



Reception – Detailed Long Term Planning

Autumn 1 - Ourselves			
BASELINE	Vocabulary	Skills – experiencing and applying	Knowledge and concepts
Communication and Language	Names of staff & classmates. Names of family & friends.	Begin to listen and hold simple “to and fro” conversations in play. Talk about own needs and wants and ask for help.	Describe choices of play areas and routines.
Physical DT / Art	Name creative tools & materials mark, draw, paint, snip, cut, pour, damp, soggy, smooth, rough, mark, thread, tower, balance Self Care hot, cold, hungry, tired toilet, happy, sad, ill	Tripod grip One handed use of pencil, scissors, brushes, tools Describe textures Thread medium 3D objects Balance tower of objects Independent toileting, wash hands & dress for outdoors Mount stairs, steps or climbing equipment using alternate feet.	Colour accurate image of self Name simple reasons for hygiene practise for health and safety. Safety rules for indoor & outdoor classrooms, yards and hall.
Personal and Social	Share & take turns Please thank you sorry Friends	Gain confidence in new social situations and with unfamiliar people . Offer cues and play with other children on a shared theme. Have a special friend.	Describe School Day routine and some home routines. <i>Maths</i>
Literacy Mr Wiggle and Mr Waggle	Once Upon a time Run Rabbit Run My Story is Done Share and recite favourite rhymes.	Read and Write own name Recognise s a t p Formation of anti- clockwise curl c Hear initial sounds in words. Listen and join in actions and repeated phrases to stories and songs.	Repeat phrases from a familiar story including character names.
Maths - baseline Numbers 1-5	One, two, three, four, five	- to be able to count up to 3/4 objects - to count actions or objects that cannot be moved -to count out a number of objects from a larger group	-to be able to recognise numbers of personal significance - to be able to recognise numbers 1-5
Shape	Square, circle, rectangle, triangle Big, bigger, small, smaller, round, point/'pointy', straight, corner	- to name 2D shapes - use mathematical terms to describe shapes - to select particular named shapes	- beginning to know the mathematical names for 2D shapes - to recognise 2D shapes
Positional Language	Up, down	-to use positional language in the story of Mr Wiggle and Mr Waggle	-to know some positional language
Understanding the World <i>Science, Geography History & Technology links</i>	Autumn, Winter tree, trunk, leaves, sticks, conkers, acorns, seeds.	Walk outdoors Autumn walk T Kids doodle programme	Name parts of a tree and a seed. Name signs of Autumn.



Expressive Art and Design <i>Art DT Music links</i>	cut, stick, tear roll, ball, sausage straight, curve	2D and 3D basic joins (<i>See CP</i>) Roll a dough ball & sausage Scissor cut line & curve Tear & stick masking tape	Use actions to indicate position and direction. Join ring games and sing a few familiar songs.
Autumn 1 - Rosie's Walk			
	Vocabulary	Skills – experiencing and applying	Knowledge and concepts
Communication and Language	Vocabulary reflecting own experiences of farms. and/ because.	Begin to listen & hold simple “to and fro” conversations in play. Connect ideas Talk about own needs & wants/choices	Describe play areas and routines. Ask for help.
Physical <i>DT / Art</i>	Name creative tools & materials mark, draw, paint, snip, cut, pour, damp, soggy, smooth, rough, mark, thread, tower, balance hot, cold, hungry, tired toilet, happy, sad, ill	Tripod grip One handed use of pencil, scissors, brushes, tools & natural objects. Describe textures Thread medium 3D objects Balance towers of bricks/ cups. Independent toileting, wash hands & dress for outdoors Move freely and with pleasure and confidence in a range of ways. Travel with confidence & skill around, under, over & through balancing & climbing equipment.	Name simple reasons for hygiene practise for health and safety.
Self Care	around past over under through		Safety rules for range of equipment in outdoor classroom.
Personal and Social	Sharing & taking turns conversations	Have a special friend. Role Play of familiar themes/ stories	Why we take turns.
Literacy Rosie's Walk	Title Author page number Ask Where? Setting Use Prepositions to answer Where? <i>Maths</i> farm, mill, yard, haystack, field, hen coop, farmhouse, tractor. Setting and character	Read and Write own name Recognise s a t p i n Formation of anti- clockwise curl c Hear initial sounds in words. Listen and join in actions and repeated phrases to stories and songs.	Name characters, Listen and recall to know a sequence of events and end of the stories. “Who” action
Maths- baseline Time	Today, tomorrow, yesterday, the next day	- to use everyday language related to time	-to know everyday language related to time
Positional Language	Up, down, behind, next to, in front of, on top of, under, beside	- to use positional language to describe their relative position	- to know the vocabulary of positional language
Understanding the World <i>Science, Geography History & Technology links</i>	Autumn, Winter tree, trunk, leaves, sticks, conkers, acorns, seeds.	S Make spider web patterns in variety of ways. G Walk outdoors, exploring a variety of terrain..Woodland walk T Tracing and tapping number formations	Name parts of a tree and a seed. Name signs of Autumn. Name features of a farm.



