



# St Stephen's Tockholes CE Primary School

## Reception Long Term Plan



*As a small yet unique part of God's Big family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.  
I can do all things through Christ who strengthens me' Philippians 4: 13*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2 (ELG)</b>
<b>Theme</b>	<b>Me and My World</b>	<b>Exploring other Worlds</b>	<b>Superheroes</b>	<b>Terrific Tales</b>	<b>New Life</b>	<b>Contrasting Worlds</b>
<b>Key Text Ready Steady Write</b>	<b>The Something by Rebecca Cob</b>	<b>Star in a Jar by Sam Hay and Sarah Massini</b>	<b>Juniper Jupiter by Lizzy Stewart</b>	<b>Little Red by Bethan Woollvin</b>	<b>The Extraordinary Gardener by Sam Boughton</b>	<b>The Storm Whale by Benjii Davies</b>
<b>Wider Reading:</b>	<p>Books by the Same Author/Illustrator:  <b>Hello Friend!</b>  <b>Lunchtime</b>  <b>Aunt Amelia</b>  <b>The Paper Dolls</b>                      (with Julia Donaldson)</p>	<p>Books by the Same Author/Illustrator:  <b>The Star Maker's Apprentice</b>  <b>Hugs and Kisses</b>  <b>Do Not Wash This Bear</b>  <b>Jam Jar Genie</b></p> <p>Other Finding Narratives:  <b>Laura's Star</b> Klaus Baumgart  <b>Lost and Found</b> Oliver Jeffers  <b>The Fox and the Star</b> Coralie Bickford-Smith</p>	<p>Books by the Same Author:  <b>There's a Tiger in the Garden</b>  <b>The Way to Treasure Island</b>  <b>One Last Thing</b> Natalie O'Hara &amp; Lizzy Stewart  <b>A Dancer's Dream</b> Katherine Woodfine &amp; Lizzy Stewart</p> <p>Other Superhero Stories:  <b>Supertato</b> Sue Hendra &amp; Paul Linnet  <b>Superbat</b> Matt Carr  <b>Super Daisy</b> Kes Gray  <b>Superworm</b> Julia Donaldson</p>	<p>Books by the Same Author:  <b>Rapunzel</b>  <b>Hansel and Gretal</b>  <b>I Can Catch a Monster</b>  <b>Three Little Vikings</b></p> <p>Other Red Riding Hood Stories:  <b>The Wolf's Story: What Really Happened to Little Red Riding Toby</b> Forward and Izhar Cohen  <b>Little Red Riding Hood</b> Stephen</p>	<p>Books by the Same Author:  <b>Hello Mr Dinosaur!</b>  <b>Hello Mr Elephant!</b>  <b>Hello Mr Tiger!</b>  <b>Matisse's Magic</b>  <b>Trail</b> Tim Hopgood &amp; Sam Boughton</p> <p>Other Stories about Plants &amp; Flowers:  <b>The Flower</b> John Light  <b>Florette</b> Anna Walker  <b>The Secret Sky Gardener</b> Linda Sarah &amp; Fiona Lumbers</p>	<p>Books by the Same Author:  <b>Grandad's Island</b>  <b>The Grotlyn</b>  <b>The Snowflake</b>  <b>Grandma Bird</b>  <b>The Great Storm Whale</b>  <b>Tad</b></p>



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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
	<p><b>Other books with Similar Themes:</b> (Losing / Looking for something) <b>Where's My Joey?</b> Wendy Monica Winter</p>	<p><b>Other books with Similar Themes:</b> (Stars / Dark) <b>How to Catch a Star</b> Oliver Jeffers <b>Whatever Next</b> Jill Murphy</p>	<p><b>Even Superheroes Have Bad Days</b> Shelly Becker</p> <p><b>Other books with Similar Themes:</b> (Loneliness / Friendship) <b>Lost and Found</b> Oliver Jeffers <b>Up and Down</b> Oliver Jeffers</p>	<p>Tucker and Nick Sharratt <b>Little Red Riding Hood – Flip-Up Fairy Tales</b> Jess Stockham <b>The Last Wolf</b> Mini Grey <b>Little Red: A Howlingly Good Fairy Tale with a Twist</b> Lynn Roberts and David Roberts <b>Who's Bad and Who's Good, Little Red Riding Hood?</b> Steve Smallman and Neil Price</p> <p><b>Other books with Similar Themes:</b> (Traditional Tales) <b>Mixed Up Fairy Tales</b> Hilary Robinson and Nick Sharratt <b>Jack and the Beanstalk</b> Stephen</p>	<p><b>The Promise</b> Nicola Davies <b>Eddie's Garden: and How to Make Things Grow</b> Sarah Garland <b>The Tiny Seed</b> Eric Carle <b>The Little Gardener</b> Emily Hughes <b>We are the Gardeners</b> Joanna Gaines <b>The Magic Paintbrush</b> Julia Donaldson</p>	<p><b>Other books with Similar Themes:</b> (Loneliness, Friendship, Sea Creatures) <b>Mister Seahorse</b> Eric Carle <b>The Rainbow Fish</b> Marcus Pfister</p>



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	<p><b>Have You Seen My Dragon?</b> Steve Light</p> <p><b>Lost and Found</b> Oliver Jeffers</p> <p><b>The Deep Dark Wood</b> Algy Craig Hall</p> <p><b>We're Going on a Bear Hunt</b> Michael Rosen</p> <p><b>Non-fiction:</b></p> <p><b>Let's Look At: Animals Underground</b> Daniel Moignot</p> <p><b>The Street Beneath My Feet</b> Charlotte Guillain</p> <p><b>Badgers! (My Incredible</b></p>	<p><b>Can't You Sleep Little Bear</b> Martin Waddell</p> <p><b>Twinkle Twinkle Little Star</b> Kate Toms</p> <p><b>Owl Babies</b> Martin Waddell</p> <p><b>Non-fiction:</b></p> <p><b>The Awesome Night Sky</b> Kay Barnham</p> <p>Maddie Frost</p> <p><b>A Hundred Billion Trillion Stars</b> Seth Fishman</p> <p>Isabel Greenberg</p>	<p><b>The Storm Whale</b> Benji Davies</p> <p><b>Stick and Stone</b> Beth Ferry</p> <p><b>Non-fiction:</b></p> <p><b>Ten Rules of Being a Superhero</b> Deb Pilutti</p> <p><b>Superhero Instruction Manual</b> Kristy Dempsey</p> <p><b>Real Superheroes</b> Julia Seal</p>	<p>Tucker and Nick Sharratt</p> <p><b>The Three Billy Goats Fluff</b> Rachael Mortimer and Liz Pichon</p> <p><b>Revolting Rhymes</b> Roald Dahl and Quentin Blake</p> <p><b>Non-Fiction:</b></p> <p><b>Paws and Claws! - All about Wolves of the World</b> Bobo's Little Brainiac Books</p> <p><b>Animal Encyclopaedia</b> Lucy Spelman and</p>		<p><b>Snail and the Whale</b> Julia Donaldson</p> <p><b>The Lion and the Bird</b> Marianne Dubuc</p> <p><b>INKY The Story Whale</b> Katy Foster</p> <p><b>Big Al</b> Andrew Clements</p> <p><b>Swimmy</b> Leo Lionni</p> <p><b>The Pout-Pout Fish and the Worry-Worry Whale</b> Deborah Diesen</p> <p><b>Way Down Deep in the Deep Blue Sea</b> Jan Peck</p> <p><b>Non-fiction:</b></p> <p><b>My Little Golden Book About Whales</b> Bonnie Bader &amp; Steph Laberis</p> <p><b>Big Feelings: And what they tell us</b> Rebekah Ballagh</p>



