

**Wren's Nest Primary School Reception 2021-2022 – Long Term Plan**  
**Statements for learning taken from Wren's Nest 'Development Matters' 2021**

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Possible Themes/Interests/Lines of Enquiry</b></p> <p><i>Teaching and learning takes place through direct focused teaching and Child Initiated learning</i></p>	Starting School Ourselves/All About Me Family Autumn Harvest Seasons & Weather Sycamore Adventure visit 'Build-A-Bear' visit	Autumn Harvest Seasons & Weather People Who Help Us Road Safety Bonfire Night Diwali Remembrance Day/Poppies BBC Children in Need The First Christmas Christmas around the world Christmas stories Bodenham Arboretum Nativity Trail visit	New Year and New Year's Resolutions Winter Seasons & Weather Arctic & Cold Places Chinese New Year Valentine's Day St David's Day Winter visit	Spring/New Life Shrove Tuesday/Pancake Day British Science Week St Patrick's Day Mother's Day/Special Ladies St George's Day Easter Planting and Gardening Seasons & Weather Little Owl Farm Park visit	Spring/New Life Life Cycles – Butterflies/Chicks Seasons & Weather The Queen's Platinum Jubilee The Royal Family Bluebell Woods visit	Summer Seasons & Weather Father's Day/Special Men Sports Day Seaside Sycamore Adventure visit Growing Up and Moving On- Transition to Year 1
<p><b>Stories/Songs/Rhymes/Poetry &amp; Music to support themes</b></p> <p><i>These will be adapted as new stories/texts/songs are released</i></p>	'Topsy and Tim Start School' book 'All are Welcome' 'Harry and the Dinosaurs Go to School' 'Peter Rabbit Starts School' 'School Rules!' 'First Week at Cow School' 'Leaf Man' 'We're Going on a 'Leaf Hunt' 'Red Leaf, Yellow Leaf' 'Fergie's First Autumn' 'Autumn is Here' Autumn Non-Fiction books Harvest Non-Fiction books 'Little Red Hen' 'Tractor Ted's Harvest' 'Oliver's Vegetables' 'The Scarecrow's Wedding' 'Dingle Dangle Scarecrow' song 'Big, Red Combine Harvester' song 'Conkers' song 'Autumn Leaves' song 'Goldilocks and the Three Bears' (different versions) 'Eat Your Green, Goldilocks!' 'Mr Wolf and the Three Bears' 'Goldilocks and the Three Teddy Bears' 'Goldilocks and Just One Bear' 'When Goldilocks went to the House of the Bears' song	'Topsy and Tim Go to the Dentist' 'Topsy and Tim Visit the Hospital' 'Topsy and Tim Go to the Doctors' Topsy and Tim Meet the Fire Fighters' Topsy and Tim Meet the Police' 'Emergency!' Diwali Non-Fiction Books 'The Story of Rama and Sita' (different versions) 'The Swirling Hijab' 'Dipal's Diwali' Firework sounds & music Bonfire Night Non-Fiction books Remembrance Day Non-Fiction books 'The Last Soldier' 'We'll Meet Again' song 'The White Cliffs of Dover' song 'The First Christmas' (different versions) 'The Night Before Christmas' 'Shhh Santa!' 'Father Christmas Needs a Wee!' 'Granny Saves Christmas' Nativity songs and Christmas carols- 'Away in a Manger', 'Twinkle Twinkle Special Star', 'Rudolph the Red Nosed Reindeer', 'We Wish You a Merry Christmas'	'One Snowy Night' 'The Gruffalo's Child' 'The Emperor's Egg' 'Guess How Much I Love You in the Winter' 'Falling Snow' 'The Brave Penguin' 'Say Hello to the Snowy Animals' 'Penguins' Non-Fiction book Winter Non-Fiction books Chinese New Year Non-Fiction books 'Dragon Dance' 'The Runaway Wok' 'Lanterns and Firecrackers' 'Dragons in the City' Chinese New Year music & songs 'Guess How Much I Love You'	'Rhino's Don't Eat Pancakes' 'The Runaway Pancake' 'Mama Panya's Pancakes' 'Mr Wolf's Pancakes' 'Guess How Much I Love You in the Spring' 'Fletcher and the Spring Time Blossoms' 'And then it's Spring' 'When Spring Comes' 'Spring is Here' 'My Mum is Fantastic' 'One I Love' 'No Other Place' 'My Mum' 'I Love My Nanny' The Easter Story (different versions) 'We're Going on an Egg Hunt' 'How to Catch the Easter Bunny' 'Pete the Cat's Big Easter Adventure' Easter songs and hymns- 'Hot Cross Buns', 'Spring Chicken' song 'Oliver's Vegetables'	'Guess How Much I Love You in the Spring' 'Fletcher and the Spring Time Blossoms' 'And then it's Spring' 'When Spring Comes' 'Spring is Here' 'Jack and the Beanstalk' (different versions) 'Jasper's Beanstalk' 'Life Cycle of a Chick' Non-Fiction book 'Life Cycle of a Butterfly' Non-Fiction book 'The Very Hungry Caterpillar' 'How a Seed Grows' 'We are Growing'	'Peppa Pig- My Daddy' 'I Love My Daddy' 'Me and My Dad' 'I Love My Grandad' 'Guess How Much I Love You' 'The Sports Day' 'Horrid Henry's Sports Day' Summer Non-Fiction books 'What the Ladybird Heard at the Seaside' 'Sharing a Shell' 'Handa's Surprise' 'What Can You See in the Summer?' 'A Ticket Around the World' 'Growing Up Non-Fiction books 'Zog' 'Jack and the Dreamsack'