Expressive Art and Design <i>Art DT Music links</i>	cut, stick, tear roll, ball, sausage straight, curve	2D and 3D basic joins (<i>See CP</i>) Roll a dough ball & sausage Scissor cut line & curve Tear & stick masking tape Enclose a space using lines or objects.	Use actions to indicate position and direction. Make a shape with lines & rods Join ring games and sing a few familiar songs.
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Autumn 2 - The Little Red Hen

	Vocabulary	Skills – experiencing and applying	Knowledge and concepts
Communication and Language	Who, What, Why? Explore sounds of words.	Ask and answer questions. Link statements. Use two adjectives together.	Use talk to sequence known stories. Descriptions to a texture.
Physical DT / Art	Grind, knead, flatten, crumble Fill/ Fold / cut - half stretch, balance	Draw and cut lines Draw anti-clockwise circles & cut circles. Stretch elastic bands, balance sticks, pegs, bricks, marbles. Stand momentarily on one foot when shown. Start to hop. Catch a large ball. Throw and roll a ball to a wide target. Adjusting speed or changing direction to avoid obstacles.	Stretching materials Balance – materials and personal. Simple tag games
Personal & Social	Buddy	Initiate conversations and form good relationships with peers and familiar adults. Join in groups and welcome others.	Value of helping others. Buddy systems Value completing a task.
Literacy The Little Red Hen	Who? Characters hen bull cat rat What? plant, seed, corn, cut, carry, mill grind, knead, dough, bake, eat.	Recognise and start to form s a t p l n m d g o c k Blend cvc's Sequence and retell stories	Name characters Who action.
Maths Numbers 1-5 (and up to 10) Time	One, two, three, four, five, six, seven, eight, nine, ten Minute, quicker, faster, slower, less, more First, next, then, before, after, finally, just then, shortly, afterwards, last	- can begin to select the correct numeral to represent 1 to 10 - to be able to count objects up to 10 - to measure short periods of time in simple ways -to use time connectives	- to know and recognise numbers 1-5 and if appropriate up to 10. - to understand that time can be measured -to understand everyday language related to time
Understanding the World <i>Science, Geography History & Technology links</i>	plant, seed, corn cut, carry, mill grind, knead, bake,	S Grind with variety of tools mix, stir, knead dough bake bread. G Forest School introduction	Talk about the seed to bread sequence. Know what is dough? Describe sources of Light and Dark.
Expressive Art and Design <i>Art DT Music links</i>	Bang tap shake	Draw representations of people & objects.	M Make firework sounds with percussion change volume and speed. Sing fam themed songs



