



Skylark Class St Peter's CE Primary School.

"I have come in order that you might have life – life in all its fullness" John 10:10



| Term | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> | |
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| Overarching Themes/ Predicted Interests | All About Me | Let's Celebrate | To the Rescue | Amazing Animals | Healthy Me | Going Places | |
| | Being me in my world. Me and my family Harvest Festival Rules and Routines Baseline Assessments | Celebrating Differences Bonfire Night Remembrance Day Diwali Hanukkah Advent Christmas | Dreams and Goals Chinese New Year Shrove Tuesday Police Firefighters Pedestrian Safety | Relationships Easter Mother's Day Local/Native Animals Life Cycles | How to be Healthy Personal Hygiene Plants Life Cycles Food | Changing Me Sports Day Local Area Maps Transport Transition to Y1 | |
| Communication and Language | <p>Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Engage in story times Listen carefully to rhymes and songs, paying attention to how they sound. Learn new vocabulary</p> <p>Speaking Develop social phrases. Uses plurals and some tenses correctly.</p> | <p>Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Contributes relevant comments in small group interactions.</p> <p>Speaking Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Offer ideas in one-to-one discussions</p> | <p>Listening, Attention and Understanding Ask questions to find out more and to check they understand what has been said to them. Learn rhymes, poems and songs. Responds to instructions with relevant actions</p> <p>Speaking Connect one idea or action to another using a range of connectives. Participate in small group discussions, offering their own ideas</p> | <p>Listening, Attention and Understanding Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Can listen in a large group or whole class activity, responding with relevant comments</p> <p>Speaking Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use talk to support their imaginative play</p> | <p>Listening, Attention and Understanding Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary</p> <p>Speaking Describe events in some detail. Use new vocabulary in different contexts</p> | <p>Listening, Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Use of past, present and future tenses when talking in full sentences Participate in class group discussions, offering their own ideas and expressing feelings</p> | |
| | <p style="text-align: center;">ELG</p> <p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | | | | | | |
| Prime Areas | Personal, Social and Emotional Development | <p>Self-Regulation Identify and express their feelings Can focus attention during short whole class activities</p> <p>Managing Self Access, use and tidy resources independently Learns and remembers rules of the classroom Wash hands without reminders</p> <p>Building Relationships See themselves as a valuable individual Seek support from an adult and gain confidence to speak to peers</p> | <p>Self-Regulation Develop appropriate ways to be assertive and solve conflicts</p> <p>Managing Self Interacts with adults and peers in the classroom, building good relationships Makes independent choices and is confident to try new things</p> <p>Building Relationships Talk about things they think they are good at or are proud of. Begin to develop friendships</p> | <p>Self-Regulation Think about the perspectives of others Can focus attention in a whole class group for a teaching session</p> <p>Managing Self Show resilience and perseverance in the face of challenge. Know and talk about how to be a safe pedestrian</p> <p>Building Relationships Express their feelings and consider the feelings of others</p> | <p>Self-Regulation Identify and moderate their own feelings socially and emotionally</p> <p>Managing Self Follows school and class rules and can talk about their importance. Develop independence when dressing and undressing for PE</p> <p>Building Relationships Work and play cooperatively and take turns with others.</p> | <p>Self-Regulation Completes instructions of multiple steps</p> <p>Managing Self Know and talk about ways to stay healthy, including exercise, sleep, toothbrushing, screen time and eating. Manage their own needs- personal hygiene</p> <p>Building Relationships Build constructive and respectful relationships.</p> | <p>Self-Regulation Completes set challenges/tasks independently.</p> <p>Managing Self Demonstrate a 'can do' attitude</p> <p>Building Relationships Develop the confidence to communicate with adults around the school</p> |



