

<p>For more detail please see our termly medium term plan (MTP) Parents' Letters which will be posted on the website at the start of every half term</p>	<p>Autumn 1: A long, long time ago – castles and knights <i>Linked to fairytales</i></p>	<p>Autumn 2: A long, long time ago – kings and queens (frozen) <i>Linked to weather and Christmas</i></p>	<p>Spring 1: Walk the Plank! – pirates</p>	<p>Spring 2: Walk the Plank! – under the sea</p>	<p>Summer 1: Is it a bird? Is it a plane? – superheroes, magic</p>	<p>Summer 2: Is it a bird? Is it a plane? – who am I? Famous people. People who help us.</p>
<p>Numeracy 'Numbers' 'Shapes, Space and Measures'</p>	<p>Counting rhymes Counting aloud 0-10 and back Number recognition to 5/10/20 1:1 correspondence when counting objects and actions Estimating how many items are in a group Using the language of 'fewer' 'more' Working out 1 more or less than a given number Using the language related to addition and subtraction in practical situations</p>	<p>Ordering numbers 0-10 Addition and subtraction using fingers and practical objects Find one more/one less than practically, mentally and on a number line Counting to 20 and back and recognizing these numerals Naming 2D shapes Using everyday language related to weight, length, capacity Positional language e.g. near, next to, on top of Simple repeating patterns</p>	<p>Ordering and writing Teen numbers Addition and Subtraction using fingers and number lines Sharing in practical contexts starting with halving Ordering items by weight, length, capacity Naming 2d shapes and describing their properties (sides and corners) Counting in 10's</p>	<p>Number bonds to 10 / 20 Capacity (potions) starting with full, half and empty, using everyday language and then estimating and ordering. Length and Height using everyday language, ordering items by length, measuring using non-standard units and recording. Addition and Subtraction using number line and counting in head Recognizing and naming 3d shapes Counting in 10s and 2s</p>	<p>Positional language – beebot including left, right, forwards and backwards. Counting beyond 20 Comparing amounts of objects (< = >) Comparing numbers (↔) One more or less than a given number Adding by counting on and subtracting by counting back Doubling, halving and sharing problems Recognizing money (linked to counting in 10s and 2s) Describing 3d shape properties.</p>	<p>Comparing 2d and 3d shapes (similarities and differences) Counting n 2s, 5s and 10s Counting beyond 20 Writing numerals beyond 20 Estimating amounts, answers to addition and subtraction, weight, capacity etc. Recapping all concepts covered ready for year 1 mathematics curriculum.</p>
<p>Literacy Reading Writing</p>	<p>Focus texts: Mike the knight The knight and the dragon Small knight and George The knight who wouldn't fight Knight in training There was an old dragon who swallowed a knight The Dragon and the Nibblesome Knight</p> <p>Focus skills: Reading – enjoys rhyming and rhythmic activities, shows an interest in rhyme and alliteration, recognizes rhythm in spoken words, listens and joins in with stories and poems, joins in with repeated refrains and anticipates key events, suggests how a story might end and is starting to understand how stories are structured.</p> <p>Writing – sometimes gives meaning to marks they draw and paint, ascribes meaning to the marks they see in different places.</p>	<p>Focus texts: Frozen The Queen's knickers The Queen's hat The Royal Nappy Queen Victoria's knickers Cinderella's bum The New Royal Baby</p> <p>Focus skills: Reading – describes main story setting, describes main characters, describes main events, shows an interest in print and illustrations, recognizes familiar words and signs, looks at books independently. Handles books carefully, knows information is relayed in print, holds books and turns pages correctly, continues a rhyming string, hears and says initial sounds, segments sounds in simple words and blends them together, begins to read simple words and sentences, speech is influenced by the books they have read, enjoys an increasing range of books and can retrieve information from books.</p> <p>Writing- gives meaning to the marks they make, begins to break the flow of speech in to words, segments sounds in simple words and blends them together, uses some clearly identifiable letters to communicate meaning, writes own name, writes labels, writes</p>	<p>Focus texts: 4 x Pirate Pete Pirates love underpants Pirates in Pyjamas Pirate Pete and his smelly feet How to be a pirate Night Pirates</p> <p>Focus skills: Reading – continues a rhyming string, hears and says initial sounds, segments sounds in simple words and blends them together, begins to read simple words and sentences, speech is influenced by the books they have read, enjoys an increasing range of books and can retrieve information from books.