

# Primary Phase Long Term Plan

## EYFS



William Hulme's Grammar School  
The best in everyone™  
Part of United Learning

### Nursery

Autumn Term 1	Marvellous Me	Assessment
	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Be able to talk about familiar books:           <ul style="list-style-type: none"> <li>- Sit and listen to a story.</li> <li>- Answer simple question about what they have heard.</li> </ul> </li> <li>• Develop their communication:           <ul style="list-style-type: none"> <li>- Speak in simple sentences.</li> </ul> </li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children.</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use one-handed tools.</li> <li>• Show a preference for a dominant hand.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing.</li> <li>• Tell an adult about the marks they make.</li> <li>• Develop their phonological awareness:           <ul style="list-style-type: none"> <li>- Join in with nursery rhymes.</li> <li>- Sing some nursery rhymes independently.</li> </ul> </li> <li>• Discriminate between environmental sounds.</li> </ul> <p><b>Maths</b></p> <p><b>Match and Sort:</b></p> <ul style="list-style-type: none"> <li>• Begin to sort objects according to colour, size or shape.</li> </ul> <p><b>Link numerals and amounts/Counting:</b></p> <ul style="list-style-type: none"> <li>• Showing the right number of objects to match the numeral for 1 and 2.</li> <li>• Subitise small groups of objects.</li> <li>• Recite numbers to 5.</li> <li>• Begin to show 'finger numbers' up to 5 when joining number songs and rhymes.</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size and length.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> </ul>	

Autumn Term 1	<p><b>Expressive Art and Design</b></p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Take part in simple pretend play.</li> </ul>	
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	It's Getting Cold Outside / Cold and Special Days	Assessment
Autumn Term 2	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Develop their communication but may continue to have problems with irregular tenses and plurals.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Show more confidence in new social situations.</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Match their developing physical skills to tasks and activities in the setting.</li> <li>• Choose the right resources to carry out their own plan. Collaborate with others to manage large items.</li> <li>• Continue to develop their movement, balance and ball skills.</li> <li>• Be increasingly independent as they get dressed and undressed.</li> <li>• Be increasingly independent in meeting their own care needs.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Develop their phonological awareness by joining in with nursery rhymes, tuning into voice sounds, talking about sounds and spotting and suggesting rhymes.</li> <li>• Use some of their print and letter knowledge in their early writing.</li> <li>• Write some or all of their name.</li> <li>• Develop their phonological awareness.</li> <li>• Count or clap syllables in a word.</li> <li>• Recognise words with the same initial sound, such as money and mother.</li> </ul> <p><b>Maths</b></p> <p><b><i>Link numerals and amounts/Counting:</i></b></p> <ul style="list-style-type: none"> <li>• Recite numbers to 5.</li> <li>• Show 'finger numbers' up to 5 when joining number songs and rhymes.</li> <li>• Showing the right number of objects to match the numeral for 1 and 2.</li> <li>• Subitise small groups of objects.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Recite numbers beyond 5.</li> </ul>	

**Shape:**

- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Notice and talk about shapes in the environment.

**Positional Language:**

- Understand position through words alone.

**Measure:**

- Make comparisons between objects relating to size, size, length, weight and capacity.

**Pattern:**

- Talk about and identify the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc.

**Understanding the World**

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties and the changes they notice.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

**Expressive Art and Design**

- Explore different materials freely.
- Develop their own ideas and then decide which materials to use to express them.
- Explore different textures.
- Begin to develop stories using small world equipment.
- Make imaginative and complex 'small worlds.'
- Take part in simple pretend play.
- Remember and sing songs.
- Sing the pitch of a tone sung by another person.
- Sing the melodic shape.
- Explore colour-mixing.
- Develop their own ideas and then decide which materials to use to express them.

**On the Move****Assessment****Communication and Language**

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use talk to organise themselves and their play.
- Use longer sentences of four to six words.

**PSED**

- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries.
- Show more confidence in new social situations.
- Begin to understand how others might be feeling.

**Physical**

- Continue to develop their movement, balancing, and ball skills.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

- Show a preference for a dominant hand.

### Literacy

- Develop their phonological awareness, so that they can spot and suggest rhymes and experience and appreciate rhythm.
- Understand the five key concepts about print:
  - Print has meaning.
  - The names of the different parts of a book
  - Print can have different purposes.
  - Use some of their print and letter knowledge in their early writing.

