

4+ Year Overview Plan 2022-23

HIGHLIGHTED IN GREY SHOW THE LINKS BETWEEN HOME AND SCHOOL.

Autumn Term

	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	COMMUNICATION AND LANGUAGE (Listening, Attention and Understanding & Speaking)	PHYSICAL DEVELOPMENT (Gross and Fine Motor)	LITERACY (Comprehension, Reading and Writing) See Literacy Medium Term Plan	MATHEMATICAL DEVELOPMENT (Number and Number Patterns) See Mathematics Medium Term Plan	UNDERSTANDING THE WORLD (Past and Present, People, Culture and Communities and the Natural World) See Key questions for knowledge	EXPRESSIVE ARTS AND DESIGN (Creating with Materials and being Imaginative and Expressive)
<p>AUTUMN 1ST HALF TERM</p> <p>BASELINE ASSESSMENTS</p> <p>Themes Possible themes, however we may alter themes to meet the pupil's interests</p> <p>Ourselves (homes)/Local Area</p> <p>Harvest & Farming (past present)</p>	<ul style="list-style-type: none"> SEAL - New beginnings. PSHE Cambridgeshire Scheme: <ul style="list-style-type: none"> -Myself and My Relationships 1 Beginning and Belonging (NB, GFG) -Healthy and Safer Lifestyles 1 My Body and Growing Up <ul style="list-style-type: none"> Settling in to school routines. Parting from parents and careers. Class and playground rules. Forming new friendships. Identifying a range of different emotions. Recognising and talking about different feelings they have. Home and School Learning Cards - settling into school target. Parents Evening Pupil and parent voice links /Achievement Tree Creating class and playground rules together. Route to Resilience - (Cooperation (team work), Perseverance, good listener, communication, imagination and focus). Health and Self-Care <ul style="list-style-type: none"> Expressing their own basic needs to a familiar adult. Develop independence and self-care skills such as using the toilet, putting coat on and off, hygiene, sleep, diet, oral health, exercise etc. Learning to stay fit and healthy. Choosing healthy snacks and drinks. Cutlery control- learning how to use a fork and knife. 	<ul style="list-style-type: none"> Developing the use of language through role-play and small world - home, baby clinic, fruit and vegetable shop etc. Learning and singing nursery rhymes. Engaging in story times. Story retells - join in with repeated refrains and actions such as Squash and a Squeeze. Developing conversational skills- eye contact, listening, responding, taking turns in the conversation. Starting to share their ideas with familiar adults and use talk to organise their thoughts. Sharing information about themselves through 'Show and Tell' sessions. Responding to questions asked by others. Sounds in the environment. Sharing their 'All About Me' books and welcome box and talking about themselves. Speaking and listening activities and story sacks. Beginning to learn new vocabulary and use it throughout their day. Following simple instructions Develop social phrases such as good morning phrases. 	<p>Fine Motor</p> <ul style="list-style-type: none"> Regular sessions of 'Dough Disco' - finger exercises using playdough to music. Dough Disco- send videos to parents Big Moves. Scissor control - snips in paper. Pencil control -developing good pencil grip. I can use cutlery and other one handed equipment. Fastening own clothing - zips, buttons and laces. Handwriting patterns - Penpals/Twinkl Phonics. Developing control on I pads such as mouse pad. Using ICT linked to toys - operating buttons. <p>Gross Motor</p> <ul style="list-style-type: none"> Big Moves Playing 'ring games' in Exercise Time. Actions Songs/Yoga Learning how to stay safe when working on large fixed equipment e.g. adventure trail/climbing frame. Exploring different ways of moving such as rolling, jumping, skipping, climbing. Developing balance - Standing on tip toes, jumping off a low object with both feet on the ground. Beginning to developing ball skills - throwing ball 10ft forward overhand. <p>Heath and Self-Care</p> <ul style="list-style-type: none"> See PSED Section 	<p>Key texts</p> <p>Nursery rhymes Starting and settling into school books Squash and a Squeeze/ Funny Bones Non-fiction: Maps/Homes Write Stuff: Perfect Norman & begin Handa's Surprise</p> <p>Phonics</p> <ul style="list-style-type: none"> Phonics - Phase 1 revision - Listening skills and learning initial sounds. Rhyme and alliteration. Oral blending and segmenting Beginning Phase 2 sounds - saying the sound and matching the letter to the sound. Computer - learning how to use Espresso games and Phonics Play games www.phonicsplay.co.uk Phonic Practise Book - home and school <p>Reading</p> <ul style="list-style-type: none"> Recognising their names. Choosing fiction/non-fiction books to take home to share with adults at home (Choose books from our 4+ library). First reading book from school given. Home school reading diary Reading Passport challenge Handling books with care <p>Comprehension</p> <ul style="list-style-type: none"> Listening carefully to stories and rhymes. Listening to stories with repeated refrains Retelling key events of a story Discussing what has happened in a story <p>Writing</p> <ul style="list-style-type: none"> Emergent/copy writing Writing their first name and any other words they know. Writing letters. 	<p>White Rose Maths</p> <p>Getting to Know You - 2/3 weeks Baseline and Teacher assessment: -Early Number -Early calculation -Mathematical language -Early understanding of pattern</p> <p>Just Like Me 3 weeks Matching & Sorting Matching Same/different Sorting Same/different, colour, size, shape. Sorting into groups.</p> <p>Comparing amounts Equal to More/less/greater/ fewer Counting by rote to 10, counting out loud, Counting rhymes and songs. Different representations of numbers.