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	<p><b>World Series) Hope Aicher</b></p> <p>Collect a range of books from the school library and provision to populate the reading area. Select books that link to the Vehicle Text: Trolls and dragons Animals that live underground Losing and finding things</p>	<p><b>Starry Skies: Learn about the constellations above us</b> Samantha Chagollan Nila Aye</p>		<p>National Geographic Kids</p>	<p><b>Seed to Sunflower (Growing Up)</b> Lisa M. Herrington</p>	<p><b>The Big Book of the Blue</b> Yuval Zommer</p>
Nursery Rhymes	<p><b>Incy Wincy Spider</b> <b>Hickory Dickory Dock</b> <b>The Grand Old Duke of York</b> <b>Here we go round the Mulberry Bush</b> <b>Diddle, Diddle Dumpling, My Son John</b></p>	<p><b>Twinkle Twinkle Little Star</b> <b>Zoom, Zoom, Zoom, We're Going to the Moon</b> <b>Five Little Ducks</b> <b>1, 2, 3, 4, 5, Once I Caught a Fish Alive</b> <b>Five little Monkeys Jumping on the Bed</b></p>	<p><b>Down at the Station</b> <b>Wheels on the Bus</b> <b>Row, Row, Row Your Boat</b> <b>If You're Happy and You Know it</b></p>	<p><b>Baa Baa Black Sheep</b> <b>Hey Diddle Diddle</b> <b>Sing a Song of Sixpence</b> <b>London's Burning</b> <b>Little Jack Horner</b> <b>Old King Cole</b></p>	<p><b>Mary, Mary, Quite Contrary</b> <b>Down in the Jungle</b> <b>Lavender's Blue</b> <b>Oats and Beans and Barley Grow</b> <b>Ring a Ring o' Roses</b></p>	<p><b>A Sailor Went to Sea, Sea, Sea</b> <b>Rain, Rain, Go Away</b> <b>Bobby Shafto's Gone to Sea</b> <b>Jack and Jill</b></p>



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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
	<b>Lucy Locket Lost</b> <b>Her Pocket</b> <b>Little Bow Peep</b>	<b>Head, Shoulders,</b> <b>Knees and Toes</b>				



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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
<p><b>PRIME AREA:</b></p> <p><b>Communication and Language</b></p> <p>Listening, Attention and Understanding</p> <p>(Green = objective taken from Ready Steady Write)</p>	<p>Understand why listening is important</p> <p>Listen to and follow a simple instruction</p> <p>Listen to and talk about stories</p>	<p>Know that I need to be quiet and concentrate when listening</p> <p>Listen to one another in one-to-one or small groups</p> <p>Ask and respond to 'why' questions</p> <p>Show an interest in non-fiction books</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p>Listen to stories with increased attention and recall</p> <p>Listen to a whole story from beginning to end</p> <p>Respond to instructions involving a two-part sequence</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p>Maintain attention, concentrating and sitting quietly during appropriate activities</p> <p>Listen and respond to ideas expressed by others in conversation and discussion</p> <p>Remember key points from a story without needing prompts</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p>Listen attentively for sustained periods of time</p> <p>Respond to what they hear with relevant questions to clarify thinking</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p>I can listen carefully</p> <p>I can respond with questions, comments and actions</p> <p>I can make comments about what I have heard</p> <p>I can ask questions to help me understand</p> <p>I can engage in conversations with my friends and teachers</p>
Speaking	Answer questions all about me.	Continue to use new vocabulary	Use new vocabulary in different contexts	Use complete sentences more regularly	Explain why things may happen,	I can take part in whole class discussions



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(Green = objective taken from Ready Steady Write)	<p>Expand vocabulary to include new words related to a topic or theme</p> <p>Ask questions to help me understand</p> <p>Retell a simple past event in the correct order.</p> <p>Use talk to pretend that objects stand for something else in play e.g. this ruler is a sword</p> <p>Begin to retell familiar stories and texts in their words and / or exact repetition</p>	<p>when the topic or theme has ended.</p> <p>Use talk to connect ideas, explaining what has happened.</p> <p>Say what I think might happen next.</p> <p>Recall and relive past experiences.</p> <p>Retell the story - some as exact repetition and some in own words. including; Once upon a time, Then, So, First, Next, and Finally.</p>	<p>Ask questions to learn more about an event or task</p> <p>Begin to use full sentences</p> <p>Use language to imagine and recreate roles and experiences in role play.</p> <p>Retell the story - some as exact repetition and some in own words including: Once upon a time, So, the very next day, So, and Suddenly.</p>	<p>Use language to explore imaginary events, storylines and themes</p> <p>Use talk to organise, sequence and clarify thinking, feelings and ideas.</p> <p>Retell the story - some as exact repetition and some in own words including: Once upon a time, So, Soon, Suddenly.</p>	<p>making use of taught vocabulary</p> <p>Use different tenses (past, present and future) to talk about their experiences.</p> <p>Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems.</p> <p>Retell the story - some as exact repetition and some in own words Including: Once upon a time; Then one night; The next morning; Then one ordinary day.</p>	<p>I can explain why things happen/might happen</p> <p>I can use vocabulary from stories, non-fiction, rhyme and poems</p> <p>I can express ideas and feelings</p> <p>I can use full sentences using past, present and future tenses</p> <p>I can use conjunctions/ connectives (with support and modelling) to connect my ideas</p>