### Maths

#### Counting:

- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total.

#### Linking numerals and amounts:

- Showing the right number of objects to match the numeral to 4.
- Experiment with their own symbols and marks as well as numerals.

#### Position and Direction:

- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

#### Pattern:

- Extend and create ABAB patterns – stick, leaf, stick, leaf.

#### Shape:

- Talk about and explore 3D shapes

### Understanding the World

- Explore and talk about different forces they can feel.
- Show interest in different occupations.
- Explore how things work.

### Expressive Art and Design

- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Make imaginative and complex 'small worlds.'
- Respond to what they have heard, expressing their thoughts and feelings.

## On the Farm

## Assessment

### Communication and Language

- Develop their communication, to talk about a past event but may continue to have problems with irregular tenses.
- Use a wider range of vocabulary.
- Be able to talk about familiar books and be able to tell a long story.
- Use vocabulary in their play, that reflects their experiences of books.
- Sing a large repertoire of songs.

### PSED

- Develop their sense of responsibility and membership of a community.
- Develop appropriate ways of being assertive.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

**Physical**

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Make healthy choices about food.

**Literacy**

- Use some of their print and letter knowledge in their early writing.
- Develop their phonological awareness, so that they can:
  - *Distinguish between environmental sounds., exploring speech sounds, spot and suggest rhymes, recognise words with the same initial sound.*
- Understand the key concepts about print. (directionality of text)

**Maths****Sorting and Matching:**

- Find and match objects which are the same.
- Sort the same set of objects according to different criteria.

**Shape:**

- Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

**Link numerals and amounts/Counting:**

- Show 'finger numbers' up to 5 when joining number songs and rhymes.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total.

**Measure:**

- Make comparisons between objects: size, length, weight and capacity.

**Understanding the World**

- Plant seeds and care for growing plants.
- Understand the key features of the life cycles.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Show interest in different occupations.

**Expressive Art and Design**

- Explore colour and colour-mixing.
- Begin to develop complex stories using small world.
- Make imaginative and complex 'small worlds' with blocks.
- Explore different materials freely.
- Develop their own ideas and then decide which materials to use to express them

	Once Upon a Time	Assessment
Summer Term 1	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Understand 'why' questions.</li> <li>• Be able to tell a long story.</li> <li>• Use longer sentences of four to six words.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources to help them to achieve a goal.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> </ul>	

Summer Term 1	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Match their developing physical skills to tasks and activities in the setting.</li> <li>• Choose the right resources to carry out their own plan. Collaborate with others to manage large items.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print.</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Use some of their print and letter knowledge in their early writing.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul> <p><b>Maths</b></p> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>• Fast recognition of up to 3 objects, without having to count them.</li> <li>• Compare quantities using language: ‘more than’, ‘fewer than’.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Showing the right number of objects to match the numeral, up to 5.</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to weight and capacity.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</li> </ul> <p><b>Position and Direction:</b></p> <ul style="list-style-type: none"> <li>• Describe a familiar route using spatial words.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> <li>• Understand and use positional language through words alone.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Talk about what they see, using a wide vocabulary.</li> </ul> <p><b>Expressive Art and Design</b></p> <ul style="list-style-type: none"> <li>• Use drawing to represent ideas like movement or noise.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail.</li> </ul>	
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	<b>All Creatures Great and Small</b>	<b>Assessment</b>
Summer Term 2	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Develop appropriate ways of being assertive.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people.</li> <li>• Show more confidence in new social situations.</li> <li>• Help to find solutions to conflicts and rivalries.</li> </ul>	

**Physical**

- Use a comfortable grip with good control when holding pens and pencils.
- Continue to develop their movement, balancing, riding and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Start taking part in some group activities which they make up for themselves, or in teams.

**Literacy**

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.
- Understand the five key concepts about print:
- Develop their phonological awareness.

**Maths****Measure:**

- Make comparisons between objects relating to size, length, weight and capacity.

**Pattern:**

- Notice and correct an error in a repeating pattern.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Talk about and identifies the patterns around them.

**Number:**

- Showing the right number of objects to match the numeral up to 5
- Begin to show 'finger numbers' up to 5
- Compare quantities using language: 'more than', 'fewer than'
- Solve real world mathematical problems with numbers up to 5
- Experiment with their own symbols and marks as well as numerals.

