



**Fairfield Primary School**  
**Reception Long Term Overview Planning (Development Matters)**

Reception	<b>Literacy</b> <b>Comprehension</b> <b>Word Reading</b> <b>Writing</b>	<b>Communication and Language</b> <b>Listening, attention &amp; understanding</b> <b>Speaking</b>	<b>Physical</b> <b>DT PE <i>links</i></b> <b>Fine</b> <b>Gross – IPEP PE</b>	<b>Personal Social &amp; Emotional</b> <b>Self-regulation</b> <b>Managing Self</b> <b>Building relationships</b>	<b>Maths</b> <b>Number</b> <b>Number pattern</b> <b>B25 Categories</b>	<b>Understanding of the World</b> <b>The natural world</b> <b>People, Culture &amp; Communities</b> <b>Past &amp; Present</b>	<b>Expressive Art and Design</b> <b>Creating with Materials</b> <b>Being Imaginative &amp; expressive.</b>
<b>Autumn 1</b> <b>Mr Wiggle and Mr Waggle</b>	<p>Left-Right, Top-bottom  Name part of book  Care of books; cover pages. Fiction and non-fiction</p> <p>Observe/ imitate adult model; reading, actions, repeat phrases &amp; character names in stories and songs.</p> <p>Phonics <b>s a t p</b>  Read &amp; write &amp; hear initial sounds.  Read/write own name</p> <p><i>Recommended reads:</i>  <i>The tiger who came to tea, Peace, at Last &amp; Whatever Next , ALL YEAR ;This Little Puffin: A treasury of Nursery rhymes Songs &amp; Games <b>spot rhyme</b>.</i></p>	<p>Become familiar with &amp; retell parts or all of the story with exact repetition or own words.</p> <p>New names of staff, friends &amp; family.</p> <p>Begin to listen &amp; hold simple “back &amp; forth” conversation in play.</p> <p>Talk about own ideas and experiences.</p> <p>Introduce social phrase Good Morning/ afternoon.</p> <p>Share and learn familiar rhymes and songs from home and nursery.</p>	<p><b>Fine</b></p> <p>Tripod grip.  Copy some letters.  One handed use of pencil &amp; scissors.</p> <p>Thread medium 3D objects. Balance tower of objects</p> <p><b>Gross</b></p> <p>Safe movement around school &amp; lining up.</p> <p>Autumn walks.</p> <p>Crawl, climb, balance and jump outdoors- large scale construction.</p>	<p>Identify feelings about new social situations &amp; unfamiliar people.  Build resilience to trust in our safe people.</p> <p>Show a sense of valuable individual.  Talk about own play interests and chose areas.</p> <p>Talk about families &amp; own routines.  Handwashing  Healthy body: bed, teeth, meal, screen time.</p> <p>Home role- play theme.</p> <p>Perseverance Making a special friend. Play on a shared theme</p>	<p><b>Comparison</b> – ‘more’, ‘fewer’, ‘the same as’, ‘for quantity.  <b>Count</b> to 10  <b>Cardinality</b> recognise &amp; match quantity &amp; numerals 1-5  <b>subitising</b> up to 3/4  Selects the correct numeral to represent 1 to 5  <b>Composition</b> solving number problems in play.  <b>Spatial awareness.</b>  Up and down, front &amp; back (door).  <b>Shape</b>  Use informal shape language &amp; analogies.  <b>Measures</b> of Balancing towers of small objects comparing size/weight.</p>	<p>Observe, draw and build models of homes, school &amp; places in Cockermouth, special to them.</p> <p>Share “Lets build a house” Wonderwise non-fiction text.</p> <p>Daw story setting map with hills &amp; houses.</p> <p>Observe, draw name <del>and group</del> parts of a tree and some seeds (conker, acorn).</p> <p>Talk about effects of Autumn; what they see hear and feel.</p> <p>Talk about &amp; describe familiar people -home, nursery. Safe people.</p>	<p>Paint a colour accurate self -portrait.</p> <p>Collage faces loose parts <b>Picasso</b> style.</p> <p>Roll a dough ball &amp; sausage.</p> <p>Draw &amp; scissor cut a line &amp; curve.</p> <p><b>Charanga Scheme</b>  <b>Me</b>  Listen &amp; give view  Pulse &amp; action  pitch  rhymes  counting to and from 5.</p>

