



Reception Long Term Plan - 2 Year Rota



YEAR 1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2		All About Me/Traditional Tales	Celebrations	Dinosaurs	People Who Help Us	Growth and Change	Holidays
Communication and Language	WOWS	Reading by Twilight Music Session Nursery Rhyme Week	Christmas Event Santa Cam Elf on the Shelf Diwali Thanksgiving Hannukah	An egg has been found in our outdoor area! Where has it come from? Who does it belong to? Chinese New Year	Visit from police, fire service and paramedic.	Hatching Caterpillars Tadpoles Growing plants	Visit the beach and have an ice cream.
	Key Texts	Three Little Pigs Goldilocks Nick Sharratt: You Choose Shark in the Park My Mum and Dad make me laugh	Christmas Story Stick Man Mag's Christmas The Nativity	Tyrannosaurus Drip Ten Little Dinosaurs	Various non-fiction books	Teeny Weeny Tadpole Come on Daisy The Very Hungry Caterpillar Jasper's Beanstalk	Non-fiction books We're Going on Holiday! You Choose
Physical Development		FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Introduction to PE	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Fundamentals of PE	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Ball Skills	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Dance	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil Control GROSS MOTOR CONTROL Games	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil Control GROSS MOTOR CONTROL Gymnastics
Personal, Social and Emotional Development		RE - Harvest Time RE - My family How to be a good friend. Making new friends. All About Me. How I have changed since being a baby. Making the right choices. Co-operating and compromising. Walk it safer	RE - Celebrating Christmas Diwali/Hannukah/ Thanksgiving How to be a good friend. It's nice to give... Managing germs (coughs/colds). Sharing is caring. Empathy - not everyone is as lucky as us.	RE - I am special How to be a good friend. How to be a superhero I am amazing because... New Life. Celebrating difference in the world around us.	RE - Easter How to be a good friend. Special people in my life. Caring for animals around us - bird feeders.	RE - Friendship How to be a good friend. Growing & Changing How life is a cycle - butterflies/tadpoles Caring for plants and the environment	RE - Special times and places How to be a good friend. Looking at the world around us Don't waste resources (water)

PSHE/HeartSmart	Get Heartsmart	Don't forget to let love in	Too much selfie isn't healthy	Don't rub it in, rub it out	Fake is a mistake.	No way through isn't true
RE	I am Special - God as loving Father. I am Special - My gifts and talents Harvest - Story of Creation and exploring the wonders of our amazing world Christmas - Theme: Births and Birthdays. Nativity Story. Festivals of Light - Inc. Non-Christian Faith (Nov).		Stories Jesus Heard - The Bible Key Old Testament Stories (Noah, Moses & Daniel). Stories Jesus Told - Parables (The Lost Sheep, The Good Samaritan). Easter Celebration of most important time of year for Christian. Easter symbols. Emotions; sadness, joy.... New Life		Friendship - Jesus is our friend Friends of Jesus. Special Places - Non-Christian Faith places of Worship (YN - Synagogue YR - Hindu Temple). Special Times - Joint Celebrations.	