**Understanding the World**

- Talk about what they see, using a wide vocabulary.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Understand the key features of the life cycle of a plant and an animal.

**Expressive Art and Design**

- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Draw with increasing complexity and detail.
- Create closed shapes with continuous lines

# Reception

	Me and My World (All about me, my school, my family)	Assessment
Autumn Term 1	<b>Communication and Language</b> <ul style="list-style-type: none"><li>Engage in story times.</li><li>Learn new vocabulary.</li><li>Understand how to listen carefully and why listening is important.</li><li>Articulate their ideas and thoughts in well-formed sentences.</li><li>Engage in non-fiction books.</li><li>Use new vocabulary through the day</li></ul>	
	<b>PSED</b> <ul style="list-style-type: none"><li>See themselves as a valuable individual.</li><li>Manage own needs.</li></ul>	
	<b>Think Equal Programme</b> <ul style="list-style-type: none"><li>Seeing themselves as unique individuals and celebrate diversity</li></ul>	
	<b>Physical</b> <ul style="list-style-type: none"><li>Manage the school day successfully.</li><li>Know and talk about the different factors that support their overall health and wellbeing.</li></ul>	
	<b>Literacy</b> <ul style="list-style-type: none"><li>Write their first name without a reference.</li><li>Answer 'what' questions related to a story.</li><li>Spell words by identifying the sounds and then writing the sound with letter/s.- write the correct initial sounds of words.</li><li>Read individual letters by saying the sounds for them.</li></ul>	
	<b>Maths</b> <b>Match and Sort:</b> <ul style="list-style-type: none"><li>Find and match objects that are the same.</li><li>Sort objects according to colour, size or shape.</li></ul> <b>Compare Amounts:</b> <ul style="list-style-type: none"><li>Use the vocabulary fewer, the same and more to compare groups of objects.</li></ul> <b>Compare Size, Mass and Capacity:</b> <ul style="list-style-type: none"><li>Compare and order objects according to their size.</li><li>Use mathematical language to describe size.</li></ul> <b>Explore Pattern:</b> <ul style="list-style-type: none"><li>Copy, continue and create simple AB repeating patterns.</li></ul> <b>Recognising 123 by counting or subitising</b>	
	<b>Understanding the World</b> <ul style="list-style-type: none"><li>Talk about members of their immediate family and community.</li><li>Name and describe people who are familiar to them.</li></ul>	
	<b>Expressive Art and Design</b> <ul style="list-style-type: none"><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>Develop storylines in their pretend play.</li></ul>	
	<b>Charanga Music Scheme</b> <ul style="list-style-type: none"><li>Learn to sing nursery rhymes and action songs.</li><li>Listen and respond to different styles of music.</li></ul>	

**My Heroes (People who help us and Superheroes)  
Standing Ovation (Winter Festivals)**

**Assessment**

**Communication and Language**

- Ask questions to find out more and to check they understand what has been said to them.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Listen to and talk about stories to build familiarity and understanding.

**PSED**

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings.

**Think Equal Programme**

- Explore empathy/equality and celebrate diversity.

**Physical**

- Revise and refine the fundamental movement skills they have already acquired: - Combine different movements with ease and fluency.
- Develop their small motor skills.

**PE Passport Activities**

- To move around safely and follow instructions

**Literacy**

- Orally plan a sentence for an adult to describe.
- Spell words by identifying the sounds and then writing the sound with letter/s.
  - *write the correct initial sounds of words.*
  - *Write CVC words using the sounds they have been taught*

**Maths**

**Compare 123:**

- Make comparisons between groups of 1,2 and objects.

**Shapes and Spatial Awareness**

- Recognise shapes in everyday objects and the environment.
- Describe some properties of circles and triangles
- Describe some properties of rectangles and squares.
- Hear and begin to use positional language.
- Begin to represent real places in their maps, models, and drawings.

**Recognise a set of 4 objects by counting or subitising:**

- Identify representations of 4.
- Count up to 4 objects in different arrangements by touching.
- Use their own mark making to represent 4.

**Understanding the World**

- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of people around them and their roles in society.
- Know similarities and differences between different religions and cultural communities.