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**Theme:**

**Me and My World**

**Exploring Other  
Worlds**

**Superheroes**

**Terrific Tales**

**New Life**

**Contrasting Worlds**

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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
<b>PRIME AREA:</b>	Mount stairs, steps or climbing equipment using alternative steps	Show increasing control when linking movements together	Start to experiment with different types of movements	Recognise how they can refine a range of physical actions, such as rolling, running, skipping etc	Travel with confidence and skill when moving around, under, over and through various equipment	I can negotiate space and obstacles safely, making sure I show consideration to others and myself.
<b>Physical Development</b>	Walk downstairs two feet to each step	Move freely with confidence in a range of ways	Jump off objects safely and carefully	Show increasing control when throwing and catching	Show increasing control when kicking a ball	I can show strength, balance and co-ordination when playing
<b>Gross Motor Skills</b>	Stand momentarily on one foot	Run skilfully whilst negotiating space successfully, adjusting speed and direction as needed	Negotiate space carefully			I can move in different ways- run, jump, dance, hop, skip, climb
<b>Kinetic Letters</b>	Know that it is good to be active and sometimes get out of breath					
	To hold the 4 animal poses from Kinetic Letters for 5 seconds each.					
<b>PE Passport</b>	<u>Fundamental Movement Skills</u> To jump for distance. To land appropriately.	<u>FMS How to Catch a Star</u> To balance on small and large body parts in the shape of a star.	<u>FMS Superworm</u> To perform the basic skill of jumping. To travel in a variety of ways low to the ground.	<u>FMS Jack and the Beanstalk</u> To experiment with different ways of moving. To use increasing control over an	<u>FMS Hungry Caterpillar</u> To perform the basic skill of jumping.	<u>FMS Seaside</u> To balance on small body parts. To travel on hands and feet. To show increasing control over an



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	<p>To hop on both feet.</p> <p>To underarm throw for distance.</p> <p>To overarm throw for distance.</p> <p>To catch with increasing accuracy.</p> <p>To climb with confidence under, over and through climbing equipment.</p>	<p>To send a ball / throwing equipment with increasing accuracy.</p> <p>To jump and land appropriately.</p> <p>To climb under, over and through climbing equipment.</p> <p>To practise throwing overarm.</p>	<p>To travel around the space hopping and skipping.</p> <p>To catch a large ball.</p> <p>To travel under, over and through balancing and climbing equipment.</p>	<p>object by touching, pushing, patting, throwing or catching.</p> <p>To move with control and co-ordination.</p> <p>To use a range of small and large equipment.</p> <p>To jump and land appropriately.</p> <p>To roll in a variety of ways.</p> <p>To roll a ball accurately.</p> <p>To climb up and down apparatus using alternate feet.</p>	<p>To travel in a variety of ways low to the ground.</p> <p>To travel over, under and through balance and climbing equipment.</p> <p>To balance on a range of body parts.</p> <p>To throw under arm.</p> <p>To roll in a variety of ways.</p>	<p>object pushing and patting it.</p> <p>To perform a variety of gymnastic rolls.</p> <p>To show increasing control over an object pushing and patting it.</p> <p>To underarm throw with some accuracy.</p>
<p><b>Fine Motor Skills</b></p> <p>(Red = objective taken from Monster Phonics)</p>	<p>Mark make using different shapes and tools</p> <p>Draw lines and circles using gross motor movements</p>	<p>Develop hand strength and correct posture to put pressure on paper</p> <p>Use tools to affect changes to</p>	<p>Show a preference for a dominant hand</p> <p>Begin to show anticlockwise movements and</p>	<p>Use a pencil to form recognisable letters</p> <p>To hold scissors correctly and cut along a curved line</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To write letters using the correct letter formation</p>	<p>I can hold a pencil effectively (tripod) for fluent writing</p> <p>I can use a range of small tools including scissors,</p>



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<b>Kinetic Letters</b>	<p>Use one handed tools and equipment e.g. child scissors</p> <p>Hold pencil using the three finger hold, following the Kinetic Letters rhyme.</p> <p><b>WRITE DANCE MOVEMENTS</b></p>	<p>materials eg playdough</p> <p>Begin to hold pencil correctly and show some good control</p> <p><b>Copy some letters, especially letters from own name.</b></p> <p>Begin to hold a fork and a knife correctly and use to cut food with support</p>	<p>retrace vertical lines</p> <p>Begin to form recognisable letters</p> <p>To hold scissors correctly and cut along a zigzag line</p> <p>To develop threading skills eg small beads</p> <p>To use small pegs to move objects</p> <p><b>To write taught letters using the correct formation</b></p>	<p><b>To write letters correctly using the correct letter formation and sit them on the line.</b></p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control</p> <p>To draw accurate drawings using a model</p>	<p>and control the size of the letters</p> <p>To paint accurately using thinner paintbrushes</p>	<p>paintbrushes and cutlery</p> <p>I can draw with accuracy and care</p>



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<p><b>PRIME AREA:</b></p> <p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p>	<p><b>Be confident to speak to others about their needs and wants</b></p> <p><b>Recognise different feelings and begin to express how they are feeling</b></p> <p><b>Show enthusiasm and excitement when engaging in certain activities</b></p> <p><b>Choose their own equipment to complete a task of their choosing</b></p>	<p><b>Describe themselves in positive terms and talk about what they are good at.</b></p> <p><b>Know when they are upset about a situation and can explain why</b></p> <p><b>Talk about my feelings and begin to consider the feelings of others</b></p>	<p><b>Be confident to try new activities</b></p> <p><b>Express their feelings and know when they have been kind and considerate</b></p> <p><b>Say when they do and do not need help</b></p> <p><b>Choose the resources they need for a given activity</b></p>	<p><b>Recognise themselves as a valuable individual</b></p> <p><b>Express my opinions eg say why they like some activities more than others</b></p> <p><b>Be confident to speak in a familiar group</b></p> <p><b>Be happy to talk about their own ideas</b></p>	<p><b>Know how to control my feelings using a range of strategies</b></p> <p><b>To know how to set myself a target and work towards it</b></p>	<p><b>I can say how I and others are feeling</b></p> <p><b>I can show my understanding of feelings by changing my behaviour</b></p> <p><b>I can set myself goals</b></p> <p><b>I can wait for my requests and needs to be met</b></p> <p><b>I can listen to and respond to adults</b></p> <p><b>I can follow instructions accurately (several ideas/actions)</b></p>
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<b>Managing Self</b>	<p>Develop good personal hygiene such as hand washing and toileting</p> <p>Know what rules are and be involved in creating rules for the unit</p> <p>Be confident to talk to other children when playing</p> <p>Communicate freely about their home and community</p> <p>Select and use activities and resources with help</p>	<p>Understand why we have rules and why we need to follow the rules</p> <p>Show confidence in asking adults for help</p> <p>To practise doing up a zipper independently</p> <p>To practise putting on gloves independently</p> <p>Enjoy the responsibility of carrying out small tasks</p> <p>Be aware of why we keep our teeth clean</p>	<p>Show independence when choosing activities</p> <p>Be confident in new social situations and be more outgoing towards unfamiliar people</p> <p>Show that they can stick with an activity, even if it is challenging</p> <p>To practise dressing independently for outdoor learning e.g. shoes, welly boots and waterproofs</p>	<p>Participate in a wide range of activities</p> <p>Show enthusiasm and excitement when engaging in and anticipating activities</p> <p>Welcome and value praise for what they have done</p> <p>Be able to talk about a challenging task and be prepared to have a go</p>	<p>Identify and name healthy foods</p> <p>To understand the importance of healthy food choices</p> <p>To know how to look after overall health.eg the importance of exercise and mental health</p> <p>Show resilience and perseverance in the face of challenge</p>	<p>I can try new activities</p> <p>I can show resilience and perseverance when things are difficult</p> <p>I can explain and follow rules (in the classroom and around school)</p> <p>I can manage my own basic hygiene and personal needs eg toileting and dressing</p> <p>I can explain healthy food</p>