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| ELG Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs | | | | | | |
| Physical Development | Gross Motor Further develop the skills they need to manage the school successfully: lining up and queuing, dressing and undressing for PE Moving safely in a space Fine Motor Further develop the skills they need to manage the school ay successfully: mealtimes Develop their small motor skills so that they can use a range of tools competently, safely and confidently | Gross Motor Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Progress towards a more fluent style of moving, with developing control and grace Use large construction to build Revise and refine the fundamental movement skills they have already acquired: walking, crawling, running, hopping, skipping. Fine Motor Attempts to use a tripod grip with some consistency. Representing objects using basic shapes when drawing | Gross Motor Revise and refine the fundamental movement skills they have already acquired: rolling, climbing, jumping. Able to balance on and off equipment. Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming Fine Motor Is able to mould and shape playdough with fingers and tools. Uses scissors to cut around curved lines, holding scissors in the correct position. | Gross Motor Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Fine Motor Holds a pencil in a tripod grip. Uses scissors to cut around more complex shapes, Representing objects using recognisable shapes when drawing | Gross Motor Develop confidence, precision and accuracy when engaging in activities that involve a ball. Fine Motor Has developed dexterity for threading small items and manipulating small objects. Uses a paintbrush with increasing control and intention | Gross Motor Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Fine Motor Develop the foundations of a hand writing style which is fast, accurate and efficient. |
| | ELG Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing | | | | | |
| Literacy | Comprehension Has a love of stories and listens attentively to story time. Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Word Reading <i>Phase 1 phonics consolidation:</i> Rhyming, initial sounds and oral blending <i>Phase 2 phonics:</i> Begin to read individual letters by saying the phonemes for them. Begin to blend phonemes into words, so that they can read short words made up of known grapheme– phoneme correspondences. Begin to read VC and CVC words containing known phonemes | Comprehension Repeat words and phrases from familiar stories. Asks questions about stories. Can retell a story using role play or small world resources, using some story language. Word Reading <i>Phase 2 phonics:</i> Can match taught graphemes and phonemes. Can blend and read CVC words containing known phonemes Can read taught 'tricky' words. Writing <i>Phase 2 phonics:</i> Spell VC, CVC and 'tricky' words learned either using magnetic letters or by writing the letters Make phonetically plausible attempts with the emerging stages of spelling | Comprehension Is able to talk about the main events in the story Begin to use modelled vocabulary during role play for example in the small world. Word Reading <i>Phase 3 phonics:</i> Read VC and CVC words with the GPCs learned. Read captions and sentences with GPCs and tricky words learned Writing <i>Phase 3 phonics:</i> Spell VC and CVC words learned by writing the letters Write captions and sentences with GPCs and 'tricky' words learned | Comprehension Begin to predict what might happen next in a story. Word Reading <i>Phase 3 phonics:</i> Read VC and CVC words with the GPCs learned. Read captions and sentences with GPCs and tricky words learned Writing <i>Phase 3 phonics:</i> Spell VC and CVC words learned by writing the letters Write captions and sentences with GPCs and 'tricky' words learned Make phonetically plausible attempts at spelling Write lower-case and capital letters correctly Use finger spaces most of the time | Comprehension Answer questions about a text that has been read to them. Word Reading <i>Phase 3 phonics:</i> Read VC and CVC words with the GPCs learned. Read captions and sentences with GPCs and tricky words learned Phase 4 phonics: Begin to read CVCC & CCV words Writing <i>Phase 3 phonics:</i> Spell VC and CVC words learned by writing the letters Write captions and sentences with GPCs and 'tricky' words learned Phase 4 phonics: Begin to spell words containing the CVCC and CCV word combinations | Comprehension Identifies non-fiction texts, remembering facts. Retelling stories in their own way, repeating known phrases from the text. Word Reading <i>Phase 4 phonics:</i> Read words, sentences and decodable texts containing the GPCs learned within CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words Re-read phonetically decodable books to build up confidence, enjoyment, understanding and fluency in word reading Writing <i>Phase 4 phonics:</i> Spell words containing the CVCC, CCV CCVC, CCVCC, CCCVC, CCCVCC word combinations |