</p> <p>Compare size, mass and capacity. Large/small Big/little Short/tall Tallest/shortest Full/empty Long/short</p> <p>Exploring patterns Simple patterns - continuing, copying and creating More complex patterns.</p> <p>Extra's -Count objects, actions and sounds. -Espresso maths games and Mathletics.</p>	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Where have they been on holiday? Look at Cyprus. Finding out about each other - languages spoken. School environment - school building, Circle of Life Garden and playground/field. Learning and talking about their homes and local environment - Buildings. Information from Maps. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Finding out about children's cultural backgrounds Talking about their families and people in community Harvest and sharing food with others. Which places are special and why? <p>Natural World</p> <ul style="list-style-type: none"> Naming members of their families/communities Changes - Baby to child. Naming body parts The 5 senses- observing the natural world around them. Investigation: Exploring mixing colours using pipettes and food dye (observing/noticing patterns) <p>Past and Present</p> <ul style="list-style-type: none"> Talking about past experiences and how they have changed. Looking at forms of technology at school and at home and comparing technology to the past. Harvesting technology past and present. <p>Links to Technology</p> <ul style="list-style-type: none"> Using a variety of CD Roms. Interactive White Boards Games (in classroom). Taking photographs of their area Learning how to use the internet safely. <p>Experiences -Walk around local area -Nurse visit - handwashing</p>	<p>Role-Play</p> <ul style="list-style-type: none"> Play alongside others Using own experiences in role play. Adults led role-play to model language and interaction <p>Art and Design</p> <ul style="list-style-type: none"> Mosaic and collage Sketching -practising drawing their facial features. -Adding emotions to faces they draw/paint -Mixing colours and using the appropriate colours for art work (naming colours) -Painting self-portrait <p>Skills</p> <ul style="list-style-type: none"> -Joining materials - glue sticks -manipulating materials -drawing basic people/beginning to add bodies -Range of tools <p>Music</p> <ul style="list-style-type: none"> -Joining in with action rhymes. -Singing nursery rhymes and simple songs from memory. -Learning Harvest song and dance and performing it to the parents. -Responding to sounds. -Exploring some basic instruments to see how they make sounds. <p>Music Scheme - Unit 1 Pulse I can imitate movements in response to music I can keep a steady pulse with some accuracy (e.g. clapping, marching, tapping) I can explore, respond and identify long and short sounds. I can create a piece of music using long and short sounds. I can comment on my own and other people's performances.</p>

<p>AUTUMN 2nd HALF TERM</p> <p><u>Themes</u> Possible themes, however we may alter theme to meet the pupil's interests</p> <p>Autumn - linked to 'We're going on Bear Hunt' and 'Percy the Park Keeper'</p> <p>Celebrations - Diwali, Birthdays (Harry and the Dinosaurs), Bonfire Night and Christmas.</p>	<ul style="list-style-type: none"> SEAL - Getting on and falling out. Say no to bullying. PSHE Cambridgeshire Scheme: -Myself and My Relationships 2 My Family and Friends - Including Anti-bullying (GOFO, SNTB) -Healthy and Safer Lifestyles 2 Keeping Safe (Including Drug Education) (linked to Protective Behaviours) Protective Behaviours Sessions Learning the names for all of their parts of their body. To learn about trusted adults they can go to. Developing concentration and listening skills during adult focus time. Following simple instructions. Trying new activities Learning how to express their own feelings. Beginning to be aware of different feelings others may have. Forming good relationships with adults and peers. Discussing emotion display Health and Self-Care Self-care- hygiene, toileting, exercise, sleep Learning how to keep fit and Healthy. Choosing healthy drinks. Cutlery control- learning how to use a fork and knife. Route to Resilience - (Cooperation (team work), Perseverance, good listener, communication, imagination and focus). Pupil and parent voice links /Achievement Tree 	<ul style="list-style-type: none"> Sharing information about themselves through 'Show and Tell' sessions. Using talk to share their ideas Begin to longer sentences when responding to people. Developing the use of language through role-play such as home corner, cave, birthday party, post office, Nativity scene. Speaking and listening activities and story sacks. Developing good listening behaviours. Listening to stories and non-fiction texts and responding/talking about them such as predicting key events. Learning nursery rhymes. Developing new vocabulary and use it throughout their day. Story retells -join in with repeated refrains and actions e.g. Going on a Bear Hunt. Develop social phrases such as good morning phrases. 	<ul style="list-style-type: none"> Fine Motor Using small equipment with control. Sewing skills - threading beads / pasta shapes / holes punched into pieces of paper to thread wool and string. I can use cutlery and other one handed equipment. Threading for calendar gift for parents/carers for Christmas. Developing pencil grip Scissor control - cut straight lines. Regular Dough Disco and Big Moves sessions. Pencil control -developing good pencil grip. Handwriting patterns - Penpals/Twinkl Phonics. Correct letter formation linked to phonic sounds. Gross Motor Regular Big Moves sessions. Looking into a group practising riding trikes, bikes and scooters. Actions songs/Yoga Climbing over, under and through skills. Using range of large and small apparatus. Parachute games. Developing beanbag bag and ball skills-catching, throwing, kicking, batting and aiming at a target. Throwing ball underhand. Developing balance - jumping over a stationary object. Learning how to stay safe when working on large fixed equipment e.g. 