

2022-2023	AT1 (7 weeks)	AT2 (7 weeks)	SP1 (5 weeks)	SP2 (6 weeks)	SUM1 (6 weeks)	SUM2 (7 weeks)
Cross Curricular theme	What makes me special?	What's your toy story?	Are Dragons Real?	How does Jack's beanstalk grow?	Can Giraffe's dance?	Do you like to be beside the seaside?
Predictable interests	Autumn	Bonfire night Halloween Diwali Christmas	Winter Valentine's day	Spring Easter	Early summer	Summer
Themed Events/Global Learning	Harvest (Global Learning Link: Orphanages, different kinds of homes)	Bonfire night Anti-bullying week Remembrance Sunday Advent Begins (Global Learning Link: Christmas – being fortunate and lucky – linked to Letters to Santa, Christmas around the world: Shoebox appeal)	Safer internet week (Global Learning Link: Corona Virus, Cultures around the world)	Fairtrade Lent begins World book day Science week (Global Learning Link: Deforestation, Animal habitats, Endangered and extinct species)	Health Week (Global Learning Link: environment and looking after the environment - climate change on an age appropriate level)	(Global Learning Link: plastic pollution, sharks and whales being hunted, delicacies being eaten in different countries)
Experiences/Visits and Visitors	Park visit/local shop- noticing immediate environment Mystery guests throughout the year	Post a letter to Father Christmas at the Post box Christmas party Mystery guests throughout the year	Chinese dragon dancing Chinese drumming Mystery guests throughout the year	Park visit - minibeasts/signs of spring Visitor- Creepy Crawly roadshow Mystery guests throughout the year	Blackpool zoo visit Mystery guests throughout the year	Beach party Mystery guests throughout the year
Parent Links	Curriculum workshop Breakfast stay and play	Phonics workshop Christmas nativity Phonics stay and play	Maths focus stay and play – maths games	Mother's Day afternoon tea Love reading afternoon	Father's Day - Pie and games Bring a plant gardening day - outdoor learning	End of year picnic, eat ice creams on the field with children and families
Communication and Language	Good sitting and listening rules Enjoy a story. We're Going on a Bear Hunt	Pay attention to more than one thing at a time. Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes.	Listen to a story and recall key points. Learn and use a wide range of vocabulary. Answer a 2-part question.	Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes. Ask questions to find out more and clarify understanding.	Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes. Talk to organise play. Speak in well formed sentences.	Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes.



	Learn and use a wide range of vocabulary.	Start a conversation with an adult or friend.	Sing a large repertoire of songs and rhymes.	Familiarity and understanding about stories.	Describe events in detail.	Connect ideas using connectives.
	Follow a 2-part instruction. Understand why questions.	Engage with non-fiction text.	Talk about familiar books.	Engage with non-fiction text.	Explain how things work and why they might happen.	Engage with non- fiction text.
	Sing a large repertoire of songs and rhymes.		Engage with non- fiction text.		Deep familiarity and retell story. Engage with non-fiction text.	
	Engage with non-fiction text.					
Focussed Author	Jill Murphy	Jill Murphy	Mick Inkpen	Mick Inkpen	Eric Carle	Eric Carle

English	Core Text	Core Text	Core Text	Core Text	Core Text	Core Text
	The Runaway Pea by Kjartan	The Paper Dolls by Julia	Marmaduke A Very	Jack and the Beanstalk	Giraffe's Can't Dance	Billy's Bucket
	Poskitt	Donaldson	Different Dragon by			
	TUE CONTRACTOR		Rachel Valentine	Jack and the	CIRAFFES CAN'T	
	RUNAWAY	Julia Donaldson - Relevan Core		Beanstalk N	DANCE	Skill-
		PAPER	Marmaduke	Lawr, G. B.	+ L	9
		DOLLS	Dragon		*	
	States .	in the second second		State and the second		LY'S
					1 * Contraction	BUCKET
	Skill-recipe/lists	X 🙈 Y	1 2 4/12		Giles Andreas	
		and a second sec	A Contraction of the second			narrative, writing own
	Linked Texts	Giuteno	attention an Ed Inte-	Skill-reporters video	Skill	story
	Children's favourite stories and					
	rhymes	Skill - innovation of paper	Skill	Linked Texts	Linked Texts	Linked Texts
	Oliver's vegetables / fruit	character		Fairytales	Dear Zoo	Commotion in the ocean
	salad		Linked Texts	The tiny seed by Eric Carle	Late Night at the Zoo	Lucy and Tom at the
	Supertato series	Linked Texts	The trouble with	Hettie Peck Hattie Peck	Kangaroo at the zoo	seaside
	Funnybones	Kipper's Toy Old Bear	dragons	by Emma 🔬 🔬	Elmer	The Fish who could wish
	Argh! There's a Skeleton	Box	How to catch a dragon	Levey	The lion who wanted to love	Secrets of the Seashore by
	Inside You! – Idan Ban-Barack	Old Bear	The different dragon	Tadpoles	Rumble in the jungle	Carron Brown
	Oliver's Truit Salad	Toy Story	The knight who	Promise by Jeanne Willis	Walking through the Jungle	Shark in the park
		VIII Contration	wouldn't fight	The Very Hungry Caterpillar by	The Monkey with a Bright Blue	Hooray for Fish by Lucy
			The boy who grew dragons	Eric Carle	Bottom - Steve Smallman	Cousins

EYFS RECEPTION CLASS LTP 2022-2023



Non- Fiction Me and My Amazing Body – Joan Sweeney Rhymes – linked to Ourselves- Head, Shoulders, knees and toes. If you're happy and you know it. Rhymes – linked to vegetables – One tomato, two tomatoes, Five little peas in a peapod pressed Poetry Pancakes by Christina Rossetti	Pip and Posy The Big Balloon by Alex Sheffler Harry and his Bucketful of Dinosaurs by Ian Whybrow Dogger Non-Fiction Having fun Then and Now by Vicki Yates Rhymes If you go down to the woods today Teddy Bear, Teddy Bear Poetry Toys Galore by Peter Stein
Reading Comprehension • Listen attentively to a story at the appropriate interest level. • Recite simple rhymes, songs and poems. • Differentiate between text and illustrations. • Understand that print conveys meaning. • Listen attentively to a story at the appropriate interest level. • Recite simple rhymes, songs and poems. • Differentiate between text and illustrations. • Understand that print conveys meaning. • Understand that print conveys meaning. Phonics GPC recognition (hear, say, read letters), oral blending, blending for reading Word reading	Reading Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -Anticipate - where appropriate - key events in stories; -Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role-play. Word reading Read decodable HFWssight words
HFW both decodable and common exception words (tricky) Writing	Distinguish between a word, a letter and a space.
Emergent writing Develop language skills (listening	Phonics

and talking) in a range of contexts.

obon by The Runaway Wok -Ying Chang Compestine Lanterns and Firecrackers: A Chinese New Year Story - Johnny Zucker Dragon Post - Emma Yarlett



Non-Fiction We love festivals – Chinese New Year by Saviour Pirotta Rhymes

Poetry Chinese Dragon by Chinese Mother Goose Rhyme in Eric Carle Dragon poetry book