Autumn 2 We're Going on a Bear Hunt		Christmas	
	Vocabulary	Skills – experiencing and applying	Knowledge and concepts
Communication and Language	Who, What, How? Explore sounds of words. Feelings vocabulary	Ask and answer questions. Link statements. Use two adjectives together. Use known narrative phrases in play.	Use talk to sequence known stories. Grouping/ describing texture.
Physical DT / Art	Mould pinch, dig, pile up, cave Link, join, thread, bend	Thread, link & bend medium objects Slide on and link small paper clips. Link join – paper chains. Stretching Shapes; Making a combination of movements.	Joining two materials together by linking them. Joining moves together.
Personal & Social	Christmas, gifts, presents, love,	Speak to others about own needs, wants. Talk about how they show feelings	Pleasure in giving and appreciation of receiving.
Literacy We're Going on a Bear Hunt	Description Long wavy grass, Deep, cold river Thick, oozy mud, Swirling, whirling, snowstorm, narrow, gloomy cave Where? When? Jokes	Recognise and start to form s a t p l n d m g o c k e u r h b f f l l s s Blend and start to segment cvc's Segment the sounds in simple words and blend them together. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Retelling stories with intonation and own narrative.	Describe natural settings and weather. Describe textures. Name characters, sequence of events and end of the stories. <i>Maths</i> Jokes and play on words.
Maths More/less	More, fewer, one more, one less	- to use the language of 'more' and 'fewer' to compare 2 sets of objects - to apply the knowledge of one more and one less (compare bears)	- to know the difference between more and fewer objects - to know the meaning of one more and one less
Sequencing	First, next, last, finally, after that, before, earlier, later	- to order and sequence familiar events	- to understand that events can be sequenced
Shapes	Cylinders, cubes, cuboids, spheres, pyramids, cones. round, point/'pointy', straight, corner(s), faces, edges, curved	- to name and recognise 3D shapes - use mathematical terms to describe 3D shapes - to select particular named 3D shapes	- beginning to know the mathematical names for 3D shapes -to recognise 3D shapes
Understanding the World <i>Science, Geography History &</i>	Rain, snow, frost, ice cold, freezing/frozen Habitat, cave, forest, wood. den,	Grind with variety of tools mix, stir, knead dough	Describe signs of Winter. Snow and ice Compare animal footprints. Name bears' habitats



Technology links	Shadow		Describe sources of Light and Dark.
Expressive Art and Design <i>Art DT Music links</i>	Bang tap shake	Draw representations of people & objects. DT Link join – paper chains. Combinations of movement to feelings & experiences; Discos	A Printing using footprints. Create class playlists.
Spring 1 Three Billy Goats Gruff			
	Vocabulary	Skills – experiencing and applying	Knowledge and concepts
Communication and Language	Troll character description. Follow instructions/ two/three steps ideas	Introduce a storyline or narrative into play. Quote known dialogue phrases in play.	Features of fantasy characters.
Physical DT/ Art Self Care	paper, card, straws pipe cleaners Wave, curve, zigzag Target, roll	Bend materials – sequenced fold Combining materials Balance towers of mixed materials small bricks, marbles, sticks, stones, tubes, paper etc. Build bridges and walls Brush control Jump and balance, roll, move transport equipment safely.	Water patterns Wall/ brick patterns Move & transport equipment/ objects safely.
Personal and Social	Suggest, another way/ alternative, fair/reasonable, share, apologise, forgive.	Steps to resolve conflicts e.g. finding a compromise.	Know and explain why others are upset.
Literacy Three Billy Goats Gruff	First, next, finally Alliteration Riddles and rhyme.	Recognise and start to form s a t p l n d m g o c k e u r h b f f l l s s j v w x y z Blend and segment cvc's and start to blend and segment ccvc's Read some Phase 3 tricky words Sequence and retell stories Make up own alliterative phrases Make up own riddles	Name characters, First, next, finally signs sequence of events and end of the stories. Riddles; who am I?



Maths			
Numbers 1-10/15	One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen	- to be able to recognise numbers up to 10/15 -able to count objects to 10 and beginning to count beyond 10 - able to select the correct numeral to represent 1 to 10 and if appropriate up to 15	- to consolidate knowledge of numbers up to 10 and then starting to work with numbers up to 15
Addition	Counting, adding, more, total, sum, equals, answer, is that all? More, put them together, how many altogether?	-when using numbers up to 10, to be able to find the total number of items in 2 groups by counting all of them -beginning to create their own mathematical problems	-to understand that counting two groups of objects can give you one total
Number bonds to 5	Add, plus, what's the difference? How many? Total	-to form number bonds to 5	-to begin to understand number bonds to 5
Understanding the World <i>Science, Geography History & Technology links</i>	Names of Cockermouth bridges and London Tower Bridge. Arch, Pillar, River, lake, pond wave, shade Names of world famous buildings. New Year Calendars	S Explore similarities and differences of materials -wood, metal, plastic, card, paper Build models of using features of bridges.	G talk about similarities and differences of famous bridges What is a river? How to search for bridge images. World famous buildings (Chinese).
Expressive Art and Design <i>Art DT Music links</i>	Square, rectangle, straight, curve, circle, wave, Repeating fold - fan	Build walls in different patterns. Build bridges Paint water patterns. Zig zag fold	Water Lilies series of paintings by Monet.
Spring 1 People Who Help Us			
	Vocabulary	Skills – experiencing and applying	Knowledge and concepts
Communication and Language	Who? Why? What ? How? Emergency role play dialogue	Listen to and understand information to talk about own needs, wants & opinions and ask for help. Talk about jobs and why we would/ not like to do them.	Emergency Services and other roles of people.
Physical DT / Art Self Care	Line, straight curve,	Thread/ stretch small objects Small-scale mark making. Throwing, catching or kicking balls Tighter targets.	Developing focus in accuracy of scissor/ tool skills.
Personal and Social	Expert professional training Private	Care for living things. Talk about emergency Services	Importance of exercise, eating, sleeping and hygiene NSPCC Pants Rule



