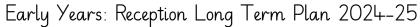
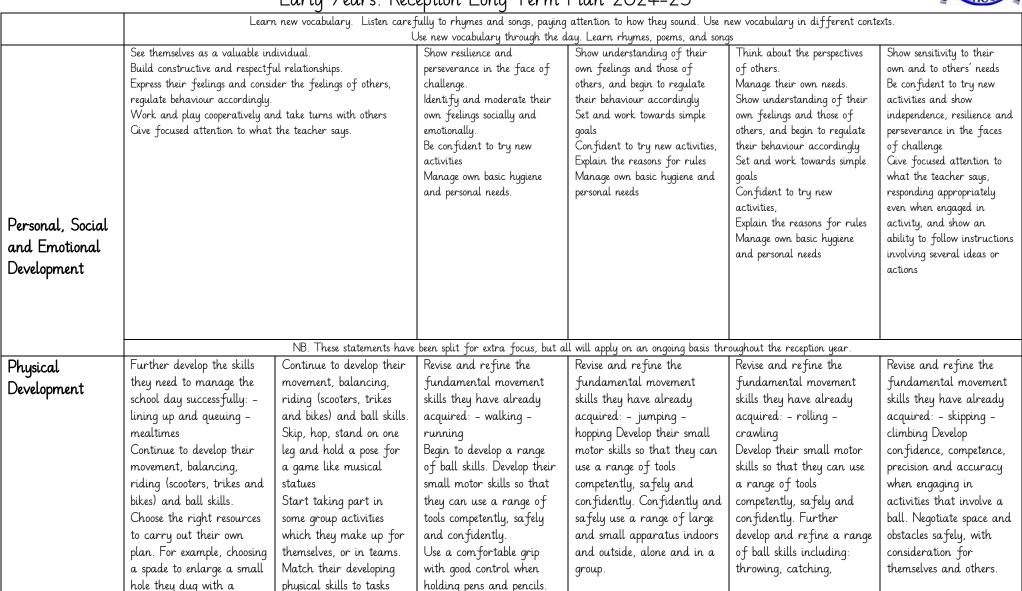


	Autumn Term I	Autumn Term 2	Spring Term I	Spring Term 2	Summer Term I	Summer Term 2
	Into the Wild	The Night Sky	Super Me!	In the Garden	People and Pets	Where I live
Communication and Language (Listening and attention, understanding and speaking)	Into the Wild Use longer sentences of four to six words. Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver." Understand a question or instruction that has two parts. Pay attention to more than one thing at a time. Understand how to listen carefully and why listening is important.	The Night Sky Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. 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. Start a conversation with an adult or a friend and continue it for many turns. Develop their communication, but may continue to. have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Super Me! Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. 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. Learn and use new vocabulary. Develop social phrases. Engage in nonfiction books. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail.	In the Garden Learn and use new vocabulary. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Describe events in some detail. Listen carefully to rhymes and songs, paying attention to how they sound. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	People and Pets Learn and use new vocabulary in different contexts. Articulate their ideas and thoughts in well- formed sentences Listen attentively and respond to what they hear with relevant questions Make comments about what they have heard and ask questions to clarify their understanding.	Where I live Learn and use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives. Offer explanations for why things might happen Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.

