

Crawshawbooth Primary School Long Term Overview

Intent:

At Crawshawbooth Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation:

At Crawshawbooth Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen and sandpit. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive newsletters each half term to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy using Class Dojo to engage in their child's learning and share experiences from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Impact:

Our curriculum and its delivery ensure that children, from their own starting points, make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year 1.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations - making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

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2024/25	Autumn 1 Super Me!	Autumn 2 Let's Celebrate!	Spring 1 Lost in Space	Spring 2 People Who Help Us	Summer 1 Roots, Shoots and Muddy Boots	Summer 2 A Long Time Ago	EARLY LEARNING GOALS
Possible Themes / Interests / Lines of Enquiry	Settling in Family Autumn Superheroes Houses and Homes	Autumn Diwali Halloween Bonfire Night Nativity / Christmas Christmas around the world	Space Planet Earth Months of the Year Winter Lunar New Year	Spring Pancake Day Easter Mother's Day World Book Day Teachers and Police	Planting / gardening Life cycles Local area Farm visit Farmers	Summer Hot places Holidays (past and present) Transport (past and present) Schools (past and present) Toys (past and present) Childhood	
Possible Texts	The Colour Monster Zog Supertato Super Worm Elmer Room on the Broom We Are Wonders	Funnybones Stick Man Pumpkin Soup The Tiger Who Came To Tea Kipper's Birthday Spot's Birthday Rosie's Walk	The Way Back Home How To Catch A Star Mae Jemison Postcards From Space Rocketmole	The Jolly Postman Burglar Bill The Hospital Dog A Superhero Like You	Jack and the Beanstalk Jasper's Beanstalk The Tiny Seed What The Ladybird Heard	Dogger Lost in a Toy Museum	
COMMUNICATION AND LANGUAGE ➤ Listening, Attention and Understanding ➤ Speaking	Understand how to listen carefully and why listening is important. Develop social phrases. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Listening, Attention and Understanding <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT ➤ Self-Regulation ➤ Managing Self	NB. These statements have been split for extra focus but all will apply on an ongoing basis throughout the Reception year.						Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	Learn new vocabulary. Use new vocabulary through the day.		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts.		
	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing.		Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally.		

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<p>➤ Building Relationships</p> <p>Taught discretely using Coram SCARF as well as through quality interactions throughout the day</p>	<p>ME AND MY RELATIONSHIPS Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.</p>	<p>VALUING DIFFERENCE Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.</p>	<p>KEEPING SAFE Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online (links to NOS/Computing). Name adults in their lives and those in their community who keep them safe.</p>	<p>RIGHTS AND RESPECT Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p>BEING MY BEST Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.</p>	<p>GROWING AND CHANGING Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p>	<ul style="list-style-type: none"> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
<p>PHYSICAL DEVELOPMENT</p> <p>➤ Gross Motor Skills ➤ Fine Motor Skills</p> <p>PE taught using LCC Primary PE Planning</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>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.</p>	<p>Combine different movements with ease and fluency.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<p>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.</p> <p>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.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>							
<p>LITERACY</p> <p>➤ Word Reading ➤ Comprehension</p> <p>Taught using LCC Red Rose Letters and Sounds</p>	<p>Recognise and correctly enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. 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>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
<p>Word Reading: Blend phonemes orally within VC and CVC words. Read words, sentences and decodable texts containing the graphemes: s, a, t, p, i, n, m, d, g, o, c, k. Begin to recognise upper case letters alongside lower case GPCs introduced to support decoding. Distinguish between a word, a letter and a space. Read word, sentences and decodable texts with the tricky word: the.</p>	<p>Word Reading: Blend phonemes orally within CVC words. Read words, sentences and decodable texts containing the graphemes: ck, e u, r, h, b, f, ff l, ll, ss. Continue to recognise upper case letters alongside lower case GPCs introduced to support decoding. Distinguish between a word, a letter and a space. Read words, sentences and decodable texts with the</p>	<p>Word Reading: Blend phonemes orally within CVC words. Read words, sentences and decodable texts containing the graphemes: j, v, w, x, y, z, zz, qu, ch, sh, th/th, ng, ai, ee. Recognise upper case letters of the alphabet alongside lower case to support decoding. Read words, sentences and decodable texts with the tricky words: he, she, we, be, me, was, my, you, they, her, all.</p>	<p>Word Reading: Blend phonemes orally within CVC words. Read words, sentences and decodable texts containing the graphemes: igh, oa, oo/oo, ar, or, ur, ow, oi, ear, air, ure, er, with two-syllable words. Recognise upper case letters of the alphabet alongside lower case to support decoding. Read words, sentences and decodable texts with the tricky words: are (Phase 3).</p>	<p>Word Reading: Blend phonemes orally within Phase 4 words. Read words, sentences and decodable texts containing: CCVC, CCVCC, CCCVC, CCCVCC words. Read words, sentences and decodable texts containing: polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Recognise upper case letters of the alphabet alongside lower case to support decoding.</p>	<p>Word Reading: Blend phonemes orally within Phase 4 words. Read words, sentences and decodable texts containing: CCVC, CCVCC, CCCVC, CCCVCC words. Read words, sentences and decodable texts containing: polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Recognise upper case letters of the alphabet alongside lower case to support decoding.</p>		

