

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Celebrations	Winter Wonderland	On Our Doorstep	Things That Grow	At The Seaside
Enhanced Learning Opportunities	Autumn walk	Pantomime/ Theatre visit. Walk to the local Remembrance bench. Visit from Durham police.	Oriental museum.	Local library visit. Living Eggs Programme.	Farm visit. Caterpillar eggs.	Beach/ Aquarium visit.
Key Texts						
Traditional Tale Key Text						
Communication and Language	<p>Establishing effective communication routines; good sitting, good looking and good listening.</p> <p>Speaking and listening activities.</p> <p>Establishing visual timetables and classroom visuals.</p> <p>Daily Storytime, songs and rhymes.</p> <p>Using language to recreate roles in role play – home corner, religious stories.</p> <p>Engage in small world play and role play.</p> <p>Talk about the different roles that people have in school.</p>	<p>Daily Storytime, songs and rhymes.</p> <p>Using language to recreate roles in role play – home corner, religious stories.</p> <p>Engage in small world play and role play.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>Know that instructions have several parts.</p> <p>Daily Review- oracy focus.</p>	<p>Speaking and listening activities in groups and individually.</p> <p>Daily Storytime, songs and rhymes.</p> <p>Role play and small world using own narratives – home corner, religious stories, familiar stories and fairy tales.</p> <p>Responding to what they hear with relevant comments</p> <p>Talking about what they have learned.</p> <p>Asking and answering relevant questions.</p> <p>Listening and remembering what was said.</p>	<p>Speaking and listening activities in groups and individually.</p> <p>Daily Storytime, songs and rhymes.</p> <p>Role play and small world using own narratives – religious stories, familiar stories and fairy tales.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p>	<p>Speaking and listening activities in groups and individually.</p> <p>Daily Storytime, songs and rhymes.</p> <p>Role play and small world using own narratives – religious stories, familiar stories and fairy tales.</p> <p>Using past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Ask each other questions.</p> <p>Hot seating characters.</p> <p>Listening and recalling stories.</p>	<p>Speaking and listening activities in groups and individually.</p> <p>Daily Storytime, songs and rhymes.</p> <p>Role play and small world using own narratives – religious stories, familiar stories and fairy tales.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>

	<p>Listen to stories and know that they can anticipate what will happen next.</p> <p>Daily Review: oracy focus.</p> <p>Learn rhymes, poems, and songs.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p>	<p>Responding to what they hear with relevant comments.</p> <p>Daily Review: oracy focus.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Daily Review: oracy focus.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Daily Review: oracy focus.</p>	<p>Taking on a character and knowing what they are like.</p> <p>Daily Review: oracy focus.</p>
<p>Physical Development</p>	<p>Children will play actively and take part in games indoors and outdoors and will use climbing frames, ride on toys, scooters and balance bikes to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p> <p>Fine motor skills and scissor skills are a part of the daily routine.</p>					
<p>Gross Motor</p>	<p>Exploration of outdoor equipment.</p> <p>Learns to walk then uses feet to scoot a balance bike.</p> <p>Exploration of body movements – walking, jogging, sprinting, jumping, hopping, skipping, crawling.</p> <p>Moving at different speeds and directions.</p> <p>Stopping on a signal.</p> <p>Standing still.</p> <p>Negotiating space and moving around safely.</p> <p>Exploration of small equipment – large and small balls, bean bags, quoites, hoops.</p> <p>Pre-writing muscle strengthening activities – streamers, large scale painting.</p> <p>Action songs.</p>	<p>Continue to move in different ways inside and out balancing.</p> <p>Maintains balance on balance bike and manoeuvres around corners.</p> <p>Introduce apparatus – gymnastic equipment – slide, climb, crawl, jump, land.</p> <p>Introduction to managing risk – travelling at different heights, jumping off and landing appropriately.</p> <p>Throwing bean bags at a target – stance and arm swing to throw underarm.</p> <p>Continue to work on core muscle strength.</p> <p>In dance, join in a range of different movements.</p> <p>changing g speed and style.</p> <p>Movement in dance to cultural music.</p>	<p>Stops balance bike effectively.</p> <p>Leaves sensible distance behind other riders.</p> <p>Travelling backwards and sideways.</p> <p>Creating obstacle courses.</p> <p>Use of various balance beams with increasing control.</p> <p>Moving around, under, over and through different objects and equipment.</p> <p>Moving in different ways over the apparatus.</p> <p>Self-help: put on and take off jumper.</p>	<p>Parts of foot to best strike ball.</p> <p>Catching large balls by bringing hands in to-wards chest.</p> <p>Throwing and catching smaller balls.</p> <p>Introduce variety of balls in different sizes.</p> <p>Throwing balls under-hand.</p> <p>Catching large ball between extended arms rolling and kicking large ball with one foot while swinging oppo-site arm.</p> <p>Throwing and kicking at a target.</p> <p>Aiming at targets of different shapes and sizes.</p> <p>Partner work: rolling, bouncing, throwing, kicking.</p> <p>Standing with one foot forward to throw oppo-site leg to throwing hand.</p>	<p>Resources with which we bat, pat and hit a ball – tennis rackets, cricket bats, hockey sticks.</p> <p>Controlling a moving ball using a stick.</p> <p>Moving around, under, over and through different objects and equipment.</p> <p>Explore rolling in different ways.</p> <p>Exploring different ways to jump – ensuing safe landing.</p> <p>In dance: create movement phrase which demonstrates their own ideas.</p> <p>Use fingers to push the ball down bounce with 2 hands.</p> <p>Bounce and catch a tennis ball.</p> <p>Self-help: remember to take sun hat outside</p> <p>Seek shade and sitting down to cool off.</p>	<p>Introduce games with rules and teams.</p> <p>The importance of rules to help everyone play fairly, e.g. Tag.</p> <p>Travelling – focus on changing direction.</p> <p>Team games – Tag, football, dodgeball.</p> <p>Creating own obstacle courses ensuring a range of surfaces and heights, heavy lifting.</p> <p>Travel confidently with control in a range of ways – skip, hop, side-step, changing direction.</p> <p>Explore jumps – straight tuck, jumping jack, half turn.</p> <p>Use toes to dribble keeping football close.</p> <p>Trap a ball moving by putting foot on it.</p>