				Respectful Relationships learning routines and expectations.			
	Literacy	Communication and Language	Physical	Personal Social & Emotional	Maths	Understanding of the World	Expressive Art and Design
Autumn 1 Rosie's Walk	<p>Left-Right, Top-bottom Name part of book Care of books; cover and pages.</p> <p>Meaning &amp; Purpose Listen &amp; recall a sequence/ story with actions.</p> <p>Name characters.</p> <p>Read and Write own name and labels</p> <p>Read and write phonics; s a t p i n</p> <p>Recognise words with the same initial sound</p>	<p>Become familiar with / retell the story. With some exact repetition or own words.</p> <p>Use and group vocabulary for farms; mill, yard, haystack, field, hen coop, farmhouse, tractor.</p> <p>Describe Sly sneaky fox, Curious happy hen</p> <p>Non-fiction farm books to develop deep familiarity with vocabulary.</p> <p>Use Prepositions to answer Where?</p> <p>Learn farm rhymes and poems.</p>	<p><b>Fine</b> Independent toileting, washing hands &amp; dressing for outdoors.</p> <p>Finger songs &amp; rhymes.</p> <p><b>Gross</b> PE Bean Bag Skills balance &amp; ball skill</p> <p><b>IPEP Gym</b> Crawl, climb, balance and jump around, under, over and through.</p>	<p>Respectful Relationships learning basic routines and expectations.</p> <p>Create a Talk Den</p> <p>Be aware of others view Perspective of others through story characters Happy content safe Sly sneaky funny cheeky</p> <p>Talk about own interests and family activities to identify as an individual personality.</p> <p>Walk around a new part of school – self regulation of feelings shy nervous curious excited surprised</p>	<p><b>Comparison</b> number symbols to 5 'more', 'fewer', 'the same as', 'quantity and numeral.</p> <p><b>Count</b> objects to 10 <b>Cardinality</b> subitise objects of 3.4 &amp; 5 Selects the correct numeral to represent 1 to 5 <b>Composition</b> One more up to 10 Recognise numbers made up of smaller numbers.</p> <p><b>Spatial awareness.</b> describe relative position <b>Shape</b> Use and describe 3D shape to make models of farms. <b>Pattern Measure</b></p>	<p>Observe and describe chickens.</p> <p>Share non-fiction texts about hens, ducks,</p> <p>Recognise places in Cockermouth, special to community describing what they see hear and feel.</p> <p>Places of worship</p> <p>New and old auction market &amp; mountain rescue, police station.</p> <p>Robinson Mitchell statue,</p>	<p>Explore basic textures/ collages.</p> <p>Use brushes, tools &amp; natural objects to make marks/ patterns.</p> <p><b>Charanga Scheme Me</b> Listen &amp; give view Pulse &amp; action pitch rhymes counting to and from 5.</p>

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Autumn 2 The Little Red Hen	<p>Left-Right, Top-bottom Segment and blend sounds into cvc words.</p> <p>Name part of book – cover, title &amp; author, pages.</p> <p>Meaning &amp; Purpose- Listen &amp; recall a sequence/ story with phrases. Baking recipe books</p> <p>Read &amp; Write phonics <b>m d g o c k ck</b></p> <p>Recognise words with the same initial sound.</p> <p>Spell some cvc words by identifying sounds and writing with letters.</p>	<p>Become familiar with / retell the story with exact repetition and own words.</p> <p>Future tense in narrative question “Who will?”.</p> <p>Use connectives including and/ because.</p> <p>Understand negative phrase.</p> <p>Use and answer <b>Who ? How? Why?</b></p> <p>New introduced vocabulary seed to bread sequence.</p>	<p><b>Fine</b> Cut/ fold circles. Threading, winding, elastic bands, wool. Balance/ roll marbles. Grinding Mixing Kneading</p> <p><b>Gross</b> Use space, adjust speed change direction run, hop skip.</p> <p><b>IPEP</b> Balls; Throw beanbags, roll balls &amp; aim with precision to a target.</p>	<p>Initiate conversations and form good relationships with peers and familiar adults.</p> <p>Join in mixed groups and welcome others in play in shared themes. Be aware of others view.</p> <p>Perspective of others through story characters Talk about and name friend/s and how we help each other.</p> <p>Build co-operation, perseverance &amp; resilience in challenges such as problem solving group obstacle courses and paired blindfold games.</p>	<p><b>Comparison</b> number symbols to 5 ‘more, ‘fewer’, ‘the same as’, ‘quantity and numeral.</p> <p><b>Count</b> objects to 10</p> <p><b>Cardinality</b> subitise objects of 3.4 &amp; 5</p> <p>Selects the correct numeral to represent 1 to 5</p> <p><b>Composition</b> One more up to 10</p> <p>Recognise numbers made up of smaller numbers.</p> <p><b>Spatial awareness.</b> describe relative position</p> <p><b>Shape</b> Use and describe 3D shape to make models of windmills.</p> <p><b>Pattern</b> explore seeds/ corn.</p> <p><b>Measure</b> Capacity with seed/corn</p>	<p>Share non-fiction/ recipe texts about baking</p> <p><b>Observe State of matter</b> -eggs in vinegar. Baking bread.</p> <p>Seed to bread sequence. Grind, mix, stir, knead dough &amp; bake bread.</p> <p>Forest School –dress for Outdoors</p> <p><b>Observe and</b> make spiders &amp; web patterns.</p> <p>Halloween, Bonfire Night &amp; Remembrance cultural activities.</p>	<p><b>A</b> Draw &amp; collage to represent objects.</p> <p><b>Picasso</b> cubism still life.</p> <p><b>DT</b> Fill/ Fold / cut - half</p> <p><b>M</b> Make firework sounds with percussion –</p> <p>Change volume and speed.</p> <p><b>Charanga Scheme</b> Big Bear Funk– Pulse Rhythm Pitch voice riffs . Animal songs</p>