**Expressive Art and Design**

- Develop storylines in their pretend play.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Winter Songs

Autumn Term 2	<p><b>Charanga Music Scheme</b></p> <ul style="list-style-type: none"> <li>• Learn to sing nursery rhymes and action songs.</li> <li>• Listen and respond to different styles of music.</li> <li>• Share and perform the learning that has taken place</li> </ul>	
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	Castles, Knights and Dragons (Fantasies and Fairy Tales)	Assessment
Spring Term 1	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Make simple predictions about what will happen next.</li> <li>• Retell the story, once they have developed a deep familiarity with the text.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Show resilience and perseverance in the face of challenge.</li> </ul> <p><b>Think Equal Programme</b></p> <ul style="list-style-type: none"> <li>• Think about the perspective of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</li> </ul> <p><b>PE Passport</b></p> <ul style="list-style-type: none"> <li>• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Create a simple narrative using vocabulary introduced through a text.</li> <li>• Spell words by identifying the sounds and writing the sound with letters.</li> <li>• Read and write simple phrases made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Discuss similarities and differences in supportive text.</li> </ul> <p><b>Maths</b></p> <p><b>Composition of 4 and 5:</b></p> <ul style="list-style-type: none"> <li>• Explore and notice the different compositions of 4 and 5.</li> </ul> <p><b>Introducing Zero:</b></p> <ul style="list-style-type: none"> <li>• Know that the word ‘zero’ and the numeral 0 represent ‘nothing there’ or ‘all gone.’</li> </ul> <p><b>Compare numbers to 5:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between groups of 0-5 objects.</li> </ul> <p><b>Compare length, weight, and capacity:</b></p> <ul style="list-style-type: none"> <li>• Compare mass and capacity using appropriate mathematical vocabulary.</li> </ul> <p><b>Recognise 6, 7 and 8 by counting or subitising:</b></p> <ul style="list-style-type: none"> <li>• Identify representations of 6, 7 and 8</li> <li>• Explore the composition of 6, 7 and 8</li> </ul> <p><b>Making Pairs:</b></p> <ul style="list-style-type: none"> <li>• Understand that a pair is 2 and notice when some quantities have an odd one out.</li> </ul>	

Spring Term 1	<p><b>Combining 2 groups:</b></p> <ul style="list-style-type: none"> <li>Combine 2 groups to find out how many there are altogether.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>Expressive Art and Design</b></p> <ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> <p><b>Charanga Music Scheme</b></p> <ul style="list-style-type: none"> <li>Learn to sing nursery rhymes and action songs.</li> <li>Listen and respond to different styles of music.</li> <li>Embed the foundations of interrelated music</li> </ul>	
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Spring in Our Step (Growing and Life Cycles)		Assessment
Spring Term 2	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Understand and use new vocabulary introduced through non-fiction texts and stories.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Think about the perspectives of others.</li> </ul> <p><b>Think Equal Programme</b></p> <ul style="list-style-type: none"> <li>To understand the interconnectedness of all living things.</li> <li>Introduce gender stereotypes.</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing: -</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Revise and refine the fundamental movement skills they have already acquired.</li> </ul> <p><b>PE Passport</b></p> <ul style="list-style-type: none"> <li>Develop the overall body strength, co-ordination, balance and agility, co-ordination and precision needed to engage successfully with the physical discipline of dance.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</li> </ul> <p><b>Maths</b></p> <p><b>Compare length, weight, and capacity:</b></p> <ul style="list-style-type: none"> <li>Make direct comparisons of height and length using correct mathematical vocabulary.</li> </ul>	