'The climbing wall'. Health and Self-Care See PSED Section 	<p><u>Key texts</u> Nursery rhymes We're Going on a Bear Hunt & Percy the Park Keeper Rama and Sita/Nativity Story <u>Non-fiction texts</u>- harvest/Diwali/Christmas/ Bonfire Night- Guy Fawkes. Write Stuff: Handa's Surprise & We're Going on a Bear Hunt</p> <ul style="list-style-type: none"> Phonics - Phase 1 revision if required (Rhyming, alliteration, initial sounds, segmenting and blending sounds - CV and CVC Words. Phase 2 Phonic Practise Book - home and school Reading Recognising their names. Choosing fiction/ non-fiction books to take home to share with adults at home. (Choose books from our 4+ library.) Reading Scheme book from school given. Home school reading diary Reading Passport challenge Learning the sounds of phase 2 sounds and matching the letter to the sounds. Blending sounds to read words. Beginning to read most Phase 2 tricky words. Beginning to read captions. <p><u>Writing</u></p> <ul style="list-style-type: none"> Writing letters (lower case and some upper case) Writing initial sounds Segmenting and writing CV/CVC words in phoneme frames Writing three letter words. Writing Phase 2 tricky words. Writing labels and captions. Writing lists - Christmas list Writing in cards - Birthday, Wedding, Christmas. Writing letters to Santa. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> Listening to stories and joining in with repeated phrases. Listening to stories, rhymes and non-fiction books. Learning about fiction and non-fiction books. Starting to recall facts from non-fiction texts. Talking about events in a story. 	<p><u>It's Me 1, 2, 3!</u> -Representing 1,2,3. -Composition of 1,2,3, sorting and comparing -Subitising to 3 -Circles, triangles and positional language.</p> <p><u>Light and Dark 3 weeks</u> Representing numbers to 5 Composition of 4 & 5 Sorting and comparing numbers to 5 Subitising to 5 1 more 1 less Shapes with 4 sides (square and rectangle) and time</p> <p><u>Activity Week</u> Winter Consolidation -Numbers to 5 - representing, composition, matching, sorting and comparing -Positional language</p> <p><u>Extra's</u> -Count by rote to 10 -Count objects, actions and sounds. -Matching the number with its cardinal value to 5. -Beginning to understand number bonds to 5. -Espresso maths games and Mathletics. -Numicon - exploring the shape and colour -Using Fives Frame</p> <p><u>Shape and Space</u> -Naming, exploring and describing the properties of 2D shapes -Making shape pictures -Select, rotate and manipulate shapes in order to develop spatial reasoning skills -Compose and decompose shapes to recognise that a shape can have shapes within it like numbers -Using Beebot linked to positional language</p>	<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Learning about different countries e.g. Diwali/India - comparing homes/transport there with England. Using maps. Map - Post letter to Santa. What stories are special and why? <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Family celebrations - Bonfire Night, Diwali, Birthday and Christmas. Nativity story. Hanukkah Respect and finding out about different cultures and beliefs/traditions Tasting Indian food Celebrating St. Andrew's Day (Scotland). Story times - link to different religions and cultures <p><u>Natural World</u></p> <ul style="list-style-type: none"> Seasonal changes Describing and comparing materials Exploring pushing and pulling Investigations: Exploring and observing different materials and magnets (comparative). Exploring torches in dark area. <p><u>Past and Present</u></p> <ul style="list-style-type: none"> Remembrance Day Guy Fawkes Talking about past experiences Learning about dinosaurs through photographs and books and recognising it was a long time ago. Fossils - Mary Anning Roma and Sita/Christmas story <p><u>Links to Technology</u></p> <ul style="list-style-type: none"> Using drawing programs on the IPADS. Using Mathletics. Interactive whiteboard games Learning how to use the internet safely. <p><u>Experiences</u></p> <ul style="list-style-type: none"> Visit from Santa Walk to the post box to post a letter to Santa Theatre trip for Christmas 	<p><u>Role-Play</u> -Developing the use of language through small world or role-play areas. -Retelling stories in role-play or small world areas with their peers or familiar adults. -Using props for role-play and create their own props.</p> <p><u>Art and Design</u> -firework pictures. -Printing using leaves -Designing and making table -Clay Models -Making cards/Christmas decorations -Playdough - using tools -Making and decorating cards - Birthday, Diwali and Christmas. -Adding more detail to pictures. -Mixing colours. -Selecting own resources -Clay work developed -Telling others about their artwork -Using Interactive Board to create pictures - enclose lines to create shapes, change colours.</p> <p><u>Music</u></p> <ul style="list-style-type: none"> Learning Christmas songs. Christmas show - singing in a group to the rest of the school, parents and grandparents. Learning and performing nursery rhymes Listen, move and talk about music. Exploring some basic instruments to see how they make sounds. <p><u>Music Scheme</u> <u>Unit 2- Voices</u> I can sing songs, which contain a small range of notes (2 or 3 notes for example). I can take turns when singing and be a good listener. I can perform actions to accompany songs. (Move like a snake etc)</p>