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Autumn 2 We're Going on a Bear Hunt	<p>Left-Right, Top-bottom Blend and start to segment cvc's. Segment and blend as above to read &amp; write words &amp; phrases. Read some Phase 2 common exception words</p> <p>Name part of book – cover, title &amp; author, pages.</p> <p>Meaning &amp; Purpose Listen &amp; recall a sequence/ story with phrases.</p> <p>Non-fiction about bears &amp; Antarctica</p> <p>Write some words using <i>known</i> sound letter correspondence</p> <p>Read &amp; write Phonics; e u r h b f f l l s s s</p> <p><i>Recommended read; Stanley's Stick</i></p>	<p>Retell the story learnt narrative <b>Who, Where, How?</b></p> <p>Try to use past, present &amp; future tenses (seasonal change)</p> <p>Stories of similar settings to develop deep familiarity with seasons and terrain vocabulary</p> <p>Use range of new adjectives &amp; connectives, <b>so but, then</b> to talk about the story.</p> <p>Use talk to help organise thinking and activities.</p> <p>Become familiar with / retell the Christmas story.</p>	<p><b>Fine</b> Thread, link &amp; bend medium objects</p> <p>Control of malleable materials.</p> <p>Slide on and link small paper clips.</p> <p>Link join – paper chains.</p> <p><b>Gross</b> <b>IPEP</b> Stretching Shapes; Making a combination of movements.</p>	<p>Vocabulary to describe feelings.</p> <p><b>Mood Monsters</b></p> <p>Talk about how we show feelings.</p> <p>Explore expressions through story role-play.</p> <p>Identify setting goals, &amp; describe feelings and perseverance within physical and emotional challenges.</p> <p>Perspective of others through real characters Talk about and name explorer/s.</p> <p>Perspective of others through learning about cultural experiences.</p> <p>Make comparisons and talk about own traditions needs, wants at Christmas.</p>	<p><b>Comparison</b> number symbols to 10 <b>Count</b> objects to 10 <b>Cardinality</b> subitise objects to 5, using part/ whole. Use marks and write numerals to represent number. <b>Composition</b> - 'more' and 'fewer' to compare Staircase numicon</p> <p><b>Spatial awareness.</b> describe relative position . <b>Shape</b> Rotate and manipulate numicon &amp; wooden blocks to explore part and whole shapes. <b>Pattern</b> Repeating Christmas patterns <b>Measure</b> comparing length/ size of bears</p>	<p>Talk about <b>effects</b> of Winter, describing what they <b>see hear and feel</b>.</p> <p>Share non / fiction texts about Winter weather; snow and ice</p> <p><b>Sequence seasons</b></p> <p>Share non / fiction texts about bears &amp; Antarctica</p> <p>David Attenborough <a href="https://www.youtube.com/watch?v=N8JD_P2J24g">https://www.youtube.com/watch?v=N8JD_P2J24g</a></p> <p>Hindu Festival - Diwali Story <a href="https://vimeo.com/273818726">https://vimeo.com/273818726</a></p> <p>Christmas traditions. <b>images of past and present and toys.</b></p> <p>Visit to church.</p>	<p>Printing using footprints/ toys</p> <p>Malleable materials; Mould pinch, dig, pile up,</p> <p>Sensory modelling using natural materials.</p> <p>Patterns in sand</p> <p><b>Charanga Scheme</b> Big Bear Funk– Pulse Rhythm Pitch voice riffs . Animal songs</p> <p>Diviali patterns</p> <p>Song repertoire; create class disco playlists.</p> <p>Act out Christmas narratives.</p>

