

Yearly Overview Robins

		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Here I Am	Long Ago	Near and Far	Growing and Changing	Tell Me A Story	Up, Up and Away
Hook into topic		Everywhere Bear scrapbooks  Teddy Bears Picnic	Bring your favourite toy to school day  Dinosaur egg found in the school grounds	Great British Birdwatch - Longparish in the winter time.  'Flying' to Antarctica and China	Living Eggs - chicks  Finkley Down Farm trip	Caterpillars - InsectLore The Very Hungry Caterpillar storyteller visit 'Budding Authors' event - Herons invited to come and read our very own story books.	Hot chocolate and PJ story evening  UFO caught on CCTV
Home learning project		Make a poster all about your family to display in our classroom!	Find out about what life was like when Mummy/Daddy was a baby.	How many different ways can you travel? See how many different forms of travel you can do over the course of this term and keep a log. (e.g. walk, bike, car, taxi, bus, train, boat...etc.)	Each child takes home a sunflower seed. Plant the seed and watch it grow! Keep a diary... drawing and writing about the changes that you see.	Can you make your very own story book? This could be written by the child or an adult helper but should be the child's own words. Illustrate each page and publish it into their very own book. Bring into school for our 'budding authors' event.	Use something old to make something new, draw and label a plan of what you will make!
Links to 'Golden Thread' - MIGRATION AND THE MOVEMENT OF MAN, CLIMATE CHANGE			<b>Migration and the movement of man</b> - Christmas story - Mary and Joseph moving from Nazareth to Bethlehem, then they flee from Herod.	<b>Climate Change</b> - the ice caps melting. Pollution from some modes of transport and how this is affecting the environment.		<b>Migration and the movement of man</b> - Three Billy Goats Gruff, leaving their home to find a new home with better opportunities (link to refugees)	<b>Climate Change</b> - Dear Earth - what can we do to help our Earth?
Class trip or visitor		<ul style="list-style-type: none"> <li>Walk to post a letter</li> <li>Walk to the Church to look around</li> <li>Teddy Bears Picnic</li> </ul>	<ul style="list-style-type: none"> <li>Bring your favourite toy to school day!</li> <li>Grandparents tea party</li> <li>Nursery Rhyme Week - joint with LLS</li> </ul>	<ul style="list-style-type: none"> <li>Great British Birdwatch</li> <li>Antarctic explorer visit</li> </ul>	<ul style="list-style-type: none"> <li>Chicks – eggs to hatch</li> <li>Finkley Down Farm trip</li> </ul>	<ul style="list-style-type: none"> <li>Caterpillars</li> <li>Storyteller visit</li> </ul>	<ul style="list-style-type: none"> <li>Hot chocolate and PJ story evening</li> </ul>
Health and wellbeing (SCARF)		Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Key Vocabulary		body part, skeleton, myself, family, school, class, feelings, emotions, excellence, friendship, respect, similar, different, resilience, compliment	today, yesterday, then, now, a long time ago, old, new, event, photograph, picture, story, object, past, present, before, timeline	travel, transport, journey, world, country, city, town, village, vehicle, near, far, distance, passenger, engine, wheels, map, pollution	growing, changing, lifecycle, plant, hatch, nutrient, germinate, compost, environment, habitat, stage, seed, seedling, chick, offspring	story, storyteller, author, illustrator, book, title, end page, blurb, illustrations, fiction, once upon a time, character, setting, beginning, middle, end	nighttime, daytime, nocturnal, diurnal, space, earth, universe, planet, star, comet, asteroid, solar system, orbit, astronaut
PE Sessions		KN - REAL PE PH Sports - Manipulation and Coordination	KN - REAL PE PH Sports - Manipulation and Coordination	KN - REAL PE PH Sports -	KN - REAL PE PH Sports -	KN - REAL PE PH Sports -	KN - REAL PE PH Sports -
L i t e r a c y	Key Texts						

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## Longparish C.E Primary School