<u>Speaking</u>

Builds up vocabulary that reflects breath of experience Uses a range of tenses <u>Reading</u> <u>Comprehension</u>

> •Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during

One Springy Day - Nick Butterworth Eggday - Joyce Dunbar Jasper's Beanstalk Non-fiction Seed to Sunflower (nonfiction) by Camilla Bedoyere Rhymes Round and round the garden Mary, Mary quite contrary Ring a Ring O' Roses Poetry A Little Seed by Mabel Watts Speaking Links statements. Sticks to

animal Boogie O' Roses Speaking Extends vocabulary exploring meaning/sounds of new words Uses language to imagine and recreate roles and experiences intention

main theme intention Introduces storyline/narrative into play Extending vocabulary

<u>Reading</u> <u>Comprehension</u>

Make predictions and anticipate key events based on illustrations, story content and title. •Respond to questions about how and why something is happening. •Say what a character might be thinking, saying or feeling. •Say how they feel about stories and poems. •Recall the main points in text in the correct sequence. •Use the structure Word reading

Phonics

Non-Fiction Poetry In the Jungle by Axel Scheffler Rhyme Down in the Jungle 5 little

monkeys

Reading

evil).

vocabulary.

Word reading

phonic knowledge.

lower case letters.

Comprehension

Use the structure of a simple

story when re-enacting and re-

telling in their own words.

•Talk about the themes of

simple texts, (e.g. good over

•Act out stories through role

clothes, etc.) and appropriate

Read simple sentences and

books consistent with their

Recognise some CapitaLand

play activities, using simple

props (e.g. hats, masks,



Sharing a Shell by Julia Donaldson The Rainbow Fish by Marcus Pfister **Non-Fiction** There Are 101 Sea Creatures in This Book by Rebecca Jones. **Poetry** Commotion in the Ocean by Giles Andreae

Once I

cauaht

a fish

alive

Row,

Row.

Row

Rub a

Dub,



^{dub} <u>Reading</u> Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -Anticipate - where appropriate - key events in stories; -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



 Show awareness that writing 	Decode a number of regular	discussions about	Read common exception words	Blend phonemes to read	-Say a sound for each
communicates meaning.	words using Phase2 phonemes.	stories, non-fiction,	(tricky) from Phase 3(e.g. he	arrange of words using build	letter in the alphabet and
Give meaning to the marks they		rhymes and poems.	she we me be was you they all	and blend towards	at least 10 digraphs;
make.	Link sounds to letters, naming	•Respond to questions	are my her).	automaticity, fluency and	-Read words consistent
Composition Composition	and sounding letters of the	about who, what,	•Read some common exception	accuracy.	with their phonic knowledge
Use talk to organize, articulate,	alphabet as well as digraphs	where, when linked to	words (tricky)from Phase 4	•Use phonic knowledge to	by sound-blending;
sequence and clarify thinking, ideas,		text and illustrations.	(e.g. said like have so).	attempt unknown words.	-Read aloud simple
feelings and events. • Understands		•Sequence a simple	•Distinguish between a word, a		sentences and books that
that thoughts and stories can be	Writing	story or event.	letter and a space.		are consistent with their
written down	Emergent writing	•Use gestures and		Writing	phonic knowledge, including
Vocabulary, Grammar and		actions to act out a	Phonics	Emergent writing	some common exception
punctuation Begin to recognise and know there	Give meaning to the marks	story, event or rhyme			words.
needs to be spaces between words	they make.	from text or	Link sounds to letters, naming	•Use writing in their play.	
in a simple sentence.	•Understand that thoughts can	illustrations.	and sounding letters of the	•Use familiar words in their	Writing
Transcription	be written down.		alphabet as well as digraphs	writing.	-
Spelling: GPC recognition, Oral	•Copies adults writing	Word reading	(Phase 3phonemes).	•Show awareness of the	Write recognisable letters,
segmenting, segmenting for spelling	behaviour, (e.g. Writing on the		•Use decoding to read -using		most of which are correctly
Use some clearly identifiable letters to communicate meaning,	whiteboard, writing messages	Read decodable	build and blend strategy -	Composition	formed;
representing some sounds correctly	when on the phone, etc).	HFWssight words (list	towards automatically reading		-Spell words by identifying
and in sequence.	•Make marks and drawings	2) (e.g. will that this	, , ,	Can talk about the features of	sounds in them and
Handwriting	using increasing control.	then them).		their own writing.	representing the sounds
Form letters from their name	•Know there is a sound/symbol	•Read common	Writing	•Write a simple narrative.	with a letter or letters;
correctly	, relationship.	exception words	Emergent writing	•Write different text forms	-Write simple phrases and
	•Use some recognisable letters	(tricky) from Phase		for different purposes (e.g.	sentences that can be read
	and own symbols.	2(e.g. the to no go	Beginning to build words using	lists, stories, menus,	by others.
	•Write letters and strings,	into).	letter sounds in their writing.	instructions, labels,	Spelling
	sometimes in cluster like	,	•Use writing in their play.		
	words.	Phonics	•Use familiar words in their	Vocabulary, punctuation and	Make phonetically plausible
	•Beginning to use appropriate		writing.	Grammar	attempts when writing more
	letters for initial sounds.	Decode a number of	5		complex words, (e.g. using
	•Beginning to build words using	regular words using	Composition	Write simple sentences using	Phase 4 CCVCC).
	letter	Phase2 phonemes.		finger spaces that can be read	•Spell some irregular
		•Phase 3	Can talk about the features of	by themselves and others.	common words (tricky) the,
	Composition	phonemes/Phase	their own writing.		to, no, go, independently.
		, 4(combination of	•Write a simple narrative.	Spelling	
	Use talk to organize,	adjacent consonants)	•Write different text forms		Handwriting
	articulate, sequence and	w	for different purposes (e.g.	Make phonetically plausible	
	clarify thinking, ideas, feelings		lists, stories, menus,	attempts when writing more	
	and events.	Writing	instructions, labels, captions,	complex words, (e.g. using	Know how to
	•Understands that thoughts	Emergent writing	recipes, postcards).	Phase 4 CCVCC).	form clear
	and stories can be written			•Spell some irregular common	ascenders
	down.		Vocabulary, punctuation and	words (tricky) the, to, no, go,	('tall letters')
			Grammar	independently.	and
			<u>Grammar</u>	independently.	and