	<p>Self-help: wash and dry hands, put on and take off coat.</p>	<p>Creating a short movement phrase.</p> <p>Describe how body feels when still and when exercising.</p> <p>Self-help: put on and take off shoes and socks.</p> <p>With help put on a pair of wellies.</p>		<p>Self-help: put on wellies and overalls independently.</p>		<p>Perform a sequence of movement showing control.</p> <p>Sports day activities – running races, egg and soon, sack race, relay races.</p> <p>Self-help – remembering to drink water regularly in warmer weather.</p>
Fine Motor	<p>Develop muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, threading, lacing, placing, screwing, stretching elastic bands.</p> <p>Mark making: lines, circles, zig zags, left to right directionality.</p> <p>Establishing handedness.</p> <p>Drawing and painting inside and out – pencils, markers, felt pens, chalk, crayons, paint brushes, finger paint.</p> <p>Daily tracing of name.</p> <p>Introduction to Dough Disco manipulatives.</p> <p>Scissor grip – smiling thumbs looking up.</p> <p>Snips and straight lines.</p> <p>Steadying paper with other hand.</p> <p>Oral health and im-portance of daily teeth brushing.</p> <p>NSPCC Pants Rule.</p>	<p>Increasingly difficult fine motor challenges – e.g. tiny bead threading, smaller tweezers.</p> <p>Letter formation of graphemes taught in phonic order – in sand, salt, powder paint, on whiteboard, with pencil.</p> <p>Focus on importance of directionality and re-tracing of vertical lines.</p> <p>Explore dough and dough tools.</p> <p>Refine comfortable tripod grip.</p> <p>Daily writing of own name.</p> <p>Daily letter formation practice.</p> <p>Scissor grip – wavy lines.</p> <p>Moving paper around to cut.</p> <p>Using thinner crayons, finer felt tips and finer paint brushes.</p> <p>Using a modified knife to cut soft fruit.</p> <p>Pulling up zipper when started by adult.</p>	<p>Daily tracing and letter formation practice.</p> <p>Introduction to tall letters, short letters and monkey tails.</p> <p>Introduction to clay – kneading, rolling, shaping and using a range of tools to model.</p> <p>Developing woodwork skills – hitting a nail with a hammer, two hands on the saw, etc.</p> <p>Learning how to hold a knife and fork – practicing in dough.</p> <p>Importance of exercise in maintaining health.</p> <p>Staying safe online.</p> <p>Scissors – cutting with-in a quarter of an inch of a line.</p> <p>Using a knife to cut soft food correctly using one hand.</p> <p>Learning to do up own zipper independently.</p>	<p>Letter formation in words and sentences on handwriting paper with coloured line spaces daily.</p> <p>Secretarial skills of writing a sentence e.g. finger spaces.</p> <p>Scissor skills – cutting out circle shapes within a half an inch and then a quarter of an inch of the line.</p> <p>Cutting fruit and vegetables using one hand to steady the food.</p> <p>Spreading butter and jam using a knife.</p> <p>Remember importance of healthy food choices and good water intake.</p> <p>Learn about importance of holding adult hand or buggy near road, staying away from the kerb, not running ahead.</p>	<p>Working on sizing of letter shapes and sitting letters correctly on the line.</p> <p>Continue to develop control – ensuring anti-clockwise movements and retracing vertical lines.</p> <p>Scissors -cuts out squares accurately.</p> <p>Using the fork to hold food while cutting it with a knife.</p> <p>Talking about healthy food and drink.</p> <p>Weaving focus – large scale outside and individual frames.</p> <p>Revisit good oral hygiene and importance of teeth brushing.</p>	<p>Correct formation of capital letters.</p> <p>Appropriate letter sizing for differing line widths.</p> <p>Presenting writing for display.</p> <p>Scissor skills – cutting around and out complex shapes.</p> <p>Using a knife and fork together in both hands when eating.</p> <p>Revisiting staying safe online.</p> <p>Importance of good sleep routine and sensible amounts of screen time.</p> <p>Safety in and around the home and on the road.</p> <p>Learn about keeping safe on the road and pavements and crossing the road.</p>
PE	Me and Myself	Movement -Development Dance	Fitness	Ball Skills	Throwing and catching	Working with others Fun and games

