
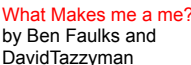







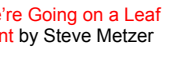





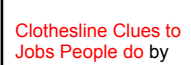
























Reception Long Term Plan – 2025 - 2026

Area of Learning	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Arts Focus	Poetry	Performance	3D Mark Making	Art / DT	Instruments	Photography
Possible Themes & Core Texts <small>(These may change depending on the children's interests)</small>	<p><u>ALL ABOUT ME (4 weeks)</u></p> <p> The Colour Monster Goes to School by Anna Lenas</p> <p> What Makes me a me? by Ben Faulks and David Tazzyman</p> <p> Five Minutes Peace by Jill Murphy</p> <p> In Every House on Every Street by Jess Hitchman</p> <p><u>AUTUMN (4 weeks)</u></p> <p> Pumpkin Soup by Helen Cooper</p> <p> After the Storm by Nick Butterworth</p> <p> Rosie's Walk by Pat Hutchins</p> <p> The Best Diwali Ever by Sonali Shah</p>	<p><u>AUTUMN (2 weeks)</u></p> <p> Room on the Broom by Julia Donaldson</p> <p> We're Going on a Leaf Hunt by Steve Metzger</p> <p><u>WINTER (5 weeks)</u></p> <p> Tap the Magic Tree by Christie Matheson</p> <p> Stick Man by Julia Donaldson</p> <p> One Snowy Night by Nick Butterworth</p> <p> We're Going on an Elf Chase by Martha Mumford</p>	<p><u>PEOPLE WHO HELP US (2 weeks)</u></p> <p> Real Superheroes by DK Children</p> <p> Clothesline Clues to Jobs People do by Kathryn Helling</p> <p><u>SUPERHEROES (2 weeks)</u></p> <p> Ten Little Superheroes by Mike Brownlow</p> <p> Supertato by Sue Hendra</p> <p><u>CELEBRATIONS (2 weeks)</u></p> <p> Maisy's Chinese New Year by Ella Bailey</p> <p> Mr Wolf's Pancakes by Jan Fearnley</p>	<p><u>THE WORLD AROUND US (5 weeks)</u></p> <p> One Day On Our Blue Planet: In the Antarctic by Ella Bailey</p> <p> Lost and Found by Oliver Jeffers</p> <p> Same, Same but Different by Jenny Kostecki-Shaw</p> <p> Martha Maps it Out by Leigh Hodgkinson</p> <p> Car, Car, Truck, Jeep by Nick Sharratt</p>	<p><u>SPRING (2 Weeks)</u></p> <p> The Rhyming Rabbit by Julia Donaldson</p> <p> Spring by Ailie Busby</p> <p><u>TRADITIONAL TALES (3 weeks)</u></p> <p> George and the Dragon by Chris Wormell</p> <p> Jack and the Beanstalk by Nick Sharratt</p> <p> The Three Little Pigs by Nick Sharratt</p> <p> Anansi the Spider by G. McDermott</p>	<p><u>AMAZING LIVING THINGS (7 weeks)</u></p> <p> Jasper's Beanstalk by Nick Butterworth and Mick Inkpen</p> <p> Plant the Tiny Seed by Christie Matheson</p> <p> Funny Bones by Allan Ahlberg</p> <p> Argh! There's a Skeleton Inside You! By Idan Ben-Barak</p> <p> Super Worm by Julia Donaldson</p> <p> Are you a Butterfly? By Judy Allen</p> <p> Norman the Slug with a Silly Shell By Sue Hendra</p>
	Important Dates	<p>Roald Dahl Day (13.09)</p> <p>World's Biggest Coffee Morning (26.09)</p> <p>Black History Month (Oct)</p> <p>National Poetry Day (02.10)</p> <p>Sukkot (07.10 - 13.10)</p> <p>Diwali (21.10)</p>	<p>Bonfire Night (05.11)</p> <p>Remembrance Day (11.11)</p> <p>Welly walk (11.11)</p> <p>World Nursery Rhyme Week (11.11)</p> <p>Christmas Jumper Day (11.12)</p> <p>Winter (21.12)</p>	<p>RSPB's Big Schools' Birdwatch (24.01)</p> <p>Penguin Awareness Day (20.01)</p> <p>Storytelling Week (01.02)</p> <p>Careers week (09.02)</p> <p>Valentine's Day (14.02)</p> <p>Shrove Tuesday (17.02)</p> <p>Lunar New Year (17.02)</p> <p>Ramadan (18.02)</p>	<p>St David's Day (01.03)</p> <p>World Book Day (05.03)</p> <p>Science Week (07.03)</p> <p>Holi (4.03)</p> <p>Mother's Day (15.03)</p> <p>St Patrick's Day (17.03)</p> <p>Eid (20.03)</p> <p>Spring (20.03)</p> <p>Easter (05/04)</p>	<p>St George's Day (23.04)</p> <p>May Day (01.05)</p> <p>Outdoor Classroom Day (19.05)</p> <p>World Culture Day (21.05)</p> <p>Health and Sports Week</p>

EFYS: Reception – Long Term Plan 2025/2026

Visits & WOW Experiences	Harvest at St. Mary's Autumn Welly Walk in Hulme Woods Pumpkin Patch Winter Vegetable Tasting	World Nursery Rhyme Week Pantomime Christmas Fair	Finance Week Careers and Aspirations Week Birdwatch in the local area Lunar New Year Celebrations Easter Bunny & Egg Hunt	Science Week People who help us visit – Nurse, Fireman and Police Spring Walk in Hulme Woods	Eureka Visit/ Z-Arts Visit Allotment or Gardener Visit Sports and Health week	Growing and release of butterflies Summer Fair Forest School Workshop – Summer Theme	