	•Have their own ideas and				descenders
		Use some recognisable	Write a simple phrase with	I for domiting	
	reasons for writing.	letters and own		<u>Handwriting</u>	('tails').
	•Orally compose a sentence	symbols.	finger spaces that can be read		•Form some
	and hold it in memory before	•Write letters and	back by themselves.		capital letters
	attempting to write it.	strings, sometimes in	•Write simple sentences using	Know how to form clear	correctly,
	•Begin to use simple sentence	cluster like words.	finger spaces that can be read	ascenders ('tall letters')	including the
	forms.	•Beginning to use	by themselves and others.	and descenders ('tails').	initial letter
		appropriate letters		•Form some capital letters	of their name.
	Vocabulary, grammar,	for initial sounds.	<u>Handwriting</u>	correctly, including the	
	punctuation			initial letter of their name.	
		<u>Composition</u>	Form some capital letters		
	Begin to recognise and know		correctly, including the initial		
	there needs to be spaces	Have their own ideas	letter of their name.		
	between words in a simple	and reasons for	•Form letters from their name		
	sentence.	writing.	correctly.		
	 Recognise and know that full 	•Orally compose a			
	stops are at the end of a	sentence and hold it in			
	sentence.	memory before			
		attempting to write it.			
	Spelling: GPC recognition,	 Begin to use simple 			
	Oral segmenting, segmenting	sentence forms.			
	for spelling	•Can talk about the			
	•Use some clearly identifiable	features of their own			
	letters to communicate	writing.			
	meaning, representing some	•Write a simple			
	sounds correctly and in	narrative.			
	sequence.				
	 Segment sounds in simple 	<u>Vocabulary,</u>			
	words.	punctuation and			
		<u>Grammar</u>			
	Handwriting: (also see				
	Physical Development - Fine	Recognise and know			
	Motor Skills)	that full stops are at			
	•Write left to right and top to	the end of a sentence.			
	bottom.	•Recognise and know			
	•Form most lower-case letters	that a sentence starts			
	correctly; starting and	with a capital letter.			
	finishing in the right place,				
	going the right way around,				
	correctly orientated.	<u>Handwriting</u>			



			Write left to right and top to bottom. •Form most lower- case letters correctly; starting and finishing in the right place, going the right way around, correctly orientated.			
Key Vocabulary		Old New Then Now Old-fashioned Up-to-date Worn Mended Modern				
Maths	Number - Rote Counting Rote count from 1 Rote count on from a given number between 1 and 10 Rote count back from a given number between 0 and 10 Know what number comes before and after a given number Say a number between two given number. Number - Counting objects Understand that counting is to find out how many if you don't already know Use one to one correspondence when counting Understand that the last number said is the number in the set Count up to 10 objects, pictures, sounds and actions Understand and use conservation of number Use the word 'zero' to represent	Number - Rote Counting Rote count from 1 Rote count on from a given number between 1 and 10 Rote count back from a given number between 0 and 10 Know what number comes before and after a given number Say a number between two given numbers. Number - Counting objects Understand that counting is to find out how many if you don't already Know Use one to one correspondence when counting Understand that the last number said is the number in the set Count up to 10 objects, pictures, sounds and actions Understand and use conservation of number	Number - Rote Counting Rote count from 1 Rote count on from a given number between 1 and 20 Rote count back from 20- 1 Rote count back from a given number between 1 and 20 Know what number comes before and after a given number Say a number between two given numbers. Number - Counting objects Understand that counting is to find out how many if you don't already know Use one to one correspondence when	Number - Rote Counting Rote count from 1 Rote count on from a given number between 1 and 20 Rote count back from 20-1 Rote count back from 20-1 Rote count back from a given number between 1 and 20 Know what number comes before and after a given number Say a number between two given numbers. Rote count beyond 20. Number - Counting objects Count up to 20 objects, pictures, sounds and actions Understand and use conservation of number Compare two sets of different objects saying which set is more, greater fewer, less, same, equal	Number Sense Partition a set of objects in different ways using the terminology part-part-whole Explore the patterns in odd and even numbers Understand that 'teen' numbers are a group of 10 plus another number. Recognise repeating patterns in the counting sequence such as 6, 7, 8, 19, 16, 17, 18, 19. Calculating Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part-part-whole Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part-part-whole	Number Sense Partition a set of objects in different ways using the terminology part-part-whole Explore the patterns in odd and even numbers Understand that 'teen' numbers are a group of 10 plus another number. Recognise repeating patterns in the counting sequence such as 6, 7, 8, 19, 16, 17, 18, 19. <u>Calculating</u> Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part-part-whole Understand the concept of subtraction by practically removing one amount from within another to find how many



