**Phonics**

Little Wandle Reception

Key Texts:



**Literacy**

## EYFS

| | | This will help me in Year One when: |
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| Children in Nursery will: | Children in Reception will: | Applying phonics knowledge to write in different forms for a range of purposes |
| Reading | Reading | |
| ● Begin to have some favourite stories, rhymes, songs and poems. | ● Know that information can be relayed through signs and symbols in various forms. | |
| ● Begin to repeat and use actions, words or phrases from familiar stories. | ● Begin to develop phonological and phonemic awareness, recognising rhythm in spoken words and hearing and saying initial sounds in words. | |
| ● Begin to join in with words of familiar songs and nursery rhymes. | ● To begin to use vocabulary that is increasingly influenced by their experience of reading. | |
| Writing | Writing | |
| | ● Begin to make letter-type shapes to represent the initial sound of their name and other familiar words. | |
| | ● Give meaning to the marks they make as they draw, write and paint. | |

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● Begin to distinguish the different marks they make.
● To begin to enjoy drawing and writing on paper.

Children will know:
Substantive:

→ Key elements of a circus when referring to the key texts and stories

(Tent, juggler, clown, show, magic)

→ That pens and other materials can make marks on paper that can give meaning

They will apply by:
Disciplinary:

→ Exploring with different marks

● Enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as writing invites, tickets, lists - missing posters for circus animals.

Children will know:
Substantive:

→ Key elements of a circus when referring to key texts and stories(clown, tent, juggler, ring master, tight rope, show, magic)

→ How to write their name
→ What their marks mean and represent

→ Initial phase 3 sounds

They will apply by:
Disciplinary:

→ How to make a poster for a circus coming to town with words and captions

**C&L**

| Children in Nursery will: | Children in Reception will: | Developing independence and talking/taking part in talk partner and whole class discussions |
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| ● Begin to listen to others one-to-one or in small groups, when the conversation interests them. | ● Listen with increasing attention and recall | |
| ● Begin to show an understanding of prepositions such as under, on top, behind. | | |
| ● Begin to use longer sentences | ● Begin to use a range of tenses | |
| | ● Begin to retell a simple past event in the correct order | |
| | ● Begin to introduce a storyline or narrative into their play | |
| | ● Begin to understand why and how questions. | |
| ● Using a variety of questions (e.g. what, where, who). | | |

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| | They will apply by:<br>Disciplinary:<br>→ Knowing how to 'check in' using their emotions and express why they are feeling that way<br>→ Asking questions about stories using 'who' and 'what' | Children will know:<br>Substantive:<br><br>Questions require an answer using a full sentence (power of 3)<br><br>They will apply by:<br>Disciplinary:<br>→ Using their voice to pretend to be different characters when re-enacting the Singing Mermaid<br>→ Beginning to answer and understand comprehension questions relating to stories. | |
| PSED | Children in Nursery will:<br>• Gradually learn that actions have consequences<br>• Understand that expectations vary depending on different events and social situations.<br>• Talk about how others might be feeling and respond accordingly<br><br>Children will know:<br>Substantive:<br><br>They will apply by:<br>Disciplinary:<br>→ Identifying how a clown is feeling based on their expressions and application of their emotions knowledge<br>→ Begin to understand the use of the school behaviour chart and consequences | Children in Reception will:<br>• Attempt to repair a relationship or situation where they have caused upset<br>• Be able to manage their feelings and tolerate situations in which their needs cannot be met (waiting patiently, turn taking)<br>• Enjoy a sense of belonging through being involved in daily tasks<br>• Show confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group<br><br>Children will know:<br>Substantive:<br>→ A wider range of emotional vocabulary other than 'happy', 'sad' etc (using the mat as a prompt)<br><br>They will apply by:<br>Disciplinary:<br>→ Begin to repair a relationship if they have upset somebody. | When learning about relationships in PSHE |

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| PD | Children in Nursery will:<br>• Sit comfortably on a chair with both feet on the ground<br>• Move in response to music<br>• Show a preference for a dominant hand and/or leg/foot<br><br>Children will know:<br>Substantive:<br>→ That scissors make cuts in paper<br><br>They will apply by:<br>Disciplinary:<br>→ Which hand they use to write and mark make<br>→ Exploring with scissors to create a desired effect<br>→ How to put their coats, hats and wellington boots on | Children in Reception will:<br>• Choose to move in a range of ways, moving freely and with confidence<br>• Negotiate space successfully when playing racing and chasing games<br>• Show increasing control over an object in pushing, patting, throwing, catching or kicking it<br>• Dressing independently for PE and outdoor play<br>• Show some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health<br><br>Children will know:<br>Substantive:<br>→ That exercise helps keep them healthy<br>→ The importance of brushing their teeth.<br><br>They will apply by:<br>Disciplinary:<br>→ How to dress and undress themselves for PE and begin to un-do their buttons<br>→ Brushing their teeth effectively in school | Developing fundamental skills in PE<br><br>Learning about healthy lifestyles in Science (Animals including Humans) |
| Maths | NCETM Prioritisation Documents | | |
| UW | Children in Nursery will:<br>• Have a sense of their own immediate family and relations and pets.<br>• Begin to have their own friends<br>• Enjoy playing with small world reconstructions such as building a circus.<br><br>Children will know: | Children in Reception will:<br>• Know some of the things that make them unique, such as their own skills in their circus act.<br>• Remember and talk about the circus act they have seen.<br>• Show care and concern for living things, such as circus animals.<br><br>Children will know: | Learning about 'Pets' and caring for animals in 'Animals including Humans' in Science |