Role Play Area	Home Supermarket	Home Corner enhanced for focus festivals	Fire Station Hospital Vets	Antarctic Explorers Airport	Storytelling Cottage Castle	Home Garden Centre	
CL	<p>Joining in with repeated refrains in stories</p> <p>Modelling social phrases throughout the day.</p> <p>Asking and answering 'who' questions'</p> <p>1:1 discussions</p> <p>Retelling a familiar story '5 Minutes Peace'</p> <p>Performing Poetry</p> <p>Use of prosody</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Understand how to listen carefully and why</p> <p>Discussing key events in a story</p> <p>Asking and answering 'when' questions</p> <p>Small group discussions</p> <p>Using present tense.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Retelling a familiar story</p> <p>Using new vocabulary through the day</p>	<p>Identifying main characters in a story</p> <p>Asking and answering 'where' and 'how' questions</p> <p>Small group discussions</p> <p>Using connectives to join ideas</p> <p>Retelling a familiar story</p> <p>Describe events in some detail</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Sequence story/real life events in detail</p> <p>Hot seating</p> <p>Whole class discussions</p> <p>Using future tense</p> <p>Retelling a familiar story</p> <p>Using connectives to join ideas</p> <p>Answering 'why' questions</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Linking events in a story to own experiences</p> <p>Asking and answering 'why' questions</p> <p>Whole class discussions</p> <p>Using past tense</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retelling a familiar story</p>	<p>Listening and attention skills</p> <p>Asking and answering 'what' questions</p> <p>1:1 discussions</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retelling the story</p>	
	<p><i>The following Communication and Language curriculum statements are developed continually throughout the year through high quality interactions, daily group discussions, jigsaw, daily shared stories, singing, and speech and language interventions.</i></p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>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>Learn rhymes and songs</p> <p>Develop social phrases.</p> <p>Engage in story times</p> <p>Through Guided Reading, Word Aware and Drawing Club we explicitly teach new vocabulary, whereas through the rest of the curriculum it is incidentally learnt.</p>						
	<p>Core Nursery Rhymes and Songs:</p> <p>Happy Hand Washing Song</p> <p>Five Little Speckled Frogs</p> <p>Five Little Ducks</p> <p>One Potato, Two Potatoes</p> <p>Rain, Rain Go Away</p> <p>What's the Weather?</p> <p>5 Little Pumpkins</p> <p>5 Currant Buns</p>	<p>Core Nursery Rhymes and Songs:</p> <p>5 Little Fingers in and out</p> <p>Jack & Jill</p> <p>Hickory Dickory Dock</p> <p>Head, Shoulders, Knees and Toes</p> <p>Row, Row, Row your Boat</p> <p>Wheels on the Bus</p> <p>5 Little Snowmen</p>	<p>Core Nursery Rhymes and Songs:</p> <p>Five Little Firemen</p> <p>Miss Polly had Dolly</p> <p>Finger Family: People who Help Us</p> <p>I'm a Superhero (To the tune of I'm a Little Teapot)</p> <p>Paper Lanterns</p> <p>Mix a Pancake</p>	<p>Core Nursery Rhymes and Songs:</p> <p>We're all going to dance like a Penguin</p> <p>On a Cold and Frosty Morning</p> <p>One Little Hippo Balancing</p> <p>Spring is Here</p> <p>Three Pretty Flower by the Garden Wall</p>	<p>Core Nursery Rhymes and Songs:</p> <p>Beanstalk Growing Tall (To the tune of Jelly on a Plate)</p> <p>This Bad Wolf</p> <p>When Goldilocks went to the house of Bears</p> <p>Who will Fight the Dragons?</p> <p>I'm a Little Bean</p> <p>Growing Plants Song</p>	<p>Core Nursery Rhymes and Songs:</p> <p>These Bones, These Bones, These Dancing Bones</p> <p>One Finger, One Thumb Keep Moving</p> <p>Brush Your Teeth</p> <p>Incy Wincy Spider</p> <p>Here is the Beehive, where are all the bees?</p> <p>Wiggly Woo</p> <p>The Waves in the Sea</p>	

