

EYFS Long term curriculum plan – Chilham St. Mary’s

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
TOPIC	Into the Woods	Celebrations	Travel and Transport	Fairy Tales	People who help us in our village	Animals
FOCUS TEXTS	<p>Elmer by David McKee</p> <p>Goldilocks and the Three Bears</p> <p>We’re going on a Bear Hunt by Micheal Rosen</p> <p>Owl Babies by Martin Waddell</p> <p>One Fluffy Baa Lamb, Ten Hairy Caterpillars by Nick Sharratt</p> <p>Mother Goose’s Playtime Rhymes – Axel Scheffler</p>	<p>The Toys Party by Roderick Hunt and Alex Brychta</p> <p>A Christmas Story by Brian Wildsmith</p> <p>The First Chistmas by Rod Campbell</p> <p>Stickman by Julia Donaldson</p> <p>Wibbly Pig has 10 Balloons by Mick Inkpen</p> <p>The Booktime Fantastic First Poems - Edited by June Crebbin</p>	<p>A wide range of non-fiction texts</p> <p>Mrs Armitage on Wheels by Quentin Blake</p> <p>The Usborne Children’s Picture Atlas</p> <p>Whatever Next! By Jill Murphy</p> <p>The Paper Dolls by Julia Donaldson</p> <p>Wriggle and Roar! Julia Donaldson and Nick Sharratt</p>	<p>The Gingerbread Man</p> <p>The Three Billy Goats Gruff</p> <p>Cinderella</p> <p>The Three Little Pigs</p> <p>Once Upon a Time by John Prater</p> <p>Prince Cinders by Babette Cole</p> <p>Mixed Up Nursery Rhymes by Hilary Robinson</p>	<p>The Jolly postman by Allan and Janet Ahlberg</p> <p>A wide range of non-fiction texts</p> <p>Jasper’s Beanstalk by Nick Butterworth</p> <p>Window by Jeannie Baker</p> <p>Rhymes For Annie Rose by Shirley Hughes</p>	<p>Dear Zoo by Rod Campbell</p> <p>Handa’s Surprise By Eileen Browne</p> <p>DK The Animal Book – A visual encyclopedia of life on Earth – David Burnie</p> <p>Sharing a Shell by Julia Donaldson</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>How to Hide a Lion by Helen Stephens</p> <p>ABC Animal Rhymes for you and me by Giles Andreae</p>
WOW MOMENTS	<p>A bear hunt at Forest School</p> <p>Porridge getting stolen!</p>	<p>A birthday party for our puppet.</p> <p>Performing our Nativity play</p>	<p>A paper dolls adventure</p> <p>Role play bus or train</p>	<p>Making Gingerbread men</p> <p>Our giant Gingerbread man runs away!</p>	<p>Visits from: A nurse A police officer</p> <p>A trip to the fire station</p>	<p>A trip to the Zoo</p> <p>A visit from a vet with some animals.</p>
KEY VOCABULARY	<p>Small Medium Large Bear Owl</p>	<p>Celebration Party Birthday Christmas Card</p>	<p>Travel Transport Magic Car Train</p>	<p>Story Bridge Same Different Start</p>	<p>Job Help Emergency Fire Engine Ambulance</p>	<p>Animals Life cycle Taste Changes Zoo</p>

		Present	Bus Bicycle Journey Map Fact	End	Police car Growing Letter	Farm Map Non-fiction
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COMMUNICATION AND LANGUAGE