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	<p>Read high frequency words: as, is, his, has linked to s pronounced /z/ where appropriate.</p>	<p>tricky words: I, to, no, go, into.</p>		<p>Read words, sentences and decodable texts with the tricky words: like, said, when, have, one, come, do, so, were, some, there (Phase 4).</p>	<p>Read words, sentences and decodable texts with the tricky words: like, said, when, have, one, come, do, so, were, some, there, out, little, what.</p>	<p>Read words, sentences and decodable texts with the tricky words: come, do, so, were, some, there, out, little, what. Read word, sentences and decodable texts with the high frequency word: it's.</p>	
	<p>Comprehension: Listen to stories or information that has been read to them. Recite simple rhymes. Understand the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom. Hold a book correctly and turn pages from front to back. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts, e.g. labels, images. Look closely at the illustrations to develop understanding of a story. Activate knowledge linked to own experiences, e.g. Tell me about your family. Explore new vocabulary, provided by an adult, linked to stories, non-fiction, rhymes and themes. Use recently introduced vocabulary appropriately during discussions. Say how they feel about stories.</p>	<p>Comprehension: Listen to and discuss stories or information that has been read to them. Recite simple rhymes and songs. Understand the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom and that print conveys meaning. Hold a book correctly and turn pages from front to back. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts e.g. labels, images. Make predictions and anticipate key events based on illustrations and title in stories that have been read to them. Look closely and discuss the illustrations to develop understanding of the story. Activate knowledge linked to own experiences, e.g. What do you know about where you live? Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use recently introduced vocabulary appropriately during discussions about texts.</p>	<p>Comprehension: Listen to and discuss stories or information that has been read to them. Recite simple rhymes and songs. Understand and discuss the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom and that print conveys meaning. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts e.g. labels, images, captions and contents page. Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them. Look closely and discuss the illustrations to develop understanding of the story. Activate prior knowledge, e.g. What do you know about the queen? Explore, discuss and revisit new vocabulary linked to stories, nonfiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories.</p>	<p>Comprehension: Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite a range of simple rhymes and songs. Understand and discuss the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom and that print conveys meaning. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts e.g. labels, images, captions and contents page. Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. Look closely and discuss the illustrations to develop understanding of the story. Activate prior knowledge, e.g. Where might you see some animals? Explore, discuss and revisit new vocabulary linked to stories, nonfiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories.</p>	<p>Comprehension: Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite a range of simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types. Knows that in English print is read from left to right and top to bottom and that print conveys meaning in a range of texts. Talk about the front and back cover in stories, discuss the title and illustrations. Discuss specific information in non-fiction texts e.g. labels, images, contents page, captions, glossary. Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. Look closely and discuss in more detail the illustrations to develop understanding of the story. Activate prior knowledge e.g. What do you know about sharks? Explore, discuss and revisit new vocabulary linked to stories, nonfiction, poetry, rhymes and themes, e.g. word rap, vocabulary wall, word tree.</p>	<p>Comprehension: Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite a range of simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types. Knows that in English print is read from left to right and top to bottom and that print conveys meaning in a range of texts. Talk about the front and back cover in stories, discuss the title and illustrations. Discuss specific information in non-fiction texts e.g. labels, images, contents page, captions, glossary. Make predictions and anticipate key events, with increasing confidence, based on illustrations, story content and title in stories that have been read to them, or they have read themselves. Look closely and discuss in more detail the illustrations to develop understanding of the story. Activate prior knowledge, e.g. Do you know any stories about bears? Explore, discuss and revisit new vocabulary linked to stories, nonfiction, poetry, rhymes and themes, e.g. word rap, vocabulary wall, word tree.</p>	