Compare two sets of different	Use the word 'zero' to represent	counting Understand that	Order three or more sets of	Relate subtraction to addition in	are left and use the terminology
objects saying which set is more,	'none'	the last number said is	objects State without counting	practical situations using the	part-part-whole
greater fewer, less, same, equal	Compare two sets of different	the number in the set	(subitise) quantities within 5	terminology part- part-whole	Relate subtraction to addition in
Order three or more sets of	objects saying which set is more,	Count up to 20 objects,	Make a sensible guess of quantities	Identify one more and one less than	practical situations using the
objects State without counting	greater fewer, less, same, equal	pictures, sounds and	within 10	a given number	terminology part- part-whole
(subitise) quantities within 5	Order three or more sets of	actions Understand and	Number Recognition	Identify two more and two less than	Identify one more and one less
Make a sensible guess of quantities	objects State without counting	use conservation of	Recognise and identify numerals 1-	a given number	than a given number
within 10	(subitise) quantities within 5	number	20	Add two single-digit numbers	Identify two more and two less
Number Recognition	Make a sensible guess of quantities	Use the word 'zero' to	Select the numeral that	totalling up to 10, using practical	than a given number
Recognise and identify numerals 1-10	within 10	represent 'none'	represented a set of objects Order	equipment	Add two single-digit numbers
Select the numeral that	Number Recognition	Compare two sets of	numerals 0-20	Subtract a single-digit number from	totalling up to 10, using practical
represented a set of objects Order	Recognise and identify numerals 1-	different objects saying	Number Graphics	a number up to 10, using practical	equipment
numerals 0-10	10	which set is more, greater	Represent amounts in their own	equipment	
Number Graphics	Select the numeral that	fewer, less, same, equal	ways, explaining what they mean	Automatically recall addition and	Subtract a single-digit number
Represent amounts in their own	represented a set of objects Order	Order three or more sets	Represent and explain their thinking	subtraction facts up to 5 and some	from a number up to 10, using
ways, explaining what they mean	numerals 0-10	of objects State without	in their own ways	addition and subtraction facts to 10.	practical equipment
Represent and explain their thinking	Number Graphics	counting (subitise)	Write numerals 0 to 20	Number Fractions	Automatically recall addition and
in their own ways	Represent amounts in their own	quantities within 5	Number Sense	Understand that sharing is splitting	subtraction facts up to 5 and
Write numerals 0 to 10	ways, explaining what they mean	Make a sensible guess of	Partition a set of objects in	an amount into equal parts	some addition and subtraction
Number Sense	Represent and explain their thinking	quantities within 10	different ways using the	Understand that halving is sharing	facts to 10.
Partition a set of objects in	in their own ways	Number Recognition	terminology part-part-whole	into two equal parts	As & Specific
different ways using the	Write numerals 0 to 10	Recognise and identify	Explore the patterns in odd and	Understand that doubling is adding	Ove is a Shail Ten k a Crab
terminology part-part-whole	Number Sense	numerals 1-20	even numbers	the same number to itself	Crab
Explore the patterns in odd and	Partition a set of objects in	Select the numeral that	Understand that 'teen' numbers are	Automatically recall double facts to	
even numbers	different ways using the	represented a set of	a group of 10 plus another number.	10.	TO HOUSE
Calculating	terminology part-part-whole	objects Order numerals	Recognise repeating patterns in the	<u>Shape, space &</u>	
Understand the concept of addition	Explore the patterns in odd and	0-20	counting sequence such as 6, 7, 8,	<u>Measurement</u>	
by practically combining sets of	even numbers	Number Graphics	19, 16, 17, 18, 19.	Weight	April A bey Serve under Serve de Junior de Beneg Des
objects to find how many and use	<u>Calculating</u>	Represent amounts in	Understand 20 is the same as two	Understand the measurement of	<u>Number Fractions</u> Understand that sharing is
the terminology part-part-whole	Understand the concept of addition	their own ways, explaining	groups of 10.	weight (heavy/light)	splitting an amount into equal
Understand the concept of	by practically combining sets of	what they mean	<u>Statistics</u>	Understand and use language to	parts
subtraction by practically removing	objects to find how many and use	Represent and explain	Sort objects and say which features	compare two objects of different	Understand that halving is
one amount from within another to	the terminology part-part-whole	their thinking in their own	they have in common.	weight, e.g. heavier/lighter	sharing into two equal parts
find how many are left and use the	Understand the concept of	ways	<u>Calculating</u>	Understand the concept of	Understand that doubling is
terminology part-part-whole	subtraction by practically removing	Write numerals 0 to 20	Understand the concept of addition	conservation of weight	adding the same number to
	one amount from within another to	<u>Number Sense</u>	by practically combining sets of	Use uniform non-standard	itself
	find how many are left and use the	Partition a set of objects	objects to find how many and use	units to measure weight	Automatically recall double
	terminology part-part-whole	in different ways using	the terminology part-part-whole	Volume/capacity	facts to 10
	Relate subtraction to addition in	the terminology part-	Understand the concept of	Understand the	Shape, space &
	practical situations using the	part-whole	subtraction by practically removing	measurement of	Measurement
	terminology part- part-whole	Explore the patterns in	one amount from within another to	volume/capacity	Time
	Identify one more and one less than	odd and even numbers	find how many are left and use the	(empty/full/nearly)	Talk about significant times of
	a given number	Understand that 'teen'	terminology part-part-whole	Understand and use language	the day, e.g. home time, lunch
	Identify two more and two less than	numbers are a group of 10	Relate subtraction to addition in	to compare two of the same	time, snack time, bed time, etc.
	a given number	plus another number.	practical situations using the	container holding different amounts,	Understand and use language -
	Add two single-digit numbers	Recognise repeating	terminology part- part-whole	e.g. more/less	before, after, yesterday, today,
	totalling up to 10, using practical	patterns in the counting	Identify one more and one less than	Understand and use the language of	tomorrow
	equipment	sequence such as 6, 7, 8,	a given number	comparison when ordering three of	Use the language of comparison
	Subtract a single-digit number from	19, 16, 17, 18, 19.	Identify two more and two less than	the same container holding	when talking about time, e.g.
	a number up to 10, using practical	<u>Statistics</u>	a given number	different amounts, e.g. most/least	longer/ shorter; faster/slower
	equipment				inger/ shorter, tuster/slower



Relate subtraction to addition in	Automatically recall addition and	Sort objects and say	Add two single-digit numbers	Understand the concept of the	Sequence two or three familiar
practical situations using the	subtraction facts up to 5.	which features they have	totalling up to 10, using practical	conservation of volume/capacity	events and describe the
terminology part- part-whole	<u>Statistics</u>	in common.	equipment	Use uniform non-standard units to	sequence
Identify one more and one less than	Sort objects and say which features	<u>Shape, space &</u>	Subtract a single-digit number from	measure volume/capacity	Know the names of the days of
a given number	they have in common.	<u>Measurement</u>	a number up to 10, using practical		the week
Identify two more and two less than	<u>Shape, space & Measurement</u>	Know that shapes can	equipment		Say the names of the days of
a given number	Know that shapes can appear in	appear in different ways	Automatically recall addition and	TUL 7	the week in order
Add two single-digit numbers	different ways and be different	and be different sizes	subtraction facts up to 5 and some	Little Goose	Space
totalling up to 10, using practical	sizes	Name common 2-D shapes	addition and subtraction facts to 10.	Goes Out of Step	Understand and use positional
equipment	Name common 2-D shapes (circle,	(circle, triangle, square	Number Fractions		language in everyday situations
Subtract a single-digit number from	triangle, square rectangle, oblong	rectangle, oblong	Understand that sharing is splitting	E	Understand and use ordinal
a number up to 10, using practical	rectangle)	rectangle)	an amount into equal parts		numbers when describing
equipment	Talk about shapes using	Name common 3D shapes	Understand that halving is sharing	side the Martin	position
Automatically recall addition and	mathematical language (straight,	(sphere, cube, cuboid)	into two equal parts	Josep Processes (Namonal	Understand and use the
subtraction facts up to 5	curved, sides)	Talk about shapes using	Understand that doubling is adding		language of movement/direction
<u>Statistics</u>	Create pictures with 2-D shapes	mathematical language	the same number to itself		Describe and recognise patterns
Sort objects and say which features	In everyday situations, understand	(straight, curved, sides)	Automatically recall double facts to		made of objects, numbers and
they have in common.	and use the terms: - on top and	Build and make models	10.		shapes
Shape, space & Measurement	under(neath) - in front of, behind,	with 3D shapes	Shape, space & Measurement		Create patterns made of
Know that shapes can appear in	next to - above, below Understand	Sort shapes according to	Know that shapes can appear in		objects, numbers and shapes
different ways and be different	and use the terms first and last to	their criteria	different ways and be different		Money
sizes	describe position in a line	Create patterns made of	sizes		Understand we need to pay for
Name common 2-D shapes (circle,	Money	objects and shapes	Name common 2-D shapes (circle,		goods
triangle, square rectangle, oblong	Understand we need to pay for	Describe and recognise	triangle, square rectangle, oblong		Talk about things they want to
rectangle)	goods	patterns made of objects	rectangle)		spend money on
Talk about shapes using	Talk about things they want to	and shapes.	Name common 3D shapes (sphere,		Talk about different ways to
mathematical language (straight,	spend money on	Distance	cube, cuboid)		pay for things
curved, sides)	Talk about different ways to pay	Understand and use	Talk about shapes using		Recognise there are different
Create pictures with 2-D shapes	for things	language to compare two	mathematical language (straight,		coins
In everyday situations, understand	Recognise there are different coins	objects of different	curved, sides)		Recognise 1p coin
and use the terms: - on top and	Recognise 1p coin	length/width, e.g. longer /	Build and make models with 3D		Use 1p coin to pay for objects.
under(neath) - in front of, behind,	Use 1p coin to pay for objects.	shorter: wider / narrower	shapes		
next to - above, below Understand		Understand and use	Sort shapes according to their		
and use the terms first and last to		language to compare two	criteria		
describe position in a line		objects of different	Create patterns made of objects		
Money		height, e.g. taller /	and shapes		
Understand we need to pay for		shorter	Describe and recognise patterns		
goods		Understand and use	made of objects and shapes.		
Talk about things they want to		language of comparison	Distance		
spend money on		when ordering three	Understand and use language to		
Talk about different ways to pay for		objects of different	compare two objects of different		
things		lengths/widths/heights,	length/width, e.g. longer / shorter;		
Recognise there are different coins		e.g. longest / shortest;	wider / narrower		
Recognise 1p coin		widest / narrowest;	Understand and use language to		
Use 1p coin to pay for objects.		tallest / shortest	compare two objects of different		
use the contro hay for objects.			height, e.g. taller / shorter		
		Find an object of similar			
		length/width/height Understand the concept	Understand and use language of		
		of the conservation of	comparison when ordering three		
			objects of different		
		length/width/height	lengths/widths/heights, e.g. longest		