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Spring 1 Three Billy Goats Gruff	<p>Left-Right, Top-bottom Blend and start to segment cvc's. Start to blend and segment ccvc's using first digraphs . Read Phase 2 &amp; some Phase 3 common exception words Plurals</p> <p>Meaning &amp; Purpose Sequence and retell stories.</p> <p>Read &amp; write Phonics; f f l l s s j v w x y z</p> <p>Write labels, &amp; captions with some known sound letter correspondence and re-read to check sense.</p>	<p>Use language to imagine and recreate roles and experiences of stories.</p> <p>Anticipate key events.</p> <p>Ask and answer Who, Where, How? Why?</p> <p>Follow instructions/ ideas in two or three steps and using First, next, finally</p> <p>Use talk to help solve problems and organise thinking and activities.</p> <p>Troll character description</p> <p>Pay attention to and use the sound of alliteration</p>	<p><b>Fine</b> Brush control.</p> <p><b>DT</b> Simple sequenced folding; bends.</p> <p><b>Gross</b> <b>IPEP</b> Jump &amp; Balance; Crawl, climb, balance and jump</p>	<p><b>Constructive and respectful relationships;</b> Perspective of others through story characters.</p> <p>Identify emotions in conflict and talk about how to resolve it e.g. finding a compromise.</p> <p>Feelings of sharing kindness with others.</p> <p>Play in other groupings than friendship.</p> <p>Uncomfortable feelings.</p> <p>Perseverance in making mistakes and evaluating.</p> <p>Manage own needs through learnt routines.</p>	<p><b>Comparison</b> number symbols to 10 <b>Count</b> objects to 10 from higher quantity Match numerals to 10 Recite numbers beyond 10. <b>Cardinality</b> use marks and numerals to represent to 10. <b>Composition</b> Addition-of one more + = signs Number bonds to 5. Teach Active addition Beginning to create their own mathematical problems and signs.</p> <p><b>Spatial awareness.</b> Over under <b>Shape</b> Use and describe 3D shape in models of bridges. <b>Pattern</b> printing walls. <b>Measures</b> Compare size &amp; weight</p>	<p>Observe &amp; describe wood, stone, metal.</p> <p>Explore magnets &amp; what is seen</p> <p>Goats have, do, are.</p> <p>Share non / fiction texts to observe draw and build models</p> <p>Observe similarities and differences of famous bridges TowerBridge Millenium Bridge Golden Gate The Nile The Amazon Local rivers.</p> <p>Calendars; special events in months.</p> <p>Chinese New Year Buddhism.</p>	<p>Paint water patterns.</p> <p><b>Monet's Bridge over a Pond of Water Lilies &amp; Water Lilies Series</b></p> <p>Create imaginary characters (troll)</p> <p><b>DT</b> Bend materials to build bridges.</p> <p>Build walls in different patterns</p> <p><b>Charanga Scheme</b> <b>Everyone</b> Pitch Rhythm Voice instruments</p>

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Spring 1 People Who Help Us.	<p><b>Left-Right, Top-bottom</b> Blend and start to segment cvc's. Start to blend and segment ccvc's using first digraphs . <b>Read</b> Phase 3 <b>common exception words</b></p> <p><b>Meaning &amp; Purpose</b> Information books</p> <p>Read &amp; write phonics; <b>Letter groups making one sound</b> qu ch sh th ng</p> <p><b>Write some Phase 2 common words.</b></p> <p>Attempt to write short sentences <b>with known sound letter correspondence and re-read to check sense.</b></p> <p><i>Recommended; Hairy McClary series</i></p>	<p>Talk about own needs, wants &amp; opinions and ask for help.</p> <p>Talk to clarify ideas &amp; feelings about jobs; <b>Why</b> we woud/ not like to do them?</p> <p>Use language to <b>name and model</b> a job role; Healthcare Dentist Animal care Care giver Emergency services</p>	<p><b>Fine</b> Understand exercise, eating, sleeping &amp; hygiene can contribute to good health. <b>School counsellor session – good habits. Dental hygiene &amp; visit NSPCC Underpants Rules</b> .</p> <p><b>DT</b> Construct using kits/ collage with increasing control &amp; repeating patterns.</p> <p><b>Gross</b> <b>IPEP</b> Sequence Bat &amp; Ball Skills – Aiming, throwing, batting &amp; kicking <b>with precision &amp; catching with competence.</b></p>	<p>Care for living things.</p> <p>Special People to us.</p> <p>Our safe people.</p> <p>Name &amp; talk about Emergency Services &amp; transport</p> <p>NSPCC Pants Rule</p> <p>Identify and eat a healthy range of foodstuffs and understand need for variety in food.</p> <p><b>Identify feelings</b> of needing &amp; receiving as well as giving help.</p> <p><b>Show a sense of valuable individual.</b> Talk about own interests in job roles and own skills.</p>	<p><b>Comparison</b> <b>recite numbers beyond 10</b> <b>Count</b> arrangements up to 10 <b>subitise</b> using part whole numbers, up to 10 objects <b>Cardinality</b> use marks &amp; numerals to represent to 10. <b>Composition</b> Addition &amp; subtraction of one more / less + - = to 5 Begin to create their own mathematical problems <b>and signs.</b></p> <p><b>Spatial awareness.</b> <b>Shape</b> Use and describe 3D shape in models of vehicles and service buildings. <b>Pattern</b> on emergency vehicles, <b>Measures</b> height, foot size.</p>	<p>Share non-fiction texts about job roles and services.</p> <p>Talk and ask questions about other roles in <b>society</b> &amp; jobs <b>Recognise, observe</b> and describe <b>buildings of Cockermouth police, fire and hospital.</b></p> <p><b>Growth of ourselves.</b> <b>Height, foot size</b></p> <p><b>Tooth health and brushing.</b></p> <p>H Valentine's Day Mother's Day Weddings -<b>images and artefacts of past and present.</b></p>	<p><b>A</b> Printing using fingerprints &amp; other small scale mark making.</p> <p>Printing repeating patterns.</p> <p>Bend and curves paper. Bridges and hearts.</p> <p><b>Charanga Scheme</b> <b>Everyone</b> Pitch Rhythm Voice instruments</p>