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	ELG
TOPIC	Into the Woods	Celebrations	Travel and Transport	Fairy Tales	People who help us in our village	Animals	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.
	Communication and language provision is continuous across all areas of learning.						
I can...	<p>I can understand how to listen carefully and why listening is important.</p> <p>I can talk about my basic needs and interests.</p> <p>I can learn new vocabulary.</p> <p>I can use new vocabulary through the day.</p> <p>I can connect one idea or action to another using a range of connectives.</p> <p>I can describe events in some detail.</p> <p>I can develop social phrases.</p> <p>I can engage in story times.</p> <p>I can listen to and talk about stories to build familiarity and understanding.</p> <p>I can retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>I can learn rhymes, poems and songs.</p> <p>I can engage in non-fiction books</p>				<p>I can ask questions to find out more and to check they understand what has been said to them.</p> <p>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>I can use new vocabulary in different contexts.</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I can articulate their ideas and thoughts in well-formed sentences, including in whole</p>		<p>Speaking - Participate in small group, class and one to-one discussions, offering their own</p>

	I can take turns in conversation.				class discussions.		ideas, using recently introduced vocabulary;
Possible learning activities – Teacher directed	<p>Following basic instructions and learning our new routines.</p> <p>Sharing Special Books and describing their weekend. Listening to each other.</p> <p>Listening to stories, songs and poems and responding with their thoughts.</p> <p>Role play in our home corner.</p> <p>Repeat story language from stories we are focussing on.</p>	<p>Sharing Special Books and describing their weekend. Listening to each other.</p> <p>Following basic instructions.</p> <p>Communicate plans for CIP and begin reviewing sessions.</p> <p>Sing a range of songs and rhymes relating to our topic.</p> <p>Use descriptive language when talking about our experiences of celebrations.</p> <p>Talk to Reading Ralph's birthday party!</p>	<p>Use non fiction books, including a children's Atlas.</p> <p>Use topic vocab when role playing in bus station, travel agents and home corner.</p> <p>Discuss a variety of vehicles, identifying their features, using new vocabulary.</p> <p>Recount and act out stories; Whatever Next and Mrs Armitage on Wheels.</p> <p>Begin to respond to stories and poems with their thoughts.</p>	<p>Act out the stories, retelling using story language.</p> <p>Role play in Fairy Tale Castle and puppet theatre.</p> <p>Listen to stories and describe differences between versions.</p> <p>Using questioning when hot seating characters.</p> <p>Easter story + Mothering Sunday, talk about celebrations in their family.</p>	<p>Communicate questions and answers with the various visitors appropriately (class discussions).</p> <p>Role play as the various people we are learning about.</p> <p>Negotiate with friends when problem solving during play.</p> <p>Songs and rhymes about our characters.</p> <p>Begin use of talk partners.</p> <p>Use non-fiction texts to learn about the job roles and related vocabulary.</p>	<p>Use descriptive language to observe animals.</p> <p>Respond to stories with thoughts and ideas, using full sentences.</p> <p>Retell stories using story language.</p> <p>Transition, talking about what will be new/different.</p> <p>Transition—use questionnaires to find out about our new friends in Year 1.</p> <p>Sharing weekend news – asking questions.</p>	<p>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>- 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>

PHYSICAL DEVELOPMENT

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	ELG
TOPIC	Into the Woods	Celebrations	Travel and Transport	Fairy Tales	People who help us in our village	Animals	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.
I can...	I can state how to move around the classroom safely. I can refine my skills in rolling, crawling, walking, jumping, running, hopping, skipping, climbing. I can sit at a table to feed myself, using cutlery. I can use my core strength to sit up on the carpet. I can line up. I can hold a pencil and mark make patterns.	I can identify the correct pencil grip. I am beginning to form letters learnt. I am beginning to use cutlery to cut my food. I can progress towards a more fluent style of moving, with developing control and grace. I can locate a space. I can demonstrate spatial awareness.	I can repeat movements with control and balance. I can identify the correct pencil grip. I can use scissors with basic accuracy. I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. I can recognise different ways to travel.	I can repeat movements with control. I am beginning to use the correct pencil grip. I can use cutlery to cut my food. I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. I can combine different movements with ease and fluency. I can discuss how to use apparatus safely. I can write lower case letters. I can form numbers to 10.	I can demonstrate different ways of travelling depending on the activity. I can use resources safely with control. I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. I can write a short sentence or statement.	I can repeat movements learnt. I can follow the basic rules of a game or sport. E.g. running race. I can select and demonstrate different ways of travelling depending on the activity. I can use resources safely with control. I can develop the foundations of a handwriting style which is fast, accurate and efficient. I can write upper case letters.	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,

