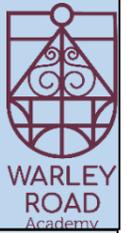
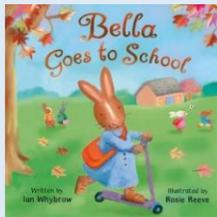
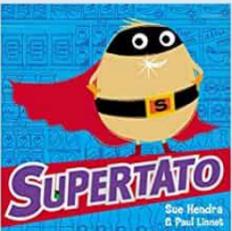
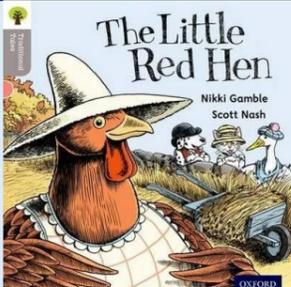
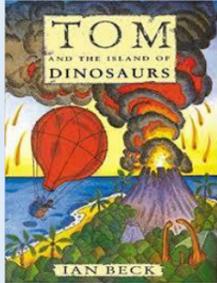
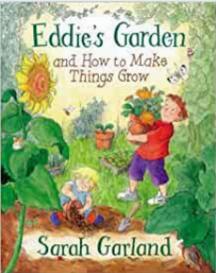


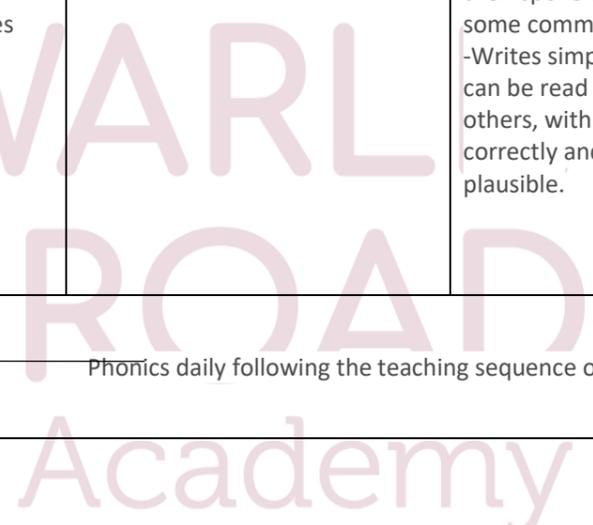
Warley Road Academy BELLS and Whistles curriculum long term plan

Reception



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Other Texts	My big book of the five senses Would you rather? Oh no George! Monstersaurus! You can't take an elephant on the bus! Poetry Basket: Mice	Bonfire night Can't you sleep little bear? Robin's winter song Wet world One Snowy Night Poetry basket: Pointy Hat	Topsy and Tim Safety First Topsy and Tim meet the Police Topsy and Tim go to the Doctor Poetry basket: Let's put on our mittens	Three Billy Goats Gruff Goldilocks Ramadan Moon Mrs Honey's Hat Once Upon a Time Poetry basket: Spring wind	Bog baby Percy the park keeper The selfish crocodile The rainbow fish Animal soup Poetry basket: I have a little frog	The tiny seed Enormous turnip! Oliver's vegetables Jack and the beanstalk Superworm Yucky Worms! Poetry basket: Monkey babies
Nursery rhymes	Miss Polly had a dolly If you're happy and you know it	One finger, one thumb keep moving Jack and Jill went up the hill	London Bridge is falling down	Pat a cake	A sailor went to sea	Mary, Mary, quite contrary
Trips and Visitors	Trip around our school The local park	Church	Fire fighter visit Dentist visit Who helps us in our school?	Egg Hatching Woodland (Ogden) Jubilee Outback weekly visit	Farm visit Jubilee Outback weekly visit	Ladybird hatching Jubilee Outback weekly visit
Topics	Magical me and my world	Sparkle and shine	Everyday heroes	Once upon a time	Paws, claws and whiskers	Grow, grow, grow!
Quality early years practice requires skilled practitioners to observe children carefully and identify their unique fascinations. These unique fascinations will inform our curriculum allowing children's innate desire to learn to flourish.						
Communication & language	← Tales Toolkit Weekly story telling sessions Building their understanding of language and stories →					
	Listening and attention Understanding Speaking	<ul style="list-style-type: none"> -Listens to others and stories in small groups. -Anticipates key events and phrases in rhymes and stories. -Listens to the opinion of others when in a small group. -Understands simple who, what and where questions. -Can respond to instructions with two or more parts. =Can answer simple questions about themselves. 	<ul style="list-style-type: none"> -Maintains attention and concentration when listening to others. -Is able to retell simple stories. -Is able to respond to stories -Can describe how they carried out an activity or made a model. -Uses past, present and future tenses appropriately in speech. -Can make plans and describes them to others. -Asks questions about events that have happened or are to happen in the future. 	<ul style="list-style-type: none"> -When reading stories asking questions and making comments. -Understands 'how' and 'why' questions -Uses talk correctly to organise, sequence and clarify thinking, ideas, feelings and events. -Is able to express themselves using extended language, for example by utilising connectives or added detail. 	<ul style="list-style-type: none"> -Is able to demonstrate understanding in their conversations with others by responding appropriately. -Listens attentively in a range of situations. -Gives their attention to what others say and responds appropriately, whilst engaged in another activity. -Follows instructions involving several ideas and actions. 	<ul style="list-style-type: none"> -Listens to others in a larger group. -After listening to stories can express views about events or characters in the story and answer questions about why things happened. -Answers 'how' and 'why' questions about their experiences and in responses to stories or events -Shows some awareness of the listener by making changes to