Ten: Ten Life to the Full						
Personal, Social and Emotional Development	Module 1 Unit 1 Our World	Module 1 Unit 2 I am special	Module 2 Unit 1 God's family	Module 2 Unit 3 My body	Module 3 Unit 1 All together	Module 3 Unit 2 Helping out
		Module 1 Unit 3 Feelings, likes and needs	Module 2 Unit 2 Friends and family			
		Module 1 Unit 4 In my life				
PSHE: Kapow						
	Self-regulation: My feelings Settling into school. School rules and classroom expectations - Class Charter. Taking turns and sharing.	Building relationships: special relationships Begin to understand feelings - Zones of Regulation. Knowing everyone is different and knowing what makes me special. Form positive relationships with other children and adults. Road safety week activities.	Making self: Taking on challenges Taking turns and sharing. Helping each other and asking for help. Being interested in each other's interests, feelings and ideas. Form positive relationships with other children and adults.	Self-regulation: Listening and following instructions Road safety. Staying safe. Use the Zones of Regulation to identify feelings.	Building relationships: My family and friends Taking turns and sharing. Cooperating and actively listening to others at group time. Form positive relationships with other children and adults.	Managing self: My well-being Helping each other and asking for help. Staying safe- water safety. Use the Zones of Regulation to identify feelings and use strategies to self-regulate.
Monster Phonics						
Literacy Reading	Orally blending. Recognise and know first 18 sounds.	Blend VC & CVC words. Read words consistent with phonic knowledge by sound blending. Know 37 sounds (including 6 digraphs).	Blend sounds to read words. Read words consistent with phonic knowledge by sound blending. Read some common irregular words. Know 43 sounds (including an additional 6 digraphs).	Read words consistent with phonic knowledge by sound blending. Read & understand simple sentences. Know 50 sounds (including an additional 4 digraphs and 4 trigraphs).	Read words consistent with phonic knowledge by sound blending. Developing blending skills and fluency when reading words containing the learnt sounds.	Read words consistent with phonic knowledge by sound blending. Developing blending skills and fluency when reading words containing the learnt sounds. Know 50 sounds speedily.
	Literacy Writing	Give meaning to marks - drawing, writing and painting. Sit at the table with feet flat on the floor, tummy to the table, non-writing hand supporting the paper. Begin to use a tripod grip.	Use a tripod grip. Build and write VC and CVC words using phonic knowledge. Write lists, labels and short captions. Write some high frequency words.	Write name, lists, labels, captions, speech bubbles. Form most letters correctly. Consolidate letter formation. Use phonic knowledge to write words in ways which match spoken sounds.	Attempt to write short sentences in meaningful contexts with finger spaces. Use phonic knowledge to write words in ways which match spoken sounds. Write high frequency words.	Use phonic knowledge to write words in ways which match spoken sounds. Write high frequency words. Consolidate letter formation.

