less Positional language Shapes							



Long Term Plan
Year: Reception

								Money							
UTW	Body Seasons and change – Autumn School environment Self-registration Family and friends Technology – taking own photos							Harvest Bonfire night Talk about own experiences Talk about different jobs and roles Diwali Christmas Technology – IWB, Beebots							
EAD	Sing songs from memory and make up rhythms Self portraits Experiment with sound Mixing colours Play imaginatively: Role-play – home corner Supermarket							Build a repertoire of songs Explore colour Use simple tools and techniques Play imaginatively: People who help us Post office Christmas							
Additional information (G.R/Spelling/ Times tables etc)	Baseline	Baseline					End of half-term assessment							Learning journal moderation- Mrs Ahmed	Phonic trackers
LOtC and Enrichment	Guess who baby pictures Visit from a nurse							Autumn walk Visit to/from emergency services Christmas							
Whole School Events										Remembrance and Anti Bullying		Winter Sparkle Prep		Winter Sparkle	

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						Spring 2					
Week	1	2	3	4	5	6	1	2	3	4	5	6
Topic Title	Topic will be based on children’s interests						Topic will be based on children’s interests					
C&L	C&L is a daily focus. All aspects of this area will be planned and considered through daily classroom routines and activities, for example, role-play, continuous provision, 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	Ball skills Begin to make meaningful marks Letter formation Hand-eye coordination Good health						Handle equipment and tools effectively, including pencils Talk about aspects of good health Hand-eye coordination					
PSED	Play and stay Discussing feelings and emotions Manage own behaviour Express preferences Confidence and independence Developing the characteristics of effective learning (whole school pupil attributes)						Play and stay Discussing feelings and emotions Manage own behaviour Express preferences Confidence and independence Developing the characteristics of effective learning (whole school pupil attributes)					
Literacy	Home reading books 1:1 reading activities Topic words Guided reading Segment and blend CVCC words						Reading and writing sentences, captions and labels Segment and blend sounds CCVCC/ CCCVCC words. Write letters clearly Break flow of speech into words Attempt short sentences in meaningful context					
Phonics	Continue to link sounds to letters, naming and sounding the letters of the alphabet, including some digraphs and trigraphs Begin to develop GPC*, Phase 3, sets 1. j, v, w, x 2. 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, air, er, ure Orally segment CVC words with consonant digraphs and some long vowel phonemes (Phase 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 Begin to spell simple regular words with digraphs using correct graphemes 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	All adults in EYFS will develop children’s use of language alongside mathematical concepts. To ensure accuracy and consistency guidance from Time to talk: EYFS Mathematical vocabulary will be used.											
	Continue counting and number recognition – beyond 20 Count in 2s and 10s Order numbers 1 more/1 less Order length or height/ weight or capacity						Continue counting and number recognition – beyond 20 Count in 2s and 10s Order numbers 1 more/1 less Order length or height/ weight or capacity Practical activities discussing and using vocabulary involving + and -					
UTW	Show care for the environment Growing and planting Easter Recognise technology used at home and in school						Significant events: Pancake day, celebrations, Mothers’ Day Observing the environment, for example, plants, animals, natural objects Changes over time					



Long Term Plan
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	Talk about differences between cultures different to their own Technology – iPads, IWB, Beebots						Technology – computer suite					
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 corner will be enhanced on children interests											
Additional information (G.R/Spelling/ Times tables etc)												
LOtC and Enrichment	Stay and play Animals and life cycles Easter hunt Growing plants						Stay and play Making pancakes Science experiments					
Whole School Events								World Book Day	Science Week	Shakespeare Week		

	Understanding others and that we all think differently, and we are sensitive to this. Explain why things occur in the environment Techology – select and use a range of ICT media					Explain why things occur in the environment Techology – select and use a range of ICT media						
EAD	Talk about features of own and others’ work Represent their own feeling, thoughts and ideas through design and technology and dance, roleplay and stories Safely use and explore a variety of materials, tools and techniques Being imaginative: Home corner will be enhanced on children's interests											
Additional information (G.R/Spelling/ Times tables etc)												
LOtC and Enrichment	Leading on from World book day - Publish their own story Fairy tales/story telling trip – end of year trip					Transition Sports Day Inviting parents/carers to share what we are proud of						
Whole School Events			KS1 testing period	KS2 Tests KS1 testing period	KS1 testing period		Phonics Screening Year 4 Tables Test					Olympics – Sports Theme