



Eardisley CE Primary School

Rowan Class

(See also Curriculum Progression Maps for Individual Subjects and English and Maths)
Long Term Planning

Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	All About Me	Winter Wonderland	Once Upon a Time	What's Outside?	Where Shall We Go?	Amazing Animals
General themes and possible lines of enquiry	Starting School	Bonfire Night	Traditional Tales	Life Cycle of a Plant	Around Eardisley	Habitats
	Autumn (seasonal changes & weather)	Winter (seasonal changes & weather)	Our Favourite Stories	Spring (seasonal changes & weather)	Modes of Transport	Summer (seasonal changes & weather)
	What Makes Me Happy?	How Can I Show Kindness to Others?	Mythical Creatures	Climates	England / UK	Mini-Beasts
	My Family	Frozen Planet	Toys Throughout Time	Flowers & Leaves	Holidays	Endangered Animals
	Staying Healthy / Food	Letters to Father Christmas	World Book Day	Forest School	Maps	Marine Life
	Human Body	The Nativity		Planting Seeds	Space & Our Solar-System	Reduce, Reuse, Recycle
	People Who Help Us				Neil Armstrong	
	Harvest					
'A Good Read'	I Don't Want to be Small – Laura Ellen Anderson	Ella's Night Lights – Lucy Fleming	Luna Loves Library Day - Joseph Coelho	The Tiny Seed – Eric Carle	Look Inside Things That Go – Rob Lloyd Jones	Handa's Surprise – Eileen Browne
	The Colour Monster – Anna Llenas	Robin's Winter Song – Suzanne Barton	Very Little Rapunzel – Teresa Heapy	Busy Spring: Nature Wakes Up – Sean Taylor	Maisy Goes to The City – Lucy Cousins	Mad About Minibeasts! – Giles Andreae
	The Leaf Thief – Alice Hemming & Nicola Slater	Jingle Bells – Nick Butterworth	George and the Dragon – Chris Wormell	Little Bear's Spring – Elli Woollard	Zoom, Rocket, Zoom! – Margaret McAllister	Somebody Swallowed Stanley – Sarah Roberts
		I Love You More Than Christmas – Ellie Hattie				

Great work outcome	Autumn 1 – Paper plate self-portrait Autumn 2 – Nativity performance		Spring 1 - Create a class story Spring 2 – Grow our own sunflower		Summer 1 - Build a 'bug hotel' Summer 2 – Class litter-pick & recycling poster	
Cultural Capital Values in Harmony Focus	Compassion Harvest Staying Healthy	Generosity The Story of Christmas	Understanding the moral of stories			
Cultural Capital Community Links	Harvest Festival School Charity Bake	Remembrance Service Nativity play		Easter Service		Sports Day
Cultural Capital 'Take it Outside' and Enrichment Opportunities including Educational Visits to enhance and embed learning	Local environment welly walk	Clearwell Caves Christmas Trip	Forest School	Forest School Queens Wood Trip Planting in the garden	Eardisley Village Walk Space dome	School Litter-Pick Symonds Yat Butterfly Zoo Trip
RE	F1 Why is the word 'God' so important to Christians?	F2 Why is Christmas special for Christians?	F4 Being special: where do we belong?	F3 Why is Easter special for Christians?	F5 Which places are special and why?	F6 Which stories are special and why?
PSHE and RSE	Role of different people in our families; feeling cared for	How our behaviour affects others; being polite and respectful; asking permission	What rules are; Caring for others' needs; safe use of the internet	Looking after the environment	Keeping healthy; Food, Exercise and Hygiene	Keeping healthy: understanding and managing our emotions
Great Work Celebration form	Nativity play End of term Christmas meal		Easter Treats Hunt		Sports Day End of year tea party	