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Spring Term

	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	COMMUNICATION AND LANGUAGE (Listening, Attention and Understanding & Speaking)	PHYSICAL DEVELOPMENT (Gross and Fine Motor)	LITERACY (Comprehension, Reading and Writing)	MATHEMATICAL DEVELOPMENT (Number and Number Patterns)	UNDERSTANDING THE WORLD (Past and Present, People, Culture and Communities and the Natural World)	EXPRESSIVE ARTS AND DESIGN (Creating with Materials and being Imaginative and Expressive)
<p>SPRING 1st HALF TERM</p> <p><u>Themes</u> Possible themes, however we may alter theme to meet the pupil's interests</p> <p>Winter - linked to Arctic and Antarctica and Frozen. (compare homes Antarctica past)</p> <p>Chinese New Year compare homes communities maps</p>	<ul style="list-style-type: none"> SEAL - Going for goals. PSHE Cambridgeshire Scheme: Identities & Diversity. My Emotions. Citizenship 1 - Identities and Diversity Being truthful. Talking about how others are feelings. Talking about emotion display. Following two part instructions Following and talking about school and class rules. Listening and sharing ideas with others. Keeping on trying even when they find something difficult. Route to Resilience - (Cooperation (team work), Perseverance, good listener, communication, imagination and focus). Health & Self-Care - Looking after themselves during winter. Self-care- hygiene, toileting, exercise, sleep Learning how to keep fit and Heathy. Choosing healthy snacks and drinks. Pupil and parent voice links /Achievement Tree Parents Evening - Target Card and sharing of information 	<ul style="list-style-type: none"> Developing the use of language through role-play and small world such as home corner, Antarctica/ Arctic/Frozen scene/Chinese restaurant or kitchen. Asking and understanding different questions during 'Show and Tell' sessions. Supported by adult. (Who, What, Where, How, Why). Brining items from home in. Following directions. Learning nursery rhymes. Answering and asking key questions. Expressing their views with familiar adults. Responding to others Recalling past events Talking in full sentences Explore different tenses - for example 'play', 'playing', 'played'. Bill Bear - Share Developing new vocabulary and using it throughout their day. Characters and settings - using adjectives to describe them. 	<ul style="list-style-type: none"> Fine Motor Handwriting - correct letter formation. Developing pencil grip Scissor control developed- cutting curved line/circle shape Sewing - pinch sewing. Small equipment - hand-eye coordination. Regular Dough Disco sessions Gross Motor Skills Large equipment Dance linked skills - combining different movements with fluency. Regular sessions of 'Dough Disco'. Ball skills - throw ball forwards Developing Balance - walk along a chalk line / jumping forward, taking off and landing on 2 feet. Actions Songs/Yoga Developing control on balance bikes through bikeability course. Heath and Self-Care See PSED Section 	<p><u>Key texts</u> Nursery rhymes Emperor Penguin Runaway Iceberg on Twinkl, Sailing off to sleep by Linda Ashman. Chinese New Year story.</p> <p><u>Non-fiction</u> texts on Antarctica, Arctic and penguins. Chinese New Year. <u>Write Stuff</u>: Penguins - report writing (non-fiction)</p> <ul style="list-style-type: none"> Phonics Phase 2 and 3. Phonic Practise Book - home and school <p><u>Reading</u></p> <ul style="list-style-type: none"> Choosing fiction/ non-fiction books to take home to share with adults at home. (Choose books from our 4+ library.) Home school reading diary Reading Passport challenge Matching phase 2 and beginning phase 3 letter and sounds Blending sounds to read words with phase 2 and beginning of phase 3 sounds. Reading Phase 2 tricky words and beginning to read phase 3 tricky words. <p><u>Writing</u></p> <ul style="list-style-type: none"> Writing phase 2 and 3 phonemes Writing lower case letters correctly Developing pencil grip Writing some Phase 3 tricky words or high frequency words Segmenting and writing all the sounds in a word (phase 2 and beginning of phase 3) Writing captions. Using finger spaces between their words Non-fiction writing. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> Recalling key facts from non-fiction books. Talk about stories and rhymes. 	<p><u>Alive in Five 3 weeks</u> Introducing Zero Comparison to 5 Subitising Composition to 5 Finding total How many are hiding?</p> <p>Compare Mass (2) Heavier/lighter Compare Capacity Full/empty/measuring capacity</p> <p><u>Growing 6, 7, 8 3 weeks</u></p> <p>Subitising Exploring 6, 7 and 8 Composition up to 8 Matching 6/7/8 1 more 1 less Making pairs Combining two groups Adding more</p> <p>Length & Height Taller/shorter Longer/shorter Measuring height</p> <p>Time Days of the week Measuring time</p> <p><u>Extras</u> -Using tens frame/numicon -Counting forwards and backwards -Counting objects, claps and movements to 10. -Rote counting to 20 -Matching numeral to quantity to 8. -Recalling number bonds to 5 -Starting to give some linked subtraction facts -Starting to recall some double facts such as 1 and 1 makes 2</p>	<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Beginning to be aware of the world Arctic and Antarctica and China case study - comparing to their homes. Use Globes/world maps Reading texts about contrasting habitats <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Celebrating St. David's Day (Wales). Celebrating St. Patrick's Day (Ireland). Finding about different faiths, cultures and traditions e.g. Chinese New Year/China Food tasting -Chinese food. Learning about special places in theirs and others communities. Which people are special and why? <p><u>Natural