

## Reception Class Long Term Plan Deighton Gates Primary School

Our long term plan identifies possible experiences and activities the children will undertake in each of the areas of learning. The skills they will develop across the year have been identified on our medium term topic plans.

| Reception Long Term Plan                            | Autumn 1<br>Me and my Community                                                                                                                                                                                                                                                                                                   | Autumn 2<br>Space                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring 1<br>Dinosaurs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring 2<br>Mini-beasts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer 1<br>On the Farm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 2<br>The Seaside                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Physical development</b></p> <p>Spiral PE</p> | <p>Continuous provision to include:<br/>Funky finger challenges<br/>Climbing Frame<br/>'Big' Construction<br/>'Small' Construction<br/>Painting Wall<br/>Dough disco<br/>Enhancements to provision to develop specific skills will be linked to the topic.<br/>Spiral PE: agility, balance and coordination games and sports.</p> | <p>Continuous provision to include:<br/>Funky finger challenges<br/>Climbing Frame<br/>'Big' Construction<br/>'Small' Construction<br/>Painting Wall<br/>Dough disco<br/>Enhancements to provision to develop specific skills will be linked to the topic.<br/>Spiral PE: agility, balance and coordination games and sports.<br/><b>Skills to develop:</b></p> <ul style="list-style-type: none"> <li>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Use one-handed tools and equipment</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul> | <p>Continuous provision to include:<br/>Funky finger challenges<br/>Climbing Frame<br/>'Big' Construction<br/>'Small' Construction<br/>Painting Wall<br/>Dough disco<br/>Enhancements to provision to develop specific skills will be linked to the topic.<br/>Spiral PE: agility, balance and coordination games and sports.<br/><b>Skills to develop:</b></p> <ul style="list-style-type: none"> <li>Develop the overall body strength, co-ordination, balance and agility</li> <li>Develop their small motor skills so that they can use a range of tools competently</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or</li> </ul> | <p>Continuous provision to include:<br/>Funky finger challenges<br/>Climbing Frame<br/>'Big' Construction<br/>'Small' Construction<br/>Painting Wall<br/>Dough disco<br/>Enhancements to provision to develop specific skills will be linked to the topic.<br/>Spiral PE: agility, balance and coordination games and sports.<br/><b>Skills to develop:</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Combine different movements</li> </ul> | <p>Continuous provision to include:<br/>Funky finger challenges<br/>Climbing Frame<br/>'Big' Construction<br/>'Small' Construction<br/>Painting Wall<br/>Dough disco<br/>Enhancements to provision to develop specific skills will be linked to the topic.<br/>Spiral PE: agility, balance and coordination games and sports.<br/><b>Skills to develop:</b></p> <ul style="list-style-type: none"> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Further develop the skills they need to manage the school day successfully</li> <li>Demonstrate strength, balance and coordination when playing.</li> </ul> | <p>Continuous provision to include:<br/>Funky finger challenges<br/>Climbing Frame<br/>'Big' Construction<br/>'Small' Construction<br/>Painting Wall<br/>Dough disco<br/>Enhancements to provision to develop specific skills will be linked to the topic.<br/>Spiral PE: agility, balance and coordination games and sports.<br/><b>Skills to develop:</b></p> <ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>Show consideration for themselves and others when negotiating obstacles</li> <li>Move energetically</li> <li>Hold a pencil effectively in preparation for fluent writing</li> </ul> |