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PS ED	<p>Class rules Seeing ourselves as a valuable individual Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally Think about the perspectives of others.</p>	<p>Seeing ourselves as a valuable individual Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.</p>	<p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Think about the perspectives of others.</p>	<p>Express their feelings and consider the feelings of others. Think about the perspectives of others. Managing their own needs – personal hygiene Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally Think about the perspectives of others.</p>	<p>Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Think about the perspectives of others. Transition to Year 1</p>
	<p>Jigsaw Theme: Being Me in My World Help others to feel welcome: I understand how it feels to belong and that we are similar and different. Try to make our class community a better place: I can start to recognise and manage my feelings. Think about everyone's right to learn: I enjoy working with others to make school a good place to be. Care about other people's feelings: I understand why it is good to be kind and use gentle hands. Work well with others: I am starting to understand children's rights and this means we should all be allowed to learn and play. Choose to follow the Learning Charter: I am learning what being responsible means.</p> <p>Jigsaw Theme: Celebrating Differences Accept that everyone: I can identify something I am good at and understand everyone is good at different things. Include others when working and playing: I understand that being different makes us all special.</p>	<p>Jigsaw Theme: Celebrating Differences Know how to help if someone is being bullied: I know we are all different but the same in some ways. Try to solve problems: I can tell you why I think my home is special to me. Use kind words - I can tell you how to be a kind friend. Know how to give and receive compliments - I know which words to use to stand up for myself when someone says or does something unkind.</p> <p>Jigsaw Theme: Dreams and Goals Stay motivated when doing something challenging: I understand that if I persevere I can tackle challenges. Keep trying even when it is difficult: I can tell you about a time I gave up until I achieved my goal.</p>	<p>Jigsaw Theme: Dreams and Goals Work well with a partner or in a group: I can set a goal and work towards it. Have a positive attitude: I can use kind words to encourage people. Help others to achieve their goals: I understand the link between what I learn now and the job I might like to do when I'm older. Are working hard to achieve their own dreams and goals: I can say how I feel when I achieve a goal and know what it means to feel proud.</p> <p>Jigsaw Theme: Healthy Me Have I made a healthy choice: I understand that I need to exercise to keep my body healthy. Have I eaten a healthy balanced diet: I understand how moving and resting are good for my body.</p>	<p>Jigsaw Theme: Healthy Me Have been physically active: I know which foods are healthy and not so healthy and can make healthy eating choices. Have tried to keep themselves and others safe: I know how to help myself go to sleep and understand why sleep is good for me. Know how to be a good friend and enjoy healthy friendships: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. Know how to keep calm and deal with difficult situations: I know who my safe adults are and how to stay safe if they are not close to me.</p> <p>Jigsaw Theme: Relationships Know how to make friends: I can identify some of the jobs I do in my family and how I feel like I belong.</p>	<p>Jigsaw Theme: Relationships Try to solve friendship problems when they occur: I know how to make friends to stop myself from feeling lonely. Help other to feel part of a group: I can think of ways to solve problems and stay friends. Show respect in how they treat others: I am starting to understand the impact of unkind words. Know how to help themselves and others when they feel upset and hurt: I can use Calm Me time to manage my feelings. Know and show what makes a good relationship: I know how to be a good friend.