World</u></p> <ul style="list-style-type: none"> Seasonal changes - signs of winter Changes to food such as cooling/heating/freezing Ice melting Comparing habitats - Arctic/ Antarctica Describe and naming animals that live their e.g. penguins Investigations: Ice exploration/floating and sinking (observing over time and comparative). <p><u>Past and Present</u></p> <ul style="list-style-type: none"> Talking about the past - Transport/clothing etc. Comparing traditional stories to present day. <p><u>Links to Technology</u></p> <ul style="list-style-type: none"> School Ipad programmes e.g. Reading Eggs and Mathletics Interactive whiteboard games Knows that information can be retrieved from computers (secondary sources). Learning how to use the internet safely. Safer Internet Day <p><u>Experiences</u></p> <ul style="list-style-type: none"> Barnaby Bear - adventures to the Arctic 	<p><u>Role-Play</u> -Developing the use of language through small world or role-pay areas. -Creating own stories in role play or small world areas -Making and using masks and props for role-play or small world area.</p> <p><u>Art and Design</u> -Using range of tools -Combining materials and techniques -Making Arctic/Antarctica animals/lantern/dragon -Painting animals -Junk modelling - building for a purpose and beginning to adapt work where necessary. -create collaborative pieces of art work and junk models linked to theme. -Drawing people with more appropriate size</p> <p><u>Music</u> -Singing well known songs -Learning and performing nursery rhymes -Listening to music and moving in response to the music. Talk about different dances. -Talk/compare the sounds a range of instruments make.</p> <p><u>Music Scheme</u> <u>Unit 3 - Rhythm</u> I can explore rhythm through play I can create rhythms and suggest symbols to represent rhythms I can keep a steady pulse with some accuracy while playing I can recognise and control changes in tempo I can listen to ideas from others, taking turns</p>

<p>SPRING 2nd HALF TERM</p> <p><u>Themes</u> Possible themes, however we may alter theme to meet the pupil's interests</p> <p>Fantasy -Superheroes -People who help us -Space (history moon)</p> <p>Easter</p>	<ul style="list-style-type: none"> SEAL - Good to be me. PSHE Cambridgeshire Scheme: Citizenship 2 - Me and My World Talking about own accomplishments and what they would like to improve. Developing concentration during focus times Talking about what is right or wrong. Developing a range of friendships Identifying how others feel and responding appropriately. Solving conflicts with others. Talking about emotion display. Health & Self-care People who help us Road Safety. Strangers - linked to Elmer and the Stranger book. Learning how to keep themselves healthy such as diet, oral health, hand washing and exercise. Choosing health snacks and drinks. Changes that happen when they exercise Route to Resilience - (Cooperation (team work), Perseverance, good listener, communication, imagination and focus). Pupil and parent voice links /Achievement Tree 	<ul style="list-style-type: none"> Developing the use of language through role-play and small world such as home corner, Superhero station, space etc. Asking and understanding different questions during 'Show and Tell' sessions. Supported by adult. (Who, What, Where, How, Why). Brining items from home in. Following directions. Learning nursery rhymes Engaging in fiction and non-fiction books and sharing their ideas about them. Taking and responding during story time Asking questions Sharing their ideas in small groups Use past, present and future tenses Bill Bear - Share Developing new vocabulary and use it throughout their day. Story retells - Supertato stories 	<ul style="list-style-type: none"> Fine Motor Handwriting - correct letter formation. Regular Dough Disco and Big Moves Sessions Developing pencil grip Pencil and Scissor control- cut square shape Exploring cornflour. Gross Motor Parachute games. Balancing skills. Ball and dance skills Ball skills - throw, kick, pass and catch a large ball. Hitting 2ft target from 5ft away using tennis ball using underhand throw. Developing balance - walking along a low, wide balance beam Developing jumping - hop on one foot 3-5 times. Regular sessions of Big Moves. Heath and Self-Care See PSED Section 	<ul style="list-style-type: none"> Key Texts Nursery rhymes Supertato Stories Aliens love Underpants Elmer and the Stranger Easter story Non-fiction - Space - Neil Armstrong, People Who Help Us, Recycling Write Stuff On Sudden Hill - linked to imaginary places (fantasy), Sam and Dave Dug a Hole Phonics Learning Phase 3 diagraphs Matching Phase 3 sounds to corresponding letter/s. Phonic Practise Book - home and school Reading Choosing fiction/ non-fiction books to take home to share with adults at home. (Choose books from our 4+ library.) Reading Scheme book from school given. Home school reading diary Reading Passport challenge Reading words and captions using phase 2 and phase 3 sounds. Learning letter names Reading Phase 3 tricky words Writing Writing some upper case letters Developing pencil grip (tripod) Segmenting and writing words and simple sentences. Using finger spaces between their words. Reading back their work. Writing Phase 3 tricky words Fiction and non-fiction story writing. Writing letters from /to people Writing in Mother's Day and Easter cards Comprehension Recalling facts key facts from fiction and non-fiction books. Describing key events in detail. Predicting what will happen next and talking about stories. 	