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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
<b>Building Relationships</b>	<p>Know who they can ask for help when they need it</p> <p>Initiate conversations with others</p> <p>Learn to listen to one another</p> <p>Play alongside others, sharing resources</p>	<p>Begin to take account of what others say</p> <p>Explain their own knowledge and understanding</p> <p>Ask appropriate questions of others</p>	<p>Use kind words to encourage others and make positive relationships.</p> <p>Begin to work as a group with support</p> <p>Use taught strategies to support turn taking</p> <p>Begin to develop strong relationships with adults in the unit</p>	<p>Take steps to resolve conflicts with others and attempt to find a compromise</p> <p>Be happy to listen to the ideas of others</p> <p>Play co-operatively with others</p> <p>Understand the importance of looking after others and our environment</p>	<p>Build constructive and respectful relationships</p> <p>Know how to work successfully in a group</p> <p>Show sensitivity to others' feelings</p>	<p>I can work with others in a group</p> <p>I can play with others, take turns and share</p> <p>I can form good relationships with adults in the classroom and around school</p> <p>I have lots of friends and positive friendships</p> <p>I know what my own needs are and can share them</p> <p>I am sensitive to the needs of others</p>
Scarf Life Education	<u>Me and My Relationships</u>	<u>Valuing Difference</u>	<u>Keeping Safe</u>	<u>Rights and Respect</u> Name the special	<u>Being My Best</u>	<u>Growing and Changing</u>



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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
(Gold = objective taken from Scarf: Life Education)	<p>Talk about their own interests;</p> <p>Talk about their families;</p> <p>Talk about how they are the same or different to others.</p> <p>Share their favourite interests and objects;</p> <p>Talk about themselves positively;</p> <p>Listen to what others say and respond.</p> <p>Talk about the important people in their lives;</p>	<p>Describe their own positive attributes;</p> <p>Share their likes and dislikes;</p> <p>Listen to and respect the ideas of others.</p> <p>Recognise the similarities and differences amongst their peers;</p> <p>Discuss why differences should be celebrated;</p> <p>Retell a story.</p> <p>Talk about their family, customs and traditions;</p> <p>Listen to others talk about their experiences;</p>	<p>Name things that keep their bodies safe;</p> <p>Name things that keep their bodies clean and protected;</p> <p>Think about how to recognise things that might not be safe.</p> <p>Make safe decisions about items they don't recognise;</p> <p>Talk about what our bodies need to stay well;</p> <p>Name the safe ways to store medicine and who can give it to children (adults).</p>	<p>people in their lives;</p> <p>Understand that our special people can be different to those of others.</p> <p>Talk about why friends are important and how they help us;</p> <p>Identify ways to care for a friend in need;</p> <p>Identify ways to help others in their community.</p> <p>Identify ways in which they help at home;</p> <p>Recognise the importance of taking care of a</p>	<p>Share an experience where they haven't achieved their goal;</p> <p>Develop their confidence and resilience towards having a growth mindset;</p> <p>Name a strategy to overcome a hurdle.</p> <p>Share an experience where they haven't achieved their goal.</p> <p>Develop their confidence and resilience towards having a growth mindset.</p>	<p>Name the different seasons and describe their differences;</p> <p>Explain the changes that occur as seasons change;</p> <p>Talk about how they have grown in resilience.</p> <p>To understand that animals and humans change in appearance over time;</p> <p>Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals);</p>



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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
	<p>Understand that we have different special people;</p> <p>Name key people outside of families that care for them.</p> <p>Talk about when they might feel unsafe or unhappy;</p> <p>Name the people who will help them;</p> <p>Notice when a friend is in need at school and help them.</p> <p>Describe different emotions;</p> <p>Explore how we feel at certain times or events;</p>	<p>Compare their own experiences with those of others.</p> <p>Recognise the similarities and differences between their home and those of others;</p> <p>Talk about what makes their home feel special and safe;</p> <p>Be sensitive towards others.</p> <p>Suggest ways in which we can be kind towards others;</p> <p>Demonstrate skills in cooperation with others.</p>	<p>Name some hazards and ways to stay safe inside;</p> <p>Name some hazards and ways to stay safe outside;</p> <p>Show how to care for the safety of others.</p> <p>Name the adults who they can ask for help from, and will keep them safe;</p> <p>Recognise the feelings they have when they are unsafe;</p> <p>Talk about keeping themselves safe,</p>	<p>shared environment;</p> <p>Name ways in which they can look after their learning environment.</p> <p>Think about what makes the world special and beautiful;</p> <p>Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less;</p> <p>Talk about what can happen to living things if the world is not cared for.</p>	<p>Name a strategy to overcome a hurdle.</p> <p>Name and choose healthy foods and drink;</p> <p>Understand there are some foods that are a "just sometimes" food or drink (eating in moderation);</p> <p>Explain the jobs of different food groups.</p> <p>Name and choose healthy foods and drink;</p> <p>Understand there are some foods that are a "just sometimes" food</p>	<p>Make observations and ask questions about living things.</p> <p>Retell a story and respond to questions about it.</p> <p>Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</p> <p>Talk about their own experience of growing up.</p> <p>Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.</p> <p>Understand that every family is different.</p>



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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
	<p>Identify ways to change feelings and calm down.</p> <p>Identify events that can make a person feel sad;</p> <p>Suggest ways in which they can help a friend who is sad;</p> <p>Choose ways to help themselves when they feel sad.</p>	<p>Show friendly behaviour towards a peer;</p> <p>Build relationships with others.</p>	<p>safe touches and consent.</p> <p>Share ideas about activities that are safe to do on electronic devices;</p> <p>What to do and who to talk to if they feel unsafe online.</p> <p>Name the people in their lives who help to keep them safe;</p> <p>Name people in their community who help to keep them safe;</p> <p>Talk about ways to keep themselves safe in their environment.</p>	<p>Recognise coins and other items relating to money;</p> <p>Identify the uses of money.</p> <p>Talk about why it's important to keep money safe;</p> <p>Identify ways to save money;</p> <p>Talk about why we save money.</p>	<p>or drink (eating in moderation);</p> <p>Explain the jobs of different food groups.</p> <p>Describe the changes in their body during exercise and what is happening to their body;</p> <p>Explain how exercise can help us stay well - physically and mentally;</p> <p>Name some ways to keep their body fit and well.</p> <p>Understand why our body needs sleep;</p>	<p>Talk about similarities and differences between themselves and others.</p> <p>Talk about how they have changed as they have grown.</p> <p>Explain the differences between babies, children, and adults.</p> <p>Understand that we are all unique.</p> <p>Name parts of the body (including reproductive parts) using the correct vocabulary.</p>