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|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>sitting on the floor.</p> <ul style="list-style-type: none"> <li>Confidently and safely use a range of large and small apparatus indoors and outside</li> </ul>                                                                                                                                                                                                                                                                                                  | <p>with ease and fluency.</p> <ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills</li> </ul>                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely</li> <li>Begin to show accuracy and care when drawing</li> </ul>                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Use a range of small tools correctly</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Communication and Language</p> <p>Word Aware<br/>NELI programme</p> | <p>The following activities and experiences will support the development of children's spoken language:<br/>Tapestry Show and Tell Time.<br/>Small Circle Times<br/>Social Groups<br/>NELI programme for identified children</p> <p>Our curiosity cube will inspire and provoke discussion linked to our topic.</p> <p>Word Aware: Our goldilocks and step on words will be identified for the topic. This vocabulary is identified on our knowledge organiser.</p> | <p>The following activities and experiences will support the development of children's spoken language:<br/>Tapestry Show and Tell Time.<br/>Small Circle Times<br/>Social Groups<br/>NELI programme for identified children</p> <p>Our curiosity cube will inspire and provoke discussion linked to our topic.</p> <p>Word Aware: Our goldilocks and step on words will be identified for the topic. This vocabulary is identified on our knowledge organiser.</p> | <p>The following activities and experiences will support the development of children's spoken language:<br/>Tapestry Show and Tell Time.<br/>Small Circle Times<br/>Social Groups<br/>NELI programme for identified children</p> <p>Our curiosity cube will inspire and provoke discussion linked to our topic.</p> <p>Word Aware: Our goldilocks and step on words will be identified for the topic. This vocabulary is identified on our knowledge organiser.</p> | <p>The following activities and experiences will support the development of children's spoken language:<br/>Tapestry Show and Tell Time.<br/>Small Circle Times<br/>Social Groups<br/>NELI programme for identified children</p> <p>Our curiosity cube will inspire and provoke discussion linked to our topic.</p> <p>Word Aware: Our goldilocks and step on words will be identified for the topic. This vocabulary is identified on our knowledge organiser.</p> | <p>The following activities and experiences will support the development of children's spoken language:<br/>Tapestry Show and Tell Time.<br/>Small Circle Times<br/>Social Groups<br/>NELI programme for identified children</p> <p>Our curiosity cube will inspire and provoke discussion linked to our topic.</p> <p>Word Aware: Our goldilocks and step on words will be identified for the topic. This vocabulary is identified on our knowledge organiser.</p> | <p>The following activities and experiences will support the development of children's spoken language:<br/>Tapestry Show and Tell Time.<br/>Small Circle Times<br/>Social Groups<br/>NELI programme for identified children</p> <p>Our curiosity cube will inspire and provoke discussion linked to our topic.</p> <p>Word Aware: Our goldilocks and step on words will be identified for the topic. This vocabulary is identified on our knowledge organiser.</p> |

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|  |  | <p>instruction that has two parts.</p> <ul style="list-style-type: none"> <li>○ Understand 'why' questions.</li> <li>○ Develop their communication and begin to use correct tenses.</li> <li>○ Be able to express a point of view and to debate when they disagree with an adult or a friend,</li> <li>○ Understand how to listen carefully and why listening is important</li> <li>○</li> </ul> | <p>throughout the day</p> <ul style="list-style-type: none"> <li>○ Ask questions to find out more and to check they understand what has been said to them.</li> <li>○ Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>○ Engage in non-fiction books.</li> <li>○ Use talk to help work out problems and organise thinking and activities</li> <li>○ Listen to and talk about stories to build familiarity and understanding.</li> </ul> <p>Listen to and talk about selected non-fiction to develop a deep</p> | <p>in well-formed sentences.</p> <ul style="list-style-type: none"> <li>○ Connect one idea or action to another using a range of connectives.</li> <li>○ Describe events in some detail.</li> <li>○ Explain how things work and why they might happen.</li> <li>○ Use new vocabulary in different contexts.</li> </ul> | <p>with the text; some as exact repetition and some in their own words.</p> <ul style="list-style-type: none"> <li>○ Listen attentively and respond to what they hear with relevant questions, comments and actions.</li> <li>○ Participate in small group, class and one-to-one discussions.</li> <li>○ Offer explanations for why things might happen.</li> <li>○</li> </ul> | <p>recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>○ Make use of recently introduced vocabulary.</li> <li>○ Express their ideas and feelings about their experiences using full sentences</li> <li>○ Use past, present and future tenses correctly</li> <li>○ Make use of conjunctions, with modelling and support from their teacher.</li> <li>○</li> </ul> |
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| Personal, Social and Emotional Development | <p>PSED is developed through the following activities:</p> <p>Circle Times<br/>Friendship Stories<br/>Class Rewards<br/>Calm Corner Provision</p> | <p>PSED is developed through the following activities:</p> <p>Circle Times<br/>Friendship Stories<br/>Class Rewards<br/>Calm Corner Provision</p> <p><b>Skills to develop:</b></p> <ul style="list-style-type: none"> <li>○ Develop their sense of responsibility</li> <li>○ Show more confidence in new social situations.</li> <li>○ Increasingly follow rules, understanding why they are important.</li> <li>○ Do not always need an adult to remind them of a rule.</li> <li>○ Help to find solutions to conflicts and rivalries.</li> <li>○ Develop appropriate ways of being assertive.</li> <li>○ Begin to understand how others might be feeling</li> <li>○ Use small motor skills to do things independently.</li> </ul> | <p>PSED is developed through the following activities:</p> <p>Circle Times<br/>Friendship Stories<br/>Class Rewards<br/>Calm Corner Provision</p> <p><b>Skills to develop:</b></p> <ul style="list-style-type: none"> <li>○ See themselves as a valuable individual.</li> <li>○ Build constructive and respectful relationships.</li> <li>○ Take turns with others</li> <li>○ Express their feelings and consider the feelings of others.</li> <li>○ Show resilience in the face of challenge</li> </ul> | <p>PSED is developed through the following activities:</p> <p>Circle Times<br/>Friendship Stories<br/>Class Rewards<br/>Calm Corner Provision</p> <p><b>Skills to develop:</b></p> <ul style="list-style-type: none"> <li>○ Identify and moderate their own feelings socially and emotionally.</li> <li>○ Show perseverance in the face of challenge</li> <li>○ Play cooperatively with others</li> <li>○ Think about the perspectives of others.</li> <li>○ Manage their own needs such as remembering to wash their own hands before snack.</li> <li>○ Know and talk about the different factors that support their overall</li> </ul> | <p>PSED is developed through the following activities:</p> <p>Circle Times<br/>Friendship Stories<br/>Class Rewards<br/>Calm Corner Provision</p> <p><b>Skills to develop:</b></p> <ul style="list-style-type: none"> <li>○ Understand the importance of making healthy food choices.</li> <li>○ Understanding their own feelings and those of others.</li> <li>○ Work cooperatively with others</li> <li>○ Set and work towards simple goals</li> <li>○ Respond appropriately to adults when engaged in an activity</li> <li>○ Know right from wrong and behave accordingly</li> </ul> | <p>PSED is developed through the following activities:</p> <p>Circle Times<br/>Friendship Stories<br/>Class Rewards<br/>Calm Corner Provision</p> <p><b>Skills to develop:</b></p> <ul style="list-style-type: none"> <li>○ Begin to regulate their behaviour in response to the feelings of others.</li> <li>○ Be able to wait for what they want</li> <li>○ To follow instructions involving several ideas or actions</li> <li>○ Explain the reasons for rules.</li> </ul> |