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Spring 2 The Enormous Turnip	<p>Left-Right, Top-bottom Blend and segment cvc's and ccvc's</p> <p>Meaning &amp; Purpose Anticipate key events. Sequence and retell stories.</p> <p>Read and write Phonics <b>ai ee &amp;</b> some Phase 3 <b>common exception words</b></p> <p>Start to write short sentences <b>with known sound letter correspondence and re-read to check sense</b></p>	<p>Answer <b>How? &amp; Why?</b> about characters, objects experiences, stories or events.</p> <p>Anticipate key events.</p> <p><b>Past tense – planted, pulled, pushed,</b></p> <p>Vocabulary; group &amp; name fruit, vegetable, meat, pasta/ rice, sugar.</p> <p>Introduce own storyline or narrative into play.</p> <p><b>Use talk to help solve problems and organise thinking and activities; might could.</b></p>	<p><b>Fine</b> Thread, link &amp; bend small objects. Cut up foods. Use knife and fork.</p> <p>Pencil <b>accuracy and care and for fluent writing</b></p> <p><b>Gross</b> <b>IPEP</b> Quoits &amp; Cones: Running, jumping, aiming &amp; throwing <b>with precision &amp; catching with competence.</b></p>	<p><b>Managing own needs</b> through understanding helping each other taking turns sharing team work.</p> <p>Perseverance in trying repeatedly and evaluating.</p> <p>Describe self in positive terms and about new personal and team skills/<b>goals</b></p> <p><b>Personal food choices;</b> Exploring, talking about and trying new vegetables.</p> <p>Eat a healthy range of foodstuffs and understand need for variety in food.</p>	<p><b>Comparison</b> <b>recite</b> numbers beyond 20 <b>Count</b> irregular arrangements up to 10 <b>subitise using</b>, up to 10 objects <b>Cardinality</b> use numerals to represent to 10. <b>Composition</b> Addition &amp; subtraction <b>of one + - = to 10</b> Begin to create their own mathematical problems <b>and signs.</b></p> <p><b>Spatial awareness.</b> <b>Shape</b> Describing shapes of vegetables. <b>Pattern</b> Insides of fruits. <b>Measures</b> comparing length/ size / weight of vegetables.</p>	<p>Share non / fiction texts about types of <b>Spring weather.</b></p> <p><b>Observe, draw and name</b> parts of flowers snowdrop, daffodil.</p> <p>Talk about <b>effects</b> of Spring, describing what they <b>see, hear and feel</b></p> <p><b>G/S Observe process of growth of foods and changing state of matter through cooking (hard/soft/ solid/ liquid).</b></p> <p>Sequence of generations</p>	<p><b>A</b> Observational draw of fruits and vegetables, including insides.</p> <p><b>The dot.</b></p> <p>Use different drawing tools.</p> <p>Printing with vegetables</p> <p><b>DT</b> 3D flowers</p> <p><b>Charanga Scheme My Stories</b> Pulse Pitch Rhythm Voice instruments</p>