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Communication and language – Educational programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Term specific provision	Understand how to listen carefully and why listening is important – following instructions for daily routines. Engage in story and rhyme times. Make friends by introducing themselves and listening in circle time games. Children talk about experiences familiar to them – experiences with family, animals and special occasions. Show an interest in the lives of other people. Develop vocabulary linked to the termly theme.	Ask questions to find out more and to check they understand what has been said to them – questions about seasonal changes, animals and places around the world, adaption. Talk about their own lives – themselves and their families (humans), animals they have or have encountered and celebrations. Develop social phrases and use these throughout the day. Develop vocabulary linked to a theme e.g. labels for animals, linked to arctic and key texts. Engage in story and rhyme time – return to books and resources to retell and perform.	Articulate their ideas and thoughts in well formed sentences. Connect one idea or action to another – when exploring toys old and new, places, making sounds / music. Develop vocabulary linked to a theme – old and new, toys, characters, mythical creatures. Retell key stories once they have developed deep familiarity. Start to tell their own stories – talk for writing, puppets. Engage in story and rhyme time return to books and resources to retell and perform. Engage in non-fiction books.	Connect one idea or action to another – when planting a seed. Listen to and talk about non-fiction books to further develop their vocabulary – names of plants, their parts, environments they need to grow. Develop familiarity with new knowledge and vocabulary. Books linked to Spring, out-door spaces, plants. Describe events of the Life Cycle of a Plant in some detail – links to The Tiny Seed. Retell key stories once they have developed deep familiarity.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Links to transport – why do we need different forms of transport? What transport would you take to travel a short / long distance? Continue to engage in non-fiction books to further develop their vocabulary – names of continents, countries, cities, planets. Retell key stories they have deep familiarity with. Continue to tell their own stories. Describe events in some detail – different climates, seasonal changes, Neil Armstrong.	Confidently retell, innovate and create stories to tell to others based on deep familiarity of a range of stories from across the year. Use talk for writing, story maps, puppets and props. Use new vocabulary in different contexts – applying what they have learnt across the year to their own retellings. Express their ideas and feelings about experiences in a range of situations and to different audiences – talk about their year, experiences, dreams and goals, school trip.
Ongoing provision throughout the year	Communication and language is developed throughout the year through high quality interactions with adults and peers, daily group discussions, circle times, PSHE times, story time, singing time, assemblies, Pie Corbett Talk for Writing, weekly interventions and during the KS1 Nativity performance.					

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Personal, social and emotional development – Educational programme	Children's personal, social and emotional development (PSED) is crucial for children to lead happy and healthy lives, and is fundamental to their cognitive development. Important attachments underpin children's personal development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide secure platform from which children can achieve at school and in later life.					
Term specific provision	<p>See themselves as valuable individuals – getting to know each other and their families, talk about likes and dislikes. Build constructive and respectful relationships – working with new adults and children in a larger group. Manage their own needs – handwashing, toileting, healthy snacks.</p> <p>PSHE and RSE – Roles in our families, feeling cared for.</p>	<p>Express their feelings and consider the feelings of others. Think about perspective of others – finding out about other people.</p> <p>PSHE and RSE - How our behaviour affects others; being polite and respectful; asking permission.</p>	<p>Express their feelings and consider the feelings of others. Think about perspective of others – finding out about other people.</p> <p>PSHE and RSE - What rules are; Caring for others' needs; safe use of the internet.</p>	<p>Know and talk about factors that support overall health and well-being – healthy eating, physical activity, toothbrushing, sleep routines, sensible amounts of screen time.</p> <p>PSHE and RSE - Looking after the environment – our world.</p>	<p>Know and talk about factors that support overall health and well-being – healthy eating, physical activity, toothbrushing, sleep routines, sensible amounts of screen time.</p> <p>PSHE and RSE - Keeping healthy; Food, Exercise and Hygiene.</p>	<p>Identify and moderate own feelings socially and emotionally – recognise people will behave in different ways and how we can support each other with this, it is ok to have different feelings.</p> <p>Show resilience and perseverance in the face of challenge – overcome difficulties in journeys, transition, changes.</p> <p>PSHE and RSE - Keeping healthy: understanding and managing our emotions.</p>
Ongoing provision throughout the year	These statements will all apply and be built upon throughout the reception year and may apply differently to fit specific needs. Daily 'special helper' role, achievement and values certificates awarded each Friday, challenge activities, group work, visual timetable, 'home-skills' days, exploring ideas in PSHE and RSE lessons.					