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		<p>Respond to questions using who and what linked to texts and illustrations.</p> <p>Identify the main characters in stories.</p> <p>Explore what a character might say.</p> <p>Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story.</p> <p>Use actions and pictures to orally retell stories in their own words.</p> <p>Role play stories using simple props and recently introduced vocabulary.</p> <p>Say how they feel about stories.</p>	<p>Respond to questions using who, what and where linked to texts and illustrations.</p> <p>Respond to questions about how and why something is happening.</p> <p>Identify and describe the main characters in stories.</p> <p>Explore what a character might say or feel.</p> <p>Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story.</p> <p>Use actions and pictures to orally retell stories in their own words.</p> <p>Role play stories using simple props and recently introduced vocabulary.</p> <p>Say how they feel about stories, songs and rhymes.</p>	<p>Respond to questions using who, what, where and when linked to texts and illustrations.</p> <p>Respond to questions about how and why something is happening.</p> <p>Identify and describe the main characters in stories.</p> <p>Explore what a character might say and feel.</p> <p>Identify and discuss the main events in stories, e.g. Why did the wolf run away?</p> <p>Use actions and pictures to orally retell stories in their own words.</p> <p>Role play stories and events using simple props and recently introduced vocabulary.</p> <p>Say how they feel about stories, songs, rhymes and non-fiction.</p>	<p>Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes and themes, and when retelling stories.</p> <p>Respond to questions using who, what, where and when linked to texts and illustrations.</p> <p>Respond to questions about how and why something is happening.</p> <p>Identify, describe and discuss the main characters in stories.</p> <p>Explore what a character might say and feel.</p> <p>Identify, discuss and sequence the main events in stories.</p> <p>Use actions and pictures to orally retell stories in their own words.</p> <p>Role play stories and events using simple props and recently introduced vocabulary.</p> <p>Say how they feel about stories, songs, rhymes, non-fiction and poems.</p>	<p>Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes poetry and themes, and when retelling stories.</p> <p>Respond to questions using who, what, where and when linked to texts and illustrations.</p> <p>Respond to questions about how and why something is happening.</p> <p>Identify, describe and discuss the main characters in stories.</p> <p>Explore what a character might say, feel and/or think.</p> <p>Identify, discuss and sequence the main events in stories.</p> <p>Use actions and pictures to orally retell stories in their own words.</p> <p>Role play stories and events using simple props and recently introduced vocabulary.</p> <p>Say how they feel about stories, songs, rhymes, non-fiction and poems.</p>	
<p>LITERACY</p> <p>➤ Writing</p> <p>Taught using LCC Red Rose Letters and Sounds</p>	<p>Emergent writing:</p> <p>Develop listening and speaking skills in a range of contexts.</p> <p>Be aware that writing communicates meaning.</p> <p>Give meaning to marks they make.</p> <p>Write their name copying it from a name card or try to write it from memory.</p> <p>Composition:</p> <p>Use talk to organise and describe events and experiences.</p> <p>Spelling:</p> <p>Orally segment sounds in simple words.</p>	<p>Emergent writing:</p> <p>Copy adult writing behaviour e.g. writing on a whiteboard, writing messages.</p> <p>Make marks and drawings using increasing control.</p> <p>Know there is a sound/symbol relationship.</p> <p>Use some recognisable letters and own symbols.</p> <p>Write letters and strings, sometimes in clusters like words.</p> <p>Composition:</p> <p>Use talk to link ideas, clarify thinking and feelings.</p> <p>Understand that thoughts</p>	<p>Emergent writing:</p> <p>Use appropriate letters for initial sounds.</p> <p>Composition:</p> <p>Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling:</p> <p>Spell to write VC and CVC words independently using Phase 2 and Phase 3 graphemes.</p> <p>Handwriting:</p> <p>Show a dominant hand.</p> <p>Write from left to right and top to bottom.</p> <p>Begin to form recognisable letters.</p>	<p>Emergent writing:</p> <p>Build words using letter sounds in writing.</p> <p>Composition:</p> <p>Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling:</p> <p>Spell to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes.</p> <p>Spell some irregular common (tricky) words independently.</p> <p>Handwriting:</p> <p>Hold a pencil effectively to form recognisable letters.</p>	<p>Emergent writing:</p> <p>Continue to build on knowledge of letter sounds to build words in writing.</p> <p>Use writing in play.</p> <p>Use familiar words in their writing.</p> <p>Composition:</p> <p>Write a simple sentence with a full stop.</p> <p>Spelling:</p> <p>Spell words by drawing on knowledge of known grapheme correspondences.</p> <p>Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting:</p>	<p>Emergent writing:</p> <p>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>Composition:</p> <p>Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write different text forms for different purposes (e.g. lists, stories, instructions).</p>	<p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