	Rules	Describe self in positive terms and talk about new personal skill as grow up.	Growing older, achieving more.
Literacy Non-fiction Books	Names of job roles Names of places of significance; local/emergency services. Non-fiction Information Captions labels	Recognise and start to form oo s a t p l n d m g o c k e u r h b f f l l s s s j v w x y z qu ch sh th ng Blend and segment cvc's and start to blend and segment ccvc's Read Phase 3 tricky words	Emergency services Local places of safety/health.
Maths Counting irregular arrangements	Jumbled, irregular, move, straight, count, group(s), counting	-counts an irregular arrangement of up to 10 objects	-to know that objects can still be counted even when they are not in a regular arrangement
Estimating	Guess, estimate, what can you see? More, less, roughly, similar, different, the same, many, fewer, lots,	-to estimate how many objects, they can see and then check their answer by counting them	-to understand that a sensible guess can be made
Mark Making	-write, draw, numbers, how many, objects, pencil	-to record, using marks that can be interpreted and explained	-to understand that marks made represent seen objects and numbers
Subtraction	Take away, minus, total, less, fewer, how many? What is left?	-to take objects/numbers away from one another -beginning to create their own mathematical problems	-to begin to understand that numbers can be taken away from others
Understanding the World <i>Science, Geography History & Technology links</i>	People's job roles. Emergency services names and buildings. Bones, skeleton skull milk and adult teeth muscle heart lungs bandage plaster cast x-ray operation	Asking questions of visitors and on visits. Recognise and talk to a wider range of safe people. Relate and link their experiences to job roles.	S tooth health and brushing. H Valentines & Mother's Day Weddings H Growing awareness of local services and G places
Expressive Art and Design <i>Art DT Music links</i>	Fingerprint colour Repeating pattern Bend join heart	Printing using fingerprints Heart shape paper art	Repeating patterns.
Spring 2 The Enormous Turnip			
	Vocabulary	Skills – experiencing and applying	Knowledge and concepts
Communication and Language	Name vegetables and fruits	Sorting foods into groups.	Extend vocabulary, grouping and naming types of food.



<p>Physical <i>DT / Art</i></p> <p>Self Care</p>	<p>knife and fork potato masher garlic press</p> <p>Quoits & Cones</p>	<p>Pencil control drawings with detail Cut up & mashing foods using utensils. Eat a healthy range of foodstuffs Transport and store equipment safely. Running, jumping, throwing & catching.</p>	<p>Draw fruits and vegetables, including insides. Understand need for variety in food.</p>
<p>Personal and Social</p>	<p>Perseverance Proud Team Plan adapt</p>	<p>Helping each other. Team work. Making and adapting a plan Bouncing back after difficulties</p>	<p>Benefits of a team. Value of completing challenges.</p>
<p>Literacy The Enormous Turnip</p> <p>Non-fiction Books</p>	<p>non-fiction Information Captions labels</p> <p>Rhymes</p>	<p>Recognise and form s a t p l n d m g o c k e u r h b f f l l s s s j v w x y z qu ch sh th ng ai ee Blend and segment cvc's and ccvc's Read and write some Phase 3 tricky words Sequence and retell stories Find out information using non-fiction. Make own tongue twister</p>	<p>Name characters, sequence of events and end of the stories. <i>Maths</i></p> <p>Peter Piper tongue twister.</p>
<p>Maths</p> <p>Shapes & Pattern</p> <p>Measure</p>	<p>Square, circle, rectangle, triangle, cylinders, cubes, cuboids, spheres, pyramids, cones, big, bigger, small, smaller, round, point/'pointy', straight, corner(s), faces, edges, repeating, the same, pattern, recurring</p> <p>Long, short, tall, small, low, high, medium, in the middle, heavy, light, full, half full, empty, a little bit, a lot, longest, tallest, highest, shortest, lowest, heaviest, lightest, fullest, emptiest</p>	<p>-to recognise, name, describe and use 2D and 3D shapes confidently -to use familiar objects and common shapes to create and recreate patterns and build models</p> <p>To order items by: -length -height -weight -capacity</p>	<p>-to consolidate their knowledge and understanding of 2D and 3D shapes and the mathematical terms to describe them -to know what a pattern is and how to make one</p> <p>-to know that items/objects have different lengths, heights, weights and capacities</p>
<p>Understanding the World <i>Science, Geography History & Technology links</i></p>	<p>Sort Similar different Leaves, roots seeds Soup, cut, mix, stir, blend</p>	<p>Cutting vegetable and making soup. Trying new tastes.</p>	<p>S Growth of ourselves. H sequence of generations G/S Where do fruit/vegetables grow? Simple structure of a fruit/vegetable</p>