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Spring 2 Pirates Love Underpants	<p>Left-Right, Top-bottom Meaning &amp; Purpose Sequence and retell stories &amp; respond with relevant comments, questions &amp; actions.</p> <p>Read and write phonics; <b>igh oa oo</b> &amp; Use some Phase 3 common exception words within short sentences. Start to use capital letters and full stops.</p> <p><i>Recommended read ; Where the wild things are.</i></p>	<p>Character descriptions and nonsense phrases.</p> <p>Use alliteration.</p> <p>Introduce own storyline or narrative into play.</p> <p>Use talk to help solve problems and organise thinking and activities; might could.</p> <p>Answer <b>How? &amp; Why?</b> about characters, objects experiences, stories or events.</p> <p>Pay attention to and use the sound of rhyme and alliteration</p>	<p><b>Fine</b> Revisit NSPCC underpants rules. <b>DT</b> Balancing &amp; floating. Make movement by blowing. Draw link patterns. Figure of 8</p> <p><b>Gross</b> <b>IPEP</b> Combine Moves to travel confidently, with skill on equipment.</p> <p>Dance – weather. Demonstrate contrasting dynamics.</p> <p>Body strength, balance co-ordination &amp; agility</p>	<p>NSPCC Pants rules</p> <p>Independence in routines – Simple dressing &amp; changing,</p> <p>Toileting &amp; hygiene including at mealtimes.</p> <p>Taking account of one another's ideas to organise an activity.</p> <p>Perspective of others through story characters Talk about competition &amp; teamwork.</p>	<p><b>Comparison</b> recite numbers beyond 20 <b>Count</b> substitute using numbers to 10. <b>Cardinality</b> use numerals to represent to 10. <b>Composition</b> Addition &amp; subtraction. + - = to 5 Begin to create their own mathematical problems and signs.</p> <p><b>Spatial Awareness</b> draw simple maps <b>Shape</b> Use and describe 3D shape to make models of ships. <b>Pattern</b> continue copy and recreate repeating patterns from clothes. <b>Measures</b> Compare size &amp; weight</p>	<p>Observe &amp; describe Parts of boats;</p> <p>Observe &amp; describe floating materials &amp; moving sails.</p> <p>Mr Archimedes Bath story &amp; experiment. <a href="#">A21 Archimedes' Bath EN01 - Bing video</a></p> <p>Reading &amp; making symbols on maps.</p> <p>Christopher Columbus Famous Pirates <a href="https://www.youtube.com/watch?v=ThZj9TEMwgE">https://www.youtube.com/watch?v=ThZj9TEMwgE</a></p> <p>Easter traditions</p>	<p><b>A Monet boat paintings.</b></p> <p><b>DT</b> Make boats using containers &amp; solid objects.</p> <p>Moving objects by blowing.</p> <p><b>Charanga Scheme My Stories</b> Pulse Pitch Rhythm Voice instruments</p>



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Summer 1 Yucky Worms	<p>Left-Right, Top-bottom Meaning &amp; Purpose Non-fiction features - Name heading, picture, label (<i>all Summer 1</i>)</p> <p>Know sounds for 10 digraphs</p> <p>Read and write phonics qu ch sh th ng ai ee igh oa oo <b>ar or ur</b> &amp; some Phase 3 common exception words.</p> <p>Use capital letters and full stops. Sequence Write simple fact files</p>	<p>ollow instructions involving several actions or ideas.</p> <p>Connect ideas using some conjunctions and so because but</p> <p>First, next, then finally</p>	<p><b>Fine</b> DT Zig zag folding</p> <p>Tearing paper shapes</p> <p>Make changes to material's forms by blowing, mixing.</p> <p><b>Gross</b> IPEP Dance – mini-beasts Demonstrate scuttle &amp; float dynamics.</p> <p>Body strength, balance co-ordination &amp; agility</p> <p>Fluency of movement-rhythm</p>	<p>Understanding of needs of all living things; basic needs of animals</p> <p>Care and Concern for animals including healthy food stuffs.</p> <p>Identifying and caring for forms of new life.</p> <p>Show a sense of valuable individual. Talk about own interests and emotions in minibeat theme.</p>	<p><b>Comparison</b> recite numbers beyond 20 <b>Count</b> subitise using numbers to 10 <b>Cardinality</b> use numerals to represent to 10. <b>Composition</b> Addition &amp; subtraction. + - = to 10 Begin to create their own mathematical problems and signs. Know doubles to 5</p> <p><b>Spatial awareness &amp; Shape</b> mazes &amp; tunnels <b>Pattern</b>, layering in rocks/ wormery. <b>Measures</b> Compare length</p>	<p>Non-fiction “Yucky Worms”.</p> <p>Observe, draw and name parts of a worm with accuracy.</p> <p>Jelly worm in vinegar &amp; baking soda.</p> <p>Bubble worms/snakes</p> <p>Building wormeries; change in matter of earth materials. Soil gravel sand.</p> <p>Observe, draw name and group rocks; colour, texture. Science Lab.</p>	<p><b>A</b> Paper tearing art <b>Matisse</b>.</p> <p>DT Paper and materials; textures and collage.</p> <p>Mud painting.</p> <p>Charanga Our World Nursery rhymes with instruments.</p> <p>Charanga Scheme Our World. Pulse Pitch Rhythm Voice instruments</p>