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	<p>Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draw lines and circles.</p>	<p>and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>		<p>Know how to form clear ascenders and descenders.</p>	<p>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>Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Spell irregular common (tricky) words independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>	
<p>MATHEMATICS ➤ Number ➤ Numerical Patterns Taught using LCC EYFS Maths Planning</p>	<p>Rote counting Rote count from 1 to a given number up to 10. Rote count from one number to another within 10. Rote count from 10 to 0. Rote count back from one number to another within 10. Know what number comes before or after a given number. Say a number between two given numbers within 10. Understand and use 'after' and 'before' in time contexts.</p> <p>Counting objects Understand that counting is to find out how many. Use one to one correspondence when counting. Understand the last number said is the number in the set. Count out a given amount up to 10 from a greater set. Count up to 10 pictures, sounds or actions, keeping track of each as they are counted. Place a given number of counters on a ten frame in different ways. Use the word 'zero' to represent 'none'. Explore arrangements of quantities within 5 using a ten frame. Know what 10 of different sets of the same object look like.</p> <p>Number sense Use 'part' to describe each partitioned set of objects. Recognise that when a ten frame is full this represents 10.</p> <p>Number recognition Identify a given number from a selection within the range 0 to 9. Select the numeral to match amounts from a selection within 0 to 9. Put the numerals 0 to 9 in order when all are given.</p> <p>Number graphics Explain what their marks and symbols represent.</p>	<p>Rote counting Rote count from 1 to a given number up to 20. Join in with rote counting up to 20 from a number other than 1.</p> <p>Counting objects Count out a given amount from a greater set. Count up to 20 pictures, sounds or actions, keeping track of each as they are counted. Understand and use conservation of number. Compare two sets of different objects saying which set is more, greater, fewer, less, same equal. Understand that ordering can go from most to fewest or from fewest to most.</p> <p>Number sense Use structured number equipment to create a group of 10 plus another group. Recognise that when two ten frames are full this represents 20. Recognise the pattern of the ones digit when counting beyond 20.</p> <p>Number recognition Identify a given number from a selection within the range 0 to 15. Select the numeral to match amounts from 0 to 15 when randomly arranged. Find the numeral that comes before or after a given numeral up to 15.</p> <p>Number graphics Represent amounts in their own ways, explaining what they mean.</p> <p>Calculating</p>	<p>Rote counting Rote count on from a given number between 1 and 20. Rote count back from 20 to 0. Rote count back from a given number between 0 and 20. Know what number comes before or after a given number. Say a number between two given numbers. Rote count beyond 20.</p> <p>Counting objects Count up to 20 objects, pictures, sounds and actions. State without counting (subitise) quantities within 5. Make a sensible guess of quantities within 10.</p> <p>Number sense Partition a set of objects in different ways using the terminology part-part-whole. Understand that teen numbers are a group of 10 plus another number. Understand 20 is the same as two groups of 10. Recognise repeating patterns in the counting sequence. Explore and represent the patterns in odd and even numbers.</p> <p>Number recognition Recognise and identify numerals 0 to 20. Select the numeral that represents a set of objects. Order numerals 0 to 20.</p> <p>Number graphics Represent and explain their thinking in their own ways. Write numerals 0 to 20.</p> <p>Calculating Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part-part-whole.</p>	<p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the number system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 			