</p> <p>Writing- gives meaning to the marks they make, begins to break the flow of speech in to words, segments sounds in simple words and blends them together, uses some clearly identifiable letters to communicate meaning, writes own name, writes labels, writes captions, attempts to write short meaningful sentences.</p>	<p>Focus texts: Tiddler The fish who could wish Sharing a Shell Finding Nemo Bright Stanley</p> <p>Focus skills: Reading - read and understand simple sentences, decode regular words and read them aloud accurately, read some common irregular words, demonstrate an understanding when talking to others about what they have read.</p> <p>Writing – use phonetic knowledge to write words in ways that match their spoken sounds, write some common irregular words, and write simple sentences which can be read by themselves and others.</p>	<p>Focus Texts: Supertato If I were a superhero Mr Men Superheroes Superhero ABC Elliot midnight superhero Super Daisy</p> <p>Focus skills: Reading - read and understand simple sentences, decode regular words and read them aloud accurately, read some common irregular words, demonstrate an understanding when talking to others about what they have read.</p> <p>Writing – use phonetic knowledge to write words in ways that match their spoken sounds, write some common irregular words, and write simple sentences which can be read by themselves and others.</p>	<p>Focus texts: The story of Robin Hood The Baker's Boy and the great fire of London The story of Florence Nightingale</p> <p>Focus skills: Reading – reading words of more than 1 syllable, reading lots of irregular HFW words, describe the main events in a story they have read and explore unfamiliar vocabulary.</p> <p>Writing – spell phonetically regular words of more than 1 syllable, spell many irregular HFW, use features of narrative in their own writing.</p>

		captions, attempts to write short meaningful sentences.				
Phonics <i>After each phonics phase children will have 1:1 assessments and be regrouped. Each half term children will have a HFW reading and spelling test and 1:1 interventions and small group lessons will be planned from these assessments.</i>	<u>Phase 1 (3-4 weeks)</u> 1 environmental sounds 2 instrumental sounds 3 body percussion 4 rhythm and rhyme 5 alliteration 6 voice sounds 7 oral blending and segmenting <u>Phase 2 (2-3 weeks)</u> Week 1 – s a t p Week 2 – l n m d Week 3 – g o c k	<u>Phase 2</u> Week 1 – ck e u r Week 2 – h b f ff Week 3 - l ll ss Week 4 – HFW the to no go l into Week 5 – phase 2 phonics assessment. <i>(some children will move on to phase 3 and some will revisit phase 2)</i> <u>Phase 3</u> Week 6 – j v w x	<u>Phase 3 (HFW covered each day)</u> Week 1 – y z zz qu Week 2 – ch sh th ng Week 3 – ai ee igh oa Week 4 – oo oo ar or Week 5 – ur ow oi ear Week 6 – aie ure er	<u>Phase 3 sentence work including HFW</u> Week 1 – j v w x Week 2 – y z zz qu Week 3 – ch sh th ng Week 4 – ai ee igh oa Week 5 – oo oo ar or Week 6 – ur ow oi ear Week 7 – aie ure er <i>Phase 3 assessment – some children will revisit phase 3 and some will go on to phase 4 and phase 5 in preparation for year 1</i>	<u>Phase 4</u> Week 1 – CCV words Week 2 - CVCC words and CCVC words Week 3 – CCVCC, CCCVC and CCCVCC words Week 4 - Polysyllabic words	<u>Phase 5</u> Week 1 – ay oi ie Week 2 – ea oy ir Week 3 ue aw wh Week 4 ph ew oe Week 5 au a-e e-e Week 6 i-e o-e u-e
Expressive Arts and Design Exploring and Using Media and Materials Being Imaginative	Picasso - Self portrait “Every child is an artist” 3d Clay Castles Queen / King portraits (water colours) Junk modelling castles create self-portraits using water colours. Photo frames on card using paper mache, pasta, string etc and painting in gold, silver or bronze. Diwali – mehndi hands Firework pictures Music – finding a voice (learn lots of new songs/sing with confidence) learn firework song and learning Christmas play songs Role play 1: Castle Role Play 2: Frozen linked to Christmas and Santa’s workshop Art, music, dressing up and construction available inside and outside every day.	Sketching portraits, ships etc Making a ship linked to sketches of real ships e.g. with portholes, poop deck etc. Animal scenes, animal clay models Papier mache animal masks Mothers’ day cards Music – exploring instruments how many sounds can one instrument make and louder/quieter/fast/slow Role play 1: pirate ship Role play 2: under the sea Art, music, dressing up and construction available inside and outside every day.	Andy Warhol – pop art Kandinsky – pattern art linked to ICT Andy Goldsworthy – natural art linked to the wood and Sherwood forest Children to design and make their own ‘future’ car linked to history. Children to use axel, wheels, etc. Observational drawings and painting of local environment Colour mixing Fathers’ day cards Music – making up compositions – hand bells Role play 1: Super hero den Role play 2: Vets / Dentist Art, music, dressing up and construction available inside and outside every day.			
