

Curriculum Long Term Plan Willow Class						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name/ theme.	New Beginnings/ Rules, Routines and Relationships	Let's Celebrate	Lost and Found	Ready, Set, Grow	All Creatures Great and Small	Seaside Adventure
Focus Text: The Write Stuff	Owl Babies Rosie's Walk -extending vocabulary Routine of TWS	Poppies – Cbeebies Animation Chocolate Mug Cake	Lost and Found Ruby's Worry	Jack and the Jelly Bean Stalk Funny Bones	, ,Katie and the Sunflowers Bugs (non-fiction)	The Life of Grace Darling Light house Keeper's Lunch
Other key texts	The Enormous Turnip The Little Red Hen The Three Little Pigs	Rama and Sita The Nativity Story	Percy the Park Keeper The Great Race (Chinese New Year) Handa's Surprise	Jack and the Beanstalk	Dear Zoo The Very Hungry Caterpillar The Cautious Caterpillar	
R.E (2024 syllabus units)	What does it mean to belong? -How do we show we care for others?	Stories from other cultures – Divali How and why do we celebrate special times?	Why is God special to Christians?	Lent Why and how do Christians celebrate Easter?	What makes some places special?	Special books
Personal, social and Emotional Development	Self-Regulation: Throughout the year children will work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.					Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
	Jigsaw Unit 1 : Being Me in my World	Jigsaw Unit 2 - Celebrating Differences	Jigsaw theme: Dreams and Goals	Jigsaw theme: Healthy Me	Jigsaw theme: Relationships	Jigsaw theme: Changing me

		-anti-bullying week	-internet safety -mental health week			
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					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.
	Managing Self: See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.	Managing Self: How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Managing Self: Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Managing Self: Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Keeping Healthy Oral health/ hygiene (Science link)	Managing Self: Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Looking after others, being a kind friend.	Taking part in sports day. Winning and losing. How to stay safe in the sun (science link) Be confident to try new activities and show independence, resilience and 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.
Literacy: Comprehension	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read	Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and	Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their	Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb,

	<p>English text from left to right and from top to bottom - the names of the different parts of a book.</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>read short words made up of known letter–sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps.</p>	<p>sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>experiences of books. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Information leaflets about animals in the garden/plants and growing. World Book Day Activities. Timeline of how plants grow.</p>	<p>narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.</p>	<p>illustration, illustrator, author and title.</p>
<p>Literacy:</p> <p>Word reading</p>	<p>Linking sounds to letters.</p> <p>Phonic Sounds: RWI Set 1 whole class. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p>	<p>Begin to read words by sound blending.</p> <p>Phonic Sounds: RWI Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Introducing di-graphs. Phonic Sounds: RWI Differentiated groups / Ditties. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing</p>	<p>Begin to read simple sentences.</p> <p>Phonic Sounds: RWI Differentiated groups. Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Read and understand simple sentences.</p> <p>Phonic Sounds: RWI Differentiated groups. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p>Reading and understanding sentences with fluency including some common exception words.</p> <p>Phonic Sounds: RWI Differentiated groups. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending;</p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p>

			familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.			
Literacy: Writing	Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.	Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.	Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based round developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.	Begin to write simple sentences. 'Hold and write a sentence. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation	Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation	Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. <i>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.</i>
Maths (White Rose)	Sorting and Matching Colour sort, order by size, 1,2,3 Count and match, Numberblocks, building towers Circles and Triangles Sorting, naming, printing	1,2,3,4,5 Subitising, numicon, unifix, careful counting Shapes with 4 sides 2D shape artwork	Alive in 5 Mass and Capacity Growing 6,7,8 Numbers 6-10 display Numicon match, threading numbers, dice and subitising games	Length, Height and Time weighing parcels, play dough long and short, metre sticks, string for our height Building 9 and 10 Explore 3D shapes Odd/even	To 20 and Beyond How many now? Manipulate, compose and decompose Estimation station Symmetry Missing number tracks	Sharing and grouping Visualise, build and map Make connections Consolidation Doubling ladybirds Teddy bears picnic- equal groups <i>Have a deep understanding of number to 10, including the composition of each number.</i>

						Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Communication and Language	<i>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing and assemblies</i>					
	Settling in activities and carpet times. Nursery rhymes. Inside Out – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?”	Links to festivals children’s experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news with Strawberry	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news.	Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news with Strawberry	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.	Able to talk about own abilities in positive way. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses.