						I can write simple sentences with increasing fluency.	paint brushes and cutlery; - Begin to show accuracy and care when drawing.
I can... Throughout the year.	I can 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. I can develop small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.						
Possible learning activities – Teacher directed	Clever hands activities on a daily basis to improve fine motor control - tweezers, peg boards, threading, scissor skills, construction, playdough etc. How to change for P.E. and independence around the classroom.	Clever hands activities on a daily basis to improve fine motor control - tweezers, peg boards, threading, scissor skills, construction, playdough. Walking safely to Church. Letter formation: i, l, t, u, w, e	Focus on pencil grip and basic scissor skills. Walking safely to the Sports Hall. Letter formation: c, o, a, d, g, r, n, m, h	Number formations to 10. Letter formation: j, y, q, b, p, k, v, s, f, z, x	Focus on number reversal. Letter formation: Revise those learnt, apply in HFWs.	Letter formation: capital letters.	
P.E.	Multi-Skills: Refine movement skills moving with confidence in a variety of ways avoiding obstacles. Jump with 2 feet landing appropriately.	Dance: progress towards more fluent style of movement. Copy a dance pattern and link 2 dance movements together with developing control and grace.	Multi-Sports: Participate in game situations in small groups or pairs with cooperation. Control a ball within a game setting	Gymnastics: Confidently and safely travel over, under and through a range of large balancing and climbing equipment. carryout a single balance and balance on 1 foot.	Multi-Skills (Ball Skills): Show increasing control of ball by pushing, patting, kicking, throwing and catching it both over and under arm. Aim at and roll to a target.	Athletics: Further develop and refine fundamental movement skills of running and jumping. Use increasing agility to negotiate obstacles safely. Show increasing control over an object by aiming and throwing at a target. Sports Day	

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	ELG
TOPIC	Into the Woods	Celebrations	Travel and Transport	Fairy Tales	People who help us in our village	Animals	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
I can...	<p>I can state some class rules.</p> <p>I am beginning to recognise how I feel.</p> <p>I can demonstrate good listening when the teacher is talking.</p> <p>I can locate my belongings.</p> <p>I can state when I need the toilet and independently wash my hands.</p> <p>I am beginning to demonstrate sharing.</p> <p>I can develop relationships with my peers and teachers.</p>	<p>I can talk about how I feel and identify my needs. Are we all the same?</p> <p>I can demonstrate good listening when my peers or the teacher is talking.</p> <p>I can use the toilet independently and wash my hands.</p> <p>I can demonstrate sharing and wait for my turn.</p> <p>I can develop relationships with my peers and teachers.</p> <p>I can explain what might happen if the class rules were broken.</p>	<p>I can recognise how I feel and use related vocabulary.</p> <p>I can demonstrate good listening and respond appropriately.</p> <p>I can recognise how my behaviour could impact the feelings of others.</p> <p>I can organise myself for lunchtime and home time.</p> <p>I can demonstrate patience.</p> <p>I can talk about how healthy eating and physical activity keep my body healthy.</p>	<p>I can differentiate my behaviour depending on the situation. I can recognise how I feel and use related vocabulary, e.g. sad, happy, worried.</p> <p>I can discuss simple targets with my teacher.</p> <p>I can experiment with new activities.</p> <p>I can demonstrate positive relationships with my peers and teachers.</p> <p>I can use basic vocabulary to talk</p>	<p>I can differentiate my behaviour depending on the situation and others' needs.</p> <p>I can explain how I am feeling.</p> <p>I can use simple targets to improve my learning and persevere to achieve them.</p> <p>I can experiment with new activities.</p> <p>I can organise myself in relation to different parts of the day.</p> <p>I can experiment with healthy food choices.</p>	<p>I can experiment with new activities confidently.</p> <p>I can implement challenge into my learning.</p> <p>I can demonstrate resilience and an 'I can do it' attitude.</p> <p>I can organise myself and my belongings independently.</p> <p>I can talk about 'sensible' amounts of screen time and having a good sleep routine.</p> <p>I can demonstrate our school values.</p>	