<p>Communication and Language</p>  <p>'We are Linguists'</p> <p>Ongoing throughout the year</p>	<p><b>Understand how to listen carefully and why listening is important.</b>  <b>Engage in story times</b> and listen to and join in with rhymes, poems and songs.  Maintain attention in whole class/groups.  Follow one step instructions.  <b>Understand 'why' questions.</b>  <b>Use sentences of 4-6 words.</b>  <b>Use talk to organise play.</b></p> <p><i>Learn new vocabulary.</i>  <i>Use new vocabulary throughout the day.</i></p>	<p>Listen in familiar &amp; new situations.  <b>Engage in story times</b> and listen to and join in with rhymes, poems and songs.  Maintain attention in new situations.  <b>Ask questions to find out more and to check understanding</b>  Follow <i>instructions with two parts</i> in a familiar situation.  <b>Initiate conversations with peers and familiar adults.</b>  <b>Begin to take turns in conversations.</b></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i>  <i>Learn rhymes, poems, and songs.</i></p>	<p>Listen attentively in a range of situations.  Maintain attention during appropriate activities.  <b>Engage in non-fiction books.</b>  During conversations, consider the listener and take turns.  <b>Use talk to organise play experiences.</b>  Begin to use past tense.  Begin to recount past events.</p> <p><i>Use new vocabulary in different contexts.</i></p>	<p>Understand why listening is important.  Maintain attention in different contexts.  <b>Use talk to help work out problems, organise thinking, explain how things work and explain why they might happen.</b>  <b>Ask questions to find out more and check understanding.</b>  <b>Articulate their ideas and thoughts into well-formed sentences.</b>  <b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</b>  <b>Begin to connect one idea or action to another using a range of connectives.</b>  Describe events in increasing depth and detail.</p> <p><i>Use new vocabulary in different contexts.</i>  <i>Listen to and talk about stories to build familiarity and understanding.</i></p>	<p>Listen to and understand increasingly complex instructions.  Understand how, why and where questions.  <b>Describe events in increasing depth and detail.</b>  Express ideas about feelings and experiences.  <b>Articulate their ideas and thoughts into well-formed sentences.</b>  Use language to reason.</p>	<p>Listen and respond to others with relevant questions, comments, or actions.  Attend to others in play.  Make comments and clarify thinking with questions.  <b>Retell stories once a deep familiarity with the text has been developed; retelling with exact repetition or in own words.</b>  Speak in well-formed sentences with some detail.  <b>Use new vocabulary in different contexts.</b>  Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>
<p>Personal, Social and Emotional Development  Self-regulation</p>  <p>'We are Respectful'</p>	<p><b>Can talk about feelings.</b>  Welcome distractions when upset.  <b>Increasingly follow rules.</b>  <b>Know likes and dislikes.</b>  Independently organise belongings in the morning.  Manage personal hygiene.  <b>Build constructive and respectful relationships.</b></p>	<p><b>Beginning to express their feelings and consider the perspectives of others.</b>  Begin to take turns and share resources.  Independently choose where they would like to play.  <b>Continue to build constructive and respectful relationships.</b></p>	<p>Show pride in achievements.  Understand behavioural expectations of the setting.  Can explain right from wrong and try to behave accordingly.  <b>Manage their own needs.</b>  Can identify kindness.  Seek others to share activities and experiences.</p>	<p>Can make choices and communicate what they need.  Begin to show persistence when faced with challenges.  Can keep play going by co-operating, listening, speaking, and explaining.  Can reflect on the work of others and self-evaluate their own work.</p>	<p>Beginning to know that children think and respond in different ways to them.  Can talk about their own abilities positively.  Confident to try new activities  <b>Show resilience and perseverance.</b></p>	<p><b>Able to identify and moderate own feelings.</b>  <b>See themselves as a unique and valued individual.</b>  Can seek out a challenge and enjoy the process.  Show sensitivity to others' needs and feelings.</p>
<p>Physical Development</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking,</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical</p>	<p>Combine different movements with ease and fluency</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>