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	<p>Explain the mathematical processes used in their picture/jotting.</p> <p>Calculating Recognise that when the groups are combined the number of objects is more than either of the individual groups. Recognise that when an amount of objects is removed the number in the set is fewer than they started with. Recognise that one more is the next number in the counting sequence. Know that one fewer is found by removing/taking away one object from an existing group. Understand the concepts of addition and subtraction by practically combining or removing sets of objects to find how many and use the terminology part-part-whole.</p> <p>Space In everyday situations, understand and use 'on top', 'under(neath)', 'in front of', 'behind', 'next to', 'beside', 'above', 'below'. Understand and use 'first' and 'last' to describe position in a line.</p> <p>Measurement – Money Understand that we need to pay for goods. Talk about things they want to spend their money on. Recognise that there are different coins. Recognise 1p coin.</p> <p>Measurement – Time Join in with rhymes for the days of the week in order.</p>	<p>Label the individual groups as parts. Label the combined group of objects as the whole. In practical situations, understand that when one part is removed from the whole it leaves another part. Recognise that one less is the next number in the counting sequence when counting back in ones. Recognise that two more is one more and another one more. Recognise that two fewer is one fewer and another one fewer. Add two single-digit numbers totalling up to 10, using practical equipment. Subtract a single-digit number from a number up to 10 using practical equipment.</p> <p>Fractions Recognise, by counting, whether an amount has been shared equally or not. Understand that doubling is adding the same number to itself. In real life contexts, use practical equipment to identify the doubles of numbers to double 5.</p> <p>Shape Create and describe pictures using 2-D shapes. Identify common 2-D shapes (circle, triangle, square rectangle, oblong rectangle). Identify common 3-D shapes (sphere, cube, cuboid). Talk about shapes using mathematical language (straight, curved, sides, flat, solid, round, side, face).</p> <p>Space Continue a repeating pattern including ABBABB and ABBCABBC.</p> <p>Measurement – Distance Understand that measures of distance can have different names including length, width, height. Understand and use language to compare the length/width/height of two objects.</p> <p>Measurement – Weight Understand the measurement of weight/mass. Understand and use language to compare the weight/mass of two objects.</p> <p>Measurement – Volume/Capacity Understand the measurement of volume/capacity. Understand and use language to compare two of the same container holding different amounts.</p> <p>Measurement – Time Name the days of the week (not necessarily in order).</p>	<p>Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part-part-whole. Relate subtraction to addition in practical situations using the terminology part-part-whole. Identify one more and one less than a given number. Identify two more and two less than a given number. Add two single-digit numbers totalling greater than 10, using practical equipment. Subtract a single-digit number from a number greater than 10 using practical equipment. Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10.</p> <p>Fractions Understand that sharing is splitting an amount into equal parts. Understand that halving is sharing into two equal parts. Automatically recall double facts to double 5.</p> <p>Shape Name common 2-D shapes (circle, triangle, square rectangle, oblong rectangle). Name common 3-D shapes (sphere, cube, cuboid). Talk about shapes using mathematical language (straight, curved, sides, flat, solid). Sort shapes according to their own criteria.</p> <p>Space Understand and use positional language in everyday situations. Understand and use ordinal numbers when describing position. Understand and use the language of movement/direction. Describe and recognise patterns made of objects, numbers and shapes. Create patterns made of objects, numbers and shapes.</p> <p>Measurement – Distance Understand and use the language of comparison when ordering three objects of different lengths/widths/heights. Understand the concept of the conservation of length/width/height.</p> <p>Measurement – Weight Understand the concept of the conservation of weight/mass.</p> <p>Measurement – Volume/Capacity Understand and use the language of comparison when ordering three of the same container holding different amounts. Understand the concept of the conservation of volume/capacity.</p> <p>Measurement – Money Talk about different ways we can pay for things. Use 1p coins to pay for objects.</p>	