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| <p><b>Expressive Arts and Design</b></p> <p>Art &amp; DT<br/>Music Express</p> | <p>Art:<br/>Autumn collages (Collage)<br/>Conker printing (Print)<br/>Drawing a self portrait (Drawing)<br/>Family pictures (Paint)<br/><b>Skills to develop:</b><br/>Using simple line to draw families &amp; houses.<br/>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.<br/>Draw with increasing complexity and detail, such as representing a face with a circle and including details.<br/>Show different emotions in their drawings and paintings.<br/>Explore, use and refine a variety of artistic effects<br/>Explore colour and colour-mixing<br/><br/>Music (Kapow): Exploring Sound<br/><b>Skills to develop:</b><br/>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> | <p>Art:<br/>Paper mache planets (sculpture)<br/>Chalking the planets (drawing)<br/>Sketching the moon (drawing)<br/>Firework pictures (painting)<br/><b>Skills to develop:</b><br/>Explore colour and colour-mixing<br/>Using drawings to represent ideas like movement and loud noises<br/>Create collaboratively sharing ideas, resources and skills<br/>Explore, use and refine a variety of artistic effects<br/><br/>Music (Kapow): Celebration Music<br/><b>Skills to develop:</b><br/>Watch and talk about dance and performance art, expressing their feelings and responses.</p> | <p>DT:(Design, Evaluate and Improve)<br/>Paper plate dinosaurs<br/>Junk model dinosaurs<br/><b>Skills to develop:</b><br/>Explore the differences between colours and refine their colour mixing<br/>Develop different techniques for joining materials e.g split pins, tape, glue.<br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings<br/><br/>Music (Kapow): Music and Movement<br/><b>Skills to develop:</b><br/>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> | <p>DT: (Design, Evaluate and Improve)<br/>Minibeast houses out of sticks and tape.<br/>Paper plate mini beasts.<br/>Art:<br/>Salt dough Mini Beasts (Sculpture)<br/>Fine motor printing with cotton buds and fingers. (Print)<br/><b>Skills to develop:</b><br/>Explore the differences between colours and refine their colour mixing<br/>To return to and build on their previous learning, refining ideas and developing their ability to represent them.<br/>Explore, use and refine a variety of artistic effects.<br/>Design and construct using a range of materials.<br/>Reflect with children to discuss if they have achieved their aim.<br/><br/>Music (Kapow): Musical Stories<br/><b>Skills to develop:</b></p> | <p>DT: (Design, Evaluate and Improve) and Art:<br/>Create a small world farm:<br/>Joining fences using lolly pop sticks<br/>Paper mache pond<br/>Junk model buildings<br/><b>Skills to develop:</b><br/>To develop their colour mixing to match and represent the colours they see.<br/>Create collaboratively, sharing ideas, resources and skills<br/>Explore, use and refine a variety of artistic effects.<br/>Design and construct using a range of materials.<br/><br/>Music (Kapow): Transport<br/><b>Skills to develop:</b><br/>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music</p> | <p>Art:<br/>Watercolour paintings (paint)<br/>"Artists that paint by the sea"<br/><b>Skills to develop:</b><br/>To develop their colour mixing to match and represent the colours they see<br/>Explore and experiment with texture<br/><br/>Music (Kapow): Big Band<br/><b>Skills to develop:</b><br/>Sing a range of well-known nursery rhymes and songs</p> |