Spittal Community First School







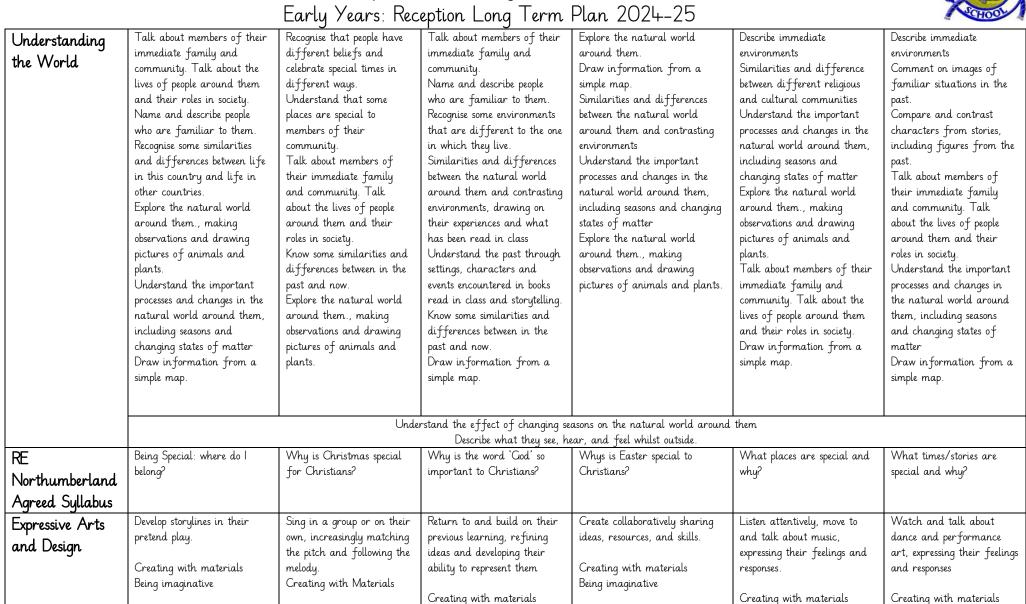
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	trowel. Collaborate with	and activities in the	Be increasingly independent		kicking, passing, batting,	Begin to show accuracy					
	others to manage large	setting. For example, they	as they get dressed and		and aiming.	and care when drawing.					
	items, such as moving a	decide whether to crawl,	undressed, for example,		-	-					
	long plank safely, carrying	walk or run across a	putting coats on and doing								
	large hollow blocks.	plank, depending on its	up zips.								
	Use one-handed tools and	length and width.									
	equipment, for example,	Use one-handed tools									
	making snips in paper with	and equipment, for									
	scissors. Use a comfortable	example, making snips in									
	grip with good control	paper with scissors. Use a									
	when holding pens and	comfortable grip with									
	pencils.	good control when									
	Show a preference for a	holding pens and pencils.									
	dominant hand.	Be increasingly									
		independent as they get									
		dressed and undressed,									
		for example, putting									
		coats on and zips.									
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance,										
	qumnastics, sport, and swimming.										
	Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks,										
	and spoon.										
	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.										
	Develop overall body-strength, balance, co-ordination, and agility										
Literacy	Develop their phonological	Understand the five key	Read individual letters by	Read simple phrases and	Re-read these books to	Re-read what they have					
Comprehension,	awareness, so that they	concepts about print: -	saying the sounds for	sentences made up of words	build up their confidence	written to check that it					
•	can: - spot and suggest	print has meaning -	them.	with known letter— sound	in word reading, their	makes sense. Write short					
word reading,	rhymes – count or clap	print can have different	Blend sounds into words, so	correspondences and, where	fluency and their	sentences with words					
Writing	syllables in a word -	purposes - the names of	that they can read short	necessary, a few exception	understanding and	with known letter-sound					
_	recognise words with the	the different parts of a	words made up of known	words.	en joyment.	correspondences using a					
	same initial Sound.	book - page sequencing.	letter-sound	Form lower-case and capital	Form lower-case and	capital letter and full					
	Use some of their print	Engage in extended	correspondences.	letters correctly. Spell words	capital letters correctly.	stop that can be read by					
	and letter knowledge in	conversations about	Read some letter groups	by identifying the sounds	Write short sentences with	others.					
	their early writing. For	stories, learning new	that each represent one	and then writing the sound	words with known letter-	Demonstrate					
	example: writing a pretend	vocabulary.	·	with letter/s.	sound correspondences	understanding of what					