'We are Sports People'

queuing, mealtimes, personal hygiene

**Weekly Yoga and Mindfulness sessions**

jumping, running, hopping, skipping, climbing.  
Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating choices, brushing teeth, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian, road safety.

Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

**Weekly Yoga and Mindfulness sessions**

activity, healthy eating choices, brushing teeth, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian, road safety.

**Weekly Yoga and Mindfulness sessions**

Develop the foundations of a handwriting style which is fast, accurate and efficient.

**Weekly Yoga and Mindfulness sessions**

**Weekly Yoga and Mindfulness sessions**

Ongoing throughout the year

*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, gymnastics, sport, and swimming.*

*Develop fine motor skills to allow for the use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, pens for writing, paintbrushes, scissors, knives, forks, and spoons.*

*Use core muscle strength to achieve a good posture when sitting at a table with both feet on the floor, or when sitting on the floor.*

*Develop overall body strength, balance, co-ordination, and agility.*

Literacy



'We are Readers'

'We are Writers'

**Comprehension:** Listen and enjoy sharing a range of books. Hold a book correctly, handle with care.  
Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.  
Know that text in English is read top to bottom and left to right.  
Know the difference between text and illustrations.  
Recognise some familiar words in print, e.g., own name or advertising logos.  
Enjoy joining in with rhyme, songs and poems.  
Explain in simple terms what is happening in a picture in a familiar story.  
Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.

**Comprehension:** Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.  
Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.  
Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.  
Sequence two events from a familiar story, using puppets, pictures from book or role-play.

**Comprehension:** Use picture clues to help read a simple text.  
Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.  
Show understanding of some words and phrases in a story that is read aloud to them.  
Express a preference for a book, song or rhyme, from a limited selection.  
Play is influenced by experience of books (Enhanced provision-small world, role play).