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| Texts | <p>Writing</p> <p>Phase 1 phonics consolidation: Clapping syllables and oral segmenting</p> <p>Phase 2 phonics: Begin to identify a letter with its corresponding phoneme Give meaning to the marks they make Write their name</p> | | | | | |
| | <p>Fiction: The Colour Monster, Little Red Riding Hood, Mixed, The Three Pigs Non-fiction: Your Body Rhymes: Classic Nursery Rhymes</p> | <p>Fiction: Penguin, The Little Red Hen The Enormous Turnip, The Christmas Pine Non-fiction: Diwali Poetry: Autumn Leaves</p> | <p>Fiction: Superworm, Stuck, Supertato Burglar Bill Non-fiction: People Who Help Us Series Rhyme: If I was a superhero</p> | <p>Fiction: Three Billy Goats Gruff, A little bit brave, Chicken Licken, What the Ladybird Heard Non-fiction: Life Cycle of a chicken Poetry: A fuzzy little caterpillar</p> | <p>Fiction: Jack and the Beanstalk, No Dinner! The Gingerbread Man Handa's Surprise Non-fiction: How to plant a seed Poetry: Handwashing</p> | <p>Re-read what they have written to check that it makes sense. Begin to write sentences using capital letters and full stops</p> |
| Mathematics | <p style="text-align: center;">ELG</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>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.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> | | | | | |
| | <p>Number Count objects, actions and sounds with one to one correspondence. Say how many are in a set (to 5)</p> <p>Numerical Patterns Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p> <p>Shape, Space and Measures Continue, copy and create repeating patterns (AB) Compare weight using comparative language 'than'.</p> | <p>Number Subitise to 5 in a regular arrangement Link the number symbol (numerals 0-5) with its cardinal number value Understand the composition of numbers to 5</p> <p>Numerical Patterns Compare numbers 0-5. Understand the 'one more than/one less than' relationship between consecutive numbers from 0-5. Recognise patterns within numbers to 5.</p> <p>Shape, Space and Measures Select, rotate and manipulate shapes (2D)</p> | <p>Number Link the number symbol (numerals to 8) with its cardinal number value Understand the composition of numbers to 8</p> <p>Numerical Patterns Compare numbers 0-8. Count beyond 10, noticing patterns within the structure of counting.</p> <p>Shape, Space and Measures Compare length, weight and capacity</p> | <p>Number Link the number symbol (numerals to 10) with its cardinal number value Understand the composition of numbers to 10 Subitise to 5 in an irregular arrangement Recall number bonds for numbers 0-5 Recall some doubles to 10</p> <p>Numerical Patterns Compare numbers 0-10 Understand the 'one more than/one less than' relationship between consecutive numbers to 10. Represent patterns within numbers up to 10- evens and odds.</p> <p>Shape, Space and Measures Continue, copy and create repeating patterns. (ABB) Select, rotate and manipulate shapes (3D)</p> | <p>Number Become familiar with numbers 10-20 Add and subtract using number sentences</p> <p>Numerical Patterns Start to notice patterns within numbers 10-20</p> <p>Shape, Space and Measures Manipulate, compose and decompose 2D and 3D shapes</p> | <p>Number Play with and build doubles</p> <p>Numerical Patterns Share and group</p> <p>Shape, Space and Measures Continue, copy and create repeating patterns (ABBC) Visualise, build and map</p> |
| <p style="text-align: center;">ELG</p> <p>Number: Have a deep understanding of number 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5. Recall some number bonds to 10, including doubling facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | | | | | | |