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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
					<p><b>Talk about their own bedtime routine;</b></p> <p><b>Suggest ways to have a calm evening and bedtime routine.</b></p>	<p><b>Explain which parts of their body are kept private and safe and why.</b></p> <p><b>Tell or ask an appropriate adult for help if they feel unsafe.</b></p>



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<p><b>SPECIFIC AREA:</b></p> <p><b>Literacy</b></p> <p><b>Comprehension</b></p>	<p>Independently look at a book, hold them in the correct way and turn pages</p> <p>Use pictures to tell stories</p> <p>Join in with rhymes and show an interest in stories with repeated refrains</p> <p>Sequence familiar stories through the use of pictures</p> <p>Learn new vocabulary linked to key texts</p> <p>Support recognition of the four parts of a simple narrative –</p>	<p>Retell stories related to events through acting and role play</p> <p>Begin to retell stories using actions</p> <p>Begin to answer simple questions about the stories read to them</p> <p>Enjoy an increasing range of books including fiction, non-fiction, poems and rhymes</p> <p>Learn and use new vocabulary linked to key texts</p> <p>Recognise four parts of a simple narrative –</p>	<p>Act out stories using their own words</p> <p>Begin to predict what may happen in the story</p> <p>Suggest how a story might end</p> <p>Identify characters and settings in stories</p> <p>Learn and use new vocabulary linked to key texts</p> <p>Recognise four parts of a simple narrative – opening, build up, problem and ending.</p>	<p>Talk about the characters in the books that they are reading</p> <p>Talk about the settings in the books that they are reading</p> <p>Follow a story without pictures or props</p> <p>Begin to use story maps to retell a story using their own words and what they have read</p> <p>Learn and use new vocabulary linked to key texts</p> <p>Recognise four parts of a simple</p>	<p>Understand and answer questions about what they have read</p> <p>Use vocabulary that is influenced by their experiences of books</p> <p>Predict what they think will happen in a story</p> <p>Use story maps to retell a story using their own words</p> <p>Learn and use new vocabulary linked to key texts</p> <p>Recognise four parts of a simple narrative – opening, build up,</p>	<p>I can explain what I have read or what has been read to me.</p> <p>I can retell stories using my own words and recently introduced vocabulary.</p> <p>I can say what I think might happen next.</p> <p>I can use new vocabulary throughout my play.</p>
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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
	opening, build up, problem and ending.	opening, build up, problem and ending. Sequence sentences to form short narratives.	Sequence sentences to form short narratives.	narrative – opening, build up, problem and ending. Sequence sentences to form short narratives,	problem and ending.	
<b>Word Reading</b>  (Green = objective taken from Ready Steady Write)	Teach high frequency words, Common Exception Words is, I, the, to, into, no, go, so Learn new vocabulary from texts.	Print has meaning; Print can have different purposes. Secure previous unit high frequency words and teach Common Exception Words is, I, the, to, into, no, go, so, he, me, we, be, she, was. Learn new vocabulary from texts.	Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom. Secure previous unit high frequency words and teach Common Exception Words: was, my, her, you, they, all. Connect one idea or action using a range of connectives.	Secure previous unit high frequency words and teach Common Exception Words: The, to, into, so, he, be, she, was, my, her, you, all. Learn new vocabulary from texts.	Learn new vocabulary from texts.	I can say a sound for each letter of the alphabet and at least 10 digraphs. (Up to Assessment 4 of Monster Phonics)  I can match a letter and sound for digraphs. (Up to Assessment 4 of Monster Phonics)  I can read simple sentences in books linked to my phonics.



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(Red = objective taken from Monster Phonics)	<p>Teach: s a t p i n m d g o c k c k e u r h b</p> <p>Words: a, at, as, in, it, is, I, an, and, am, dad, to, into, go, no, the, get, dog, can, got, on, not, cat, up mum, put, had, oh, him, his, big, has</p>	<p>Teach: f ff l ll ss j v w x y z zz qu ch sh th(v) th ng Long oo ar</p> <p>Words: he, she, me, we, be ,of, if, off, you, my, they, for, will, all, went, was, from, help, too, her, with, are, yes, then, them, that, this, said</p>	<p>Learn new vocabulary from texts.</p> <p>Teach: oo(u) ow ee ur ai or</p> <p>Words: look, now, down, see, going, just, have, it's, do , so</p>	<p>Teach: oa er igh air oi ear ure</p> <p>Words: come, some, were, one, like, by, when, little, what, day, away, play, children</p>	<p>Teach: CVCC CCVC CVC+ with previously taught graphemes CCVCC</p> <p>Words: your, here, saw, time, out, house, about</p>	<p>I can confidently read the HFWs I have been taught.</p> <p>Teach: CVC+ polysyllabic CVC+ compound words CCC onset words CCVCC+ with previously taught graphemes CVC+ HFW</p> <p>Words: Blending &amp; Segmenting + made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs, don't, people, could</p>
<p>Writing</p> <p>(Green = objective taken from Ready Steady Write)</p>	<p>Give meaning to the marks they make</p> <p>Begin to copy their name</p>	<p>Copy their name</p> <p>Be confident in writing identifiable shapes and letters</p>	<p>Write their name</p> <p>Use the correct letter formation of taught letters.</p>	<p>Spell small, familiar words correctly</p> <p>Write some irregular common words</p>	<p>Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop</p>	<p>I can write recognisable letters most of which are correctly formed.</p>



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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
	<p><b>Form taught letters in the air following Kinetic Letters 6 moves approach</b></p> <p>Segment and blend the sounds in simple words, naming sounds</p> <p>Begin to represent a word with an initial sound.</p> <p>Orally rehearse sentences and Word Count the number of words spoken prior to writing.</p> <p>Focus on a simple sentence – Subject, verb object. e.g. Dan had a dog.</p>	<p>Use the correct letter formation of taught letters</p> <p>Spell words by identifying the sounds and then writing the sound with letters.</p> <p>Talk about sentences and start to write short sentences or captions with support from an adult.</p> <p>Know that each spoken word when written is separated by a space.</p> <p>Represent words in print, segmenting using known GPCs to</p>	<p>Use their phonic knowledge to write words in ways which match their spoken sounds</p> <p>Know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Begin to use finger spaces with support.</p> <p>To be able to form sentences beginning with the personal pronouns I, She and He.</p> <p>Know that each spoken word when written is separated by a space.</p>	<p>Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling.</p> <p>Secure previous unit high frequency words and teach Common Exception Words</p> <p>Orally rehearse and recall sentence prior to writing.</p> <p>Connect one idea or action using a range of connectives</p>	<p>that can be read by themselves and others.</p> <p>Re-read what they have written to check that it makes sense. Combine words to make labels, captions, lists, phrases and short sentences.</p> <p>Join words and clauses using connectives (e.g. and)</p> <p>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check.</p>	<p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>I can write simple words or phrases that can be read by others.</p>