</p>	<p>Jigsaw Theme: Changing Me Understand that everyone is unique and special: I can name parts of the body. Can express how they feel when change happens: I can tell you some things I can do and foods I can eat to be healthy. Understand and respect the changes that they see in themselves: I understand that we all grow from babies to adults. Understand and respect the changes that they see in other people: I can express how I feel about moving to Year 1. Know who to ask for help if they are worried about change: I can talk about my worries and/or the things I am looking forward to about being in Year 1. Are looking forward to change: I can share my memories of the best bits of this year in Reception.</p>
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.</i>						
	<p>PE Passport Units: Stability 2 (Static and Dynamic Balance) Fundamental Movement Skills 1</p>	<p>PE Passport Units: Gymnastics - Rocking and Rolling Dance - Seasons</p>	<p>PE Passport Units: Gymnastics – Flight: Bouncing, Jumping and Landing Invasion Games Skills 1</p>	<p>PE Passport Units: Target Games 1 Net and Wall Game Skills 1</p>	<p>PE Passport Units: Yoga Athletics 1</p>	<p>PE Passport Units: Striking and Fielding Game Skills 1 Locomotion 2</p>

PD

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	<p>Gross Motor</p> <p>Baseline Assessment Revising and refining fundamental movement skills – crawling and walking Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Gross Motor</p> <p>Revising and refining fundamental movement skills – crawling and walking, rolling, crawling, jumping, hopping, climbing and skipping Develop a more fluent style using grace Combining different movements with ease and fluency</p>	<p>Gross Motor</p> <p>Revising and refining fundamental movement skills – crawling and walking, rolling, crawling, jumping, hopping, skipping, climbing and running Develop a more fluent style using grace Combining different movements with ease and fluency Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Gross Motor</p> <p>Revising and refining fundamental movement skills – crawling and walking, rolling, crawling, jumping, hopping, skipping and running Develop a more fluent style using grace Combining different movements with ease and fluency Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Gross Motor</p> <p>Revising and refining fundamental movement skills – crawling and walking, rolling, crawling, jumping, hopping, skipping and running Develop a more fluent style using grace Combining different movements with ease and fluency Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	
	<p><i>The following curriculum statements are continually practiced and developed throughout the year:</i> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>					
	<p>Fine Motor</p> <p>Drawing Club: Pencil grip and control Dough Disco Squiggle While You Wiggle Handwriting</p> <p>To use a dominant hand. To mark make using shapes. To begin to use a tripod grip when using mark making tools. To thread large beads. To use large pegs. To hold scissors correctly and make snips on paper. To use tweezers to transfer objects. To make points in playdoh by pinching. To use a bridge cut when preparing food.</p>	<p>Fine Motor</p> <p>Drawing Club: Pencil grip and control Dough Disco Squiggle While You Wiggle Handwriting</p> <p>To hold a knife and fork correctly. To begin to use anticlockwise movements and retrace vertical lines. To hold scissors correctly and cut along a straight or zig zagged line. To use a tripod grip when mark making. To write taught letters using correct letter formation.</p>	<p>Fine Motor</p> <p>Drawing Club: Pencil grip and control Squiggle While You Wiggle Handwriting</p> <p>To continue to use a tripod grip for mark making. To thread with small beads. To use small pegs. To write taught letters using correct letter formation.</p>	<p>Fine Motor</p> <p>Handwriting</p> <p>To hold scissors safely and correctly and cut out large shapes. To write letters using the correct letter formation and control the size of the letters formed.</p>	<p>Fine Motor</p> <p>Handwriting</p> <p>To hold scissors safely and correctly and cut out various materials. To paint using thinner brushes. To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.</p>	<p>Fine Motor</p> <p>Handwriting</p> <p>To create detail in drawings, using a range of tools accurately. To cut out shapes, materials and resources with skill and accuracy. To independently use a knife and fork for all appropriate meals.</p>