**Comprehension:** Retell stories in the correct sequence, draw on language patterns of stories.  
With prompting, show understanding of many common words and phrases in a story that is read aloud to them.  
Suggest how an unfamiliar story read aloud to them might end.  
Give a simple opinion on a book they have read, when prompted.  
Recognise repetition of words or phrases in a short passage of text.  
Play influenced by experience of books (Enhanced provision-small world, role play).  
Innovate a well-known story with support.

**Comprehension:** Correctly sequence a story or event using pictures and/or captions.  
Make simple, plausible suggestions about what will happen next in a book they are reading.  
Know the difference between different types of texts (fiction, nonfiction, poetry)  
Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.  
Play influenced by experience of books (Enhanced provision-small world, role play).gestures and actions used to act out a story, event or rhyme from text or illustrations.

**Comprehension:** Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.  
Recall the main points in text in the correct sequence, using own words and include new vocabulary.  
When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.  
With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

Literacy

'We are Readers'

'We are Writers'

**Word Reading:** Hear general sound discrimination and be able to orally blend and segment.

**Word Reading:** Read individual letters by saying the sounds for them.  
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.

**Word Reading:** Read individual letters by saying the sounds for them.  
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  
Read a few common exception words matched to the school's phonic programme.

**Word Reading:** Read some letter groups that each represent one sound and say sounds for them.  
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where

**Word Reading:** Read some letter groups that each represent one sound and say sounds for them.  
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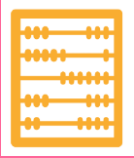
**Word Reading:** Read some tricky words from Phase 4 e.g. said, like, have, so.  
Re-read what they have written to check that it makes sense.




<p><b>Phonics</b></p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p><b>In Reception we follow Read Write Inc Programme</b>  <b>All children</b> will be introduced to and will practise silent signals; SS, MTYT, TTYP, 123  Children will play Fred Talk games.  <b>Most children</b> will read m, a, s, d, t, i, n, p, g, o, c, k, u, b.  Children will learn the letter formation for the above sounds.  Children will work in small groups for 15 minutes per day.  <b>Some children</b> will learn to blend word time 1.1 and 1.2 cards.</p>	<p><b>All children</b> will continue to orally blend.  <b>Most children</b> will read f, e, l, h, r, j, v, y, w, z, x.  Children will learn the letter formation for the above sounds.  <b>Some children</b> will learn to use Fred Fingers.  <b>Some children</b> will blend word time 1.3 – 1.5 word time cards.</p>	<p><b>All children</b> will continue to orally blend.  <b>Most children</b> will read sh, ck, th, ch, qu, ng, nk.  <b>Some children</b> will learn to blend 1.3 – 1.5 word time cards.  <b>Some children</b> will spell 1 or 2 words that have been read that day.</p>	<p>necessary, a few exception words.  <b>All children</b> will continue to orally blend and continue to practise reading SSS1 sounds.  <b>Most children</b> will read 1.5 word time cards.  <b>Some children</b> will read red word cards.</p>	<p>necessary, a few exception words.  <b>All children</b> will continue to orally blend and continue to practise reading SSS1 sounds.  <b>Most children</b> will read 1.5 and 1.6 word time cards.  <b>Some children</b> will read Ditty master sheets.</p>	<p><b>All children</b> will continue to orally blend and continue to practise reading SSS1 sounds.  <b>Most children</b> will read 1.5 and 1.6 word time cards.  <b>Most children</b> will read red word cards.  <b>Some children</b> will read Ditty books and read story green words.  <b>Some children</b> will read 3 and 4 sound nonsense words.  <b>Some children</b> will learn sounds from SSS2 (ay, ee, igh, ow, oo)</p>
<p><b>Literacy</b></p> <p><b>'We are Readers'</b></p> <p><b>'We are Writers'</b></p>	<p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p>	<p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p><b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p>	<p><b>Emergent writing:</b> Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written.  <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more</p>

	<p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>complex unknown words e.g. using Set 1 and set 2 sounds</p> <p><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
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*Handwriting- The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)*