Values	Thankfulness Perseverance	Friendship Forgiveness	Hope Courage	Justice Trust	Compassion Peace	Humility Truthfulness
Mathematics	Focus on numbers 0-4 Number names to 10 Counting in order 1 - 10 One to one correspondence. Matching numeral to quantity. Number bonds to 3,4 Addition to 4 One more, one less to 4 Number formation. Daily maths meetings, focusing on numbers 0-4. Number of the week (0-4) Show using 5 frames Shapes - circle, square triangle. Days of the week Months of the year	Focus on numbers 5 - 9 Number names to 10 Counting in order 1 - 10 and above if ready One to one correspondence. Matching numeral to quantity. Number bonds to 5, 6, 7, 8 & 9. One more, one less to 9 Addition and subtraction Number formation. Daily maths meetings, focusing on numbers 0-9 Show using 10 frames. Number of the week 4-9 Shape of the Week rectangle and recap. Days of the week Months of the year	Focus on numbers 10-14 Number names to 10 Counting in order 1 - 14 and above if ready. One to one correspondence. Matching numeral to quantity. Number bonds to 14 Focus on numbers being 10 + ? One more, one less to 14 Addition & Subtraction Introduce doubles Number formation. Daily maths meetings, focusing on numbers 0-14 Show using 10 frames Number of the week to 14 Time o'clock Measuring using non-uniform units Shapes -3D Cube & Cone Days of the week Months of the year	Focus on numbers 14-18 Number names to 10 Counting in order 1 - 18 One to one correspondence. Matching numeral to quantity. Number bonds to 18 Focus on numbers being 10 + ? One more, one less to 18 Number formation. Daily maths meetings, focusing on numbers 0-18 Review doubles Number of the week (0-18) Review o'clock Shape of the Week cylinder & cuboid and review all other shapes. Days of the week Months of the year	Focus on numbers 18-20 Counting in order 1 - 20 One to one correspondence. Matching numeral to quantity. Number bonds to 20 Focus on numbers being 10 + ? One more, one less to 20 Number formation. Daily maths meetings, focusing on numbers 0-20 Addition & Subtraction Introduce halves and review doubles Number of the week (20) Time review o'clock Review all 2D & 3D shapes Days of the week Months of the year	Recap on number bonds to 10 Counting in order 1 - 20 One to one correspondence. Matching numeral to quantity. Number bonds to 20 One more, one less to 20 Can HS go further than 20? Number formation. Addition & Subtraction Daily maths meetings, focusing on numbers 0-20 Number of the week (0-20) Time review o'clock Shape of the Week Recap all of the shapes, sorting 2d and 3d Days of the week Months of the year
Early Reading	Parish Skills-Learning Set 1 40-60m - Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet.	Parish Skills (Dec) Set 1 & Blending 40-60m - Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	Parish Skills (Jan) Ditties Learn Set 2 sounds 40-60m - Can segment the sounds in simple words and blend them together and	Parish Skills (April) Red books Learn Set 2 sounds. 40-60m - Can segment the sounds in simple words and blend them together and	Review set 1 & 2 sounds Set 2 sounds. 40-60m - Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	Parish Skills (June) Green books Review Set 1 & 2 sounds 40-60m - Learn Set 3 sounds. Can segment the sounds in simple words and blend them together and

			<p>knows which letters represent some of them. Begins to read words and simple sentences.</p>	<p>knows which letters represent some of them. Begins to read words and simple sentences</p> <p>ELG:</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Begins to read words and simple sentences</p> <p>ELG:</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>knows which letters represent some of them. Begins to read words and simple sentences</p> <p>ELG:</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>
<p>Word Reading and Reading for Pleasure</p>	<p>40-60m*</p> <p>Continues a rhyming string. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p>ELG:</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>We will share:</p> <p>Nick Sharratt books, Our Beloved Books & Topic Books</p>					
<p>Comprehension Skills</p>	<p>40-60m -</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span.</p> <p>ELG:</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play,</p>					

<p>Early Writing Skills (Used in Autumn Term and then as interventions where required)</p>	<p>Muscle tone: Dough disco Glitter trays Scribble and pincher activities. Letter formation linked to RWI rhymes. Correct pencil grip.</p>	<p>Muscle tone: Dough disco Glitter trays Scribble and pincher activities. Letter formation linked to RWI rhymes. Correct pencil grip.</p>	<p>Muscle tone: Dough disco Glitter trays Scribble and pincher activities. Letter formation linked to RWI rhymes. Correct pencil grip.</p>	<p>Muscle tone: Dough disco Glitter trays Scribble and pincher activities. Letter formation linked to RWI rhymes. Correct pencil grip.</p>	<p>Muscle tone: Dough disco Glitter trays Scribble and pincher activities. Letter formation linked to RWI rhymes. Correct pencil grip.</p>	<p>Muscle tone: Dough disco Glitter trays Scribble and pincher activities. Letter formation linked to RWI rhymes. Correct pencil grip.</p>
