



Robins Long Term Planning 2023/24 Year A


Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<p>Do you have to have super powers to be a superhero?</p> <p>All about Me My Family Harvest – Farming Superheroes – People who help us</p> <p>Texts: Supertato, Zippo the Super Hippo, Incredible You</p>	<p>What is a celebration?</p> <p>Autumn Diwali Bonfire Night Christmas story</p> <p>Texts: Oliver’s Vegetables, I Can Eat a Rainbow, The Runaway Pea</p>	<p>Do polar bears and penguins live together?</p> <p>Winter – Arctic Night and Day Nocturnal Animals</p> <p>Texts: Be Brave Little Penguin, The Journey Home, Once Upon a Raindrop</p>	<p>How does your garden grow?</p> <p>Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring Life cycles</p> <p>Text: The Gingerbread Man, Little Red Riding Hood</p>	<p>How do we get there?</p> <p>Local Area – Where we Live Transport London</p> <p>Texts: You Can’t Put an Elephant on the Bus, We Catch the Bus, Me on the Map</p>	<p>How can we help the world?</p> <p>Summer Rock pools Mermaids/ Pirates Recycling / Saving the ocean</p> <p>Texts: The Rainbow Fish, The Magic Beach, The Singing Mermaid</p>
Potential Visitor/Visit/Experience	<p>Mr Coates to visit – First Responder Harvest Festival Service</p>	<p>Autumn Walk Visit to Church to Meet Rev Gary Theatre Trip – Pantomime Tell a story – Christmas Nativity</p>		<p>Animal Trip (Peak Wildlife) Easter Service</p>	<p>Local park visit</p>	<p>Seaside day Church visit Summer Production</p>
<p>Communication and Language</p> 	<p>Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand ‘why’ questions. Use sentences 4-6 words. Use talk to organise play.</p>	<p>Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases</p>	<p>Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.</p>	<p>Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>
Ongoing throughout the year	<p><i>Learn new vocabulary Use new vocabulary through the day</i></p>		<p><i>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</i></p>		<p><i>Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.</i></p>	
<p>Personal, Social and Emotional Development Self-regulation</p> 	<p>Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.</p>	<p>Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.</p>	<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. 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 Show resilience and perseverance.</p>	<p>Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others’ needs and feelings.</p>
Religious Education	<p>Key Question F1: Theme: Special People/ Religions</p>	<p>Key Question F2: Theme: Christmas</p>	<p>Key question F3: Theme: How do people celebrate? (Hinduism)</p>	<p>Key Question F4: Theme: Easter</p>	<p>Key question F5: Theme: Stories – What can we</p>	<p>Key Question F6: Theme: Special Places – What makes</p>


	Focus Value: Kindness	Concept: Incarnation – What is Christmas? Focus Value: Respect	Focus Value: Honesty	Concept: Salvation – What is Easter? Focus Value: Self-control	learning from stories? Focus Value: Forgiveness	places special? Focus Value: Perseverance
Physical Development 	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing continued Dance.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Gymnastics.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Games.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Games.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Games.
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 their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on 'Physical Development' skills plan.					

<p>Literacy</p> 	<p>Emergent writing: 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>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Emergent writing: Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes 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>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Emergent writing: 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>Composition: Write a simple sentence with a full stop.</p> <p>Handwriting: 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>Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Composition: 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.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p>Phonics</p> <p>Word Reading and Writing</p>	<p>Autumn 1 Phase 2 Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 ck e u r I Week 5 h b f l the</p>	<p>Autumn 2 Phase 2 Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu words with -s /s/ added at the end (hats sits) ch go no to into Week 4 sh th ng nk she push* he of Week 5 • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags) we me be *The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</p>	<p>Spring 1 Phase 3 Week 1 ai ee igh oa Week 2 oo oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp are sure pure Week 5 longer words</p>	<p>Spring 2 Phase 3 Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end</p> <p>No new tricky words.</p>	<p>Summer 1 Phase 4 Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCCVC CCCVCC were here little says Week 4 longer words compound words there when what one Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est out today</p>	<p>Summer 2 Phase 4 Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words Week 4 root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root words ending in: -er, -est longer word</p> <p>No new tricky words</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.

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>Key skills: Recognising digit numbers, match numeral to quantity 0-5 Counting verbally forwards and backwards 0-5 Perceptual subitising 1, 2, 3</p> <p>Matching. Sorting & Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.</p> <p>Representing 1,2,3</p>	<p>Key skills: Understand: same/different and more/fewer. Recognise in quantities without counting Perceptual subitising 4 and 5 Correctly write 0-5</p> <p>Comparing 1,2,3 Composition of 1,2,3 Circles and Triangles Positional language</p> <p>Representing 4 and 5 Comparing 4 and 5 Composition of 4 and 5 Shapes with 4 sides Time language</p>	<p>Key skills: Conceptual subitising of 5 Recall parts of 5 Count verbally forwards and backwards beyond 10</p> <p>Introducing zero Comparing numbers to 5 Composition of numbers to 5 Comparing Mass Comparing Capacity</p> <p>Number 6, 7,8 Making pairs and doubles Combining 2 groups Length, height, time.</p>	<p>Key skills: Correctly write 6-10 Conceptual subitising 6-10</p> <p>Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.</p>	<p>Key skills: One more and one less any number to 10</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. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA</p>	<p>Key skills: Part- whole any number to 10 Recall bonds to 10</p> <p>Adding more Taking away Number bonds Shape – spatial reasoning</p> <p>Doubling Sharing and grouping Even and odd Patterns and relationships</p>
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Ongoing throughout the year	<p>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</p> <p>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</p>					
<p>Understanding the World</p>  <p>Ongoing throughout the year</p>	<p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p> <p>Enquiry: Begin to 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.</p>	<p>Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.</p>	<p>Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p>	<p>Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.</p>	<p>Chronology: Recount an event, orally, pictorial and/or with captions.</p> <p>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.</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories.</p> <p>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.</p>
<p>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. Using Little People, Big Dreams books.</p>						
Expressive Arts and Design	<p>Respect: Themselves, special things in their own lives.</p> <p>Talk about and describe features of their own family, talk about families in other countries across the world.</p>	<p>Respect: 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.</p> <p>Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</p>	<p>Respect: 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.</p>	<p>Respect: 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.</p> <p>Animals and know how to care for an animal/pets</p>	<p>Respect: Understand that some places are special to members of their community.</p>	<p>Respect: Animals and know how to care for an animal/pets</p>
	<p>Mapping: Begin to use positional language i.e., under, beside, on top of etc.</p>	<p>Mapping: Use positional language i.e., under, beside, on top of etc.</p> <p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, read common signs and logos.</p>	<p>Mapping: Instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map</p> <p>Enquiry: Recognise, know, and describe features of different places - Arctic</p>	<p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p>	<p>Mapping: Draw information from a simple map and identify landmarks of our local area walk.</p> <p>Enquiry: Comment and ask questions about the different parts of the local community. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.</p> <p>Understand the key features of the life cycle of a plant or animal.</p>	<p>Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>
<p>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 weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>						



Portrait skills – drawing themselves and their family

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

Develop storylines in their pretend play.

Painting – colour mixing
Artist study – Jackson Pollock (collaborative work)

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

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

Design – Exploring Joining techniques

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

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

Drawing with different mediums
Artist Study – Van Gogh - Sunflowers

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

Create collaboratively sharing ideas, resources, and skills.

Design – Developing Joining techniques to make a vehicle

Charanga Songs:
Big Bear Funk

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

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

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

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

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

Ongoing throughout the year