Physical Development	<p>Cooperation and Moving Gross Motor: Cooperation games i.e. parachute games. Climbing on outdoor equipment.</p> <p>Different ways of moving to be explored with children.</p> <p>Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting</p>	<p>Multiskills Unit 1 Moving through ladders with control</p> <p>Wheeled Toys Gross Motor:</p> <p>. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes.</p>	<p>Gymnastics specialist teacher -</p> <p>Develop a range of gymnastic shapes, developing balance and core strength</p>	<p>. Multiskills Unit – Developing co-ordination through ladders and over hurdles</p> <p>Provide a wide range of activities to support a broad range of abilities.</p>		<p>Preparing for Sport's Day Developing running, jumping and throwing skills</p> <p>Relay races – running/ egg and spoon</p> <p>Dance routine for Summer Fete</p> <p>Provide a range of large and small equipment for making up own games</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
Fine motor development	<p>Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, scooping, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole</p>	<p>Fine Motor: Daily name/CVC writing activities. Hole punching, threading, loom bands, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and</p>	<p>Daily name/CVC writing activities. Wrapping sticks, pipettes, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p>	<p>Fine Motor: CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>Fine Motor: Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p>	<p>Fine Motor: Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego.</p> <p>Hold a pencil effectively in preparation for fluent writing –</p>

	hand grasp. Pencil Grip – encourage tripod grip	model correct letter formation.				<i>using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.</i>
Understanding the World Past and Present	Kapow History Unit: Adventures Through Time -Family tree -My Achievements -Wearing the Crown -Picture Detective -Transport through time	Links to festivals: Bonfire night, Diwali, Christmas How these stories have been passed on .	Can talk about what they have done with their families over Christmas?	Kapow History Unit: Peek into the Past -can you guess who? -Past and Present -My Life Timeline -Toy Box -Spot the Difference	How did you spend your Easter holidays?	History focus: Who was Grace Darling and why is she remembered today? How has sea rescue changed over time? <i>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>

<p>Understanding the world</p> <p>People and Communities</p>	<p>Where does our food come from? Harvest/ farming</p>	<p>Family traditions in England and around the world</p> <ul style="list-style-type: none"> -Bonfire Night -Remembrance -Divali -Hannukah Thanksgiving -Advent/ Christmas 	<p>Chinese New Year – understanding traditions that are different to our own</p>	<p>Pancake Day/ Mother's Day/ Easter traditions in our own families</p>	<p>Kapow Geography Unit :</p> <p>Around the World</p> <ul style="list-style-type: none"> -home or away -Bear's UK travels -City or Countryside -exploring World Landscapes -Desert Explorers -Polar explorers 	<p>What jobs does a lighthouse keeper need to do? A virtual tour of a lighthouse and how they work (Science link)</p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</i></p>
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Understanding the World	Science link: Signs of Autumn	Kapow Geography Unit (Science links): Outdoor Adventures -nature catchers -observational painting -exploring the weather -senses in nature -exploring the seasons -dress the teddy	Science link: Signs of Winter Drop in temperature Exploring ice/ melting and freezing Science focus: Naming common birds and animals	Science focus: Signs of Spring Naming common flowers/ plants	Science focus: Planting/growing – changes over time Minibeasts – naming and grouping Caring for caterpillars into butterflies	Science focus – signs of summer differences and changes over time – weather, animals and plants. Exploring the differences between land and water. <i>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.</i>
The Natural World	Forest School seasonal observations/ activities (ongoing throughout the year)					
Expressive Arts and Design	Creating with Materials Kapow Art : Drawing Marvellous Marks -wax crayons, felt tips, chalk, pencil drawings, drawing faces Science focus: Naming familiar materials and their properties – can you build a strong house?	Creating with Materials Kapow Art: Painting and Mixed Media -finger painting, outdoor art, painting to music, collage and transient art, landscape art, group art: fireworks Nature wreaths Introducing clay to make poppies and Diva Lamps Food tech:	Creating with Materials Kapow Art: Let's Get Crafty Cutting skills, threading skills, joining materials, paper snakes, flower designs, tissue paper flowers Threaded snowflakes	Creating with Materials Kapow Art: Sculpture and 3D Creations Clay, playdough, 3D landscape art, Observational drawing of common spring flowers Mother's Day card Easter card/ crafts	Creating with Materials Kapow Art: designing, creating and painting animal structures Petal Mandala suncatchers Shadow drawing Artist study: Sunflowers by Vincent V.G	Creating with Materials Kapow Art: Salt painting Lighthouse models Floating vessels Food tech: Sandwiches <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,</i>

	Artist study: Wheatfields with Crows by Vincent V.G Whole class art recreating using fingerpainting	Chocolate mug cake Artist study: Vandinsky: circles and triangles (maths link) Christmas cards/ crafts		Food tech: Pancakes		<i>texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</i>
	Being Imaginative and expressive: Charanga Unit 1: Me Harvest Assembly performance Role play: Kitchen	Being Imaginative and expressive Charanga Unit 2: My Stories Christmas performance Role Play: Post office	Being Imaginative and expressive Charanga Unit 3: Everyone! Role play: Percy's hut Police Station	Being Imaginative and expressive Charanga Unit 4: Our World Role Play: hospital Smoothie Bar	Being Imaginative and expressive Charanga Unit 5: Big Bear Funk African songs/ instruments Role Play: Africa/ jungle / dino world	Being Imaginative and Expressive Charanga Unit 6: Reflect, Rewind, and Play Role Play: Lighthouse <i>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i>