			Use uniform non-standard units to measure length/width/height	/ shortest; widest / narrowest; tallest / shortest Find an object of similar length/width/height Understand the concept of the conservation of length/width/height Use uniform non-standard units to measure length/width/height Weight Understand the measurement of weight (heavy/light) Understand the measurement of weight (heavy/light) Understand and use language to compare two objects of different weight, e.g. heavier/lighter Understand the concept of conservation of weight Use uniform non-standard units to measure weight		
Come & See	Families & domestic church: Myself Theme: FAITH	Belonging, baptism & confirmation: Welcome Loving, Advent & Christmas: Birthday	Community & local church: celebrating	Serving & Pentecost: Good news Theme: Other FAITHS	Relating & Eucharist: Gathering Giving, Lent & Easter: Growing	Interrelating / reconciliation: Friends World / universal church: Our world
PSED	Self-Regulation - expressing feelings, Communication, Understanding feelings, managing feelings and behavior Managing self - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy Building relationships - Build friendships, work together, social skills, recognise the needs of others, Communication.	Self-Regulation - expressing feelings, Communication, Understanding feelings, managing feelings and behavior Managing self - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy Building relationships - Build friendships, work together, social skills, recognise the needs of others, Communication.	Self-Regulation - expressing feelings, Communication, Understanding feelings, managing feelings and behavior Managing self - self- awareness, independence, confidence, responsibility, self-care, safety, keeping healthy Building relationships - Build friendships, work together, social skills,	Self-Regulation - expressing feelings, Communication, Understanding feelings, managing feelings and behavior Managing self - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy Building relationships - Build friendships, work together, social skills, recognise the needs of others, Communication.	Self-Regulation - expressing feelings, Communication, Understanding feelings, managing feelings and behavior Managing self - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy Building relationships - Build friendships, work together, social skills, recognise the needs of others, Communication.	Self-Regulation - expressing feelings, Communication, Understanding feelings, managing feelings and behavior Managing self - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy Building relationships - Build friendships, work together, social skills, recognise the needs of others, Communication.

EYFS RECEPTION CLASS LTP 2022-2023



			recognise the needs of			
			others, Communication.			
UW	Working Scientifically:	Working Scientifically:	Geographical	Working Scientifically:	Working Scientifically:	Historical Development
Science/History/Geograp	Explore/Observe - look closely	Explore/Observe - look closely	Development	Explore/Observe - look closely	Explore/Observe - look closely	Communication - talk about key
γ)	at/notice features in the natural	at/notice features in the natural	Communication - talk	at/notice features in the natural	at/notice features in the natural	events, in own lives, about
· ·	world including animals and plants,	world including animals and plants,	about the features of	world including animals and plants,	world including animals and plants,	family, friends, other people
	weather and seasons, and natural	weather and seasons, and natural	their immediate	weather and seasons, and natural	weather and seasons, and natural	including significant people.
	materials e.g. water, ice, sand,	materials e.g. water, ice, sand,	environment and other	materials e.g. water, ice, sand,	materials e.g. water, ice, sand,	Observe - show an interest in
	stones, etc.	stones, etc.	places - familiar places	stones, etc.	stones, etc.	significant events and
	Describe - talk about what they	Describe - talk about what they	and those they have	Describe - talk about what they	Describe - talk about what they	experiences in the lives of
	notice/observe in the natural world,	notice/observe in the natural world.	learnt about and the	notice/observe in the natural world,	notice/observe in the natural world,	others, including friends and
	e.g. features of animals, plants,	e.g. features of animals, plants,	differences between	e.g. features of animals, plants,	e.g. features of animals, plants,	family members, and through
	natural materials, seasons, weather,	natural materials, seasons, weather,	environments.	natural materials, seasons, weather,	natural materials, seasons, weather,	books.
	etc.; talk about changes they notice	etc.; talk about changes they notice	Mapping - recognise, know	etc.; talk about changes they notice	etc.; talk about changes they notice	Describe - features of object
	and changes over time, based on real	and changes over time, based on	about and describe	and changes over time, based on	and changes over time, based on real	people, places at different
	experiences or books read to them	real experiences or books read to	features of different	real experiences or books read to	experiences or books read to them	times, make comparisons. Talk
	at home or school.	them at home or school.	places including their	them at home or school.	at home or school.	about what is the same and wh
	Questioning - show an interest in	Questioning - show an interest in	immediate environment,	Questioning - show an interest in	Questioning - show an interest in	is different Places: home.
	and be curious about the natural	and be curious about the natural	other familiar places	and be curious about the natural	and be curious about the natural	familiar places
	world; ask questions about what	world; ask questions about what	(walk to find familiar	world; ask questions about what	world; ask questions about what	Chronology - order simple
	they notice/observe or changes that	they notice/observe or changes	landmarks). Human	they notice/observe or changes	they notice/observe or changes that	experiences in relation to
	occur, e.g. changes in plants	that occur, e.g. changes in plants	features: buildings, local	that occur, e.g. changes in plants	occur, e.g. changes in plants	themselves, and others include
	throughout the seasons	throughout the seasons	places. Physical features:	throughout the seasons	throughout the seasons	stories, events, and experience
	Explain - talk about what they know	Explain - talk about what they know	park, forest & woods	Explain - talk about what they know	Explain - talk about what they know	Research - find out about,
	and what they have learnt about the	and what they have learnt about the	Fieldwork - look closely at	and what they have learnt about the	and what they have learnt about the	people, places, events, and
	natural world. Talk about why things	natural world. Talk about why things	similarities and	natural world. Talk about why things	natural world. Talk about why things	objects, ask questions, and use
	happen/occur in relation to	happen/occur in relation to	differences between	happen/occur in relation to	happen/occur in relation to	different sources to find the
	different processes e.g. ice melting,	different processes e.g. ice melting,	their immediate	different processes e.g. ice melting,	different processes e.g. ice melting,	answers, including books.
	seasonal changes.	seasonal changes.	environment and	seasonal changes.	seasonal changes.	Recall - talk to others about
	Research - talk to people	Research - talk to people	different places they	Research - talk to people	Research - talk to people	what they know about a key
	(visits/visitors/family), think of	(visits/visitors/family), think of	have visited.	(visits/visitors/family), think of	(visits/visitors/family), think of	person, character, event from
	questions to ask to find out about	questions to ask to find out about	Enquiry - comment and	questions to ask to find out about	questions to ask to find out about	the past.
	plants, animals, seasons, processes;	plants, animals, seasons, processes;	ask questions about their	plants, animals, seasons, processes;	plants, animals, seasons, processes;	the past.
	use first hand experiences/use	use first hand experiences/use	immediate environment.	use first hand experiences/use	use first hand experiences/use	Geographical Development
	secondary sources, (e.g. books,	secondary sources, (e.g. books,	other places which are	secondary sources, (e.g. books,	secondary sources, (e.g. books,	Communication - talk about th
	photographs, internet).	photographs, internet).	familiar to them,	photographs, internet).	photographs, internet).	features of their immediate
	Compare/sort/group/identify/classi	Compare/sort/group/identify/classi	Use of Technology - use	Compare/sort/group/identify/classi	Compare/sort/group/identify/classi	environment and other places
	fy: notice similarities, notice	fy: notice similarities, notice	technology and IT	fy: notice similarities, notice	fy: notice similarities, notice	familiar places and those they
	differences in the natural world,	differences in the natural world,	equipment (e.g. camera,	differences in the natural world,	differences in the natural world,	have learnt about and the
	including plants and animals; talk	including plants and animals; talk	iPad, video/video clips,	including plants and animals; talk	including plants and animals; talk	differences between
	about what they know and	about what they know and	apps, visualisers or the	about what they know and	about what they know and	environments.
	understand about similarities and/or	understand about similarities and/or	internet) to make	understand about similarities and/or	understand about similarities and/or	Mapping - recognise, know abo
	differences, e.g. in relation to the	differences, e.g. in relation to the	observations or find	differences, e.g. in relation to the	differences, e.g. in relation to the	and describe features of
	natural world around them and other	natural world around them and	information about their	natural world around them and	natural world around them and other	different places including the
	environments they have learnt about	other environments they have learnt	immediate environment	other environments they have learnt	environments they have learnt about	immediate environment, other
	through real experiences or books	about through real experiences or	Seasons and Weather	about through real experiences or	through real experiences or books	familiar places (walk to find
	read at home or school.	books read at home or school.	Globes, maps, countries	books read at home or school.	read at home or school.	familiar landmarks). Human
			Cultures and Beliefs		Geographical Development	features: buildings, local place
			Communication -express		Communication - talk about the	Physical features: the seaside