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	<p>With support and modelling, combine words to make labels, captions and lists.</p>	<p>make phonetically plausible attempts at spelling CVC words</p> <p>Orally rehearse sentences and Word Count the number of words spoken prior to writing.</p> <p>Focus on a simple sentence – Subject, verb object. e.g. I lost a star. Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</p> <p>Teacher model and support correct use of the</p>	<p>Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling.</p> <p>To spell some high frequency words and common exception words</p> <p>Orally rehearse sentences and Word Count the number of words spoken prior to writing.</p> <p>Re-read what they have written to check for meaning.</p> <p>Focus on a simple sentence –</p>	<p>Write short sentences with words with known letter sound correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> <p>Combine words to make labels, captions, lists, phrases and short sentences</p> <p>Join words using 'and'. Join words and clauses using 'and'</p> <p>Practitioner model, support and encourage independence in</p>	<p>Sequence sentences to form short written narratives.</p> <p>Know that a sentence starts with a capital letter and ends with a full stop. Consolidate use finger spaces.</p> <p>Form sentences beginning with the personal pronouns I, She and He. To use a capital letter for names.</p>	
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		<p><b>Sentence Accuracy Check.</b></p>	<p><b>Subject, verb object. e.g.: Her wish for a side-kick</b></p> <p><b>Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</b></p> <p><b>Joining words and clauses using 'and'</b></p> <p><b>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check.</b></p>	<p><b>the correct use of the Sentence Accuracy Check.</b></p> <p><b>To use the correct letter formation of taught letters.</b></p> <p><b>To know that a sentence starts with a capital letter and ends with a full stop.</b></p> <p><b>Consolidate use finger spaces.</b></p> <p><b>To be able to form sentences beginning with the personal pronouns I, She and He.</b></p>		
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<p><b>SPECIFIC AREA:</b></p> <p><b>Maths</b></p> <p>Number and Numerical Patterns</p> <p>NCTEM Mastering Number</p>	<p><b>Subitise within 3.</b></p> <p><b>Make and describe spatial patterns with 3 dots.</b></p> <p><b>Represent quantities on their fingers.</b></p> <p><b>Join in with the counting sequence to 5.</b></p> <p><b>Know that 2 is made of 1 and 'another 1'.</b></p> <p><b>Compare amounts using more than and fewer than</b></p>	<p><b>Subitise linked to 3 and 4</b></p> <p><b>Develop counting skills and knowledge, including: that the last number tells us 'how many' (cardinality);</b></p> <p><b>to be accurate in counting, each thing must be counted once and once only and in any order;</b></p> <p><b>the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</b></p>	<p><b>Subitise linked to 5</b></p> <p><b>continue to develop their subitising skills for numbers within and beyond 5,</b></p> <p><b>link the number symbol (numeral) with its cardinal number value</b></p> <p><b>begin to identify missing parts for numbers within 5</b></p> <p><b>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</b></p>	<p><b>focus on equal and unequal groups when comparing numbers</b></p> <p><b>understand that two equal groups can be called a 'double' and connect this to patterns on fingers</b></p> <p><b>sort odd and even numbers according to their 'shape' (link to Numberblock's characters)</b></p> <p><b>continue to develop their understanding of the counting sequence and link cardinality and</b></p>	<p><b>develop confidence in counting strategies, including counting on from different starting numbers.</b></p> <p><b>consider strategies for counting larger numbers of objects, including those that cannot be moved.</b></p> <p><b>continue to develop their subitising skills (seeing the quantity without counting) in increasingly complex arrangements</b></p>	<p><b>Have a deep understanding of the numbers to 10, including the composition of each number</b></p> <p><b>Subitise up to 5</b></p> <p><b>Automatically recall number bonds to 5 and some number bonds to 10, including double facts</b></p> <p><b>Verbally count beyond 20, recognising the pattern of the counting system</b></p> <p><b>Comparing quantities up to 10</b></p>
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		<p>compare sets of objects by matching</p> <ul style="list-style-type: none"> <li>begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>		<p>ordinality through the 'staircase' pattern • order numbers and play track games</p> <p>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</p>	<p>encourage the children to consider when they can subitise and when they might need to use counting as a strategy.</p> <p>Focus on the composition of 8 and 9</p> <p>continue to develop a sense of the magnitude of Number</p>	<p>in different contexts, recognising one quantity is greater than, less than or the same as another quantity</p> <p>Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally</p>
White Rose Maths – Measure, Space and Spatial Thinking	<p><u>Block 2 – Talk about measure and pattern</u></p> <p>Compare size</p> <p>Compare mass</p>	<p><u>Block 4 – Circles and Triangles</u></p> <p>Identify and name circles and triangles</p> <p>Compare circles and triangles</p>	<p><u>Block 2 – Mass and Capacity</u></p> <p>Compare mass</p> <p>Find a balance</p> <p>Explore capacity</p> <p>Compare capacity</p>	<p><u>Block 6 – Explore 3D shape</u></p> <p>Recognise and name 3-D shapes</p> <p>Find 2-D shapes within 3-D shapes</p>	<p><u>Block 3 – Manipulate, compose and decompose</u></p> <p>Select shapes for a purpose</p> <p>Rotate shapes</p>	<p><u>Block 5 – Visualise, build and map</u></p> <p>Identify units of repeating patterns</p> <p>Create own pattern rules</p>



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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
	<p>Compare capacity Explore simple patterns</p> <p>Copy and continue simple patterns</p> <p>Create simple patterns</p>	<p>Shapes in the environment</p> <p>Describe position</p> <p><u>Block 6 – Shapes with 4 sides</u></p> <p>Identify and name shapes with 4 sides</p> <p>Combine shapes with 4 sides</p> <p>Shapes in the environment</p> <p>My day and night</p>	<p><u>Block 4 – Length, height and time</u></p> <p>Explore length</p> <p>Compare length</p> <p>Explore height</p> <p>Compare height</p> <p>Talk about time</p> <p>Order and sequence time</p>	<p>Use 3-D shapes for tasks</p> <p>3-D shapes in the environment</p> <p>Identify more complex patterns</p> <p>Copy and continue patterns</p> <p>Patterns in the environment</p>	<p>Manipulate shapes</p> <p>Explain shape arrangements</p> <p>Compose shapes</p> <p>Decompose shapes</p> <p>Copy 2-D shape pictures</p> <p>Find 2-D shapes within 3-D shapes</p>	<p>Explore own pattern rules</p> <p>Replicate and build scenes and constructions</p> <p>Visualise from different positions</p> <p>Describe positions</p> <p>Give instructions to build</p> <p>Explore mapping</p> <p>Represent maps with models</p> <p>Create own maps from familiar places</p> <p>Create own maps and plans from story situations</p>