<p>Literacy Texts used for writing may change due to the children's interests</p>	<p>Read individual letters by saying the sounds for them Blend sounds into words Read a few common exception words Sequencing Form lower case letters accurately – the straight line family (iltj), the coat hanger family (coadgqe) ARTS FOCUS - Performance Poetry (I am... We are...)</p>	<p>Read individual letters by saying the sounds for them Blend sounds into words Read some letter groups that each represent on sound Read a few common exception words Sequencing Form lower case letters accurately – the bridge family (nhmrpbk), the zigzag family (vw)</p>	<p>Read individual letters by saying the sounds for them Blend sounds into words Read some letter groups that each represent on sound Read a few common exception words Form lower case letters accurately – the smile family (uy), the misfits (sfxz)</p>	<p>Read individual letters by saying the sounds for them Blend sounds into words Read some letter groups that each represent on sound Read a few common exception words Form capital letters accurately Form numbers accurately</p>	<p>Blend sounds into words Read some letter groups that each represent on sound Read a few common exception words Form capital letters accurately Form numbers accurately</p>	

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	<p>Writing Outcomes Ordering the letters in my name and name writing Assign meaning to my writing Writing initial sounds and CVC words Spell words by identifying the sounds Writing simple phrases or captions</p> <p>Text Types: Labels, simple phrases or captions, instructions</p>	<p>Writing Outcomes Assign meaning to my writing Writing initial sounds and CVC/ CCVC / CVCC words Spell words by identifying the sounds Writing simple phrases or captions Guided writing based – short sentences.</p> <p>Text Types: Labels, simple phrases or captions, rhyming – poetry, information</p>	<p>Writing Outcomes Assign meaning to my writing Writing initial sounds and CVC/ CCVC / CVCC words Spell words by identifying the sounds Writing simple phrases or captions Writing Tricky Words Guided writing based – short sentences.</p> <p>Text Types: Labels, simple phrases or captions, instructions, information</p>	<p>Writing Outcomes Assign meaning to my writing Writing initial sounds and CVC/ CCVC / CVCC words Spell words by identifying the sounds Writing simple phrases or captions Writing Tricky Words Guided writing based – short sentences.</p> <p>Text Types: Labels, simple phrases or captions, sentences, letters, descriptions</p>	<p>Writing Outcomes Assign meaning to my writing Writing initial sounds and CVC/ CCVC / CVCC words Spell words by identifying the sounds Writing simple phrases or captions Writing Tricky Words Guided writing based – short sentences.</p> <p>Text Types: Labels, simple phrases or captions, sentences, retelling, descriptions, instructions</p>	<p>Writing Outcomes Assign meaning to my writing Writing initial sounds and CVC/ CCVC / CVCC words Spell words by identifying the sounds Writing simple phrases or captions Writing Tricky Words Guided writing based – short sentences.</p> <p>Text Types: Labels, simple phrases or captions, description, information, poems</p>