Reading Outcomes	<ul style="list-style-type: none"> <li>● Begin to learn the sounds made by individual letters;</li> <li>● Begin to use single letter sounds to blend VC and CVC words;</li> <li>● Listen to stories and recall main events and characters;</li> <li>● Name the key parts of a book - author, illustrator, front cover, blurb.</li> </ul>	<ul style="list-style-type: none"> <li>● Use their reading and writing skills in independent play;</li> <li>● Recognise the sounds of single letters;</li> <li>● Be able to blend short words;</li> <li>● Recognise some common exception words;</li> <li>● Form opinions about texts they have read, or have been read to them;</li> <li>● Understand the role of information texts and engage with these to learn new knowledge;</li> <li>● Engage in non-fiction texts, remembering and repeating information learned.</li> </ul>	<ul style="list-style-type: none"> <li>● Read some letter groups that represent one sound;</li> <li>● Blend sounds into words so that they can read short phrases and sentences;</li> <li>● Read some common exception words;</li> <li>● Enjoy a variety of stories and texts, comparing characters, events and settings;</li> <li>● Re-read familiar books to build up fluency and for enjoyment;</li> <li>● Engage in story times, showing good listening skills and asking and answering questions about what they have heard;</li> <li>● Talk about familiar stories;</li> <li>● Retell familiar stories, using some language from the text and some of their own words and phrases;</li> <li>● Learn the structure of stories;</li> <li>● Express opinions about stories.</li> </ul>	<ul style="list-style-type: none"> <li>● Read phrases and sentences linked to phonic knowledge;</li> <li>● Recognise some common exception words;</li> <li>● Be able to talk about what they have read, showing an understanding;</li> <li>● Predict what might happen next in a story;</li> <li>● Ask questions about what they have read and what has been read to them;</li> <li>● Engage with non-fiction texts, finding out more about things that interest them.</li> </ul>	<ul style="list-style-type: none"> <li>● Be able to blend longer words using taught phonic sounds;</li> <li>● Recognise an increasing range of common exception words;</li> <li>● Recognise more digraphs and trigraphs;</li> <li>● Be able to read simple sentences and captions independently;</li> <li>● Talk about information that has been read and show understanding and comprehension;</li> <li>● Engage in non-fiction texts and show understanding by using information to form simple explanations;</li> <li>● Re-read information texts to build a better knowledge of new topics;</li> <li>● Learn and use the vocabulary of traditional storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>● Know the sounds for individual letters and a number of digraphs and trigraphs;</li> <li>● Be able to use phonic sounds to blend words, enabling children to read longer sentences and texts;</li> <li>● Recognise an increasing number of common exception words;</li> <li>● Engage in information texts and talk about what they have read or heard;</li> <li>● Enjoy a range of stories and find common themes;</li> <li>● Engage in storytimes by listening and asking and responding to questions;</li> <li>● Talk about stories and recognise different themes in stories such as bravery, kindness...;</li> <li>● Engage in non-fiction text, reading simpler versions for themselves;</li> <li>● Engage in discussions about what they have read or heard, taking turns and responding to others.</li> </ul>
Writing Outcomes	<ul style="list-style-type: none"> <li>● Make marks and talk about their writing with an adult;</li> <li>● Use a pencil effectively to make marks and write letters;</li> <li>● Begin to form recognisable letters, using some to represent sounds in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Use their reading and writing skills in independent play;</li> <li>● Form recognisable letters;</li> <li>● Identify some sounds in words to assist with spelling;</li> <li>● Talk about their writing with an adult, 'reading' what they have written.</li> </ul>	<ul style="list-style-type: none"> <li>● Write short sentences, some of which can be read by others as well as themselves.</li> </ul>	<ul style="list-style-type: none"> <li>● Write sentences, captions and labels that can be read by themselves and others;</li> <li>● Write with a fluent handwriting, forming most letters correctly;</li> <li>● Use writing for a purpose, to inform others about the world.</li> </ul>	<ul style="list-style-type: none"> <li>● Write short sentences and captions;</li> <li>● Begin to use full stops and capital letters in the correct places;</li> <li>● Spell more words which are phonetically plausible.</li> </ul>	<ul style="list-style-type: none"> <li>● Write sentences using a full stop and capital letter;</li> <li>● Use known letter sounds to help with spelling.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>● Begin to count objects, actions and sounds;</li> <li>● Use counting skills in different contexts and in play;</li> <li>● Join in with counting rhymes and songs;</li> <li>● Recognise digits for numbers;</li> <li>● Subitise numbers to 5;</li> </ul>	<ul style="list-style-type: none"> <li>● Count actions and objects beyond 10;</li> <li>● Compare numbers;</li> <li>● Recognise one more/less than numbers to 10;</li> <li>● Begin to explore the composition of numbers to 5, using different models and images;</li> </ul>	<ul style="list-style-type: none"> <li>● Count beyond ten;</li> <li>● Explore the composition of numbers to 10;</li> <li>● Add and subtract single digit numbers in different contexts;</li> <li>● Use shapes to create models and pictures, recognising shape features and developing spatial awareness;</li> </ul>	<ul style="list-style-type: none"> <li>● Count beyond ten, starting to recognise the patterns of the number system;</li> <li>● Understand odds and evens;</li> <li>● Be able to add and subtract single digit numbers in different contexts;</li> <li>● Use number language in their independent play opportunities;</li> </ul>	<ul style="list-style-type: none"> <li>● Recall number bonds to 10;</li> <li>● Play games which involve partitioning and recombining sets to make numbers;</li> <li>● Understand the relationship between 1 more/1 less;</li> <li>● Think about measures such as length, weight and</li> </ul>	<ul style="list-style-type: none"> <li>● Recall number bonds for numbers up to 10;</li> <li>● Count beyond 10, recognising the patterns of the number system;</li> <li>● Compare amounts, quantities and objects;</li> <li>● Use positional language to describe where things are;</li> </ul>