					-Expresses themselves effectively, showing awareness of listeners needs..	language and non verbal features. Recounts experiences and imagine possibilities, often connecting ideas. -Develops their own narratives and explanations by connecting ideas or events.	-Uses a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
Personal, social and emotional	SCARF Self-confidence and self-awareness Managing feelings and behaviour Making relationships	Respect Me and my relationships <ul style="list-style-type: none"> All about me What makes me special Me and my special people Who can help me? My feelings? 	Respect Valuing difference <ul style="list-style-type: none"> I'm special, you're special Same and different Same and different families Same and different homes Kind and caring 	Responsibility Keeping myself safe <ul style="list-style-type: none"> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help keep me safe 	Responsibility Rights and responsibilities <ul style="list-style-type: none"> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money 	Resilience Doing my best <ul style="list-style-type: none"> Bouncing back when things go wrong Yes, I can! Healthy eating Move your body A good night's sleep 	Reflection Growing and changing <ul style="list-style-type: none"> Seasons Life stages – plants, animals and humans Life stages – who will I be? Getting bigger Me and my body – boys and girls
Physical development	Moving and handling Health and self-care	-Moves with confidence in a range of ways, negotiating space and is able to use one handed equipment with control. -Is dry and clean during the day and manages own basic hygiene.	-Is able to adjust speed and direction and is able to use precision to control and manipulate resources and small equipment. -Is aware of safety and manages risk with support.	-Shows good control and coordination in large and small movements. Moves confidently in a range of ways, safely negotiating space. Handles equipment and tools effectively. -Shows an awareness and understanding of the effect of physical activity and what they eat on the body.	-Shows good control and coordination in large and small movements. Moves confidently in a range of ways, safely negotiating space. Handles equipment and tools effectively -Knows the importance of good health and physical exercise, and a healthy diet, and talks about ways to keep healthy and safe	-Hops and skips when playing games or in time to music. Manipulates paper and pens when writing and drawing. Graphics are legible showing good control and coordination. -Knows about and can make healthy choices in relation to healthy eating and exercise.	-Hops and skips when playing games or in time to music. Manipulates paper and pens when writing and drawing. Graphics are legible showing good control and coordination. -Knows about and can make healthy choices in relation to healthy eating and exercise.
Literacy	Reading Writing	-Recognises familiar signs and labels, and their own name. -Plays with rhyming words, alliteration and hears and says some letter sounds. -Hears and says initial sounds in words. -Recognises and writes some letters from their own name. -Uses groups of letters or letter-like shapes when writing. -Ascribes meaning to the marks they make. -Writes for different purposes	-Talks about what they have read showing some understanding and emotional engagement with the content -Links sounds to letters when segmenting and blending CVC words. -Can read some common irregular words. -Segments CVC words and uses appropriate letters to represent sounds in their writing. -Writes for different purposes	-Reads and understands simple sentences, using phonic knowledge to decode regular words and reading them aloud accurately. -Can read some common irregular words. -Uses their phonic knowledge to write words in ways which match their spoken sounds. Writes some common irregular words.	-Can read some common irregular words. -Uses phonic, semantic and syntactic knowledge to read phonically regular words of more than one syllable as well as many irregular but high frequency words to understand unfamiliar vocabulary. -Uses their phonic knowledge to write words in ways which match their spoken sounds. Writes some common irregular words. -Writes simple sentences which can be read by themselves and others, with some words spelt correctly and others phonetically plausible.	-Describes in their own words what they have read in a non-fiction or fiction text. -Can read some common irregular words. -Uses phonic, semantic and syntactic knowledge to read phonically regular words of more than one syllable as well as many irregular but high frequency words to understand unfamiliar vocabulary. -Spells phonetically regular words of more than one syllable as well as many irregular but high frequency words. -Writes simple sentences which can be read by themselves and others, with some words spelt correctly and others phonetically plausible.	-Can read some common irregular words. -Uses phonic, semantic and syntactic knowledge to read phonically regular words of more than one syllable as well as many irregular but high frequency words to understand unfamiliar vocabulary. -Spells phonetically regular words of more than one syllable as well as many irregular but high frequency words. -Writes simple sentences which can be read by themselves and others, with some words spelt correctly and others phonetically plausible. -Uses key features of narrative in their own writing.
← Phonics daily following the teaching sequence of Letters and Sounds →							