	<p>Drawing Club Texts and Animations: Not Now Bernard by David McKee The Magic Porridge Pot Wacky Races - https://www.youtube.com/watch?v=em2IMFhp9mM Would you Rather...? By John Burningham Goldilocks The Box - https://www.youtube.com/watch?v=20evunLzSgk The Tiger Who Came to Tea by Judith Kerr Room on the Broom by Julia Donaldson</p>	<p>Drawing Club Texts and Animations: What's in the Witch's Kitchen by Nick Sharratt Three Billy Goat's Gruff Dustin - https://www.youtube.com/watch?v=20evunLzSgk Rosie's Walk by Pat Hutchins The Little Red Hen Roadrunner https://www.youtube.com/watch?v=GdKkl1vGsmE The Gingerbread Men</p>	<p>Drawing Club Texts and Animations: Penguin by Polly Dunbar Chicken Licken Mr Benn – Zoo Keeper We're Going on Bear Hunt by Michael Rosen The Three Little Pigs Presto - https://www.youtube.com/watch?v=D4Dnm6dkOVI</p>			
Phonics	Phase 1/2	Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3/4
Maths	<p>POWER MATHS Number to 5 Comparing groups within 5 Shape (3D and 2D Shapes)</p>	<p>POWER MATHS Change within 5 Number bonds within 5 Space Numbers to 10 Comparing numbers within 10 Addition to 10</p>	<p>POWER MATHS <i>Measure (Length, height and weight)</i> Number bonds to 10 Subtraction</p>	<p>POWER MATHS Exploring Patterns Counting on and counting back Numbers to 20 Numerical Patterns</p>	<p>POWER MATHS Numerical Patterns Shape (Composing and decomposing Shapes Measure (Volume and Capacity) Sorting Time</p>	<p>POWER MATHS Consolidating ELGs: Halving, doubling, sharing, odds, evens and number bonds.</p>
	<p>Core Maths Songs: Five Little Speckled Frogs Five Little Ducks Do You Know What Shape it is? (To the Tune of Do You Know the Muffin Man?)</p>	<p>Core Maths Songs: 5 Currant Buns 5 Little Fingers in and Out Number Pairs for 5 – Jack Hartman 10 Little Elves</p>	<p>Core Maths Songs: Number Pairs for 5 – Jack Hartman Ten Green Bottles One Little Hippo Balancing</p>	<p>Core Maths Songs: Five Little Firemen You have Made a Pattern Odds and Evens - Numberblocks</p>	<p>Core Maths Songs: Number bonds to 5 – Jack Hartman Number Pairs for 10 – Jack Hartman Number Bonds to 10 – MC Grammar</p>	<p>Core Maths Songs: Consolidation</p>

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EAD	<p>Charanga Unit: Me!</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Pat-a-cake • 1, 2, 3, 4, 5, Once I Caught A Fish Alive • This Old Man • Five Little Ducks • Name Song • Things For Fingers <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>Charanga Unit: My Stories</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>Charanga Unit: Everyone</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Twinkle Twinkle • If You're Happy And You Know It • Head, Shoulders, Knees and Toes • Wind The Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping On The Bed <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place.</p>	<p>Charanga Unit: Our World</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sheep • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p>	<p>Charanga Unit: Big Bear Funk</p> <p>Learn to sing nursery rhymes and action songs: Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</p> <p>Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>	<p>Charanga Unit: Reflect, Rewind and Replay!</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>		
	<p>Charanga Unit: My Stories</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • I'm A Little Teapot • The Grand Old Duke Of York <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs</p>	<p>Christmas Performance</p>	<p>ARTS FOCUS - Instruments, Big Bear Funk Performance.</p>	<p>Simple Tape Join Observational paintings Drawing a person Treasury tag join Observational drawings Simple Glue join Molding clay Join in with role play ARTS FOCUS - 3D Mark Making Diwa Lamps</p>	<p>Creating props to retell stories Joining different materials Using smaller tools Nativity Performance Exploring colours: Seasonal ARTS FOCUS – Performance, the Nativity performance</p>	<p>3D models Refining and applying skills to create Slot join Joining different materials ARTS FOCUS – 3D Mark Making, Emergency vehicles</p>	<p>Exploring Colouring Mixing: Tones Join in with role play Playing instruments Join in with choreographed dances Exploring Colours and temperatures Making collages Henri Matisse ART FOCUS - Art/DT, Collages</p>	<p>Join in with role play Oil pastels Mono printing Georgia O'Keeffe Tab join Flange Join L-brace join</p>