Use well the gifts that God has given you

	Recognise and write first name. Story scribing. Write initial sounds to label.	Form some letters correctly. Have a preferred dominant hand.	Begin to draw own story maps to retell familiar stories.	Begin to explore simple punctuation. Draw own story maps to retell familiar stories.	Begin to write letters on the line, with descenders sitting under the line. Draw own story maps to tell own stories.	
	NCETM Mastering Number					
	Numberblocks					
Mathematics	Subitising: within 3, subitise objects and sounds Counting, ordinality & cardinality: five-ness of 5, object counting skills, match numerals to quantities within 10, verbal counting beyond 20. Composition: all numbers are made of 1, composition of 3,4,5, concept of 'whole' and 'part'.	Comparison: of sets 'just by looking,' use the language of comparison 'more than/fewer than, an equal number' comparison of sets by matching.	Subitising: within 5. Counting, ordinality & cardinality: 'staircase pattern' and ordering numbers, each number is 1 more than the previous number. Composition: 5, 6, 7, make unequal sets equal, doubles, sorting numbers odds and evens.	Comparison: ordering numbers to 8, language of less than.	Subitising: to 6. Counting, ordinality & cardinality: counting larger sets and things that cannot be seen. Composition: '5 and a bit' of 10.	Comparison: linked to ordinality, track games. Review and Assess
Understanding the World						
People, Culture & Communities	Describe and talk about themselves, family and home. Human and physical features in our locality. Looking after our bodies, eyes and teeth. Describe and talk about our school community and staff.	Looking after our bodies, eating 5 a day. Festivals & celebrations.	Contrasting country - China (Lunar New Year celebrations).	Mapping our local area. UK Farming.	Sequence key memories. Marie Curie (International Women's Day).	Contrasting country - Spain, a common holiday destination.
Past & Present	Talk about their life story, changes from when they were a baby. Significant individual from the past- Rosa Parks, Black History Month.	Experience & celebrate festivals; Halloween, Harvest, Remembrance Day, Christmas Guy Fawkes, Bonfire Night	Toys from today and the past.	Significant individual from the past- Marie Curie, International Women's Day.	The Royal Family.	Seaside holidays now and in the past.
The Natural World	Signs and changes of Autumn. Recycling and care for resources.	Signs and changes of Winter - hibernating animals. Light and shadows. Electricity.	Signs and changes of Winter. Animals and their habitats. Materials and their properties.	Minibeasts. Signs and changes of Spring. Magnets.	Animal and human lifecycles. Signs and changes of Spring. Identifying common UK animals, plants and trees.	Signs and changes of Summer. Beach habitat. Looking after beaches and ocean environments.

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			Floating and sinking.		Parts of a plant.	
Religious Education	Come and See					
	Myself/ Family Welcome/ Baptism <i>Judaism</i> Birthday/Advent		Celebrating/ Local church Gathering/ Eucharist Growing/ Lent		Good News/ Pentecost <i>Islam</i> Friends/ Reconciliation Our World/ Universal church	
	Expressive Arts and Design					
Ongoing: supporting children to use a dominant hand and hold a pencil effectively, using the tripod grip in almost all cases.						
Role play and small world activities will be available through the indoor and outdoor provision.						
Creating with Materials	Pablo Picasso – focus artist. Mark making with a range of media (wax crayons, felt tips, chalk). Wax crayon autumn leaf rubbings. Weave an autumn wreath with natural materials. Observational pencil drawings. Drawing faces. Drawing faces in colour.	Henri Matisse – focus artist. Year 6 Buddy collaborative artwork - Remembrance Day poppy patterns using felt tips and lines. Using a range of media to print fireworks expressing Bonfire night.	Use paint to record emotional responses to pieces of music, creating exciting and expressive paintings. Outdoor painting, collecting materials and objects from nature to make painting tools.	Vincent Van Gogh – focus artist. Exploring junk modelling. Cutting and scissor skills. Choosing resources. Making models. Evaluation and presentation. Temporary joins.	Clay designing, creating and painting animal sculptures.	Yayoi Kusama – focus artist. Explore colours and experiment with different media-applying skills that have been taught to create a project.
Being Imaginative and Expressive	Use imagination in role play and small world. Sing nursery rhymes and songs. Recite seasonal poetry and song.	Sing songs and dances- Christmas Nativity performance. Explore sounds; vocal, body, instrumental, environmental and nature. Listen and respond to music (Diwali, Hannukah, Traditional Christmas music).	Tap out simple repeated rhythms. Action songs. Finding the beat. Exploring tempo. Exploring pitch through dance.	Moving to music – dance. Using instruments to represent characters. Story telling with actions.	Explore what makes an Instrument. Introduction to orchestra. Follow the beat. Tuned and untuned instruments. Live music performance.	Recite seasonal poetry and song with musical instruments.
Technology/ Computing	Keyboards. Logging in and out.	Use iPads to record learning.	Following instructions. Giving simple instructions.	Debugging instructions. Tinker tray.	Conducting internet research. Introducing the Bee-Bot.	Creating a branching database. Exploring pictograms.

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	<p>Mouse skills.</p> <p>Technology around us.</p>	<p>Interactive Whiteboard - games linked to.</p> <p>Sound buttons- children listen to pre-recorded challenges.</p> <p>E-Safety.</p>	<p>Battery operated toys.</p> <p>Remote control toys.</p> <p>Exploring old typewriters / computers / mechanical toys.</p>	<p>Pictures and photographs.</p> <p>E-Safety.</p>	<p>Bee-Bot programming.</p> <p>Sorting.</p>	<p>Composing and sending an email.</p> <p>E-Safety.</p>
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ST. PATRICK'S



LANGLEY MOOR