<p><u>Building 9 and 10</u></p> <p>Subitising Representing 9 and 10 Sorting 9 and 10 Ordering numerals to 10 Composition of 9 and 10 Numbers to 10 bingo</p> <p>Comparing Numbers to 10 Number bonds to 10 Counting back from 10- ten in a bed</p> <p>3-D Shapes - naming, exploring and describing Extra - Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Pattern - -Spotting errors in patterns -Naming patterns e.g. ABAB</p> <p><u>Spring consolidation 3 weeks</u></p> <p>Composition Subitising Comparison Counting on and back Matching Numeral recognition Combining Estimation Ordering</p> <p><u>Extras</u> - Using tens frame/numicon -Counting forwards and backwards from different starting points -Counting objects, claps and movements to 10. -Rote counting to 20 -Matching numeral to quantity to 8. -Recalling number bonds to 5 -Starting to give some linked subtraction facts -Starting to recall some double facts such as 1 and 1 makes 2 -Starting to identify odd/even numbers linked to sharing</p>	<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Talking to people who help us in our communities. Space - planet charts <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Easter Story time - link to different religions and cultures Mother's Day What times are special and why? <p><u>Natural World</u></p> <ul style="list-style-type: none"> Gravity, pull and push, ramps exploration Recycling Investigations: Ice investigation. Cars down different height ramps, gravity and food changes. <p><u>Past and Present</u></p> <ul style="list-style-type: none"> Children's own and family members past experiences Comparing old and new toys Space - historic events - learning about past through books and photographs Who was Neil Armstrong? Easter story Story times - link stories from the past to support understanding of past and present <p><u>Links to Technology</u></p> <ul style="list-style-type: none"> School Ipad programmes e.g. Reading Eggs and Mathletics Interactive whiteboard games Using Bee-bots (programmable robots) - creating routes and following a set of instructions. Knows that information can be retrieved from computers. Learning how to use the internet safely. <p><u>Experiences</u></p> <ul style="list-style-type: none"> Visit a church for Easter Visitors - People Who Help Us - police/dentist or parents sharing old toys and experiences 	<p><u>Role-Play</u> -Developing storylines in role play and small world. -Adapting well known stories and narratives in small world/role play areas.</p> <p><u>Art and Design</u> -Observational drawing and painting. -Painting - Mixing colours. -Printing -Easter cards/models -Selecting appropriate colours in art work. -Collage/DT projects - designing and making -Use range of materials and tools. -Joining materials -Combining different techniques. -Talk about their ideas and processes and evaluate their work. -Playdough - using range of tools</p> <p><u>Music</u> -Learning and performing nursery rhymes -Singing well known songs -Listening attentively to music and move in response to it. -Talk/compare the sounds a range of instruments make.</p> <p><u>Music Scheme</u> Unit 4 -Pitch I can recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally I can sing broadly in tune with a limited pitch range I can create music, and suggest symbols to represent sounds (E.g. a large foot for Daddy bear, small foot for baby bear) I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments</p>
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Summer Term

	<u>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</u>	<u>COMMUNICATION AND LANGUAGE</u> (Listening, Attention and Understanding & Speaking)	<u>PHYSICAL DEVELOPMENT</u> (Gross and Fine Motor)	<u>LITERACY</u> (Comprehension, Reading and Writing)	<u>MATHEMATICAL DEVELOPMENT</u> (Number and Number Patterns)	<u>UNDERSTANDING THE WORLD</u> (Past and Present, People, Culture and Communities and the Natural World)	<u>EXPRESSIVE ARTS AND DESIGN</u> (Creating with Materials and being Imaginative and Expressive)
<p>SUMMER 1st HALF TERM</p> <p><u>Themes</u> Possible themes, however we may alter theme to meet the pupil's interests</p> <p>Spring linked to Jack and the Beanstalk Growing Living Eggs Farming</p> <p>Traditional tales The Three Little pigs Goldilocks Little Red Riding Hood</p> <p>Minibeasts - beginning</p>	<ul style="list-style-type: none"> SEAL - Relationships. PSHE Cambridgeshire Scheme: Myself and My Relationships 3 - My Emotions (C, R, GTBM) Taking about how others are feeling Taking responsibility and setting goals. Talking about emotion display Taking turns when playing games. Working in groups Developing positive relationships Caring for living things. Care for the environment. Talking about and following the school and class rules Following longer instructions Trying new things <u>Health & Self-Care</u> - managing their own hygiene and personal needs. Learning to stay fit and healthy Choosing healthy snacks and drinks Changes that happen when they exercise <u>Route to Resilience</u> - (Cooperation (team work), Perseverance, good listener, communication, imagination and focus). Pupil and parent voice links /Achievement Tree Target card 	<ul style="list-style-type: none"> Developing the use of language through role-play and small world such as home corner, Jack and the Beanstalk/The Three Little Pigs house/minibeasts station. Developing listening skills Work as part of a group or class, listening to the ideas of others. Engaging with fiction and non-fiction texts. Story retells - joining in repeated refrains such as The Three Little Pigs. Retelling the story in the correct order. Characters and settings in stories - using adjectives to describe them Talking about what they have heard Sharing their ideas with a whole class Developing good conversation skills with friends and adults. I can predict changes and talk about them. I can explain why things may happen. Following and giving instructions. Bill Bear - Share Developing new vocabulary and use it throughout their day. Talking in full sentences using the correct tenses - past, present and future. Using conjunctions to extend their sentences. 	