	_					
	shopping list that starts at	Read individual letters by	sound and say sounds for		using a capital letter and	has been read to them by
	the top of the page;	saying the sounds for	them.		full stop.	retelling stories using
	writing 'm' for mummy.	them.	Read a few common		Read words consistent with	their own words.
	Write some or all of their	Blend sounds into words,	exception words matched to		their phonic knowledge by	Say a sound for each
	name.	so that they can read	the school's phonic		sound-blending.	letter in the alphabet
	Write some letters	short words made up of	programme. Spell words by			and at least 10 digraphs.
	accurately.	known letter-sound	identifying the sounds and			Read aloud simple
	_	correspondences. Write	then writing the sound			sentences and books that
		their name.	with letter/s.			are consistent with their
		Write some letters	Write their name.			phonic knowledge,
		accurately.	Write some letters			including some common
		ÿ	accurately.			exception words.
Literacy Tree	Where the Wild Things	Look Up! — Nathan	Super Millie and the Super	The Tiny Seed — Eric Carle	My Shadow is Pink — Scott	So Much – Trish Cooke
	Are — Maurice Sendak	Bryon and Dapo Adeola	School Day — Stephanie	3	Stuart	and Helen Oxenbury
		3	Clarkson	The Extraordinary Gardner		3
	Bringing the Rain to Kapiti	Ning and the Night		— Sam Boughton	Hairy Maclary from	Izzy Gizmo — Pip Jones
	Plain — Verma Aardema	Spirits Adriena Fong	The Magic Paintbrush —	3	Donaldson's Dairy —	J
		3	Julia Donaldson and Joel		Lynley Dodd	
			Stewart		3 3	
Phonics			We follow the Real	d Write inc scheme.		
			3			
Mathematics	WHITE ROSE + NUMBER	WHITE ROSE + NUMBER	WHITE ROSE + NUMBER	WHITE ROSE + NUMBER	WHITE ROSE + NUMBER	WHITE ROSE + NUMBER
	BLOCKS	BLOCKS	BLOCKS	BLOCKS	BLOCKS	BLOCKS
	Getting to know you	It's ME 1,2,3!	Alive in 5!	Building 9 and 10	On the Move	First then now
	Just like me!	Light and Dark	Growing 6,7,8	Consolidation	Superhero to 20 and beyond	Find my pattern
	M I	Consolidation	Building 9 and 10	N 1 7 0 0 10	First then now	Consolidation
	Matching. Sorting &	N I I E 670	N 1 56700	Numbers 7, 8, 9, 10	N 1 10 11 12 13 11 15	N 1 16 17 10 10 20
	Comparing	Numbers 4, 5, ,6,7,8	Numbers 5, 6, 7,8,9	Halving	Numbers 10, 11, 12, 13, 14, 15	Numbers 16, 17, 18, 19, 20
	Numbers 1, 2, 3,4,5	Money Time	Time	Doubling Shawing	Money, time, shape	Money, time, shape
	subitising Money	Time Shape	Shape Early doubling	Sharing	Halving, doubling, sharing	Halving, doubling, sharing subitising
	Time	subitising	subitising	subitising	subitising	subtusing
	Shape	Early doubling	suniusity			
	Jitupe	Las ig wowding				