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	<ul style="list-style-type: none"> <li>Use everyday language to sequence events in their lives and talk about the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Join in with number songs and games;</li> <li>Use their knowledge of number in independent play;</li> <li>Talk about the passing of time and compare other measures;</li> <li>Recognise and create patterns with shapes and colours.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the length and height of objects using everyday language;</li> <li>Begin to understand the relationship between doubling and halving;</li> </ul>	<ul style="list-style-type: none"> <li>Recognise coins and how money is used;</li> <li>Compare numbers using different vocabulary;</li> <li>Begin to know some number bonds by heart;</li> </ul>	<ul style="list-style-type: none"> <li>capacity when comparing objects;</li> <li>Add and subtract single digit numbers and record workings;</li> <li>Use shapes to investigate ideas about properties and features;</li> <li>Recognise and create patterns;</li> </ul>	<ul style="list-style-type: none"> <li>Apply number skills and calculating skills to different contexts;</li> <li>Recognise and create patterns using colours and shapes;</li> <li>Rotate and manipulate shapes to build spatial reasoning;</li> </ul>
Understanding the World (Science, Geography, Environmental Studies, History, Computing)	<ul style="list-style-type: none"> <li>Describe people who are familiar and important to them;</li> <li>Talk about themselves as individuals and as part of families;</li> <li>Talk about family members;</li> <li>Talk about events in their own lives and compare familiar situations to those in the past;</li> <li>Explore the natural world around them by describing using their senses;</li> <li>Begin to talk about the seasons and recognise their effect on their environment.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on the past, making comparisons between familiar situations then and now;</li> <li>Begin to suggest reasons why things have changed;</li> <li>Compare settings and characters in stories set in different times;</li> <li>Talk with familiar people about changes that have happened during their lifetimes;</li> <li>Explore the natural world by making observations using the different senses;</li> <li>Continue to see how the seasons affect their local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a simple map;</li> <li>Become more familiar with the world map;</li> <li>Recognise some similarities and differences between life in this country and life in other countries;</li> <li>Talk about their immediate environment, using their senses;</li> <li>Recognise animals and plants that are in this country and those that grow in other countries;</li> <li>Understand the needs of animals and how they choose their habitats to suit these;</li> <li>Recognise different climates in the world and how these affect the plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them using observations, drawings, simple tests;</li> <li>Describe what they see happening around them, using correct vocabulary for natural things such as plants and animals;</li> <li>Continue to see how the seasons affect their local environment;</li> <li>Recognise the effect humans can have on the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about characters in stories and compare and contrast them;</li> <li>Talk about common themes in stories which can be applied to real life e.g bravery, kindness...</li> <li>Begin to draw and use simple maps of real and imaginary places;</li> <li>Draw pictures of the natural world and their immediate environment, after close observation;</li> <li>Recognise the effect of the seasons and talk about the different weathers.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about people in their family and their community, recognising the different roles they play;</li> <li>Recognise how familiar things have changed from the past;</li> <li>Compare and contrast real and fictional characters;</li> <li>Explore the natural world around them and recognise the effects humans can have on the world;</li> <li>Talk about the seasons and how their immediate environment changes through the year;</li> </ul>
Longitudinal Study	Choose a tree in our Outdoor Area, monitor it throughout the year... taking photographs, drawing pictures, making observations. Keep logs in a book and refer to how the tree changes over the year... what lives in the tree over the year? What stays the same? What changes?					
Expressive Arts and Design (Art, DT)	Self portraits  <b>Cooking</b> - Biscuit faces	<b>Artist study</b> - Kandinsky - circles  <b>Cooking</b> - firework toast	<b>Artist study</b> - Raymond Briggs - snowmen  <b>Cooking</b> - bird nest cakes	<b>Artist study</b> - O'Keefe - flowers  <b>Cooking</b> - Baking bread	<b>Artist study</b> - Eric Carle - caterpillars  <b>Cooking</b> - Hungry Caterpillar fruit kebabs	<b>Artist Study</b> - Peter Thorpe - rockets  <b>Cooking</b> - ice lollies
RE	<b>Belonging</b> Introduction to class, school and local church.	<b>LD – Special (Understanding Christianity - UC)</b> Jesus's birthday NATIVITY	<b>LD – Special (UC)</b> Why are you special? Why is Jesus special?	<b>UC – New Life</b> Why do Christians put a cross in our garden at Easter?	<b>LD – stories</b> Stories Jesus told	<b>LD – Community (UC)</b> Church