<ul style="list-style-type: none"> <u>Fine Motor</u> Handwriting - correct letter formation. Scissor and pencil skills - cutting complex shapes Painting/colouring within lines Regular Dough Disco/Big Moves sessions <u>Gross Motor</u> Team games. Using large equipment safely. Traveling in different ways and avoiding obstacles Regular sessions of 'Dough Disco and Big Moves'. Action songs/Yoga Developing ball skills - Throwing tennis ball 10ft forward overhand. Developing balance - hold a controlled static balance on one leg Develop jumping skills - jump and turn in air <u>Heath and Self-Care</u> See PSED Section 	<ul style="list-style-type: none"> <u>Key Texts</u> Nursery rhymes Jack and the Beanstalk Traditional Tales - The Three Little Pigs, Goldilocks, Little Red Riding Hood <u>Non-fiction</u> Life cycle of a bean/chick Chicks/hens texts Spring <u>Write Stuff</u> Jack and the Jelly Bean Stalk, Pigs might Fly and possibly I want Iguana (non-fiction persuasive writing) <u>Phonics</u> Phase 3 and 4. Matching Phase 3 sounds to corresponding letter/s. Phonic Practise Book - home and school <u>Reading</u> Choosing fiction/ non-fiction books to take home to share with adults at home. (Choose books from our 4+ library.) Reading Scheme book from school given. Home school reading diary Reading Passport challenge Reading words/phrases and sentences Reading Phase 3 or 4 tricky words. <u>Writing</u> Writing words using phase 3 sounds Writing phase 3 tricky words. Writing sentences / more complex sentences Reading back their work Beginning to use capital letters, spaces between words and full stops. Writing most lower case and upper case letters correctly Developed hand grip (tripod) Writing phase/4 tricky words Narrative and non-fiction writing Extended writing - story writing. Father's Day cards. <u>Comprehension</u> Retelling simple stories Recall facts from non-fiction texts. Using new vocabulary in play. Predicting what happens next. 	<p><u>Phase 7 20 and beyond</u></p> <p>Subitising Number bonds to 5 and some to 10 Building Numbers Beyond 10 Counting Patterns Beyond 10 Estimating Subtracting Missing numbers Ordering numbers Spatial Reasoning</p> <p><u>First, then and now</u></p> <p>Adding More Taking Away Ordering numbers Number bonds Composition <u>Spatial Reasoning</u> Extra -explaining how combining and separating shapes make new shapes -viewing models from different positions and replicating</p> <p><u>Extras</u></p> <p>- Using two tens frame/numicon -Composition of numbers to 10 -Identifying some subtraction facts for number bonds to 5/10 -Matching numeral to the quantity up to 10 -Rote counting beyond 20 -Comparing quantities - greater more than/fewer/less than/same/equal -Patterns in numbers -Talk about odd and even numbers -Double numbers to 10 -Sharing equally</p>	<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Describing chick's habitat/ environment <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Celebrating St. George's Day (England). Story time - link to different religions and cultures Father's Day Wesak - Budda Birthday Eid-Il-Fitr - end of Ramadan (Muslims). What is special about our world? <p><u>Natural World</u></p> <ul style="list-style-type: none"> Signs of Spring - seasonal changes Growth -plants/chicks. Life cycles - chicks Looking at plants and animals Looking after plants and the chicks Naming and comparing materials Changes to food once processed or cooked <u>Investigations</u>: Observing changes over time to bean and through cooking processes. <p><u>Past and Present</u></p> <ul style="list-style-type: none"> Traditional tales - comparing homes and processes past and present <p><u>Links to Technology</u></p> <ul style="list-style-type: none"> Open different programs on the computer. Using children's digital cameras. Learning how to use the internet safely. <p><u>Experiences</u></p> <ul style="list-style-type: none"> Visit local park and observe spring times Living Eggs - Chicks in the classroom 	<p><u>Role-Play</u></p> <p>-Using props and materials in role-play and small world area. -Adapting and recounting stories with peers and adults</p> <p><u>Art and Design</u></p> <p>-Painting and sketching -Drawing with more detail -Creating their own design ideas. -Construction tasks - making masks/puppets -Adapt their own work. -Sharing their ideas and talking about their final outcome -Build for a purpose using a variety of construction materials. -Using range of tools safely. -Exploring pastels.</p> <p><u>Music</u></p> <p>-Singing well known songs and nursery rhymes -Moving in time with music -Create own songs, dances and pieces of music. -Performing -Playing instruments with increasing control.</p> <p><u>Music Scheme</u> <u>Unit 5 - Technology, Structure and Form</u> To explore and change sounds and music through play and technology. To comment and respond to recordings of own voice, other classroom sounds. To create music and suggest symbols to represent the sounds. To begin to demonstrate an understanding of musical structure</p>