	Literacy	Communication and Language	Physical	Personal Social & Emotional	Maths	Understanding of the World	Expressive Art and Design
Summer 1 Billy's Beetle	<p>Left-Right, Top-bottom Meaning &amp; Purpose Sequence and retell stories &amp; respond with relevant comments, questions &amp; actions. Read some Phase 4 tricky words</p> <p><b>Consolidate</b> read and write 10 of digraph phonics; j v w x y z qu ch sh th ng ai ee igh oa oo ar or ur <b>ow oi</b></p> <p>Use capital letters and full stops. Sequence and make own books.</p>	<p>Group, use plurals and name mini-beasts</p> <p>Answer What is a minibeast? by asking and answering questions.</p> <p>Give explanations to connect ideas. using some conjunctions and so because but</p>	<p><b>Fine</b> DT Cutting out range of patterns with a continuous cut</p> <p>Large-scale cutting.</p> <p><b>Gross</b></p> <p><b>IPEP</b> Ball Skills; Team rules. Develop and refine a range of ball skills; Aiming, throwing, batting, kicking &amp; passing with precision &amp; catching with competence.</p> <p>Fluency of movement</p>	<p>Understanding of needs of all living things; basic needs of animals</p> <p>Care and Concern for animals including healthy food stuffs.</p> <p>Identifying and caring for forms of new life.</p> <p>Show a sense of valuable individual. Talk about own interests and emotions in minibeast theme.</p>	<p><b>Comparison</b> recite numbers beyond 20 <b>Count</b> substitute using numbers to 10 <b>Cardinality</b> use numerals to represent to 10. <b>Composition</b> Addition &amp; subtraction. + - = to 10 Begin to create their own mathematical problems and signs. Know doubles to 5</p> <p><b>Pattern</b> - ladybird doubles. Symmetrical butterflies. <b>Shape &amp; Pattern</b> symmetry <b>Measures</b> Compare length</p>	<p>Share non-fiction texts about insects.</p> <p>Minibeast hunt</p> <p>Observe, draw name minibeasts body parts. Minibeast habitats Factfiles.</p> <p>Order the life cycle of a butterfly &amp; a frog.</p> <p>Non-fiction books about Rainforest environment; insects &amp; animals</p>	<p><b>Matisse' Cut out Art.</b> The Snail</p> <p><b>Matisse' Large-scale cut-outs.</b></p> <p>A Butterfly simple symmetry.</p> <p><b>Charanga Scheme Our World</b> Pulse Pitch Rhythm Voice instruments</p>

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Summer 2 Jack and the Beanstalk	<p>Left-Right, Top-bottom Meaning &amp; Purpose Sequence and retell stories &amp; respond with relevant comments, questions &amp; actions. Read some Phase 4 tricky words. Re-read own work for sense.</p> <p><b>Consolidate</b> read and write 10 of digraph phonics; j v w x y z qu ch sh th ng ai ee igh oa oo ar or ur <b>ow oi</b></p> <p>Use capital letters and full stops.</p> <p>Sequence and make own books.</p>	<p>Castles; drawbridge, tower, turret,</p> <p>Articulate ideas and thoughts in well-formed sentences.</p> <p>Connect ideas using connectives and so because</p> <p>Hot seating – talking in past tense.</p>	<p><b>Fine</b> Small, Treasury tags &amp; Split pins.</p> <p>Linking natural materials.</p> <p><b>DT</b> Exploring &amp; recreating the structures of towers, turrets and castles.</p> <p>Drawing castles with accuracy and care.</p> <p><b>Gross</b> <b>IPEP</b> Team Games; movement balance and ball.</p> <p>Large scale castle building</p>	<p>Understanding of needs of all living things; basic needs of plants</p> <p>Narrating own personal food choice of healthy range of foodstuffs and understand need for variety in food.</p> <p>Is everything we grow healthy?</p> <p>Explore and describe feelings of overcoming fear.</p> <p>Perspective of other and confidence in own ability, through story characters.</p> <p>Self care in awareness of Sun safety</p> <p>Following linked instructions as a team.</p>	<p><b>Comparison</b> recite numbers beyond 20 <b>Count</b> subitise using numbers to 10 <b>Cardinality</b> use numerals to represent to 10. <b>Composition</b> Addition &amp; subtraction. + - = to 10 and know some bonds including subtraction. <b>Know</b> doubles to 5 Share objects (beans/ coins) and identify odd &amp; even.</p> <p><b>Shape</b> Use and describe 3D shape to make models of towers, turrets and castles. <b>Pattern</b> Odd &amp; even <b>Measures</b> Compare size &amp; length</p>	<p>Talk about effects of Summer, describing what they see hear and feel.</p> <p>Share “Sunflower Shoots &amp; Muddy Boots”</p> <p>Observe and describe plant needs for growth.</p> <p>Observe, draw and name parts of flowers/ plants-</p> <p>Explore plants drinking water (dye).</p> <p>Castle features. Life in the castle.</p> <p>Past and present life - images of castles &amp; homes.</p> <p>Cockermouth castle.</p>	<p><b>DT</b> Daisy chains &amp; leaf chains.</p> <p>Making paper characters</p> <p>Fluency of movement</p> <p><b>Charanga</b> <b>Relax reflect rewind</b> Pulse Pitch Rhythm Voice instruments</p>