Spittal Community First School



Being imaginative

Being imaginative

Being imaginative

Creating with materials





		Larty rears. Neception Long Term Tan 2024-25								
	Self Portraits Colour Mixing Leaf Rubbing and Printing	Drawing	naginative g Skills as Decorations	Making Constr	g Puppets uction	Natural Forms Found Materials Sculpture Minibeast Homes	Printmaking Observational drawing	Collage Sculpture Junk Modelling		
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings									
				re and e		e in music making and dance, performing solo or in groups.				
Music	Me!		My Stories		Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay		
Charanga										
PSHE - Jigsaw	Being Me in My World	Norld Celebrating Differe		ence	Dreams and Goals	Healthy Me	Relationships	Changing Me		
				Earl	y Learning (Goals				
Communication and	Personal, Social and	Physical	. Development	Literac	<u> </u>	Mathematics	Understanding the World	Expressive Arts and Design		
Language	Emotional Development		lotor Skills		ehension	Number	Past and Present	Creating with Materials		
Listening, Attention	Self-Regulation	• Negoti	ate space and	• Demonstrate understanding		• Have a deep understanding of	• Talk about the lives of the	· Safely use and explore		
and Understanding	 Show an understanding of 	obstacles	safely, with	of who	at has been read to	number to 10, including the	people around them and their	variety of materials, tool		
 Listen attentively and 	their own feelings and those	consider	ation for themselves	them b	y retelling stories and	composition of each number;	roles in society;	and techniques,		
respond to what they	of others, and begin to	and oth			ives using their own	Subitise (recognise quantities	 Know some similarities and 	experimenting with colour		
hear with relevant	regulate their behaviour	• Demon	nonstrate strength, words		and recently	without counting) up to 5;	differences between things in	design, texture, form, an		
questions, comments	accordingly;	balance			iced vocabulary;	 Automatically recall (without 	the past and now, drawing	function;		
and actions when being	 Set and work towards 	when playing;		 Antic 	cipate — where	reference to rhymes, counting	on their experiences and what	 Share their creations, 		
read to and during	simple goals, being able to	Move energetically, such		approp	riate — key events in	or other aids) number bonds up	has been read in class;	explaining the process the		
whole class discussions	wait for what they want and	as running, jumping,		stories;		to 5 (including subtraction	 Understand the past 	have used;		
and small group	control their immediate	dancing, hopping, skipping		• Use o	ınd understand	facts) and some number bonds	through settings, characters	 Make use of props and 		
interactions;	impulses when appropriate;	and clin			y introduced	to 10, including double facts.	and events encountered in	materials when role playi		
 Make comments about 	 Give focused attention to 		otor Škills vocabu		lary during discussions	Numerical Patterns	books read in class and	characters in narratives		
what they have heard	what the teacher says,	• Hold o	ı pencil effectively		stories, non-fiction,	 Verbally count beyond 20, 	storytelling; People Culture	and stories.		
and ask questions to	responding appropriately even		ration for fluent		s and poems and	recognising the pattern of the	and Communities	Being Imaginative and		
clarify their	when engaged in activity, and		— using the tripod		role-play.	counting system;	Describe their immediate	Expressive		
understanding;	show an ability to follow	U ,	almost all cases;		Reading	• Compare quantities up to 10	environment using knowledge	 Invent, adapt and recou 		
 Hold conversation 	instructions involving several		range of small		a sound for each letter	in different contexts,	from observation, discussion,	narratives and stories wit		
when engaged in back-	ideas or actions.		cluding scissors,		alphabet and at least	recognising when one quantity is	stories, non-fiction texts, and	peers and their teacher;		
and-forth exchanges	Managing Self		ushes and cutlery;	10 digr	•	greater than, less than or the	maps;	• Sing a range of well-		
with their teacher and	Be confident to try new		to show accuracy		words consistent with	same as the other quantity;	 Know some similarities and 	known nursery rhymes ar		
peers.	activities and show	and car	e when drawing.		honic knowledge by	• Explore and represent patterns	differences between	songs;		
Speaking	independence, resilience and			sound-blending;		within numbers up to 10,	different religious and			

Spittal Community First School

Early Years: Reception Long Term Plan 2024–25



• Participate in small
group, class and one-
to-one discussions,
offering their own
ideas, using recently
introduced vocabulary
• Offer explanations

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

perseverance in the face of challenge;

- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
 Building Relationships
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be ready by others.

including evens and odds, double facts and how quantities can be distributed equally.

nd odds, cultural communities in this how country, drawing on their distributed experiences and what has been read in class;

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and when appropriate maps.

 The Natural World
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

 Perform songs, rhymes, poems and stories with others, and — when appropriate try to move in time with music.