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Physical development – Educational programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness moving in different ways involving a range of objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and craft and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Term specific provision	<p>Develop the skills they need to manage the school day successfully – lining up and queuing, meal times etc.</p> <p>Multi-skills- Revise and refine fundamental movement skills – rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop and refine a range of ball skills – throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, accuracy and precision in activities involving a ball.</p> <p>Develop foundations for handwriting- mark make, draw freely, copy basic handwriting patterns.</p>	<p>Develop the skills they need to manage the school day successfully – lining up and queuing, meal times etc.</p> <p>Dance – Combine movements with ease and fluency.</p> <p>Home skills - Dress and undress.</p> <p>Begin to form some letters correctly, including the letters in their name.</p>	<p>Gymnastics - Revise and refine fundamental movement skills – rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Combine movements with ease and fluency. Develop control and grace.</p> <p>Correct formation of graphemes taught so far in phonics lessons.</p>	<p>Multi-skills- Revise and refine fundamental movement skills – rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop and refine a range of ball skills – throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, accuracy and precision in activities involving a ball.</p> <p>Home skills – using a knife and fork successfully.</p> <p>Correct formation of graphemes taught so far in phonics lessons whilst writing simple words and phrases.</p>	<p>Athletics - Revise and refine fundamental movement skills – rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Compete and take part as part of a team with confidence, competence and precision.</p> <p>Correct formation of letters during structured tasks such as group literacy activities.</p>	<p>Tennis - Develop and refine a range of ball skills – throwing, catching, batting and aiming. Develop confidence, competence, accuracy and precision in activities involving a ball.</p> <p>Correct formation of letters during structured tasks such as group literacy activities.</p>
Ongoing provision throughout the year	Develop fine motor skills so that children can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knife and fork, spoon. Activities included in 'Morning activities' that encourage the development of fine motor skills – tweezers, threading, pencil control, pegs. Access to small world activities, puzzles, arts and craft. New tools modelled and introduced gradually to creative / construction provision. Specific interventions following observations – pencil grip support, fine motor activities and letter formation. Use core muscle strength to achieve good posture when sitting at the table or on the carpet. Opportunities to work at different heights both indoors and outdoors.					

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Literacy development – Educational programme	It is crucial for children to develop a life-long love of reading. Reading consists of language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoys rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Term specific provision Comprehension	Joining in with rhymes and show an interest in stories with repeated refrains. Environment print. Having a favourite story / rhyme. Understand the key concepts of print – print has meaning, different purposes, we read English from left to right and from top to bottom, the names of different parts of the book. Retelling familiar stories through the use of pictures to tell the story. Stories and information books related to self, family, emotions.	Retell stories related to events through the use of acting / role-play or images. Use Pie Corbett actions to retell stories – story maps. Editing story maps and orally retelling new stories. Non-fiction focus – sequencing story – using language beginning, middle and end, Bonfire Night and Guy Fawkes. Books made available for children to share at school and at home.	Talk about favourite stories & characters. Learn traditional tales. Make up own stories, create story maps. Encourage children to record their stories using picture drawing and mark-making. Enjoy an increasing range of books including non-fiction texts - information books and leaflets about toys.	Begin to understand that non-fiction is a non-story and that it gives information instead. Use vocabulary and speech that are increasingly influenced by their experiences of books. Develop their own narratives and explanations by connecting ideas or events.	Retell a story with actions and/ or picture prompts as part of a group. Use story language when acting out a narrative. Can explain the main events of a story. Can draw pictures of characters / events / setting in a story - may include labels, sentences or captions.	Can record and retell their own story ideas by drawing pictures of character/ events/ setting, may include labels, sentences or captions. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and recently introduced vocabulary.
Word reading	Read individual letters by saying the sound for them (Phonics Phase 2).	Blend sounds into words so that they can read short words made up of letter-sound correspondence (Phonics Phase 2).	Read some letter groups (digraphs) that represent one sound and say sounds for them. Read a few common exception words taken from phonics progression (Phonics Phase 3).	Read simple phrases and sentences made up of words containing known letter-sound correspondence and where necessary a few common exception words (Phonics Phase 3).	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Phase 3).	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Phonics Phase 3 and 4).
Writing	Support dominant hand and tripod grip. Provide activities to promote mark-making, giving meaning to marks made. Begin learning letter formations for taught sounds. Opportunities to build fine motor control.	Name writing with correct letter formation. Labelling using initial sounds. Sequence key stories.	Writing some of the tricky words introduced in phonics. Writing CVC words. Guided writing based on labels and lists.	Writing simple captions and phrases to create short non-fiction books. Correct formation of lowercase letters.	Writing simple sentences to describe the ocean or beach. Begin to use capital letters and full stops. Correct formation of capital letters.	Write simple sentences to form recounts and innovated stories. Read work aloud to adults or peers, check it makes sense.