feelings, give opinions and

features of their immediate

EYFS RECEPTION CLASS LTP 2022-2023

reasons. Comment on

significant events in own



Fieldwork - look closely at

between their immediate

places they have visited.

environment and different

Enquiry - comment and ask

questions about their immediate

environment, other places which

similarities and differences



Observe pumpkins Make soup - mud comparing vegetable





Best material for holding

Bird spotting and bird

lives, talk about their family, friends and the local community. Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. Respect - themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe - look closely and consider their own culture and religion and that of the people in their own community. Look closely at and observe the lives of people in communities in other countries within the world. Describe - culture and religion in relation to themselves, friends. family, and other people within their community

based on their own experiences, events. objects or artefacts. Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Compare - recognise the similarities and differences in culture and



Compare different flowers and count leaves Make a model of a dandelion Floating flowers Drawling dandelion leaves Bowing dandelion seeds Testing parachutes Grow dandelion seeds

Labelling different parts of the plant Plant seeds and care for growing things. Changes they notice



April Showers Which stone will make the biggest splash? Elmer rainbow experiment

Incy Wincy spider - TAPs spider shelter

environment and other places familiar places and those they have learnt about and the differences between environments. Physical features of a farm Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk to find familiar landmarks). Human features: buildings, local places, Physical features: park, forest & woods Fieldwork - look closely at

similarities and differences between their immediate environment and different places they have visited. Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them Use of Technology - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or

the internet) to make observations or find information about their immediate environment Seasons and Weather Globes, maps, countries









EYFS RECEPTION CLASS LTP 2022-2023



Chronology - order simple experiences in relation to themselves, and others including stories, events, and experiences. Events: Looking at the daily routine

Begin to make sense of own life story.

Developing positive attitudes about the differences between people.

Talk about family and familiar adults.

Geographical Development

Communication - talk about the features of their immediate environment and other places familiar places and those they have learnt about and the differences between environments.

Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk to find familiar landmarks). Human features: buildings, local places. Physical features: park, forest & woods

Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited. Enquiry - comment and ask questions about their immediate



Making scarecrows

<u>Historical Development</u>

Communication - talk about key events including significant people. Talk about key roles people have in society in both the present and the past. Events: bonfire night, Halloween, remembrance day, Christmas

Observe - show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.

Describe - features of objects at different times, make comparisons. Talk about what is the same and what is different Places: home, familiar places Objects - toys how toys have changed over time, baby toy.

Research - find out about, people, places, events, and objects, ask questions, and use different sources to find the answers, including books. Recall - talk to others about what they know about a key person, character, event from the past. Vocabulary - 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. other communities. Look closely at and make comparisons between this country and the lives of people in other countries within the world. Research - show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects - through nonfiction texts, stories, visitors, celebrations explore and

religion between them and



familiar places and those they have learnt about and the differences between environments. Physical features of a farm Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk to find familiar landmarks). Human features: buildings, local places. Physical features: park, forest & woods Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited. Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them,



	environment, other places which are familiar to them, Use of Technology - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment To know about our community and where we live (Chorley town) Use all our senses to explore natural materials. (outdoor learning) Changes they notice. Draw information from a map	Shimley Hugher DOGGGER Te claik any alkale bare; your factorite to Te claik any alkale bare; your factorite to Te claik any alkale bare; your factorite to Serve Fackkes- Historical figure - marshmallows and fire pit		Use of Technology - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment Seasons and Weather Globes, maps, countries		
Music	Charanga - Me Listen and respond Explore and create using voices Sing - learn to sing a song Share and perform 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	Charanga - My stories Listen and respond Explore and create using voices Sing - learn to sing a song Share and perform I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Charanga - Everyone Listen and respond Explore and create using voices Sing - learn to sing a song Share and perform 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,	Charanga - our world Listen and respond Explore and create using voices Sing - learn to sing a song Share and perform Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Charanga - Big Bear FUNK Listen and respond Explore and create using voices Sing - learn to sing a song Share and perform Big Bear FUNK Copy and clap 3 or 4 word phrases from the song	Charanga - REFLECT, REWIND AND REPLAY Listen and respond Explore and create using voices Sing - learn to sing a song Share and perform Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.