Understanding the world People and Communities The World Technology	ICT -Introduction to computers – logging on in Navigating programs 2paint, maths whizz etc E-safety rules Materials linked to art opportunities e.g. building castles	ICT – firework pictures Learning about Diwali – festival of lights Learning about Christmas Seasons / weather The children will learn about famous knights, queens and people who helped during battles such as Florence Nightingale. They will compare the lives of these people compared to our own.	ICT – using a CD player Learning all about Chinese New Year Shrove Tuesday Dance studio – responding to music through dance Music – Learn about rhythm and pulse in songs Animals linked to the sea – how are they similar / different? Wat adaptations they have? The children will learn about famous pirates including: Black Beard Anne Bonny Edward Teach Calico Jack Rackham	ICT – using the keyboard (spacebar, backspace, number pad/keys, letters, shift) Life cycle of Caterpillars/ butterflies and Eggs/chicks Growth – finds out about past events in their life Habitats – where do animals live? Small world. Hunts. Riddles.	ICT – using beebot software Plants – gardening, school garden, caring for plants The children will learn about real life superheroes such as Nelson Mandela, Mary Anning, Tim Peake, Christopher Columbus, Anne Frank, Grace Darling, Mother Theresa, Helen Sharman etc.	ICT – using a camera and editing a picture Famous people – Robin Hood
Personal, Social and Emotional Development Making Relationships Self-confidence and self-awareness Managing feelings and behavior	SEAL: New beginnings Classroom routines and rules (discuss how it makes adult feel) Support children in making friends	SEAL: Getting on and falling out How to deal with anger e.g. when someone has taken a toy Bonfire night safety Christmas nativity	SEAL: Going for Goals Board Games – taking turns – snakes and ladders/ supermarket game/ fishing for numbers – can they invent their own board game with rules	SEAL: Good to be me Feelings – looking at facial expression	SEAL: Relationships Kim’s game/ memory games	SEAL: Changes Transition to year 1 Discuss how they could help next year’s Reception class

<p>Physical Development</p> <p>Moving and Handling Health and Self-Care</p> <p><i>Bikes, trikes, scooters, balls etc accessible all day every day.</i></p>	<p>Parachute – team work games.</p>	<p>Christmas themed repetitive dances – dances for the nativity</p>	<p>Yoga. Moving your body in different ways.</p>	<p>Ball skills.</p>	<p>Sports day practice: skipping, balancing, hoops, relay, running etc.</p>	<p>Team games: Netball, basketball, dodgeball, football</p>
<p>Communication and Language</p> <p>Listening and Attention Understanding Speaking</p>	<p>L+A: Listen attentively during show and tell and stories. Give their attention to what others say and respond appropriately. Lots of getting to know you activities and classroom rule activities to practice these skills.</p>	<p>U: Follow instructions using several ideas and instructions. Nurture group, lego therapy, 2 part instruction games.</p>	<p>U: They answer how and why questions about their experiences and in response to stories and events. S: Use past, present and future forms accurately when talking about events. Show and tell time.</p>	<p>Activities in other areas of the curriculum will be planned to cover L+A, U and S rather than teaching these skills explicitly</p>		
<p>Trips / in school events</p> <p><i>Other school events are listed on the school calendar / website e.g. whole school seaside days and pantomime e.g. RE days, Numeracy days etc which are planned by subject leaders.</i></p>	<p>Warwick Castle</p>	<p>Snow Dome Pantomime Lea Green Christmas Day</p>	<p>Beaumanor Pirate Day In School Pirate Art Day</p>	<p>Sea Life Centre Local habitat – pond dipping Pets in school.</p>	<p>Superhero code cracking (dress up) day in school.</p>	<p>Robin Hood – Sherwood Forest.</p>