Mathematics	Number Shape, space and measure	<ul style="list-style-type: none"> -Recites numbers in order to 10 and can count up to four objects. -Uses graphic representations to record number explorations in pictures and mark making. -Uses everyday vocabulary to describe measures (size, weight, capacity and time) when engaged in expressing ideas, designing and building. 	<ul style="list-style-type: none"> -Counts with 1:1 correspondence a set of up to 10 objects and recognises some numerals of personal significance -Finds totals by counting and combines groups of objects. -Uses everyday language to describe patterns in nature or urban environments. -Uses comparative language to describe and compare measures (size, weight, capacity and time). 	<ul style="list-style-type: none"> -Counts reliably with numbers from 0-10, recognises and places in order and uses resources to say one more or one less than a given number. -Orders numbers 0-10 and understands the relationship between a group of objects and the corresponding number (0-10). -Can add and subtract single digit numbers in their play by counting on or back to find the answer. -Orders three or more measures (size, weight and capacity). 	<ul style="list-style-type: none"> -Counts reliably with numbers from 0-20, place them in order and say which number is one more or one less than a given number. -They solve problems, including doubling, halving and sharing. -Creates patterns by lining, placing, building and arranging. -Explores the characteristics of everyday objects, 2D and 3D shapes using mathematical language to describe them. -Uses everyday language of measures (size, weight, capacity) when comparing quantities or solving problems. 	<ul style="list-style-type: none"> -Children talk about the properties of shape and patterns, using vocabulary to describe position, direction and movement. -Estimates, measures, weighs and can compare and order objects. Talks about properties, position and the sequence of time. 	<ul style="list-style-type: none"> -Can estimate a number of objects and check quantities by counting up to 20. -Solves practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups.
	Key festivals	Harvest festival	Halloween Bonfire night Remembrance day Diwali Christmas	Chinese New Year Shrove Tuesday (pancake day) Holi Mothering Sunday Easter	St George's day Ramadan	Eid-ul-Fitr	Eid-ul-Adha
Understanding the world	People and communities The world Technology	<ul style="list-style-type: none"> -Responds to experiences and explorations of why things happen and how things work in the 'natural' and 'made' world. -Uses technologies to enhance, change or recreate within a learning experience. 	<ul style="list-style-type: none"> -Knows about festivals and celebrations that are marked within their own culture. -Looks closely at similarities, differences, patterns and change in own environment and that of others. 	<ul style="list-style-type: none"> -Talks about similarities and differences between themselves and others and among families, communities and traditions. -Knows that living things live, grow and die. -Captures and documents a sequence of events or experiences using ICT. 	<ul style="list-style-type: none"> -Knows that other children don't always enjoy the same things and are sensitive to this. -Knows about similarities and differences in relation to places, objects, materials and living things. Can make observations of animals and plants and explain why some things occur and talk about changes. -Recognises that a range of technology is used in places such as homes and schools. Selects and uses technology for particular purposes. 	<ul style="list-style-type: none"> -Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. -Knows that the environment and living things are influenced by human activity. -Can describe some actions which people in their own community do that helps to maintain the area they live in. 	<ul style="list-style-type: none"> -Understands that lives were different in the past. -Knows the properties of some materials and can suggest some of the purposes they are used for. -Finds out about and uses a range of technology. -Selects appropriate applications that support an identified need.

WARLEY
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Expressive Art and Design	Exploring and using media and materials Being imaginative	-Constructs with a purpose in mind using a variety of resources to create a model, dance or composition. -Uses a resource or material in a different or unusual way, showing intent as they do so.	-Uses simple tools and techniques competently and appropriately to create something new. -Plays cooperatively as part of a group to develop and act out a narrative.	-Selects appropriate resources and adapts work where necessary to create and change a piece of music, art, a picture or model. -Introduces a storyline or narrative into their play.	-Sing songs, makes music and dances, experiments with ways of changing them. -Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Uses what they have learned about media and materials in original ways, thinking about uses and purposes. -They can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	-Selects and uses materials to work on processes that interest them. -Through their explorations finds out and makes decisions about how media and materials can be combined and changed.	-Talks about ideas and processes which have led them to make music, designs, images or products. -Can talk about features of their own and others work, recognising the differences between them and the strengths of others.
	Whistles i-challenge	Visit the library Collect leaves and things from the park Dress yourself	Visit a church Paint a giant masterpiece Take the nursery rhyme challenge (World nursery rhyme week 15 th November)	Brush my teeth every day Snow fun experience Make a musical instrument	Look after the eggs and chicks Bake some bread Watch frogspawn hatch and grow Visit a woodland Bug hunting	Farm visit Climb a hill and roll back down Teddy Bear's picnic	Go barefoot in the grass Plant seeds and make them grow tall Watch ladybirds hatch
← Building confidence, building relationships, building teamwork →							