<p>Mathematics</p> 	<p><b>Explore the composition of numbers to 10</b> <b>Subitise</b> <b>Automatic recall number bonds 0-10</b></p>	<p><b>Explore the composition of numbers to 10</b> <b>Subitise</b> <b>Automatic recall number bonds 0-10</b></p>	<p><b>Explore the composition of numbers to 10</b> <b>Subitise</b> <b>Automatic recall number bonds 0-10</b></p>	<p><b>Explore the composition of numbers to 10</b> <b>Subitise</b> <b>Automatic recall number bonds 0-10</b></p>	<p><b>Explore the composition of numbers beyond 10.</b> <b>Subitise</b> <b>Automatic recall number bonds 0-10</b></p>	<p><b>Explore the composition of numbers beyond 10.</b> <b>Subitise</b> <b>Automatic recall number bonds 0-10</b></p>
	<p>Exploring numerals to 10 Recognition, counting, sorting, matching, comparing, ordering, subitising, number bonds, representing numerals and quantity</p> <p>Composition of numbers to 10 and beyond Counting patterns to 10 and beyond</p> <p>Comparing size</p>	<p>Exploring numerals to 10 Recognition, counting, sorting, matching, comparing, ordering, subitising, number bonds, representing numerals and quantity</p> <p>Composition of numbers to 10 and beyond Counting patterns to 10 and beyond</p> <p>2D shape 3D shape</p>	<p>Exploring numerals to 10 Recognition, counting, sorting, matching, comparing, ordering, subitising, number bonds, representing numerals and quantity</p> <p>Composition of numbers to 10 and beyond Counting patterns to 10 and beyond</p> <p>2D shape 3D shape</p> <p><b>Light and Dark</b></p>	<p>Exploring numerals to 10 Recognition, counting, sorting, matching, comparing, ordering, subitising, number bonds</p> <p>Composition of numbers to 10 and beyond Counting patterns to 10 and beyond</p> <p>Comparing weight, length and capacity</p>	<p>Exploring numerals to 10 Recognition, counting, sorting, matching, comparing, ordering, subitising, number bonds</p> <p>Composition of numbers to 10 and beyond Counting patterns to 10 and beyond</p> <p>Comparing weight, length and capacity</p>	<p>Number 10 and beyond–subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. Match, rotate, and manipulate Pattern – AABB, BBA Addition Subtraction Number bonds Shape – spatial reasoning Doubling Sharing and grouping Even and odd Patterns and relationships Comparing weight, length and capacity</p>
<p><b>'We are Mathematicians'</b></p>	<p><i>'Mastery in Maths' focus</i> <i>Link the number symbol with its cardinal number value.</i> <i>Count beyond ten.</i> <i>Compare numbers.</i> <i>Understand the 'one more/one less than' relationship between consecutive numbers.</i> <i>Compare length, weight, and capacity.</i></p>					
<p>Ongoing throughout the year</p>	<p><i>Select, rotate, and manipulate shapes to develop spatial reasoning skills.</i> <i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i> <i>Continue, copy, and create repeating patterns.</i></p>					

<p>Understanding the World</p> 	<p><b>Chronology:</b> Visually represent, organise and plan own day on a simple timeline (corresponding with days of the week)</p> <p><b>Chronology:</b> use the language of time when talking about past/present events in their own lives and in the lives of others</p>	<p><b>Chronology:</b> Visually represent, organise and plan own day on a simple timeline (corresponding with days of the week)</p> <p><b>Chronology:</b> use the language of time when talking about past/present events in their own lives and in the lives of others</p>	<p><b>Chronology:</b> Visually represent, organise and plan own day on a simple timeline (corresponding with days of the week)</p> <p><b>Chronology:</b> use the language of time when talking about past/present events in their own lives and in the lives of others</p>	<p><b>Chronology:</b> Visually represent, organise and plan own day on a simple timeline (corresponding with days of the week)</p> <p><b>Chronology:</b> use the language of time when talking about past/present events in their own lives and in the lives of others</p>	<p><b>Chronology:</b> Visually represent, organise and plan own day on a simple timeline (corresponding with days of the week)</p> <p><b>Chronology:</b> use the language of time when talking about past/present events in their own lives and in the lives of others</p>	<p><b>Chronology:</b> Visually represent, organise and plan own day on a simple timeline (corresponding with days of the week)</p> <p><b>Chronology:</b> use the language of time when talking about past/present events in their own lives and in the lives of others</p>
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'We are Scientists'