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|                                                                                                                                                                                                                                      | Explore and engage in music making and dance, performing solo or in groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Create collaboratively sharing ideas, resources and skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Understanding of the world</b></p> <p>Science<br/>Geography &amp; History<br/>Computing Purple Mash<br/>RE Curriculum Leeds<br/>City Council</p> <p>Seasons will be visited at each appropriate point throughout the year.</p> | <p>History:<br/>Activities to include:<br/>Talking about photographs and memories.<br/>Geography:<br/>Activities to include:<br/>Talking about where we live and where our families live.<br/>Investigating our local area.<br/>RE UNIT: Where do we live and who lives there?</p> <p><b>Skills to develop (History, Geography and R.E):</b><br/>Begin to make sense of their own life-story and family's history.<br/>Show interest in different occupations.<br/>Continue developing positive attitudes about the differences between people<br/>Know that there are different countries in the world<br/>Talk about the differences they have experienced or seen in photos</p> | <p>Science:<br/>Activities to include:<br/>Experimenting with light and shadows.<br/>Geography:<br/>Knowledge of the planets, sun and moon.<br/>History:<br/>Exploring Tim Peake, Neil Armstrong, Mae Jemison<br/>RE UNIT: How do people celebrate in Autumn?<br/><b>Skills to develop (Science, History, Geography and R.E):</b><br/>Explore how things work<br/>Explore and talk about different forces they can feel<br/>Talk about the differences between materials and changes they notice<br/>Computing: Reception Mini Mash Programme.</p> | <p>Science:<br/>Activities to include:<br/>Dinosaur Poo: classifying omnivores, herbivores and carnivores.<br/>History:<br/>Activities to include:<br/>Creating a timeline to identify when dinosaurs lived.<br/>RE UNIT: What makes us a good helper and who helps us?<br/><b>Skills to develop (Science, History and R.E):</b><br/>Compare and contrast characters from stories, including figures from the past<br/>Recognise some environments that are different from the one in which they live.<br/>Comment on images of familiar situations in the past.<br/>Understand the effect of changing seasons on the natural world around them (seasons)</p> <p>Computing: Reception Mini Mash Programme.</p> | <p>Science:<br/>Activities to include:<br/>Pond Dipping and identifying pond life.<br/>Identifying mini beasts.<br/>Minibeast hunting in the garden<br/>Finding minibeast habitats<br/>Exploring a worm Farm<br/>Investigating life cycles<br/>RE UNIT: How do people celebrate in Spring?<br/><b>Skills to develop (Science and R.E):</b><br/>Recognise that people have different beliefs and celebrate special times in different way<br/>Explore the natural world around them.<br/>Describe what they see, hear and feel whilst outside</p> <p>Computing: Reception Mini Mash Programme.</p> | <p>Geography:<br/>Activities to include:<br/>Identifying the features of a farm.<br/>Visit to a farm.<br/>Creating maps of farms.<br/>Science:<br/>Activities to include:<br/>Categorizing animals<br/>Similarities and differences between animals.<br/>Growing vegetables<br/>Computing: Reception Purple Mash Programme.<br/>RE UNIT: What are special places to our community?<br/><b>Skills to develop (Geography, Science and R.E)</b><br/>Understand that some places are special to members of their community.<br/>Draw information from a simple map.<br/>Explore the natural world around them, making observations and drawing pictures of animals and plants<br/>Talk about the lives of the people around</p> | <p>Geography:<br/>Activities to include:<br/>Locations and features of a seaside.<br/>History:<br/>Activities to include:<br/>Punch and Judy show<br/>Looking at pictures of Victorian seashores.<br/>Computing: Reception Purple Mash Programme.<br/>RE UNIT: What can we see in our wonderful world?<br/><b>Skills to develop (Geography, History and R.E)</b><br/>Know some similarities and differences between the natural world around them and contrasting environments<br/>Know some similarities and differences between different religious and cultural communities in this country.<br/>Understand the past through settings<br/>Understand some important processes in the natural world around them</p> |