Expressive Art and Design <i>Art DT Music links</i>	Shape, pattern, straight, curve, circle, wave, shade.	Observational draw of fruits and vegetables, including insides. Use different drawing tools. Printing with vegetables	The dot. Creating pattern. DT 3D flowers
Spring 2 Pirates Love Underpants		Spring	
	Vocabulary	Skills – experiencing and applying	Knowledge and concepts
Communication and Language	Pirate/ nonsense words. Pirate character description. Parts of flowers	Introduce a storyline or narrative into play. Answer How? Why? about characters, objects experiences, stories or events.	Linking statements to make up own story. Describing people/ objects
Physical DT / Art	Balancing and floating.	Thread, link & bend small objects Draw linking patterns; figure of 8 Combine moves to travel with confidence and skill around, under, over and through balancing and climbing equipment. Dance – weather. Demonstrate contrasting dynamics.	Make boats using containers & solid objects. Moving objects by blowing. Personal hygiene
Self Care	Private Rules		
Personal and Social	Talk about their ideas, including details. I think that ...	Taking account of one another's ideas to organise an activity.	Personal safety NSPCC Pants rule
Literacy Pirates Love Underpants	Character description Plot First, next, then Poem	Recognise and form s a t p l n d m g o c k e u r h b f f l l s s s j v w x y z qu ch sh th ng ai ee igh oa oo Blend and segment cvc's and ccvc's Read and write Phase 3 tricky words Sequence and retell stories & respond with relevant comments, questions & actions.	Name characters, sequence of events and end of the stories. <i>Maths</i>
Maths Number bonds to 10 More/Less Money	Add, plus, what's the difference? How many? Total More, fewer, one more, one less Coins, round, big, small, pence, pennies, pound(s), silver, gold, bronze, 'p', shiny, dull, shops, work, buying, bank, spending, paying	-to form number bonds to 10 -one more/one less than a group of objects up to 5 -one more/one less than a group of objects up to 10 -to begin to use everyday language related to money	-to begin to understand number bonds to 10 - consolidate the knowledge of one more/less than a given number -to begin to understand what money is, what it looks like and how and why we use it
Understanding the World	How and Why? Bulb bud, leaf root flower petal	S Name types of Spring weather. G name signs of Spring.	New life



Science, Geography History & Technology links	snowdrop, daffodil. Float sink Blow direction speed strength	S Explore floating and sinking to find materials and shapes which float. Explore how to make movement using sails	Differences in Wind – direction & speed.
Expressive Art and Design Art DT Music links	Sail Balance shape	DT Make boats Boat paintings.	Monet boats
Summer 1 Yucky Worms			
	Vocabulary	Skills – experiencing and applying	Knowledge and concepts
Communication and Language	First, next, then, finally	Give explanations by connecting ideas.	Collect and share information
Physical DT / Art Self Care	direction, turn, twist thumb & pointing finger line, layer space	Zigzag fold Tearing paper shapes Cutting out range of patterns with a continuous cut and large-scale cutting Control and co-ordination of dance moves.	Change of shape Layering of materials
Personal and Social	idea need feeling care hungry scared cold	Sensitivity to other's needs and feelings. Take account of other's ideas of how to organise a task.	Care for living things
Literacy	Non-fiction Information Captions labels Worm rhymes, songs, poems. Recite Wiggly Woo	Recognise and form s a t p l n d m g o c k e u r h b f f l l s s s j v w x y z qu ch sh th ng ai ee igh oa oo ar or ur Blend and segment cvc's and ccvc's Read and write Phase 3 tricky words Write factfiles	Name characters, sequence of events and end of the stories. <i>Maths</i>
Maths Addition & Subtraction Numbers 1-20	Add, plus, addition, take-away, minus, subtraction, total, sum, altogether, more, less One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty The same, double, half, share, fair, unfair,	-Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer -to be able to count to 20 -to be able to recognise numbers 1-20 -to order numbers to 20 -able to say numbers one more/less than a given number up to 20 To solve problems: -doubling	-to consolidate understanding that you can add and subtract numbers -to know numbers 1-20 -to know that numbers/objects can be doubled, halved and shared