<p>Writing</p>	<p>Writing in CPAs Talk for writing story mapping Writing CVC words and matching initial sounds. Writing menu's Writing labels, name tags, lists, writing in role. 4-0-60M; Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words Begin to break the flow of speech into words, Link sounds to letters, naming and sounding the letters of the alphabet Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Attempts to write short sentences in meaningful contexts Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Talk for writing Lists for Santa Party invitations Maps for the elves Tags, labels, cards. 4-0-60M Link sounds to letters, naming and sounding the letters of the alphabet Can segment the sounds in simple words and blend them together Link sounds to letters, naming and sounding the letters of the alphabet Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write their own names and other things such as labels and captions</p>	<p>Glitter trays, water with brushes, chalk etc. Talk for writing Posters, warning signs, menus, labels 4-0-60m: Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write their own names and other things such as labels and captions They write simple sentences which can be written by themselves and others. Some words are spelt correctly and others are phonetically plausible. ELG: Uses their phonics knowledge to write words in ways which match their spoken sounds.</p>	<p>Water with brushes, chalk etc. Talk for writing Appointment cards, medical lists, prescriptions, labels, posters & sign 4-0-60m: They write simple sentences which can be written by themselves and others. Some words are spelt correctly and others are phonetically plausible. ELG: Uses their phonics knowledge to write words in ways which match their spoken sounds. Can write some irregular common words. When writing, some words are spelt correctly and others are phonetically plausible. Writes simple sentences which can be read by themselves and others.</p>	<p>Glitter trays, water with brushes, chalk etc. Talk for writing Leaflets, instructions, posters, charts, observations. 4-0-60m: They write simple sentences which can be written by themselves and others. Some words are spelt correctly and others are phonetically plausible. ELG: Uses their phonics knowledge to write words in ways which match their spoken sounds. Can write some irregular common words. When writing, some words are spelt correctly, and others are phonetically plausible. Writes simple sentences which can be read by themselves and others.</p>	<p>Marking making in CPAs Glitter trays, water with brushes, chalk etc. Talk for writing Postcards, leaflets, posters, labels, passports, tickets, holiday forms, ice cream menu. 4-0-60m: They write simple sentences which can be written by themselves and others. Some words are spelt correctly and others are phonetically plausible. ELG: Uses their phonics knowledge to write words in ways which match their spoken sounds. Can write some irregular common words. When writing, some words are spelt correctly and others are phonetically plausible. Writes simple sentences which can be read by themselves and others.</p>
<p>Science</p>	<p>Autumn</p>	<p>All About Me Growth</p>	<p>What is around me?</p>	<p>Planting</p>	<p>Life Cycles</p>	<p>Recycling & Plastic Pollution</p>
<p>Computing</p>	<p>Recognises that a range of technology is used in places such as homes and schools. Selects and uses technology for particular purposes.</p>					

	GROSS MOTOR CONTROL Introduction to PE	GROSS MOTOR CONTROL Fundamentals of PE	GROSS MOTOR CONTROL Ball Skills	GROSS MOTOR CONTROL Dance	GROSS MOTOR CONTROL Games	GROSS MOTOR CONTROL Gymnastics
Personal, Social and Emotional Development	RE - Harvest Time RE - My family How to be a good friend. Making new friends. All About Me. How I have changed since being a baby. Making the right choices. Co-operating and compromising. Walk it safe - Health & Well Being Week.	RE - Celebrating Christmas Diwali How to be a good friend. It's nice to give... Managing germs (coughs/colds). Sharing is caring. Empathy - not everyone is as lucky as us.	RE - I am special How to be a good friend. How to be a superhero I am amazing because... New Life. Celebrating difference in the world around us.	RE - Easter How to be a good friend. Special people in my life. Caring for animals around us - bird feeders.	RE - Friendship How to be a good friend. Growing & Changing How life is a cycle - butterflies/tadpoles Caring for plants and the environment	RE - Special times and places How to be a good friend. Looking at the world around us Don't waste resources (water)
PSHE/HeartSmart	Get Heartsmart	Don't forget to let love in	Too much selfie isn't healthy	Don't rub it in, rub it out.	Fake is a mistake.	No way through isn't true
RE	I am Special - God as loving Father. I am Special - My gifts and talents Harvest - Story of Creation and exploring the wonders of our amazing world Christmas - Theme: Births and Birthdays. Nativity Story. Festivals of Light - Inc. Non-Christian Faith (Nov).		Stories Jesus Heard - The Bible Key Old Testament Stories (Noah, Moses & Daniel). Stories Jesus Told - Parables (The Lost Sheep, The Good Samaritan). Easter Celebration of most important time of year for Christian. Easter symbols. Emotions; sadness, joy... New Life		Friendship - Jesus is our friend Friends of Jesus. Special Places - Non-Christian Faith places of Worship (YN - Synagogue YR - Hindu Temple). Special Times - Joint Celebrations.	