'We are Geographers'

'We are Historians'

including people they have learnt about through books.

**Chronology:** Talk about members of their immediate family and the relationship to them.

Name and describe people who are familiar to them.

**Chronology:** Recount an event, orally, pictorial and/or with captions.

including people they have learnt about through books.

**Chronology:** Recount an event, orally, pictorial and/or with captions.

**Chronology:** Explore historical events by exploring non-fiction texts, black and white photographs, black and white videos, (World War One and Two-Remembrance Day), paintings and portraits (The Gun Powder Plot)

**Enquiry:** Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

**Enquiry:** Find out about key historical events and why and how we celebrate today: Bonfire Night, The Gun Powder Plot, Diwali, Remembrance Day, Hannukah, Advent, Christmas Day. Ask questions, use different sources to find answers including books.

**Comment on images of familiar situations in the past.**

lives and in the lives of others including people they have learnt about through books.

**Chronology:** Recount an event, orally, pictorial and/or with captions.

**Enquiry:** Find out about key historical events and why and how we celebrate today: Shrove Tuesday, St David's Day Ask questions, use different sources to find answers including books.

**Comment on images of familiar situations in the past.**

including people they have learnt about through books.

**Chronology:** Recount an event, orally, pictorial and/or with captions.

**Enquiry:** Find out about key historical events and why and how we celebrate today: Easter, St Patrick's Day, St George's Day Ask questions, use different sources to find answers including books.

**Comment on images of familiar situations in the past.**

including people they have learnt about through books.

**Chronology:** Recount an event, orally, pictorial and/or with captions.

**Chronology:** Explore historical events by exploring non-fiction texts, black and white photographs, black and white videos, (The Queen Elizabeth II's coronation), paintings and portraits (Queen Elizabeth II and the Royal Family)

**Enquiry:** Find out about key historical events and why and how we celebrate today: Eid, Ramadan, The Queen's Platinum Jubilee Ask questions, use different sources to find answers including books.

**Comment on images of familiar situations in the past.**

including people they have learnt about through books.

**Chronology:** Recount an event, orally, pictorial and/or with captions.

**Enquiry:** Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

**Enquiry:** Find out about key historical events and why and how we celebrate today:

Eid, Ramadan, Queen Elizabeth II's coronation- 2022 Platinum Jubilee) Ask questions, use different sources to find answers including books.

**Comment on images of familiar situations in the past.**

Ongoing throughout the year

Begin to develop a sense of **continuity and change** by being able to compare and contrast characters from stories throughout the year, including figures from the past.

**Being Respectful:** Themselves, special things in their own lives.

**Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.**

**Being Respectful:** Explore Harvest Festival.

**Being Respectful:**

**Being Respectful:** Recognise that people have different beliefs and celebrate special times in different ways.

**Recognise some similarities and differences between life in this country and life in other countries.**

**Understand that some places are special to members of their community.**

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**Being Respectful:**

**Being Respectful:** Recognise that people have different beliefs and celebrate special times in different ways.

**Recognise some similarities and differences between life in this country and life in other countries.**

**Being Respectful:** Explore St Patrick's Day, St George's Day, Eid and Ramadan.

**Being Respectful:**

**Being Respectful:** Recognise that people have different beliefs and celebrate special times in different ways.

**Recognise some similarities and differences between life in this country and life in other countries.**

**Being Respectful:** Explore Eid, Ramadan, Queen Elizabeth II's Coronation and 2022 Platinum Jubilee.

**Being Respectful:**

**Being Respectful:** Recognise that people have different beliefs and celebrate special times in different ways.

**Recognise some similarities and differences between life in this country and life in other countries.**

**Being Respectful:** Explore Eid.

**Being Respectful:**

Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

Explore Diwali, Remembrance Day, Hannukah, Advent and Christmas.