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|                               | Talk about what they see, using a wide vocabulary (Seasons)<br><br>Computing: Reception Mini Mash Programme.                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | them and their roles in society<br>Understand some important changes in the natural world around them                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                    |
| Maths<br><br>White Rose Maths | White Rose Hub:<br>Just like me!                                                                                                                                                                                                                                                                                                                                                       | White Rose Hub:<br>It's me 1,2,3!<br>Light and Dark                                                                                                                                                                                                                                                                                                                                                                     | White Rose Hub:<br>Alive in 5!<br>Growing 6, 7 and 8.                                                                                                                                                                                                                                                                                                                                                | White Rose Hub:<br>Building 9 & 10<br>Consolidating our learning so far.                                                                                                                                                                                                                                                                                                                                                                                                                                | White Rose Hub:<br>To 20 and beyond<br>First, then, now                                                                                                                                                                                                                                                                                                                                                                                            | White Rose Hub:<br>Find my pattern<br>On the move                                                                                                                                                                                                                                                                                                                  |
| Literacy                      | Skills to develop: <ul style="list-style-type: none"> <li>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</li> <li>Develop their phonological awareness, so that they can: - spot and</li> </ul> | Skills to develop: <ul style="list-style-type: none"> <li>Write some or all of their name</li> <li>Write some letters accurately.</li> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> </ul> | Skills to develop: <ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> </ul> | Skills to develop: <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> </ul> <p>Texts Studied:<br/>Mad about Mini Beasts<br/>The Very Hungry Caterpillar<br/>The Teeny Weeny Tadpole<br/>The Very Busy Spider<br/>Caterpillar to Butterfly<br/>Tadpole to Frog<br/><br/>The Traditional Christmas Story (the nativity)</p> | Skills to develop: <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and</li> </ul> | Skills to develop: <ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with</li> </ul> |

## Reception Class Long Term Plan Deighton Gates Primary School

Our long term plan identifies possible experiences and activities the children will undertake in each of the areas of learning. The skills they will develop across the year have been identified on our medium term topic plans.

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                    |
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|  | <p>suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>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.</li> </ul> <p>Texts Studied:<br/>I'm Special, I'm Me<br/>No Dragons for Tea</p> | <ul style="list-style-type: none"> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul> <p>Texts Studied:<br/>Man on the Moon<br/>The 3 Little Aliens and the Big Bad Robot<br/>Beegu<br/>Look Up!<br/>Look inside: Space</p> | <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul> <p>Texts Studied:<br/>Stomp, Dinosaur, Stomp<br/>The Dinosaur that Pooped a Princess<br/>Harry and his Bucketful of Dinosaurs<br/>Little Kids first big book of Dinosaurs (National Geographic)<br/>Questions and Answers about Dinosaurs.</p> |  | <p>at least 10 digraphs.</p> <p><b>Writing.</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul> <p>Texts Studied:<br/>What The Ladybird Heard<br/>Farmer Duck<br/>A Squash and a Squeeze<br/>The Little Red Hen<br/>Egg to Chicken<br/>Seed to Sunflower</p> | <p>their phonic knowledge, including some common exception words.</p> <ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others.</li> </ul> <p>Texts Studied:<br/>Secrets of the Seashore<br/>Sharing a Shell<br/>Rainbow Fish<br/>Storm Whale.<br/>Billys Bucket<br/>How does a Lighthouse work?<br/>Fish, whales &amp; sharks. (non-fiction text)</p> |
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|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|  | Paddington Goes to Hospital.<br>You can't call an Elephant an emergency!<br>People who help us: Police<br>People who help us: Firefighters<br>People who help us: Doctors |  |  |  |  |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|