	I can see myself as a valued member of the class.	I can be a safe pedestrian.	I can listen and follow instructions.	about character's feelings.	Independently change for PE or Forest school.		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.
Possible learning activities – Teacher directed PSED activities are woven into every part of our school day.	Learn the other children's names and begin to form relationships through circle games and CIP. Sharing fairly/safely and taking turns during CIP and playing turn taking games. Learning our school reward systems. Learn our class routines and rules. Learning independence in tasks throughout the day.	Promote good hygiene through hand washing and tooth brushing. Talk about customs in their own families for birthdays and Christmas. Are we all the same? Celebrations and feelings: Reading Ralph's birthday! Learn our school values. Follow our school rules and routines. Learn to walk safely around our village.	Sharing fairly and taking turns during CIP and playing games. Talk about their travel experiences and the car/bike they have at home. Box of feelings sorting cards in environment. Label emotions. Talk about healthy eating and exercise in PE sessions.	Story character's feelings; hot seating, phone calls. Sharing fairly and taking turns during CIP and playing games. Box of feelings sorting cards in environment. Talk about scenarios pictured. Orally plan CIP.	Negotiate with friends; problem solving, turn taking. Increased independence in school. Begin transition to Year 1, spending time in a larger group. Set own targets when planning CIP and persevere to complete them. Begin to review.	Kindness —The Rainbow Fish story. Transition— preparing for our new class. Making friends with Year 1 and getting to know our teacher. Focus on our school values. Healthy lifestyle screen time and sleep patterns. Review CIP considering improvements which can be made.	

LITERACY

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	ELG
TOPIC	Into the Woods	Celebrations	Travel and Transport	Fairy Tales	People who help us in our village	Animals	Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
I can...	<p>Reading * I can repeat taught phonemes. - I can identify taught phonemes in a word. I can hear initial sounds.</p> <p>Phonics (Phase 1, then 2)</p> <p>Writing I can recognise letters in my name. I can duplicate taught phonemes. I can identify the initial phoneme in words. I can understand the purposes for writing.</p>	<p>Reading * I can recognise taught phonemes in a word. I am beginning to use my segmenting and blending skills. I can locate repetitive phrases. I can discuss my own experiences in relation to a text.</p> <p>Phonics (Phase 2)</p> <p>Writing I can hold a pencil correctly and sit at a table. I can execute recognisable lower case letters.</p>	<p>Reading * I can locate tricky words. I can state if a book is fiction or non-fiction. I can use my segmenting and blending skills to read CVC words.</p> <p>Phonics (Phase 3)</p> <p>Writing I can 'read' what I have written. I can select taught phonemes to write a word. I can form lower case letters.</p>	<p>Reading * I can locate tricky words to develop fluency. I can use my segmenting and blending skills to read simple words. I can repeat well known phrases and vocabulary from stories. I can interpret a story through role play.</p> <p>Phonics (Phase 3)</p> <p>Writing I can identify and copy key words and vocabulary.</p>	<p>Reading * I can locate a range of tricky words to develop fluency. I can use my segmenting and blending skills to read a range of words. I can recognise digraphs and trigraphs within words. I can identify key events in a story. I can discuss what could happen in story and explain my reasons.</p> <p>Phonics (Phase 4)</p>	<p>Reading * I can locate a range of tricky words enabling my reading to be fluent. I can explain the reason behind my predictions. I can confidently use my segmenting and blending skills to read words and simple sentences. I can identify some features of non-fiction texts.</p> <p>Phonics (Phase 4)</p> <p>Writing I can implement taught digraphs and</p>	<p>- Anticipate – where appropriate – key events in stories;</p> <p>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading - Say a sound for each letter in the</p>