<p>SUMMER 2nd HALF TERM</p> <p>Sport's Day -</p> <p><u>Themes</u> Possible themes, however we may alter theme to meet the pupil's interests</p> <p>Minibeasts continue</p> <p>Pirates</p> <p>Summer linked to Lighthouse Keeper's Lunch</p>	<ul style="list-style-type: none"> SEAL - Changes. PSHE Cambridgeshire Scheme: PSHE: Healthy Lifestyles - Healthy and Safer Lifestyles 3 Healthy Lifestyles Preparing for transition to year 1 Talking about emotion display Taking turns when playing games. Ability to wait for their needs to be met. Keeping trying even when faced with challenge. Forming positive relationships with pupils and adults. Showing sensitive to others. Listening and responding to adults Developing listening skills Helping pre-school / nursery visitors to feel welcome. Health & Self-care - <ul style="list-style-type: none"> Talking about healthy eating. Self-care - hygiene, toileting, sleep Learning to stay fit and healthy Choosing healthy snacks and drinks Changes that happen when they exercise Route to Resilience - (Cooperation (team work), Perseverance, good listener, communication, imagination and focus). Pupil and parent voice links / Achievement Tree Reports 	<ul style="list-style-type: none"> Developing the use of language through role-play and small world such as minibeasts hunt, pirate ship, Seaside. Listening to questions and asking questions. Sharing ideas with whole class and in groups Listening to stories/non-fiction texts and responding. Work as part of a group or class, listening to the ideas of others. Responding to others with questions/comments Developing good communication with peers and adults. Using longer sentences with correct tenses and a range of conjunctions. Bill Bear - Share Developing new vocabulary and use it throughout their day. Story Retells 	<ul style="list-style-type: none"> <u>Fine Motor</u> Handwriting - correct capital letter formation. Pencil and scissor control developed - cutting complex shapes Painting/colouring within lines Regular sessions of 'Dough Disco' and Big Moves. Gross Motor Action songs/Yoga Team games. Pirate games. Sports Day. Developing strength, balance and coordination Developing ball skills - hit target from 12ft away using an overhand throw Developing balance - hop up to 10 times on alternative feet Heath and Self-Care See PSED Section 	<ul style="list-style-type: none"> <u>Key texts</u> Nursery rhymes The Hungry Caterpillar Lighthouse Keeper's Lunch Pirate themed books Non-fiction - Caterpillar/butterfly texts Minibeasts, Pirates, Summer Write Stuff If Sharks disappeared - Protecting the Sea (non-fiction) & Rainbow Fish Phonics Phase 3, 4 (Phase 5 only for any pupils who are ready) Matching Phase 3 sounds to corresponding letter/s. Focus - at least 10 diagraphs Phonic Practise Book - home and school Reading Choosing fiction/ non-fiction books to take home to share with adults at home. (Choose books from our 4+ library.) Reading Scheme book from school given. Home school reading diary Reading Passport challenge Reading phase 3 or 4 tricky words Reading words/phrases and sentences Writing Writing most upper and lower case letters correctly. Developed pencil grip (tripod) Writing words/phrases and sentences. Reading back their work Writing phase 3 or 4 tricky words Using capital letters, spaces between words and full stops. Linking sentences together. Fiction and Non-fiction writing Comprehension Retelling simple stories Recall facts from non-fiction texts. Using new vocabulary in their play. Predicting what happens next. 	<ul style="list-style-type: none"> <u>Find my pattern</u> Doubling Matching number to representation Sharing and grouping Grouping Even and Odd Subtraction Spatial reasoning Shape - visualise and build On the Move Subtraction Doubles Deepening understanding of numerical concepts/problems solving Numerical patterns and relationships Spatial reasoning Mapping Extras - Using two tens frame/numicon -Composition of numbers to 10 -Identifying some subtraction facts for number bonds to 5/10 -Matching numeral to the quantity up to 10 -Rote counting beyond 20 -Comparing quantities - greater more than/fewer/less than/same/equal -Patterns in numbers -Talk about odd and even numbers -Double numbers to 10 -Sharing equally 	<ul style="list-style-type: none"> <u>People, Communities and Cultures</u> Comparing places - Glen Parva, Leicester, seaside town (look at similarities and differences. Looking at different types of maps including aerial view. Know their own address - house number, road, village, town. Know the school address - road, village, town Cyprus - seaside - Make pirate maps <u>People, Communities and Cultures</u> Story time - link to different religions and cultures Being special: Where do we belong? <u>Natural World</u> Signs of Summer - seasonal changes Floating and sinking. Explore, observe and sort minibeasts and talk about their environment/habitat. Life cycles- caterpillars Investigations: Sorting minibeasts (comparative) <u>Past and Present</u> Pirates - talking about the past Seaside - past experiences and seaside holidays past and present <u>Links to Technology</u> Computer / Ipad - selecting the program / APP they need for a given purpose. Finding the letters on the keyboard to type their name and other words. Finding upper case letters on keyboard Learning how to use the internet safely. <u>Experiences</u> Trip - pirate day/farm Caterpillars - brought to observe them changing to a butterfly. 	<ul style="list-style-type: none"> <u>Role-Play</u> -Developing their own stories in the role-play or small world area. -Using props and materials in the small world and role-play area. <u>Art and Design</u> -Design and evaluate their own and others work. -Talking about their creation -Adapting their work -Making table -Painting -Combining different media in their creations. <u>Music</u> -Create own songs, dances and pieces of music. -Singing well known songs -Moving in time with music -Evaluating their own work. -Playing instruments with increasing control. <u>Music Scheme - Unit 6</u> <u>Assessment 20th Century Music</u> To comment and respond to recorded music from different traditions, genres, styles and times.
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