Doubling, sharing and halving	equal, between, each, same again	-halving -sharing	
Understanding the World <i>Science, Geography History & Technology links</i>	Naming natural ground materials; soil gravel sand recycling Saddle	G Building wormeries Digging for worms. S Parts of a worm Explore Jelly worms in liquids and Bubble worms	Building a wormery. Change of form; experiments in vinegar, baking soda Soapy water, air.
Expressive Art and Design <i>Art DT Music links</i>	tear , rip, zig-zag, layer mix, spread, texture, colour	Paper tearing art Mud painting	Matisse; paper tearing. DT Paper and materials; textures and collage. M Charanga Our World Nursery rhymes with instruments

Summer 1 Billy's Beetle			
	Vocabulary	Skills – experiencing and applying	Knowledge and concepts
Communication and Language	Sort same different	Group and name Give explanations by connecting ideas.	Similarities and difference of features of insects.
Physical DT / Art Self Care	demonstrate scuttle float creep crawl	Cutting and making a range of more complex patterns; spots, wiggles swirls, spirals, stripes. Cutting with a continuous cut. Ball Skills; Games and turn-taking	Make changes to material's forms by blowing, mixing.
Personal and Social	Delicate, fragile, gentle Size nectar pollen	Sensitivity to other's needs and feelings.	Needs of living things
Literacy	Non-fiction Information Captions labels Minibeast rhymes Incy Wincy Spider Little Miss Muffat Little Arabella Miller	Recognise and form s a t p i n d m g o c k e u r h b f f l l s s s j v w x y z qu ch sh th ng ai ee igh oa oo ar or ur ow oi Blend and segment cvc's and ccvc's Read some Phase 4 tricky words Sequence and retell stories & respond with relevant comments, questions & actions.	Name characters, sequence of events and end of the stories. <i>Maths</i>



Maths Pattern	Repeating, the same, pattern, recurring, different	- to recognise, create and describe patterns	-to consolidate knowledge of pattern and how to make them
Shapes	Square, circle, rectangle, triangle, cylinders, cubes, cuboids, spheres, pyramids, cones, big, bigger, small, smaller, round, point/'pointy', straight, corner(s), faces, edges, curved	- explore characteristics of everyday objects and shapes - use mathematical language to describe them	-further consolidation of shape
Doubling, sharing & halving	The same, double, half, share, fair, unfair, equal, between, each, same again	To solve problems: -doubling -halving -sharing	-to know that numbers/objects can be doubled, halved and shared
Understanding the World <i>Science, Geography History & Technology links</i>	Insect wing leg shell armour antennae stinger predator prey egg chrysalis tadpole froglet Rock, soil, tree, parts of plants.	Searching and exploring for minibeasts.	Minibeast features and habitats Life cycle of a frog and caterpillar
Expressive Art and Design <i>Art DT Music links</i>	Colour shape pattern	Symmetry painting by folding. Large-scale 2D group cut out art.	Matisse' Cut out Art. The Snail Matisse' Large-scale cut-outs. Dance to The Ugly Bug Ball song.