Art & DT DT - Design explore hig using voice Art & DT DT - Design Explore - E a range of find out ab functions o materials. Design -tall choose reso techniques Make - mak different o Experiment build, const Make props play/when a on story ch	ctivities that embed pulse, nd pitch, explore voices room instruments. the rhythm of names. igh sounds and low sounds zes and glockenspiels. gning and Making Experiment and build with f construction resources, bout the properties and of different construction	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs invent a pattern to go with a song using one note. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.	Shoulders, Knees And Toes Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. use the starting note to explore melodic patterns using one or two notes. DT - Designing and Making Explore - Experiment and build with a range of construction resources, find out about the	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs DT - Designing and Making Explore - Experiment and build with a range of construction resources, find out about the properties and	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources, find out about the properties and	DT - Designing and Making Explore - Experiment and build with a range of construction
Art & DT DT - Design Explore - E a range of a range of a find out ab functions o materials. Design -tall choose reso techniques Make - mak different o Experiment build, const Make props play/when a on story choose reso techniques	room instruments. the rhythm of names. igh sounds and low sounds tes and glockenspiels. gning and Making Experiment and build with f construction resources, ibout the properties and of different construction	voices and classroom instruments. Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs invent a pattern to go with a song using one note. DT - Designing and Making Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. use the starting note to explore melodic patterns using one or two notes. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	voices and classroom instruments. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	and classroom instruments. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build
Art & DT DT - Design Explore - E a range of a find out ab functions o materials. Design -tall choose resort techniques Make - mak different out ab surface on story choose room on story choose resort on story choose room on	the rhythm of names. igh sounds and low sounds ies and glockenspiels. gaing and Making Experiment and build with f construction resources, ibout the properties and of different construction	Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs invent a pattern to go with a song using one note. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	embed pulse, rhythm and pitch, explore voices and classroom instruments. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. use the starting note to explore melodic patterns using one or two notes. DT - Designing and Making Explore - Experiment and build with a range of construction resources,	Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build
Art & DT <u>DT - Design</u> Explore - E a range of a find out ab functions o materials. Design -tall choose reso techniques Make - mak different c Experiment build, const Make props play/when a on story ch	igh sounds and low sounds as and glockenspiels. gning and Making Experiment and build with f construction resources, bout the properties and of different construction	phrases from the songs. Explore high pitch and low pitch in the context of the songs invent a pattern to go with a song using one note. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	embed pulse, rhythm and pitch, explore voices and classroom instruments. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. use the starting note to explore melodic patterns using one or two notes. DT - Designing and Making Explore - Experiment and build with a range of construction resources,	from the songs. Explore high pitch and low pitch using the images from the songs <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build
Art & DT <u>DT - Design</u> Explore - E a range of a find out ab functions o materials. Design -tall choose reso techniques Make - mak different c Experiment build, const Make props play/when a on story ch	igh sounds and low sounds as and glockenspiels. gning and Making Experiment and build with f construction resources, bout the properties and of different construction	phrases from the songs. Explore high pitch and low pitch in the context of the songs invent a pattern to go with a song using one note. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	pitch, explore voices and classroom instruments. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. use the starting note to explore melodic patterns using one or two notes. DT - Designing and Making Explore - Experiment and build with a range of construction resources,	from the songs. Explore high pitch and low pitch using the images from the songs <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Enjoy playing patterns using a combination of any of the three notes C, D and E. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build
Art & DT DT - Design Explore - E a range of a find out ab functions o materials. Design -tal choose reso techniques Make - mak different c Experiment build, const Make props play/when a on story ch on story ch	gning and Making Experiment and build with f construction resources, bout the properties and of different construction	Explore high pitch and low pitch in the context of the songs invent a pattern to go with a song using one note. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	classroom instruments. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. use the starting note to explore melodic patterns using one or two notes. DT - Designing and Making Explore - Experiment and build with a range of construction resources,	Explore high pitch and low pitch using the images from the songs <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	combination of any of the three notes C, D and E. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build
Art & DT DT - Design Explore - E a range of a find out ab functions o materials. Design -tall choose reso techniques Make - mak different c Experiment build, const Make props play/when c on story ch	gning and Making Experiment and build with f construction resources, ibout the properties and of different construction	the context of the songs invent a pattern to go with a song using one note. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. use the starting note to explore melodic patterns using one or two notes. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	USING the images from the songs	notes C, D and E. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build
Explore - E a range of d find out ab functions o materials. Design -tall choose resc techniques Make - mak different c Experiment build, const Make props play/when c on story ch	Experiment and build with f construction resources, bout the properties and of different construction	invent a pattern to go with a song using one note. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	of phrases from the songs. Explore high pitch and low pitch in the context of the songs. use the starting note to explore melodic patterns using one or two notes. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	DT - Designing and Making Explore - Experiment and build with a range of construction resources,	<u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build
Explore - E a range of d find out ab functions o materials. Design -tall choose resc techniques Make - mak different c Experiment build, const Make props play/when c on story ch	Experiment and build with f construction resources, bout the properties and of different construction	<u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	songs. Explore high pitch and low pitch in the context of the songs. use the starting note to explore melodic patterns using one or two notes. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build with a range of construction resources,	Explore – Experiment and build with a range of construction resources,	Explore - Experiment and build
Explore - E a range of d find out ab functions o materials. Design -tall choose resc techniques Make - mak different c Experiment build, const Make props play/when a on story ch	Experiment and build with f construction resources, bout the properties and of different construction	DT - Designing and Making Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	Explore high pitch and low pitch in the context of the songs. use the starting note to explore melodic patterns using one or two notes. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build with a range of construction resources,	Explore – Experiment and build with a range of construction resources,	Explore - Experiment and build
Explore - E a range of d find out ab functions o materials. Design -tall choose resc techniques Make - mak different c Experiment build, const Make props play/when c on story ch	Experiment and build with f construction resources, bout the properties and of different construction	Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	low pitch in the context of the songs. use the starting note to explore melodic patterns using one or two notes. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build with a range of construction resources,	Explore – Experiment and build with a range of construction resources,	Explore - Experiment and build
Explore - E a range of d find out ab functions o materials. Design -tall choose resc techniques Make - mak different c Experiment build, const Make props play/when c on story ch	Experiment and build with f construction resources, bout the properties and of different construction	Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	of the songs. use the starting note to explore melodic patterns using one or two notes. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build with a range of construction resources,	Explore – Experiment and build with a range of construction resources,	Explore - Experiment and build
Explore - E a range of d find out ab functions o materials. Design -tall choose resc techniques Make - mak different c Experiment build, const Make props play/when c on story ch	Experiment and build with f construction resources, bout the properties and of different construction	Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	use the starting note to explore melodic patterns using one or two notes. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build with a range of construction resources,	Explore – Experiment and build with a range of construction resources,	Explore - Experiment and build
Explore - E a range of d find out ab functions o materials. Design -tall choose resc techniques Make - mak different c Experiment build, const Make props play/when c on story ch	Experiment and build with f construction resources, bout the properties and of different construction	Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	explore melodic patterns using one or two notes. <u>DT - Designing and Making</u> Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build with a range of construction resources,	Explore – Experiment and build with a range of construction resources,	Explore - Experiment and build
Explore - E a range of d find out ab functions o materials. Design -tall choose resc techniques Make - mak different c Experiment build, const Make props play/when a on story ch	Experiment and build with f construction resources, bout the properties and of different construction	Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	Using one or two notes. DT - Designing and Making Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build with a range of construction resources,	Explore – Experiment and build with a range of construction resources,	Explore - Experiment and build
Explore - E a range of d find out ab functions o materials. Design -tall choose resc techniques Make - mak different c Experiment build, const Make props play/when a on story ch	Experiment and build with f construction resources, bout the properties and of different construction	Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	DT - Designing and Making Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build with a range of construction resources,	Explore – Experiment and build with a range of construction resources,	Explore - Experiment and build
Explore - E a range of d find out ab functions o materials. Design -tall choose resc techniques Make - mak different c Experiment build, const Make props play/when a on story ch	Experiment and build with f construction resources, bout the properties and of different construction	Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction	Explore - Experiment and build with a range of construction resources,	Explore - Experiment and build with a range of construction resources,	Explore – Experiment and build with a range of construction resources,	Explore - Experiment and build
a range of a find out ab functions o materials. Design -tall choose reso techniques Make - mak different c Experiment build, const Make props play/when a on story ch	f construction resources, bout the properties and of different construction	a range of construction resources, find out about the properties and functions of different construction	build with a range of construction resources,	a range of construction resources,	a range of construction resources,	
a range of o find out ab functions o materials. Design -tall choose reso techniques Make - mak different c Experiment build, const Make props play/when o on story ch	f construction resources, bout the properties and of different construction	a range of construction resources, find out about the properties and functions of different construction	build with a range of construction resources,	a range of construction resources,	a range of construction resources,	
find out ab functions o materials. Design -tall choose reso techniques Make - mak different c Experiment build, const Make props play/when o on story ch	bout the properties and of different construction	find out about the properties and functions of different construction	construction resources,			
functions o materials. Design -tall choose reso techniques Make - mak different c Experiment build, const Make props play/when c on story ch	of different construction	functions of different construction		the set esset the properties and		resources, find out about the
materials. Design -tall choose resc techniques Make - mak different c Experiment build, const Make props play/when c on story ch				functions of different construction	functions of different construction	properties and functions of
Design-tall choose resc techniques Make - mak different c Experiment build, const Make props play/when c on story ch	· · · · · · · · · · · · · · · · · · ·		properties and functions	materials.	materials.	different construction
choose reso techniques Make - mak different c Experiment build, const Make props play/when c on story ch			of different construction			materials.
choose reso techniques Make - mak different c Experiment build, const Make props play/when c on story ch	alk about their ideas;	Design -talk about their ideas;	materials.	Design -talk about their ideas;	Design -talk about their ideas;	
techniques Make - mak different c Experiment build, const Make props play/when a on story ch	sources, tools and	choose resources, tools and		choose resources, tools and	choose resources, tools and	Design -talk about their ideas;
Make - mak different c Experiment build, const Make props play/when c on story ch	s with a purpose.	techniques with a purpose.	Design -talk about their	techniques with a purpose.	techniques with a purpose.	choose resources, tools and
different c Experiment build, const Make props play/when c on story ch			ideas; choose resources,			techniques with a purpose.
different c Experiment build, const Make props play/when c on story ch	ake models and props using	Make - make models and props using	tools and techniques with	Make - make models and props using	Make – make models and props using	
build, const Make props play/when a on story ch	construction materials.	different construction materials.	a purpose.	different construction materials.	different construction materials.	Make - make models and props
build, const Make props play/when a on story ch	nt with different ways to	Experiment with different ways to		Experiment with different ways to	Experiment with different ways to	using different construction
Make props play/when a on story ch	struct and join resources.	build, construct and join resources.	Make - make models and	build, construct and join resources.	build, construct and join resources.	materials. Experiment with
play/when a on story ch	ps to use in their play/role	Make props to use in their play/role	props using different	Make props to use in their play/role	Make props to use in their play/role	different ways to build,
on story ch	acting out stories/ taking	play/when acting out stories/ taking	construction materials.	play/when acting out stories/ taking	play/when acting out stories/ taking	construct and join resources.
		on story characters.	Experiment with	on story characters.	on story characters.	Make props to use in their
E ulute a			different ways to build,			play/role play/when acting out
Evaluate - 1	- talk about what they	Evaluate - talk about what they	construct and join	Evaluate - talk about what they	Evaluate - talk about what they	stories/ taking on story
	e about their	like/dislike about their	resources. Make props to	like/dislike about their	like/dislike about their	characters.
models/con	onstructions and say	models/constructions and say	use in their play/role	models/constructions and say	models/constructions and say	
why/how th	they would change them.	why/how they would change them.	play/when acting out	why/how they would change them.	why/how they would change them.	Evaluate - talk about what they
			stories/ taking on story			like/dislike about their
Tools and E	Equipment - use equipment	Tools and Equipment - use	characters.	Tools and Equipment - use	Tools and Equipment - use equipment	models/constructions and say
	to build, construct and	equipment and tools to build,		equipment and tools to build,	and tools to build, construct and	why/how they would change
make simple	ole models and props. Use	construct and make simple models	Evaluate - talk about what	construct and make simple models	make simple models and props. Use	them.
tools linked	ne models und props. Use	and props. Use tools linked to basic	they like/dislike about	and props. Use tools linked to basic	tools linked to basic food	
preparation	ed to basic food	food preparation.	their	food preparation.	preparation.	Tools and Equipment - use
	ed to basic food		models/constructions and			equipment and tools to build,
Safety- ha	ed to basic food		say why/how they would	Safety- handle and use equipment	Safety- handle and use equipment	construct and make simple
	ed to basic food	Safety- handle and use equipment		safely and appropriately.	safely and appropriatel	models and props. Use tools
	ed to basic food on.	Safety- handle and use equipment safely and appropriately.	change them.			linked to basic food preparation.



