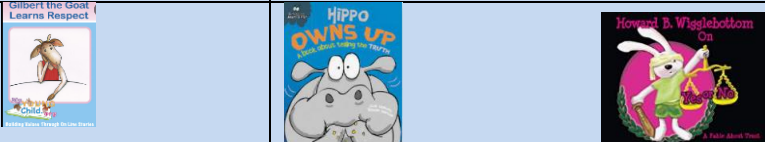
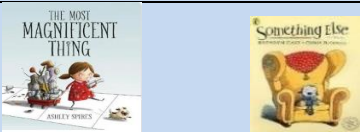


St Stephen & All Martyrs' CofE Primary School - Year R Long Term Planning

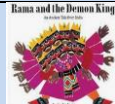
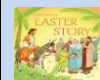


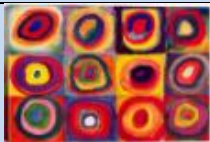
	Autumn 1 Ourselves/Autumn/Festivals/winter	Autumn 2	Spring 1 winter/Now and then/Spring	Spring 2 bears	Summer 1 Life cycles	Summer 2 Summer/People who help us
Communication And Language	<u>Listening and Attention</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand how to listen carefully and why listening is important. Engage in storytimes. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Listen carefully to rhymes and songs, paying attention to how they sound. <u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Develop social phrases. Use new vocabulary through the day		<u>Listening and Attention</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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; Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. <u>Speaking</u> 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; Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Learn rhymes, poems and songs.		<u>Listening and Attention</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Make comments about what they have heard and ask questions to clarify their understanding; Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <u>Speaking</u> 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. Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	
End of day Books used (vote Focus)						
Personal social emotional development	<u>Self-regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;		<u>Self-regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;		<u>Self-regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;	

	Express their feelings and consider the feelings of others. <u>Managing self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Manage their own needs. • Personal hygiene <u>Building Relationships</u> Form positive attachments to adults and friendships with peers; Build constructive and respectful relationships		Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; See themselves as a valuable individual. <u>Managing self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Explain the reasons for rules, know right from wrong and try to behave accordingly; Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian <u>Building Relationships</u> Form positive attachments to adults and friendships with peers; Work and play cooperatively and take turns with others Identify and moderate their own feelings socially and emotionally.		Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 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. <u>Managing self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Explain the reasons for rules, know right from wrong and try to behave accordingly; Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Show resilience and perseverance in the face of challenge. <u>Building Relationships</u> Form positive attachments to adults and friendships with peers; Work and play cooperatively and take turns with others; Show sensitivity to their own and to others’ needs. Think about the perspectives of others	
Books Used						
PHSCE (Heart smart Think Equal)	Get Heart smart Think Equal (Marvellous me, Exploring kindness, Ahmed’s Journey) Intro 5 finger breathing	Don’t forget to let love in Think Equal (These feelings, The weather inside me, ted the tiger tamer)	Too Much Selfie – isn’t Healthy Think Equal (Faisals not himself, Passing clouds, Nothando’s journey,	Don’t hold on to what’s wrong Think Equal (Nisha and the Tiger curly the chameleon,)	Fake is a Mistake Think Equal (My amazing brain, Our Home, Biyu the brave peapod Thabo and the Trees, A tiny seed)	No way through isn’t true Think Equal (My amazing Brain B, Francico’s family, Zelda goes on holiday, Reha to the rescue, Gokuls game)
School Value	Friendship	Respect	Truthfulness	Trust	Perseverance	Compassion

Physical development	<u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes <u>Fine Motor Skills</u> Use a range of small tools, including scissors, paint brushes and cutlery; Progress towards a more fluent style of moving, with developing control and grace.		<u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 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. Combine different movements with ease and fluency. <u>Fine Motor Skills</u> Use a range of small tools, including scissors, paint brushes and cutlery; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 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 spoons.	<u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Demonstrate strength, balance and coordination when playing; Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 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. <u>Fine Motor Skills</u> Use a range of small tools, including scissors, paint brushes and cutlery; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Begin to show accuracy and care when drawing. Develop the foundations of a handwriting style which is fast, accurate and efficient.
English	Read their name Practise writing their names Read and write some individual letters Begin to hear some initial sounds.	<u>Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <u>Word Reading</u> Read words consistent with their phonic knowledge by sound-blending;	<u>Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary <u>Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending	<u>Comprehension</u> 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. <u>Word Reading</u> 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.

		Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. <u>Writing</u> Write recognisable letters, most of which are correctly formed; Begin to hear the initial/final sounds in words. Form lower-case and capital letters correctly	Read some letter groups that each represent one sound and say sounds for them. Read individual letters by saying the sounds for them. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <u>Writing</u> Write recognisable letters, most of which are correctly formed; Say a sound for each letter in the alphabet and at least 10 digraphs; Spell words by identifying the sounds and then writing the sound with letter/s.	Read a few common exception words matched to the school’s phonic programme Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. <u>Writing</u> Write simple phrases and sentences that can be read by others. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Books used				
Numeracy	<u>Number</u> Have a deep understanding of numbers to 10, including the composition of each number Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value Count beyond ten <u>Numerical Patterns:</u> Look at repeating patterns	<u>Number</u> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Subitise. Compare numbers. <u>Numerical Patterns</u>	<u>Number</u> 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. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. <u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system;	

	2 d and 3d shapes. Select, rotate and manipulate shapes to develop spatial reasoning skills.		Verbally count beyond 20, recognising the pattern of the counting 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; Select, rotate and manipulate shapes to develop spatial reasoning skills. Compare length, weight and capacity .		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. Select, rotate and manipulate shapes to develop spatial reasoning skills Compare length, weight and capacity			
RE	F1Why is the word God so Important to Christians? F2 Why is Christmas special for Christians Diwali/Hanukkah		F4 Being special where do we belong? F3why is Easter Special to Christians? Chinese new year		F5What Places are Special and why? F6 What times/Stories are special and why? Eid			
Books Used	  		 					
Computing	Digital citizenship Online safety digi duck		Digital literacy Purple Mash		Computer Science Remote control toys Mini mash Introduce Bee bots	Information technology Using internet for simple searches	Digital literacy MiniMash in Purplemash BeeBot activities mouse control	Computer science Debugging when things go wrong
Books Used	     							
Music (Sparkyard)	My Musical classroom		Musical patterns and performing		Sound stories			
Expressive Arts and Design	<u>Creating with Materials</u> Make use of props and materials when role playing characters in narratives and stories Develop storylines in their pretend play Create collaboratively, sharing ideas resources and skills. <u>Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs; Watch and talk about dance and performance art, expressing their feelings and responses.		<u>Creating with Materials</u> Make use of props and materials when role playing characters in narratives and stories Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Explore, use and refine a variety of artistic effects to express their ideas and feelings. <u>Being Imaginative and Expressive</u> 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.		<u>Creating with Materials</u> Make use of props and materials when role playing characters in narratives and stories 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; Return to and build on their previous learning, refining ideas and developing their ability to represent them. <u>Being Imaginative and Expressive</u> 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. Invent, adapt and recount narratives and stories with peers and their teacher;			

	Explore and engage in music making and dance performing solo or in groups.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Listen attentively, move to and talk about music, expressing their feelings and responses.
Artist/painting			
Understanding The World	<u>Past and Present</u> Talk about the lives of the people around them and their roles in society; Talk about members of their immediate family and community. Name and describe people who are familiar to them. <u>People, Culture and Communities</u> 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; Understand that some places are special to members of their community. <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants; Explore the natural world around them.	<u>Past and Present</u> Talk about the lives of the 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; Comment on images of familiar situations in the past <u>People, Culture and Communities</u> 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; Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Recognise that people have different beliefs and celebrate special times in different ways. <u>The Natural World</u> 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; Draw information from a simple map. Recognise some environments that are different from the one in which they live.	<u>Past and Present</u> Talk about the lives of the 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 Compare and contrast characters from stories including figures from the past. <u>People, Culture and Communities</u> 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; Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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 Recognise some similarities and differences between life in this country and life in other countries. <u>The Natural World</u> 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. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them

Books Used



[See literacy unit](#)