	I can experiment with mark making.	I can state simple adjectives.		I can use phonemes to make my writing readable. I can state key features of a sentence. I can spell some common exception words. I can leave spaces between words.	Writing I can implement taught digraphs and trigraphs in my writing. I am beginning to use features of a sentence correctly, including a full stop. I can experiment using 'and' in my sentences. I can read what I have written. I can match upper and lower case letters.	trigraphs correctly in my writing. I can use features of a sentence correctly, full stops and capital letters I can translate what I have written, others too. I can duplicate key words using a word bank. I can reread writing to check it makes sense.	alphabet and at least 10 digraphs; - 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. 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.
Possible learning activities – Teacher directed	Stories - retell and act them out. Use puppets and pictures to order the events from our stories. Go on a Bear Hunt. Learning to use writing resources during CIP.	Begin reading activities; word building/word and sound books. How to hold a pencil and name writing skills Learning to use writing resources during CIP. Writing firework words and labelling lists for Santa. Writing party invites and birthday cards.	Label the features of different cars. Shared reading—a range of fiction and non fiction transport books. Order story events from Whatever Next? and Aladdin. Label Mrs Armitage's bike and trains past and present. Writing weekend news each week, beginning to form sentences.	Re-write the stories applying sentence structure skills. News writing each week with focus on individual targets. Write 3 wishes to Fairy Godmother. Speech bubbles for characters. Card writing format for Mother's Day and Easter.	Write questions to ask our visitors. (question marks) Write a letter to their family. Reading HFW in our environment. Use of non fiction books to learn about our topic.	Read Handa's Surprise and write our own version based on Dear Zoo. Non-fiction books about animals and life cycles —features of non fiction. Writing fact files about pets. Rewriting stories. Focus on capital letters and full stops in sentences.	

MATHEMATICS

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	ELG
TOPIC	Into the Woods	Celebrations	Travel and Transport	Fairy Tales	People who help us in our village	Animals	Number - Have a deep understanding of number to 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 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns - Verbally count beyond 20, recognising the
I can...	I can represent, compare and compose numbers 1,2,3. I can identify a quantity by counting. I can state which group has more or less. I can recognise which object is heavier or lighter using a scale. I can experiment with water using different container. I can repeat a simple pattern.	I can represent, compare and compose numbers 4, 5. I can identify an amount using Numicon. I can locate 2 or 3 tiles to make a total. I am beginning to recognise amounts in different contexts (without counting). I can identify a quantity by counting. I can state which group has more or less and explain how I know. I can compare two groups.	I can represent, compare and compose numbers 6, 7, 8. I can locate 2 groups to make a total (up to 5). I am beginning to list number bonds to 5. I am beginning to use a range of manipulatives to make a given number. I can find 1 more and 1 less. I can recognise amounts in different contexts (without counting).	I can represent, compare and compose numbers 9, 10. I recognise that 'adding' is finding the total of two groups. I can repeat an addition number sentence. I can locate 2 or 3 numbers to make a total. I can use a range of manipulatives to make a given number.	I can represent, compare and compose numbers 11, 12, 13, 14, 15. I can identify 2 numerals to make a total. I can explain a number problem using the vocabulary 'add'. I can repeat and interpret an addition number sentence. I am beginning to use symbols to record my number sentence. I can locate the highest number.	I can represent, compare and compose numbers 16, 17, 18, 19, 20. I can discuss simple problems. I can use a range of manipulatives to support me. I can use my understanding of adding and subtraction to solve a problem. I can create my own simple number problem. I can duplicate and describe a pattern.	