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| <p>Understanding the World</p> <p><i>*RE- see Blackburn Diocese syllabus</i></p> | <p>Past and Present Comment on images of familiar situations in the past. Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>People, Culture and Communities Enjoys joining in with family customs and routines</p> <p><i>* I am Special. Why are we all different and special? (Islam) Harvest. Why do people of faith say thank you to God at harvest time?</i></p> <p>The Natural World Understand the effects of changing seasons: Autumn Describe what they see, hear and feel whilst outside Make observations of fruit and vegetables</p> | <p>Past and Present Talks about past and present events in their own life and in the lives of family members Build up knowledge of key historical events through stories and community events – Bonfire Night, Remembrance Day</p> <p>People, Culture and Communities Recognise that people have different beliefs and celebrate different times in different ways- Christmas, Advent, Diwali, Hanukkah Make comparisons between celebrations in this country and in other countries: Diwali- UK/India</p> <p><i>* Christmas. How do Christians celebrate Jesus' birthday? (Diwali and Hanukkah)</i></p> <p>The Natural World Explore light and colour Explore the natural world around them</p> | <p>Past and Present Talk about the roles of people who help us in our society.</p> <p>People, Culture and Communities Develop an understanding of jobs/services in our local community Make comparisons between celebrations in this country and in other countries: New Year in UK/China</p> <p><i>*Stories Jesus Heard. What stories did Jesus hear when He was a child? Stories Jesus Told. Why did Jesus tell stories?</i></p> <p>The Natural World Talk about the features of their own immediate environment and how environments might vary from one another Understand the effects of changing seasons: Winter Explore changing states of matter: Ice</p> | <p>Past and Present Compare and contrast characters from stories, including figures from the past</p> <p>People, Culture and Communities Compare and contrast Easter celebrations around the world <i>*Easter. Why do Christians believe that Easter is all about love?</i></p> <p>The Natural World Make observations of animals and explains why some things occur, and talk about changes Recognise some environments that are different to the one in which they live Understand the effects of changing seasons: Spring</p> | <p>Past and Present People, Culture and Communities Understand that some places are special to members of their community</p> <p><i>*Special Places. What makes a place holy? (Holy Places)</i></p> <p>The Natural World Make observations of plants and explain why some things occur, and talk about changes Explore changing states of matter: Jelly and chocolate</p> | <p>Past and Present Know some similarities and differences between transport now and in the past.</p> <p>People, Culture and Communities Know some similarities and differences between different religious beliefs and cultural communities: christening, baptism, wedding.</p> <p><i>*Special Times. How do you celebrate special times? (Festivals and Celebrations)</i></p> <p>The Natural World Know some similarities and differences between the natural world around them and a contrasting environment: Seaside Village/Urban City Understand the effects of changing seasons: Summer</p> |
| | <p style="text-align: center;">ELG</p> <p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | | | | | |
| <p>Expressive Arts and Design</p> | <p>Creating with Materials Experiment with mark-making, making a range of lines and marks with different types of drawing media and tools [incl. everyday and found objects Mix colours to make a desired effect Uses a range of shapes and colours to represent observational drawings: self portraits Uses different techniques and materials to achieve a desired effect and can talk about what has been created: Building houses</p> <p>Being Imaginative and Expressive Plays alongside others to develop storylines in role play or small world: Role play home corner Sings familiar songs: nursery rhymes</p> | <p>Creating with Materials Explore and use artistic effects to express their ideas and feelings: Jackson Pollock Fireworks Uses different textures in creations and will combine media: Stickmen, Christmas crafts Use and explore materials, tools and techniques with malleable materials – clay, salt-dough, play-dough: Diva lamps, Dough disco</p> <p>Being Imaginative and Expressive Watch and talk about dance and performance art: Theatre trip Rehearses for, and performs in, the nativity play. Role play: Themed house- birthday, Diwali, Christmas</p> | <p>Creating with Materials Create collaboratively, sharing ideas, resources and skills: Superhero hide outs Safely use and explore a variety of materials, tools and joining techniques; experimenting with colour, design, texture and shapes: superhero characters, capes and masks</p> <p>Being Imaginative and Expressive Develop storylines in their pretend play: Role play fire station Explore and engage in music making and dance, performing solo or in groups: Chinese New Year dance/ instruments</p> | <p>Creating with Materials Print with natural and man-made objects. experimenting with patterns, shapes and colours Explore, use and refine a variety of artistic effects to express their ideas and feelings: Eric Carle collages Plan before constructing; selecting the most appropriate tools and materials for the job: Building bridges</p> <p>Being Imaginative and Expressive Along with others, collects resources to develop own role play storylines Role play farm</p> | <p>Creating with Materials Use tools and equipment safely and successfully to prepare food Make independent choices when using drawing materials: Observational drawings of plants</p> <p>Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody Role play farm shop.</p> | <p>Creating with Materials Return to and build on their previous learning, refining ideas and developing their ability to represent them: Making transport, sand sculptures</p> <p>Being Imaginative and Expressive Watch dance and performance art, expressing their feelings and responses Role Play: Ice cream parlour/Travel agents</p> |



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| ELG Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music | | | | | | |
| Enrichment | Harvest Festival at church Welly walk around Heysham | Dukes Theatre trip EYFS/KS1 Nativity Christmas party | Winter trail around Heysham Parent/ Emergency Services visitors | Wildlife Oasis Visit Heysham library visit Looking after chicks | Spring Trail around Heysham | Beach trip Church visit: Christening |