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<p>UNDERSTANDING THE WORLD</p> <ul style="list-style-type: none"> ➤ Past and Present ➤ People, Culture and Communities ➤ The Natural World 	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>LINK TO HISTORY: Houses and Homes – Civilisations.</p> <p>LINK TO GEOGRAPHY: Local Area.</p> <p>LINK TO COMPUTING: Integrate Purple Mash units across the curriculum. NOS – Online Relationships EYFS</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>LINK TO GEOGRAPHY: Recognise some similarities and differences between life in this country and life in other countries.</p> <p>LINK TO COMPUTING: Integrate Purple Mash units across the curriculum. NOS – Online Bullying EYFS</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>LINK TO GEOGRAPHY: Recognise some environments that are different to the one in which they live.</p> <p>LINK TO COMPUTING: Integrate Purple Mash units across the curriculum. NOS – Online Reputation EYFS</p>	<p>Understand that some places are special to members of their community.</p> <p>LINK TO HISTORY: Teachers and Police – Justice/Equality.</p> <p>LINK TO COMPUTING: Integrate Purple Mash units across the curriculum.</p>	<p>Explore the natural world around them.</p> <p>Draw information from a simple map.</p> <p>LINK TO HISTORY: Farmers – Agriculture.</p> <p>LINK TO GEOGRAPHY: Draw information from a simple map.</p> <p>LINK TO COMPUTING: Integrate Purple Mash units across the curriculum.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>LINK TO HISTORY: Dogger -Childhood.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>LINK TO COMPUTING: Integrate Purple Mash units across the curriculum.</p>	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>							
<p>EXPRESSIVE ARTS AND DESIGN</p> <ul style="list-style-type: none"> ➤ Creating with Materials ➤ Being Imaginative and Expressive 	<p>ART: Main Focus: Use lines to enclose a space and begin to use these shapes to represent objects.</p> <p>Artist: Andy Warhol.</p> <p>Project Outcome: Self Portrait in the style of Andy Warhol.</p> <p>MUSIC: Charanga – Me!</p>	<p>ART: Main Focus: Explore what happens when they mix colours (names of colours).</p> <p>Artist: Kandinsky.</p> <p>Project Outcome: Kandinsky style art Rangoli patterns inspired by Diwali.</p> <p>MUSIC: Charanga – My stories Use of voice (Nativity songs)</p>	<p>ART: Main Focus: Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Artist: L.S Lowry.</p> <p>Project Outcome: To create a winter landscape inspired by the Lowry 'Winter'.</p> <p>MUSIC: Charanga – Everyone!</p>	<p>ART: Main Focus: Show different emotions in photographs, drawings and paintings. Show different emotions in their drawings.</p> <p>Artist: Hold Still project: National Portrait Gallery</p> <p>Project Outcome: Self-portrait photography inspired by someone who helps us.</p> <p>MUSIC: Charanga – Our World</p>	<p>ART: Main Focus: Understand that different media can be combined to create different effects.</p> <p>Artist: Van Gogh.</p> <p>Project Outcome: To create collage and 3D sunflowers pictures inspired by Van Gogh.</p> <p>MUSIC: Charanga – Big Bear Funk!</p>	<p>ART: Main Focus: Experiment with drawing media, such as pencils and pencil crayons.</p> <p>Artist: Scott Gustafson.</p> <p>Project Outcome: Create a children's book illustration inspired by illustrator, Scott Gustafson and their favourite fairy tale.</p> <p>MUSIC: Charanga – Reflect, Rewind and Replay</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs, • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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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.
Create collaboratively sharing ideas, resources, and skills.
Listen attentively, move to and talk about music, expressing their feelings and responses.
Watch and talk about dance and performance art, expressing their feelings and responses.
Sing in a group or on their own, increasingly matching the pitch and following the melody.
Develop storylines in their pretend play.
Explore and engage in music making and dance, performing solo or in groups.