	<p>I can sort objects and talk about how. I can order a small group of objects by size.</p>	<p>I can state some 2D shapes I know</p> <p>I can select a shape by name. I can describe a 2D shape.</p> <p>I can recognise 2D shapes in the environment.</p> <p>I can describe a simple pattern.</p>	<p>I am beginning to explain number bonds using the vocabulary 'add'.</p> <p>I can compare mass and capacity.</p> <p>I can compare heights and lengths.</p> <p>I can use words like, short, tall, shorter, longer.</p> <p>I can locate two Numicon pieces that are the same.</p> <p>I can use money in role play.</p> <p>I can compare lengths of forms of transport.</p>	<p>I can recognise an amount to 5 without counting.</p> <p>I can locate two tiles to make 10.</p> <p>I can explore number bonds to 10.</p> <p>I am beginning to explain how I know an answer.</p> <p>I can locate numbers on a number line.</p> <p>I can select a shape by name.</p> <p>I can describe a 3D shape.</p> <p>I can recognise 3D shapes in the environment.</p> <p>I can verbally count beyond 20.</p>	<p>I can identify 'how many left' by using Numicon.</p> <p>I can explain a number problem using the vocabulary 'take away' or 'subtract'.</p> <p>I can repeat and interpret a subtraction number sentence.</p> <p>I can state what a double is.</p> <p>I am beginning to list double facts.</p> <p>I can state what 'sharing' means.</p> <p>I can identify when two groups are the same.</p> <p>I can use the word 'equal' to explain my findings.</p> <p>I can identify even and odd Numicon tiles.</p> <p>I can explain how I know it is even or odd.</p> <p>I can use a number line to recognise the pattern of even and odd numbers.</p>	<p>I can create a pattern based on a criteria.</p> <p>I can use positional language to describe where an object is.</p> <p>I can identify where a shape will fit.</p> <p>I can experiment by rotating a shape.</p> <p>I can create shape patterns.</p> <p>I can design my own picture using shapes.</p> <p>I can experiment with maps.</p> <p>I can discuss events in the day and put them in order.</p> <p>I can use the words yesterday, today and tomorrow.</p> <p>I can compare lengths of time.</p> <p>I can compare lengths.</p> <p>I can experiment with rulers, tape measures and meter sticks.</p> <p>I can compare the value of coins up to 20p</p>	<p>pattern of the counting system;</p> <ul style="list-style-type: none"> - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Possible learning activities – Teacher directed</p>	<p>White Rose – Getting to know you</p> <p>–</p> <p>Baseline</p> <p>White Rose – Match, sort and compare</p>	<p>White Rose – It's me 1,2,3</p> <p>Find 1,2, 3</p> <p>Subitise 1,2 and 3</p> <p>Represent 1, 2 and 3 1 more 1 less</p> <p>Composition of 1,2,3</p>	<p>White Rose – Alive in 5! + Numberblocks</p> <p>Introduce zero –</p> <p>What does it represent?</p> <p>Find 0 to 5 Subitise 0 to 5</p>	<p>White Rose – Length, height and time</p> <p>Explore length</p> <p>Compare length</p> <p>Explore height</p> <p>Compare height</p>	<p>White Rose – to 20 and Beyond + Numberblocks</p> <p>Build numbers beyond 10 (10-13)</p> <p>Continue patterns beyond 10 (10-13)</p>	<p>White Rose – Sharing and Grouping</p> <p>Explore sharing</p> <p>Sharing (Be able to share a set of objects and decide if is fair or</p>	