	Literacy	Communication and Language	Physical	Personal and Social	Maths	Understanding of the World	Expressive Art and Design
Summer 2 Sharing a shell	<p>Consolidate reading using Left-Right, Top-bottom Meaning &amp; Purpose Sequence Spot and suggest rhyme in story.</p> <p>Consolidate read and write at least 10 digraphs from phase 3 and some phase 4 phonics. Re-read own work for sense.</p> <p>Write a postcard</p> <p>Use capital letters &amp; full stops.</p> <p>Recommended read <i>Rainbow Fish</i></p>	<p>Describe beach scenes.</p> <p><del>Group</del> and name sea creatures.</p> <p>Using past and present vocabulary to compare the past.</p>	<p><b>Fine</b> Paper cones</p> <p>Sequenced folds – aeroplanes</p> <p><b>Gross</b> <b>IPEP</b> Team games; Sports Day <b>Develop and refine</b> a range of skills; Aiming, throwing, <b>batting, kicking &amp; passing with precision &amp; catching with competence.</b> <b>Body strength, balance co-ordination &amp; agility</b></p>	<p>Transition visits to Year 1</p> <p>Identify feelings about new social situations &amp; unfamiliar people.</p> <p>Express feelings using descriptive language.</p> <p>Build resilience to trust in our safe people.</p> <p>Self-care in awareness of Sun safety</p>	<p><b>Comparison</b> recite numbers beyond 20 <b>Count</b> subitise using numbers to 10 <b>Cardinality</b> use numerals to represent to 10. <b>Composition</b> Addition &amp; subtraction. + - = to 10 and know some number bonds including subtraction.</p> <p><b>Shape</b> Use and describe 3D shape to make sand castles of towers &amp; turrets. <b>Pattern</b> even and odd numbers. <b>Measures</b> compare capacity of buckets</p>	<p>Share non / fiction texts about types of Summer weather and water sources.</p> <p>Observe, name and describe forms of water.</p> <p>Beach visit</p> <p>Draw, name and describe sea creatures.</p> <p>Talking about holiday activities – Victorian and now. Pictures from home.</p>	<p><b>A</b> Paper limpets with patterns.</p> <p>Mini zen sand garden-patterns.</p> <p><b>M</b> Learn Seaside songs Sounds of the sea music and relaxation.</p>

## Planning

Throughout the year, staff will decide how best to teach, support and extend children's learning, based on observations and assessments, using the following steps.

- Plan in specific experience/s to teach a skill or knowledge each day (class or group adult-led) linked to the Talk for Writing theme.
- Plan in generous time to extend and deepen play and for interactions and learning in partnership with children. Support meaningful interactions and back-and-forth conversations. Use this time to engage with children to co-construct next steps together. This could be enhancements in the moment (Planning-in-action). This could be observing well how they have used a prior taught skill and planning an individual or group activity in the future.

- Consider where you can use children's interests in developing the planning. (child-led) for future enhancements or widening a theme's coverage.

**Observations**

Staff observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home. Formal recorded observation on Tapestry includes a child on their own, a child with others or while engaging with the adult (Observation-in-action). These will cover wow moments and extended observations.

**ABC Gap Analysis**

At each data collection point the summative assessment through Tracker and Tapestry will be used to inform gap analysis. Where there are wider areas of concern, the classroom provision will be adapted to provide a deeper opportunity to learn and develop in this area.