Summer 2 Jack and the Beanstalk

PROFILE	Vocabulary	Skills – experiencing and applying	Knowledge and concepts
Communication and Language	Negotiate, deal	Develop their own narratives and explanations by connecting ideas or events.	Negotiation, swapping/ give and take.
Physical DT / Art Self Care	Naming flowers – daisy Buttercup, stalk Tendrils	Moving, sorting and linking natural materials. Daisy chains & leaf chains Team Games; movement balance and ball.	linking Working together, following joint instructions.
Personal and Social	Plan, negotiate, agree, fair, right, consequence	Take account of others' ideas. Visiting new classrooms and spending time with Year 1 staff. Visiting Year 1 and showing parents around.	Awareness of others' and own needs and feelings. Resilience to new experiences Understanding transition to Year 1



			Routines of care for plants.
Literacy	Characters Wanted poster for Giant/ wife/ cow	Recognise and form s a t p l n d m g o c k e u r h b f f l l s s s j v w x y z qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure - Consolidate Blend and segment cvc's and some ccvc's and cvcc's Read and write some Phase 4 tricky words Sequence and retell stories & respond with relevant comments, questions & actions.	Name characters, sequence of events and end of the stories. <i>Maths</i> Build sentences using word cards.
Maths Measure & Problem solving	Big, small, long, short, tall, low, high, medium, in the middle, heavy, light, full, half full, empty, next to, behind, in front of, under, over, on top of, far, near, close, a long way, a short way, o'clock, today, tomorrow, yesterday, days of the week, holidays, weeks, weekends, months, after school, after lunch, tonight, morning, afternoon, a little bit, a lot, longest, shortest, tallest, highest, lowest, heaviest, lightest, fullest, emptiest, coins, round, big, small, pence, pennies, pound(s), silver, gold, bronze, 'p', shiny, dull, shops, work, buying, bank, spending, paying	use everyday language to talk about: -size -weight -capacity -position -distance -time -money -using the above knowledge to compare quantities and objects and to solve problems	-to secure understanding of: size; weight; capacity; position; distance; time and money
Understanding the World <i>Science, Geography History & Technology links</i>	Tower turret moat battlements portcullis arrow slits	Sorting natural materials, beans, seeds. Explore plants drinking water (dye).	H Castle features. Life in the castle. S Plant needs for growth Climbing plants Care and Concern for plants.
Expressive Art and Design <i>Art DT Music links</i>	Handle feel manipulate <i>See physical</i>	Sensory bottle with characters hidden. Building large box/crate castles Coin rubbings <i>See physical</i>	



Summer 2 Sharing a Shell			
	Vocabulary	Skills – experiencing and applying	Knowledge and concepts
Communication and Language	Names of holiday destinations/ activities	Group and name Give explanations by connecting ideas.	Sharing summer/ Holiday experiences
Physical DT / Art	Straight fold	Sequenced folds – aeroplanes Team games – Sports day	
Self Care	Shade, breeze, sun-cream, protection, sun hat/glasses	Sun safety	Skin and eye protection, dehydration
Personal and Social	Excitement Nervousness	Transition visits to Year 1; adjust their behaviour to different situations & routine Say if and when need help.	Resilience to new experiences Understanding transition to Year 1
Literacy	Phase 4 consonant blends cr br etc Tongue twister A sailer went to sea sea sea. One sunny day, Once upon a time, A long time ago, happily ever after, the end	Recognise and form s a t p l n d m g o c k e u r h b f f l l s s s j v w x y z qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure - Consolidate Blend and segment cvc's and some ccvc's and cvcc's Read and write some Phase 4 tricky words Write a postcard Start to write stories using narrative features.	Name characters, sequence of events and end of the stories. <i>Maths</i> Seaside songs and rhymes.
Maths Addition & Subtraction	Add, plus, addition, take-away, minus, subtraction, total, sum, altogether, more, less	-Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer	-to strengthen knowledge of addition and subtraction
Doubling, sharing & halving	The same, double, half, share, fair, unfair, equal, between, each, same again	To solve problems: -doubling -halving -sharing	-to deepen understanding of doubling, halving and sharing
Understanding the World <i>Science, History Geography links</i>	Describe beach scenes; sand, cliff, sea, rock pools, shells, pebbles, sea weed Name sea creatures; fish shell, hermit crab anemone, limpet. starfish, jellyfish bristleworm,	Features of a seaside. Types of sea creature and habitats. Beach visit Seaside/ summer day traditions; picnics, water play.	Different forms of water, terrain and weather - beach and sea, sun, shade and shadow
Expressive Art and Design <i>Art DT Music links</i>	Pattern peaceful Limpets Oh I do like to be beside the seaside	Sand art / mini zen gardens Large scale sand art. Paper limpets folding	Limpet patterns. Sounds of the sea - relaxation