	<p>Match objects Match pictures and objects Identify a set. Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts Say when things are the same or different, and spot an odd one out. Demonstrate accurate 1:1 counting White Rose - Talk about measure and patterns Compare size Compare mass Compare capacity Explore simple patterns Continue and copy simple patterns Create simple patterns</p>	<p>White Rose – Circles and triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position White Rose – 1,2,3,4,5 + Numberblocks Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 White Rose – Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p>Represent 0 to 5 1 more 1 less Composition of 4 and 5 Explore Number bonds to 5 Conceptual subitising to 5 White Rose – Mass and capacity Compare mass and capacity. Compare mass Find a balance Explore capacity Compare capacity White Rose - Growing 6,7,8. + Numberblocks Find and compare 6,7, 8 and Subitise Represent 6,7 and 8 1 more 1 less Composition of 6,7 and 8 Make pairs – odd and even (beginning to count in 2s) Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups</p>	<p>Talk about time Order and sequence time White Rose - Building 9 & 10. + Numberblocks Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) White Rose - Explore 3-D shapes Recognise and name 3-D shapes Find 2-D shapes within 3D shapes Use 3-D shapes for tasks 3-D shapes in the environment (Explore 3D shape by matching, comparing, describing etc.) Identify more complex patterns Copy and continue patterns Patterns in the environment Recognise, complete, correct and create ABB, AAB, ABC, patterns.</p>	<p>Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns Begin to count in 10's. Use knowledge of numbers to 10 to solve addition and subtraction problems. White Rose – How many now? Add more How many did I add? Take away How many did I take away? Use first, then and now to build and solve mathematical stories. White Rose - Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes</p>	<p>not and why.) Explore grouping Grouping Even and Odd sharing (counting in 2s) Play with and build doubles White Rose – Visualise, build and map Identify units of repeating patterns Create pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe the positions Give instructions to build Explore mapping Represent maps with models Map-making positional language. White Rose – Make connections Deepen understanding Patterns and 3D shapes relationships Problem solving – own ideas to solve problems e.g. how many legs. Own ways of</p>	
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						recording mathematically – scores, size etc.	
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UNDERSTANING THE WORLD

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	ELG
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TOPIC	Into the Woods	Celebrations	Travel and Transport	Fairy Tales	People who help us in our village	Animals	
I can...	<p>Through weekly Forest school sessions throughout the year I can... Explore the natural world around me. Describe what I see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around me. Draw information from a simple map. Draw pictures of animals and plants.</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. 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</p>
	<p>I can talk about members of my immediate family and community. I can name and describe people who are familiar to me. I can understand that our Church is special to Christians. I can understand the effect of changing seasons on the natural world around me.</p>	<p>I Can talk about members of my immediate family and community. I can comment on images of familiar situations in the past I can compare and contrast characters from stories, including figures from the past.</p>	<p>I can comment on images of familiar situations in the past. I can draw information from a simple map. I can recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>I can name and describe people who are familiar to them I can understand that some places are special to members of my community. I can recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>I can draw information from a simple map. I can recognise that people have different beliefs and celebrate special times in different ways. I can observe animal life cycles.</p>	
Possible learning activities – Teacher directed	<p>Explore signs of Autumn in our Autumn tray. Studying owls and talking about their features. Sharing Special books, talking about their weekend at home. Gardening in our</p>	<p>Talking about celebrations they are involved in; birthdays and Christmas. Listen to the story about Guy Fawkes. Learn about what Diwali is and how it is celebrated. Compare how they have grown and changed from a baby</p>	<p>Compare places in holiday brochures, same or different, how would we travel there? ICT—make driving licences & number plates. 2Simple—Simple City. Compare photos and videos of trains from</p>	<p>Bridge building and design challenge for 3 billy goats. Bake Gingerbread men. Organise story events in chronological order. ICT— recording story language on Turtles.</p>	<p>Understanding our community and the people’s roles within it. Meeting and interviewing a Nurse, Vet, Fireman, Police Officer. Using Beebots on maps. Visit the Fire Station</p>	<p>Studying animals and noticing differences and similarities. Observing changes in nature; growing plants, mini beast hunt. Observing changes to caterpillars and tadpoles through their life cycle.</p>	

	<p>raised bed.</p> <p>Use website poissonrouge.com to learn basic mouse skills in ICT.</p>	<p>photo to now.</p> <p>Work together to organise a birthday party for our puppet.</p>	<p>the past and present day.</p> <p>Look at children's Atlas, locate where we live and those people special to us. Discuss similarities and differences in my country and others, e.g. hot and cold places.</p>		<p>and Post Office.</p> <p>Type own name on a keyboard.</p>	<p>Log on and off the computers.</p>	<p>and what has been read in class;</p> <ul style="list-style-type: none"> - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> - 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.
RE	<p>CREATION</p> <p>Why is the word 'God' so important to Christians?</p>	<p>OLD TESTAMENT STORIES</p> <p>Which stories are special and why?</p> <p>INCARNATION</p> <p>Why do Christians perform Nativity plays at Christmas?</p>	<p>NEW TESTAMENT STORIES</p> <p>Which stories are special and why?</p>	<p>SALVATION</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>WORLD FAITH STORIES</p> <p>Which stories are special and why?</p>		