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	<p>Addition to 4 One more, one less to 4 Number formation. Daily maths meetings, focusing on numbers 0-4. Number of the week (0-4) Show using 5 frames Shapes - circle, square triangle.</p> <p>Days of the week Months of the year</p>	<p>Number bonds to 5, 6, 7, 8 & 9. One more, one less to 9 Addition and subtraction Number formation. Daily maths meetings, focusing on numbers 0-9 Show using 10 frames. Number of the week 4-9 Shape of the Week rectangle and recap. Days of the week Months of the year</p>	<p>Number bonds to 14 Focus on numbers being 10 + ? One more, one less to 14 Addition & Subtraction Introduce doubles Number formation. Daily maths meetings, focusing on numbers 0-14 Show using 10 frames Number of the week to 14 Time o'clock Measuring using non-uniform units Shapes - 3D Cube & Cone Days of the week Months of the year</p>	<p>Focus on numbers being 10 + ? One more, one less to 18 Number formation. Daily maths meetings, focusing on numbers 0-18 Review doubles Number of the week (0-18) Review o'clock Shape of the Week cylinder & cuboid and review all other shapes. Days of the week Months of the year</p>	<p>Focus on numbers being 10 + ? One more, one less to 20 Number formation. Daily maths meetings, focusing on numbers 0-20 Addition & Subtraction Introduce halves and review doubles Number of the week (20) Time review o'clock Review all 2D & 3D shapes Days of the week Months of the year</p>	<p>One more, one less to 20 Can HS go further than 20? Number formation. Addition & Subtraction Daily maths meetings, focusing on numbers 0-20 Number of the week (0-20) Time review o'clock Shape of the Week Recap all of the shapes, sorting 2d and 3d Days of the week Months of the year</p>
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Word Reading & Reading for Pleasure	<p>40-60m* Continues a rhyming string. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</p>					

	<p>Knows that information can be retrieved from books and computers.</p> <p>ELG: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>We will share: Nick Sharratt books, Our Beloved Books &</p> <p style="text-align: right;">Topic Books</p>					
Comprehension Skills	<p>40-60m - Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span.</p> <p>ELG: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences.</p> <p style="text-align: center;">Uses talk in pretending that objects stand for something else in play,</p>					
Early Writing Skills (Used in Autumn Term and then as interventions where required)	<p>Muscle tone: Dough disco Glitter trays Scribble and pincher activities. Letter formation linked to RWI rhymes. Correct pencil grip.</p>	<p>Muscle tone: Dough disco Glitter trays Scribble and pincher activities. Letter formation linked to RWI rhymes. Correct pencil grip.</p>	<p>Muscle tone: Dough disco Glitter trays Scribble and pincher activities. Letter formation linked to RWI rhymes. Correct pencil grip.</p>	<p>Muscle tone: Dough disco Glitter trays Scribble and pincher activities. Letter formation linked to RWI rhymes. Correct pencil grip.</p>	<p>Muscle tone: Dough disco Glitter trays Scribble and pincher activities. Letter formation linked to RWI rhymes. Correct pencil grip.</p>	<p>Muscle tone: Dough disco Glitter trays Scribble and pincher activities. Letter formation linked to RWI rhymes. Correct pencil grip.</p>