**Being Respectful:**

Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

Explore Shrove Tuesday, St David's Day, Chinese New Year and Easter.

**Being Respectful:**

Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

**Being Respectful:**

**Wren's Nest's New Year's Resolution 2022- 'Make Climate Change Matter'**  
Understand that simple actions have consequences for our world.

**Being Respectful:**

Explore the natural world around them.  
Describe what they see, hear and feel whilst outside.  
Understand the effect of changing seasons on the natural world around them.

**Being Respectful:**

Recognise some similarities and differences between life in this country and life in other countries/environments.  
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

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**Mapping:**  
**Draw information from a simple map**

Explore world map/globe and identify location of Dudley, England. Talk about local environment and recall own experiences of visiting local landmarks- Wren's Nest Nature Reserve, Dudley Zoo and Castle, Black Country Living Museum, Dudley Canal Trust, Dudley Town, etc.

**Mapping: Draw information from a simple map**

Exploring location of India (Diwali) on world map/globe- comparison with own location of Dudley, England.

**Mapping:** Explore map of England, United Kingdom to identify location of school visit- discuss location, modes of transport, travel time, etc.

**Mapping: Draw information from a simple map**

Exploring location of Arctic, Antarctica, North Pole, South Pole, China (Chinese New Year) and Wales (St David's Day) on world map/globe- comparison with own location of Dudley, England.

**Mapping:** Explore map of England, United Kingdom to identify location of school visit-

**Mapping: Draw information from a simple map**

Exploring location of Ireland (St Patrick's Day) and England (St George's Day) within the United Kingdom on world map/globe- comparison with own location of Dudley, England.

**Mapping:** Explore map of England, United Kingdom to identify location of school visit- discuss location, modes of transport, travel time, etc.

**Mapping: Draw information from a simple map**

Exploring location of Ireland (St Patrick's Day) and England (St George's Day) within the United Kingdom on world map/globe- comparison with own location of Dudley, England.

**Mapping:** Explore map of England, United Kingdom to identify location of school visit- discuss location, modes of transport, travel time, etc.

**Mapping: Draw information from a simple map**

Exploring location of hot places (Summer) world map/globe- comparison with own location of Dudley, England.

**Mapping:** Explore map of England, United Kingdom to identify location of school visit- discuss location, modes of transport, travel time, etc.



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**Enquiry:** Use technology, non-fiction books, websites and artefacts to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.

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**Enquiry:** Investigate properties of ice- freezing and melting (Winter and Cold Places)

**Enquiry:** Investigate materials of different clothing- keeping warm in Winter (Designing Winter clothes)

**Enquiry:** Exploring light and dark- making shadows /shadow puppets ('The Gruffalo's Child'- Winter investigation)

**Enquiry:** Use technology, non-fiction books, websites and artefacts to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.

**Enquiry:** Celebrating British Science Week- Science experiments/investigations TBC. Use technology, non-fiction books, websites to explore and find out about scientists from the past and present. (Women in Science, Covid-19 Scientists- vaccinations)

**Enquiry:** Use technology, non-fiction books, websites and artefacts to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.

**Enquiry:** Understand the key features of the life cycle of a plant or animal. Planting Beans- Life Cycle of a Bean. Life Cycle of a Butterfly- Caterpillar eggs delivered. Life Cycle of a Hen- Living Eggs observations.

**Enquiry:** Use technology, non-fiction books, websites and artefacts to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.