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	ELG
TOPIC	Into the Woods	Celebrations	Travel and Transport	Fairy Tales	People who help us in our village	Animals	
I can...	<p>I can repeat a pattern of beats.</p> <p>I can use a range of media to create texture.</p> <p>I can repeat well known nursery rhymes.</p>	<p>I can identify the beat of the music.</p> <p>I can create collaboratively, sharing ideas and resources.</p> <p>I can listen attentively and move to music.</p> <p>I can watch and talk about dance and performance, expressing their responses.</p> <p>I can perform songs.</p>	<p>I can use props and materials to act out a specific role.</p> <p>I can identify the rhythm of the music.</p> <p>I can develop storylines in their pretend play.</p> <p>Develop storylines in pretend play.</p> <p>I can create 3D models, using techniques to join.</p>	<p>I can experiment with materials to find the most appropriate.</p> <p>I can demonstrate a rhythm.</p> <p>I can talk about music, expressing my feelings and responses.</p> <p>I can develop storylines in pretend play.</p>	<p>I can experiment with tools until I achieve the desired outcome.</p> <p>I can use what I have learnt to take on a role. E.g. police officer.</p> <p>I can perform songs I have been taught and use actions to support me.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p>	<p>I can test materials to suit a specific project.</p> <p>I can experiment with materials and explain the outcome.</p> <p>I can talk about music, expressing my feelings and responses.</p> <p>I can develop storylines collaboratively in pretend play.</p> <p>I can review, refine and build upon previous learning in art, dance, music and role play.</p> <p>Perform songs and poems.</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> - 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - 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.
Possible learning activities – Teacher directed	<p>Create all the textures from We're Going on a Bear Hunt.</p> <p>Dance each day copying moves with rhythm.</p> <p>Singing Goldilocks songs and many other action rhymes.</p> <p>Musical bumps songs.</p>	<p>Creating Rangoli patterns with chalk and on computers.</p> <p>Using tools in paint program on 2Simple for firework pictures.</p> <p>Firework collages, designing birthday cards, creating decorations.</p> <p>Dance moves to match Firework sounds.</p>	<p>Creating maps for different routes.</p> <p>Performing our Big Red Bus song.</p> <p>Adding props to Mrs Armitages' bike with chalk and drawings.</p> <p>Role playing in our bus and act out our topic stories.</p> <p>Junk modelling to create forms of</p>	<p>Role play in castle and puppet theatre.</p> <p>Decorate real Gingerbread men and puppets.</p> <p>Create a scary Troll mask using mixed media.</p> <p>Sing fairy tale songs, adding instruments.</p> <p>Large scale story</p>	<p>Role playing as the various people we are learning about.</p> <p>People who help us songs! Adding instruments with rhythm.</p> <p>Creating large scale characters with paint and collage and fancy dress.</p>	<p>Beating a rhythm and animal songs.</p> <p>Constructing animal enclosures.</p> <p>Clay animals.</p> <p>Under the sea arts and crafts.</p> <p>Create and perform animal poems.</p>	

	<p>Create a self portrait.</p> <p>Role play in our outdoor home corner.</p>	<p>Memorise and perform songs for my Christmas production.</p> <p>Dance unit in PE.</p> <p>Create Christmas cards.</p> <p>Make decorations for our Christmas Tree.</p> <p>Watch pantomime performance.</p>	<p>transport.</p>	<p>maps.</p> <p>Watch 3 pigs ballet and respond.</p>			
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