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UTW	<p>All About Me Timeline of my history Describe people who are familiar to me. Families and Homes - Past and Present (Loan Box) Our school - Past and Present (Loan box)</p> <p>Autumn Signs of Autumn - Welly walk Vegetables we harvest in Autumn – tasting Diwali - Lights and shadows Black History Month - inventions</p>	<p>Autumn Pumpkin Soup Making Remembrance Day</p> <p>Winter Changing seasons. Winter celebrations Christmas past and present - Toys (Loan Box) The Christmas Story - Christmas around the world.</p>	<p>People Who Help Us Different roles within my society – Fire Fighters, Police and Nurses. Hospitals Past and Present - Florence Nightingale</p> <p>Celebrations Life in this country compared to China. Christian story of Easter</p>	<p>The World Around Us Antarctica - Polar animals Environment compared to the UK Melting and freezing. Transport past and present Old Denton (Local area) Creating a simple map</p>	<p>Spring Celebrations Easter Celebrations around the world. .St George (Literacy) Changing seasons - Signs of Spring with a Spring walk</p> <p>Traditional Tales Kings and Queens past and present - King Charles III</p> <p>Properties of Materials Sort Materials by type Explore properties of materials - waterproof, magnetic, sturdiness</p>	<p>Amazing Living Things. Signs of Summer with a welly walk. Summer Vegetables - what differences can you notice from the autumn vegetables? How to plant a seed. How to care for a seed - life cycle of a plant. Caring for animals - Life cycle of a butterfly and Life cycle of a frog. Minibeasts hunting - where do different minibeasts live? ART FOCUS - Photography, Minibeasts: Observational Photographs</p>
	<p style="text-align: center;">RE: Which times are special and why?</p> <p>Give examples of special occasions that they and others have experienced and suggest features of a good celebration. Say why Sukkot is a special time for Jewish people. Say why Diwali is a special time for Hindus. Recall a simple story connected with Diwali. Say why Christmas is a special time for Christians. Recall a simple story connected with Christmas. Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival. Recall simple stories connected with festivals. Say why festivals are special times for members of faith communities</p>		<p style="text-align: center;">RE: Which People are Special and Why?</p> <p>Talk about people who are special to you including yourselves, your classmates and people from outside the class community Say what makes other people special to you Talk about people who are special to you in the local community Recall a story about a special person in Sikhism (Guru Nanak) and talk about what can be learnt from it Identify some of the qualities of a good friend and identify your own good friends Recall and talk about a story of Jesus as a friend to the disciples Recall and talk about the story of the feeding of the 5 000 Identify some of the qualities shown by the boy in the feeding of the 5 000 Identify some of the qualities of a good friend Recall and talk about a story where Jesus shows friendship to another</p>		<p style="text-align: center;">RE: What is Special About Our World?</p> <p>Talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world. Think about the wonders of the natural world, expressing ideas about how it was made and my feelings towards nature. Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. Express ideas about how to look after wildlife in response to the stories of Muhammad and the Crying Camel and Muhammad and the Kittens. Talk about what the stories of Muhammad and the Crying Camel and Muhammad and the Kittens say about God, the world and human beings. Talk about what people do to mess up the world and what they do to look after it. Talk about their own experiences and feelings about when the world is and is not looked after.</p>	
	Understand the effect of changing seasons on the natural world around them					