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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
						Deepen understanding  Patterns and relationships

<b>SPECIFIC AREA:</b>  <b>Understanding of the World</b>  <b>Past and Present</b>	<p>Remember and talk about significant events in their own experiences. eg. birthday.</p> <p>Know members of their immediate family.</p> <p>Know and understand that their grandparents are older than their parents.</p> <p>Know about similarities and differences</p>	<p>Begin to be familiar with word and phrases associated with long ago, such as in the past or a long time ago.</p> <p>Begin to understand that some familiar stories where set in a time before they were born.</p> <p>To know that Bonfire Night happens on the 5<sup>th</sup> November.</p>	<p>Begin to understand the past through settings and characters in the books read in class.</p> <p>To know what transport is.</p> <p>To know that transport has changed over time.</p> <p>To know is meant by land, air and water transport.</p>	<p>Recognise and describe special times or events for family and friends. eg. Eid, Christening, Christmas.</p> <p>Begin to compare and contrast characters in stories about the past.</p>	<p>Use appropriate language to describe the past such as 'in the past.'</p>	<p>I can talk about the lives of people around me and their roles in society.</p> <p>I know some similarities and differences between things in the past and now using what I have been taught.</p> <p>I can understand the past through setting, characters and events I have read about in class.</p>
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	<p>between them and their friends thinking about family, appearance and interests.</p>	<p>To know why we celebrate Bonfire Night.</p> <p>To know that Remembrance Sunday is on 11<sup>th</sup> November every year.</p> <p>To know why we remember Remembrance.</p>	<p>To know that in the past people had to walk everywhere, then rode horses, then used carts, trains, bicycles and cars.</p>			
<p>People, Culture and Communities</p>	<p>To know where they live.</p> <p>To know the names of the different rooms in their house.</p>	<p>To know where their school is.</p> <p>Draw information from a simple map.</p> <p>To know the names of the different places in the school community and where they are.</p>	<p>To know that Chinese New Year is celebrated in January and February each year.</p> <p>Know how Chinese New Year is celebrated.</p> <p>Know the Chinese New Year story.</p>	<p>Name and describe people that are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Show an interest in other occupations and ways of life.</p> <p>Name and describe people that are familiar to them.</p>	<p>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps.</p> <p>I know some similarities and differences between different religious and</p>



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		<p>To know that a map shows you where things are.</p> <p>To name and talk about some occupations of different people who help us and what they do. Eg police officer, paramedic, nurse, doctor, teacher etc.</p>				<p>cultural communities.</p> <p>I can explain some similarities and differences between live in this country and life in other countries.</p>
<b>RE- Questful</b>	<p><b><u>1 I am Special</u></b> Talk about themselves, their likes, dislikes, and what makes them special.</p> <p>Talk about feelings they have experienced.</p> <p>Talk about the names Christians give to God.</p>	<p><b><u>5 Stories Jesus Heard</u></b> Recall/retell some of the Old Testament stories Jesus heard.</p> <p>Talk about their favourite stories.</p> <p>Talk about their feelings and experiences.</p>	<p><b><u>6 Stories Jesus Told</u></b> Identify a Bible.</p> <p>Recall/retell some of Jesus stories. Talk about their own experiences and feelings.</p> <p>Ask and respond to questions about their experiences and feelings.</p>	<p><b><u>7 Easter</u></b> Tell you that Christians believe Jesus died on the cross because God loves everyone.</p> <p>Briefly retell the story of Easter.</p> <p>Identify symbols associated with Easter.</p>	<p><b><u>9 Special Places</u></b> Talk about their special places.</p> <p>Talk about places of worship as special/holy places.</p> <p>Talk about taking off your shoes in a special/holy place.</p> <p><b><u>3 Special People</u></b></p>	<p><b><u>10 Prayer</u></b> Talk about the stories of Daniel and Jonah.</p> <p>Talk about the different ways people pray.</p> <p>Talk about their own experiences of prayer.</p>



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	<p>Talk about Muslim prayer beads and how they are used.</p> <p><u>2 Harvest</u> Talk about the food they enjoy.</p> <p>Talk about harvest around the world.</p> <p>Talk about why we celebrate harvest.</p> <p>Talk about why it is important to help others, particularly at harvest time.</p>	<p><u>4 Christmas</u> Recall/retell the nativity story.</p> <p>Identify the characters in the nativity story.</p> <p>Use religious words to talk about Christmas.</p> <p>Talk about why Christmas is important.</p> <p>Talk about how the church celebrates Christmas.</p> <p>Talk about their own experiences of Christmas.</p> <p>Talk about feelings related to celebrating</p>	<p>Give a simple explanation of the things we can learn from Jesus' stories.</p> <p><u>11 Special Times</u> Talk about special times.</p> <p>Talk about the festivals they have explored.</p> <p>Recall/retell the story of Pentecost.</p> <p>Talk about feelings associated with special times, festivals and celebrations.</p> <p>Ask questions about special/holy times.</p>	<p>Talk about their own experiences of love and other emotions expressed in the Easter Story.</p> <p>Ask questions about the Easter story.</p>	<p>Recall/retell stories about Jesus.</p> <p>Talk about why Christians believe Jesus is the Son of God.</p> <p>Talk about people who are special and give reasons why they are special.</p> <p>Connect people's actions and Christian values.</p> <p>Talk about why the Vicar is special/important to members of the Church.</p> <p>Talk about why the Imam is</p>	<p>Talk about people of faith using prayer beads.</p> <p>Identify different objects that can be associated with prayer.</p> <p><u>8 Friendship</u> Recall/retell stories of Jesus with his friends.</p> <p>Talk about why friendship is important.</p> <p>Talk about their own experiences of friendship.</p>



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		<b>Christmas and birthdays.</b>			<p><b>special/important to Muslims.</b></p> <p><b>Talk about why Guru Nanak is special/holy to Sikhs.</b></p> <p><b>Talk about why Buddha is special/important to Buddhists.</b></p> <p><b>Recall the names and stories of important/holy people from different world faiths.</b></p>	
<b>The Natural World</b>	<b>To know the months of September, October and November are in the season of Autumn.</b>	<b>To know what immediately surrounds the school.</b>	<b>To know that Winter includes the months of January and February.</b>	<b>To identify features of living things such as animals with legs or those with wings.</b>	<p><b>To know that Spring includes the months of March, April and May.</b></p> <p><b>To know that Spring is after</b></p>	<b>I can explore the natural world around me making observations and drawing pictures of animals and plants.</b>