			Tools and Equipment - use			
			loois and Equipment - use equipment and tools to build, construct and make simple models and props. Use tools linked to basic food preparation. Safety- handle and use equipment safely and appropriately.			Safety- handle and use equipment safely and appropriately. ARTIST – Monet – Seaside
	<u>Joining skill</u>	<u>Joining skill</u>	<u>Joining skill</u>	<u>Joining skill</u>		<u>Joining skill</u>
	ARTIST - Modrian	ARTIST - Suerat - Pointillism		ARTIST - Van Gough - Sunflowers		
PE	PE Unit	PE Unit	PE Unit	PE Unit	PE Unit	PE Unit
	Lancashire PE Scheme of Work 2020- Themes 'Ouselves' Dough disco	Lancashire PE Scheme of Work 2020- Themes 'Party Toys' CSSP - Christmas Multi Skills	Lancashire PE Scheme of Work 2020- Themes 'Castles'	Lancashire PE scheme of work 2020 - stories 'Jack and the Beanstalk'	Lancashire PE scheme of work 2020 - stories Rumble in the jungle Elmer	Lancashire PE Scheme of Work 2020- Themes 'Seaside'
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	Progression 1-5	Progression 1-5	Progression 1-5
Large muscle movements. One handed tools and equipment. (Loop scissors) Starting to independently use a knife and fork. Preference for a dominant hand. Increasing independent meeting own care needs. Core muscle strength when sitting on floor or table. Develop skills to manage school day.	waterware wyrze	With the second secon	