Ongoing throughout the year

**Communication:** Comment on what they notice about the environment where they live and **understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.**

**Observation:** Explore the natural world around them by taking part in seasonal walks, trails, investigations to encourage children to make their own observations and draw pictures of their findings, e.g. animals and plants in local natural environment. Understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design



**'We are Artists'**  
Self-Portrait skills – drawing themselves, observational work, Autumn paintings, junk modelling  
Exploring colours and colour mixing

**'We are Musicians'**  
**'Charanga' Songs:**  
'Pat-a-cake'  
'1, 2, 3, 4, 5, Once I Caught a Fish Alive'  
'This Old Man'  
'Five Little Ducks'  
'Name Song'  
Things for Fingers'

Exploring Autumn and Harvest songs

**'We are Artists'**  
Portrait skills – drawing people, observational work, firework paintings, painting Mehndi patterns, Rangoli Patterns, junk modelling  
Exploring colours and colour mixing

**'We are Musicians'**  
**'Charanga' Songs:**  
'I'm A Little Teapot'  
'The Grand Old Duke of York'  
'Ring O' Roses'  
'Hickory Dickory Dock'  
'Not Too Difficult'  
'The ABC Song'

Exploring Diwali songs, sounds of fireworks, World War One and Two

**'We are Artists'**  
Portrait skills – drawing people, observational work, Winter paintings, ice painting, Chinese painting, junk modelling, creating Chinese dragons and lanterns  
Exploring colours and colour mixing

**Design and Technology Week-**  
**'Projects On a Page'- Focus TBC**  
**'We are Musicians'**  
**'Charanga' Songs:**  
'Wind the Bobbin Up'  
'Rock-a-bye Baby'  
'Five Little Monkeys Jumping on The Bed'  
'Twinkle, Twinkle'  
'If You're Happy and You Know It'  
'Head, Shoulders, Knees and Toes'

**'We are Artists'**  
Portrait skills – drawing people, observational work, Spring observational paintings, junk modelling  
Exploring colours and colour mixing

**'We are Musicians'**  
**'Charanga' Songs:**  
'Old Macdonald'  
'Incy Wincy Spider'  
'Baa, Baa Black Sheep'  
'Row, Row, Row Your Boat'  
'The Wheels on The Bus'  
'The Hokey Cokey'

Exploring Spring songs and rhymes

**'We are Artists'**  
Portrait skills – drawing people, observational work, Spring/New Life observational paintings, junk modelling  
Exploring colours and colour mixing

**'We are Musicians'**  
**'Charanga' Songs:**  
'Big Bear Funk'

Exploring Spring songs and rhymes

**Listen attentively, move to, and talk about music, expressing their feelings and responses.**

**'We are Artists'**  
Portrait skills – drawing people, observational work, Summer observational paintings, junk modelling  
Exploring colours and colour mixing

**'We are Musicians'**  
**'Charanga' Songs Reflect, Rewind & Replay:**  
'Big Bear Funk'  
'Baa, Baa Black Sheep'  
'Twinkle, Twinkle'  
'Incy Wincy Spider'  
'Rock-a-bye Baby'  
'Row, Row, Row Your Boat'

Exploring Summer songs and rhymes



*Develop storylines in their pretend play.*

songs, Christmas hymns, carols and popular Christmas songs

*Sing in a group or on their own, increasingly matching the pitch and following the melody.*

Exploring Chinese New Year songs and traditional Chinese music

*Return to and build on their previous learning, refining ideas and developing their ability to represent them.*

Exploring Easter hymns and popular Easter songs and rhymes

*Create collaboratively sharing ideas, resources, and skills.*

*Watch and talk about dance and performance art, expressing their feelings and responses.*

Ongoing throughout the year

*Explore, use, and refine a variety of artistic effects to express their ideas and feelings.*

*Explore and engage in music making and dance, performing solos or in groups.* Singing well known nursery rhymes, familiar songs and chants.