Summer Term 1	<p><b>Time:</b></p> <ul style="list-style-type: none"> <li>• Use the vocabulary yesterday, today, and tomorrow.</li> </ul> <p><b>Recognise and represent 9 and 10:</b></p> <ul style="list-style-type: none"> <li>• Identify representations of 9 and 10</li> <li>• Begin to explore the composition of 9 and 10.</li> </ul> <p><b>Compare numbers to 10:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between groups of 0-10 objects.</li> </ul> <p><b>Number Bonds to 10:</b></p> <ul style="list-style-type: none"> <li>• Explore number bonds to 10 using real objects.</li> </ul> <p><b>Shape and Spatial Reasoning:</b></p> <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul> <p><b>Continue, copy and create repeating patterns.</b></p> <ul style="list-style-type: none"> <li>• Copy and continue repeating patterns with varying rules (including ABB and ABBC)</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons.</li> </ul> <p><b>Expressive Art and Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects.</li> <li>• Return to previous learning, refining ideas.</li> <li>• Spring Show.</li> </ul> <p><b>Charanga Music Scheme</b></p> <ul style="list-style-type: none"> <li>• Learn to sing nursery rhymes and action songs.</li> <li>• Listen and respond to different styles of music.</li> <li>• Embed the foundations of interrelated music.</li> </ul> <p>Share and perform the learning that has taken place.</p>	
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	Where We Live	Assessment
Summer Term 1	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Link events in a story to their own experiences.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>Think Equal Programme</b></p> <ul style="list-style-type: none"> <li>• Recognise similarities and differences in themselves and their families</li> <li>• Show compassion for all creatures, animals and humans and express empathy for others.</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>Think Equal Programme</b></p> <ul style="list-style-type: none"> <li>• Recognise similarities and differences in themselves and their families</li> <li>• Show compassion for all creatures, animals and humans and express empathy for others.</li> </ul>	

<b>Summer Term 1</b>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Create a simple story that has a beginning middle and end.</li> <li>• Form lower case and capital letters effectively.</li> </ul> <p><b>Maths</b></p> <p><b><i>Building numbers beyond 20:</i></b></p> <ul style="list-style-type: none"> <li>• Build and identify numbers to 20 and beyond.</li> <li>• Recognise that numbers 1-9 repeat after every full 10.</li> </ul> <p><b><i>Counting patterns beyond 10:</i></b></p> <ul style="list-style-type: none"> <li>• Say what comes before or after numbers.</li> <li>• Place sequences of numbers in order</li> </ul> <p><b><i>Spatial reasoning:</i></b></p> <ul style="list-style-type: none"> <li>• Use positional language to describe where shapes are in relation to one another.</li> <li>• Explore how shapes can be combined and separated to make new shapes.</li> </ul> <p><b><i>Adding more:</i></b></p> <ul style="list-style-type: none"> <li>• Recount all the objects to see how many there are altogether.</li> <li>• Add more by counting on small numbers (1,2 or 3)</li> </ul> <p><b><i>Take away:</i></b></p> <ul style="list-style-type: none"> <li>• Find the quantity in a group when items have been taken away.</li> <li>• Represent number stories using 10's frames, number tracks and their fingers.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>Expressive Art and Design</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul> <p><b><i>Charanga Music Scheme</i></b></p> <ul style="list-style-type: none"> <li>• Learn to sing nursery rhymes and action songs.</li> <li>• Listen and respond to funk music.</li> <li>• Embed the foundations of interrelated music using voice and instruments.</li> </ul>	
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	<b>Science Detectives</b>	<b>Assessment</b>
<b>Summer Term 2</b>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Learn and use new vocabulary.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Express their feelings and consider the feelings of others.</li> </ul> <p><b><i>Think Equal Programme</i></b></p> <ul style="list-style-type: none"> <li>• Begin to understand how our brain works.</li> <li>• Develop a sense of responsibility towards our environment.</li> </ul>	

**Physical**

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Know and talk about the different factors that support their overall health and wellbeing.

**PE Passport**

- Move in different ways and reinforcing ball skills.

**Literacy**

- Write short sentences with words with known letter-sound correspondences using capital letter and full stop.
- Form lower-case and capital letters correctly.
- Re-read what they have written to check that it makes sense.
- Spell words by identifying the sounds and then writing the sounds with letter/s.

**Maths*****Automatically recall number bonds for numbers 0–10 (Consolidation):***

- Use visual models to identify how many more to make numbers 0-10.

***Doubling:***

- Begin to recall doubling facts.

***Sharing and grouping:***

- Recognise and make equal groups.

***Odds and evens:***

- Recognise that some groups can be split into pairs, and some have 1 left over.

***Spatial Reasoning:***

- Visualise simple models from verbal instructions.
- Replicate simple constructions, models, and places in stories.

***Continue, copy and create repeating patterns.***

- Continue and create repeating patterns with varying rules.

***Deepening Understanding:***

- Solve real mathematical problems in their play.

**Understanding the World**

- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

**Expressive Art and Design**

- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.

***Charanga Music Scheme***

- Consolidate the learning that has taken place throughout the year.