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	<p>To know that in Autumn the temperature cools down and the hours of daylight get shorter.</p> <p>To know that many trees shed their leaves in Autumn and their leaves change from green to brown.</p> <p>To know that some animals store food and that some animals hibernate during the Autumn and Winter.</p>		<p>To know that in Winter the weather is usually cold and wet.</p> <p>To know that water freezes.</p> <p>To know that ice melts when the temperature rises.</p> <p>Know that there are fewer daylight hours in Winter, therefore there are more hours of darkness.</p> <p>To know that snow is frozen water.</p>	<p>Describe what they see, hear and feel while they are outside.</p> <p>Recognise some environments are different than the ones in which they live. eg. different habitats</p>	<p>Winter and before Summer.</p> <p>To know that in Spring day light hours increase and the weather gets warmer.</p> <p>To know that many trees, plants and bulbs begin to grow in Spring.</p> <p>Know that animals have babies in early Spring.</p> <p>To know that typically the first Spring flowers are daffodils, dandelions and tulips.</p> <p>To know that plants grow from seeds and bulbs.</p>	<p>I know some similarities and differences between the natural world around me and contrasting environments.</p> <p>I know some important processes and changes in the natural world around me, including seasons and changing states of matter.</p>



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					<p><b>To know that seeds need air, light, water and soil to grow.</b></p> <p><b>Explore the natural world around them.</b></p> <p><b>Talk about why things happen and why they work.</b></p> <p><b>Understand the effect of changing seasons on the natural world.</b></p>	
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<p><b>SPECIFIC AREA:</b></p> <p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p>	<p>Realise that tools can be used for a purpose.</p> <p>Explore what happens when they mix colours.</p>	<p>Select an appropriate brush for a given purpose.</p> <p>Use simple tools competently and appropriately.</p> <p>Experiment with different textures.</p>	<p>Experiment with colour.</p> <p>Safely use a variety of materials, tools and techniques.</p> <p>Select tools and techniques needed to join materials.</p>	<p>Safely use and explore a variety of tools and techniques.</p> <p>Experiment with texture.</p>	<p>Experiment with design, form and function.</p> <p>Select tools and techniques needed to shape and assemble.</p> <p>Join materials.</p> <p>Understand that different materials can be combined to make new effects.</p>	<p>I can safely use and explore a variety of tools and techniques.</p> <p>I can experiment with colour, design and texture, form and function.</p> <p>I can share creations explaining the process I have used.</p> <p>I can make use of props and materials when role playing characters in narratives and stories.</p>
<p><b>Being Imaginative and Expressive</b></p>	<p>Join in with dancing and singing games.</p>	<p>Imitate movement in response to music.</p>	<p>Role play familiar stories using their own words.</p>	<p>Build up a repertoire of songs and dances.</p>	<p>Initiate new combinations of movement and</p>	<p>I can invent and adapt narratives and stories with</p>



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	<p>Sing a few familiar songs.</p> <p>Begin to move rhythmically.</p>	<p>Tap out simple repeated rhythms.</p> <p>Explore and learn how sounds can be changed.</p> <p>Begin to use narrative in role play.</p>	<p>Sing songs and explore a variety of instruments.</p> <p>Explore the different sounds of instruments.</p> <p>Create simple rhythms.</p>	<p>To invent and adapt narratives and stories with their peers.</p>	<p>gesture and respond to feelings, ideas and experiences.</p>	<p>peers and my teacher.</p> <p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I can perform songs, rhymes, poems and stories with others and try to move in time with the music.</p>
ICT	<p>To show an interest in technological toys such as IWB, ipads, toys</p>	<p>To use the iPad to take pictures</p> <p>To draw pictures on IWB and begin to change colours</p>	<p>To access, understand and interact with a range of technology within the Reception Unit</p> <p>To draw pictures on IWB, changing colour and pen size</p>	<p>To use ipad to record music and sound</p>	<p>To recognise and find letters on a keyboard</p>	<p>To learn how to log onto given programmes using a log-on card</p> <p>To become familiar with the layout of a keyboard</p>



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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
<b>Purple Mash:</b>	<p><b><u>Technology Around Us</u></b> I can talk about what technology is used at home.</p> <p>I can talk about what technology is used outdoors.</p> <p>I can talk about what technology is used in the world around me.</p> <p><b><u>Hardware</u></b> I can understand why having clean hands is important when using shared devices.</p> <p>I can understand why it is not sensible to eat and drink whilst using a technological device.</p>	<p><b><u>Photography</u></b> I can talk about what photos show.</p> <p>I can take photos using a digital device.</p> <p>I can use the webcam in Mini Mash.</p> <p>I can open photos in Purple Mash.</p> <p>I can open photos that I have taken, in Purple Mash.</p>	<p><b><u>Robots</u></b> I can talk about where I am moving a toy vehicle whilst I am moving it.</p> <p>I can describe the route taken by a toy vehicle.</p> <p>I can follow directions to make a route for a toy vehicle.</p> <p>I can plan a route for a toy vehicle.</p> <p>I can follow my own plan for where the toy vehicle should move.</p> <p>I can make a floor robot move.</p>	<p><b><u>Sounds</u></b> I can make music using a computer.</p> <p>I can add sound effects to my work.</p> <p>I can use a device to record myself speaking and play back the sounds.</p>	<p><b><u>Safety and Privacy</u></b> I can explain how my work on the computer belongs to me and other people's work belongs to them.</p> <p>I can explain what it means for something to be private.</p> <p>I can talk about how my body feels when I am not comfortable with something.</p> <p>I know who can help me when I am feeling worried.</p> <p>I can show that I understand how to be kind to others.</p>	<p><b><u>Using Purple Mash with an Individual log-on</u></b> I can get to the Purple Mash page on my device at school.</p> <p>I can login to Purple Mash \ Mini Mash in school using the shortcut icon.</p> <p>I can login to Purple Mash and Mini Mash using my username and password.</p> <p>I can save work in my own tray \ folder when I am using Mini \ Purple Mash.</p>



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Theme:	Me and My World	Exploring Other Worlds	Superheroes	Terrific Tales	New Life	Contrasting Worlds
	<p>I can understand why I need to take care with electronic devices and their plugs and wires.</p> <p>I can take appropriate actions when I need to carry a device to a different location.</p> <p>I can use devices with care.</p> <p>I can identify the technology used around me.</p> <p>I can identify the parts of a computer and what they are for.</p>		<p>I can control the forwards, backwards and rotation of a floor robot one step at a time.</p> <p>I can program a 3-step route for a floor robot.</p> <p>I can predict where a floor robot will end up when given the instructions for a 2 or 3 step route.</p> <p>I can plan a route for a floor robot and then carry out these instructions one step at a time.</p> <p>I can plan a route for a floor robot and then carry out these instructions</p>		<p>I can choose activities in my free time that help me to be healthy.</p>	<p>I can open work that I have done earlier.</p> <p>I can find and complete 2Dos that my teacher has set for me.</p>



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			more than one step at a time.			