Writing	<p>Writing in CPA's Talk for writing story mapping Writing cvc words and matching initial sounds. Writing menu's Writing labels, name tags, lists, writing in role. 40-60M; Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words</p>	<p>Talk for writing Lists for Santa Party invitations Maps for the elves Tags, labels, cards. 40-60M Link sounds to letters, naming and sounding the letters of the alphabet Can segment the sounds in simple words and blend them together</p>	<p>Glitter trays, water with brushes, chalk etc. Talk for writing Posters, warning signs, menus, labels 40-60m: Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Water with brushes, chalk etc. Talk for writing Appointment cards, medical lists, prescriptions, labels, posters & sign 40-60m: They write simple sentences which can be written by themselves and others.</p>	<p>Glitter trays, water with brushes, chalk etc. Talk for writing Leaflets, instructions, posters, charts, observations. 40-60m: They write simple sentences which can be written by themselves and others. Some words are spelt correctly and others are phonetically plausible. ELG:</p>	<p>Marking making in CPA's Glitter trays, water with brushes, chalk etc. Talk for writing Postcards, leaflets, posters, labels, passports, tickets, holiday farms, ice cream menu. 40-60m: They write simple sentences which can be written by themselves and others.</p>

	<p>Begin to break the flow of speech into words, Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Write their own names and other things such as labels and captions.</p>	<p>Write their own names and other things such as labels and captions</p> <p>They write simple sentences which can be written by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>ELG:</p> <p>Uses their phonics knowledge to write words in ways which match their spoken sounds.</p>	<p>Some words are spelt correctly and others are phonetically plausible.</p> <p>ELG:</p> <p>Uses their phonics knowledge to write words in ways which match their spoken sounds.</p> <p>Can write some irregular common words.</p> <p>When writing, some words are spelt correctly and others are phonetically plausible.</p> <p>Writes simple sentences which can be read by themselves and others.</p>	<p>Uses their phonics knowledge to write words in ways which match their spoken sounds.</p> <p>Can write some irregular common words.</p> <p>When writing, some words are spelt correctly and others are phonetically plausible.</p> <p>Writes simple sentences which can be read by themselves and others.</p>	<p>Some words are spelt correctly and others are phonetically plausible.</p> <p>ELG:</p> <p>Uses their phonics knowledge to write words in ways which match their spoken sounds.</p> <p>Can write some irregular common words.</p> <p>When writing, some words are spelt correctly and others are phonetically plausible.</p> <p>Writes simple sentences which can be read by themselves and others.</p>
Science	Autumn	All About Me Growth	What is around me?	Planting	Life Cycles	Recycling & Plastic Pollution
Computing	Recognises that a range of technology is used in places such as homes and schools. Selects and uses technology for particular purposes.					
Music	Me! Find the pulse/beat.	Nativity Songs We're Going on a Bear Hunt. (Percussion instruments).	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
Art	Local Church		Shape with Kandinsky		Nature (Textiles) Andy Goldsworthy	
DT	<p>Handle equipment and tools effectively.</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Represent their own ideas, thought and feelings through design and technology.</p> <p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Experiment with colour, design, textures, form and functions.</p>					
History	Concept of change Celebrate Armistice		Concept of Invention Introduce the idea of Kings and Queens		Concept of civilisation Explorers and Inventors	
Geography	Seasons and Change (Location, place and region)		Local environment (Location, place and region)		U.K. holidays and abroad (Location, place and region)	
To know that the U.K. comprises of 4 countries.						