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Maths development – Educational programme	Developing a strong understanding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of numbers to 10, the relationship between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including space, shape and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Term specific provision	Abacus Maths: Counting to 10 Counting to 20 Describe & create patterns using colours and shapes Counting items to 10 Subitise numbers to 6 Days of the week, using time related language e.g., yesterday, today Using positional language e.g., in, on, over, under Introduction to addition & subtraction using fingers and dice dots	Abacus Maths: Begin exploring length, measurement and capacity Counting items to 20 Writing numbers to 10 Compare & order numbers to 10 2D Shapes Months of the year Money, recognising coins, coin worth Matching spoken and written numbers Counting back from a given number 1 more, 1 less	Abacus Maths: Counting to 100 Compare & order numbers to 20 Lines of symmetry Repeating patterns Odd and even numbers Counting in 2's Number sentences Doubling objects Units of time Comparing, lengths, heights & weights Using non-standard units of measurement, e.g., paperclips	Abacus Maths: Compare & order numbers to 20 Teen-numbers Compare & order coins Number lines Addition sentences Subtraction sentences Partitioning numbers Number bonds to 5, 6, 7, 8 and 10	Abacus Maths: Counting back from 20 2D & 3D shapes Doubling numbers to 5 Halving even numbers to 10 Sharing objects between 2 Counting in 2, 5's 10's Daily routine stories	Abacus Maths: Count on from and up to number within 20 Number patterns – 10's 1 more and 1 less to 20 Counting on by, 2, 3 & 4 Match number sentences to practical problems Making small amounts with money Subtracting small amounts (1-3) by counting back on fingers Comparing more than 2 lengths using non-standard units Partition, 5, 6 & 10 objects
Ongoing provision throughout the year	Daily routines – Self registration using tens frames, calendars, visual timetable, voting. Story and discussion times – Practise taught skills – What do you notice? What can you see? How do you see it? Maths area to provide resources to support current themes, opportunities to explore, number blocks, number of the week. CP – water tray / sand tray / tuff tray links to themes.					

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Understanding the world – Educational programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting places to meeting important members of society such as police officers, nurses and fire fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Term specific provision	<p>Talk about members of their immediate family and community.</p> <p>Name and describe themselves and people who are familiar to them.</p> <p>Who do Christians say made the world?</p>	<p>Recognise toys from the past and identify similarities and differences between then and now.</p> <p>Recognise some similarities and differences between life in this country and life in the arctic.</p> <p>What does it mean to belong to a faith community? Christians, Jews, Muslims and non-religious worldviews</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Understand that some places are special to members of their community.</p> <p>Explore the natural world around them – close observation of plants, using natural materials to create art, natural processes.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand that some places are special to members of their community.</p> <p>Draw information from a simple map – maps from different environments, globes, world maps.</p>	<p>Explore the natural world around them – close observation of plants, using natural materials to create art, natural processes.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
Ongoing provision throughout the year	Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside – extended outdoor learning sessions, walks in the local environment, looking after outdoor areas plants and animals.					

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Expressive arts and design – Educational programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Term specific provision	Painting and drawing self-portraits. Holding pencils and paintbrushes. Town small world tray. House – role play area. Story telling through music, listening to repetition and rhyme.	Firework chalk pictures. Christmas cards & other crafts. Arctic small world tray. Christmas grotto – role play area. Take own photographs on classroom iPads. Listening and singing. Nativity performance.	Discuss, design and make whole class story book cover. Hansel & Gretel house – role play. Fairy-tale small world tray. Pancake cooking. Using tools, equipment, following a recipe. Exploration of instruments – dynamics & rhythm.	Forest school – Feeders for animals. Create and perform a group dance inspired by The Tiny Seed. Observational drawing – plants. Pencil control. House – role play. Garden small world tray.	Outdoor art using natural materials. Exploration of instruments – keeping a rhythm. Forest school – create homes for creatures. Feeders for animals etc. Rocket – role play. Alien planet small world tray.	Wild animal collage. Listening, responding and singing. House – role-play, small world tray. Forest school – create homes for creatures. Boat – role play. Marine life small world tray.
Ongoing provision throughout the year	Areas such as role-play, small world, making tables and creative areas will have materials changed over time to encourage children to build stories around toys (small world), use available props to support role-play, build models using construction equipment, explore, use and refine a variety of artistic effects to express their ideas and feelings, return to and build on their previous learning, refining ideas and developing their ability to represent them.					