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| Substantive:<br>→ The name of some of the animals who are a part of the circus<br><br>They will apply by:<br>Disciplinary:<br>→ Matching and using animal names during small world play | Substantive:<br>→ The brief history of the circus<br>→ How to look after living creatures<br><br>They will apply by:<br>Disciplinary:<br>→ Creating an information booklet on how to look after a tiger | Learning about chronology and in History |
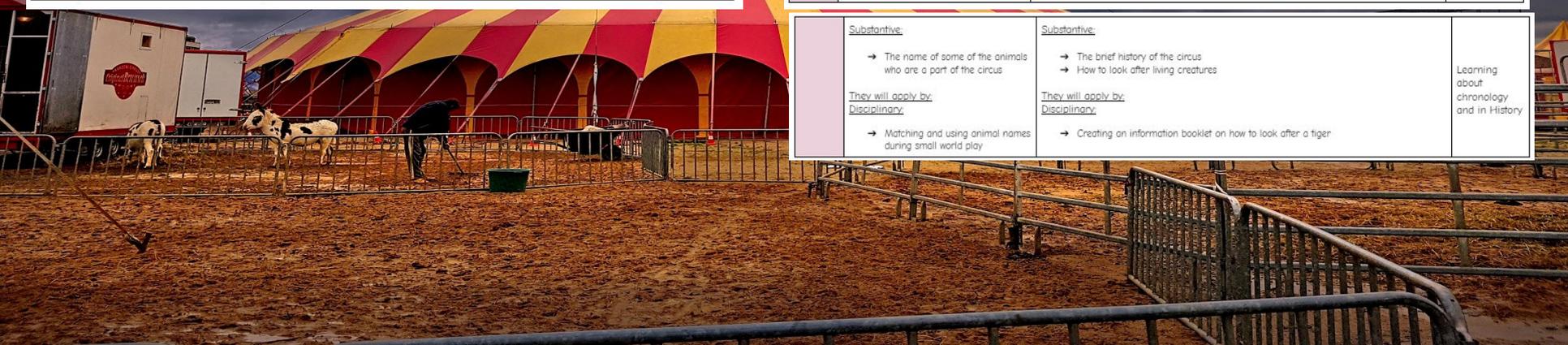
# KS1 Medium Term Plan Cycle 2

# Roll Up! Roll Up! (Circus)

Science: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
History: When and where did the Sanger Circus take place
Geography: What is the capital of Scotland, who is St Andrew and what is Loch Ness
Computing: Use technology to create digital content
Art: Weave with fabric and thread - create a repeating pattern
RE: Talk about issues of good and bad, right and wrong arising from the stories
PSHE: Understand how the internet can be used safely and how we use the internet in everyday life. Recognise and describe the benefits of health/wellbeing and talk about the problems associated with poor health.

Science: Identify and name a variety of common animals that are carnivores, herbivores and omnivores
History: What was a negative impact of the circus and why did they decline, were animals exploited?
Geography: Why is the national flag important to Wales
Computing: Save and reopen work on a computer
Art: Join fabric together in different ways - glue
RE: Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more
PSHE: Talk about how to maintain good oral hygiene and understand the benefits and risks of the sun

Science: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and pets
History: What is a circus and where do they take place
Geography: Famous buildings and landmarks in London
Computing: Use technology to find and amend images
Art: Understand the difference between textiles and thread - group them by colour and texture
RE: Re-tell Bible stories and stories from another faith about caring for others and the world. Identify ways that some people make a response to God by caring for others and the world
PSHE: Belonging to a group; roles and responsibilities; being the same and different in the community

Science: Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
History: How do circuses of the past compare to today?
Geography: What is the capital of Northern Ireland and why is the Flax Flower important
Computing: Use technology to manipulate content - create a poster for a circus
Art: Sew different fabrics together
Design and Technology: Design, make and evaluate an animal puppet
RE: Use creative ways to express their own ideas about the creation story and what it says about what God is like
PSHE: Money - understand the difference between want and need and that money comes from different sources

# KS1 Literacy Map Cycle 2

# Roll Up! Roll Up! (Circus)

**Non-chronological report**

Circuses in different capital cities

**Balanced argument**

Should animals be kept in cages

**Advert**

Come to our circus

**Texts / Resources**

Gorilla - Anthony Browne
Zoo - Anthony Browne
Circuses (Explore) - Liz Gogerly

**Newspaper report**

Circus in Selby

**Key focuses Year 1**

Suffixes (ing,er,ed,est)
Simple connectives
Use simple past and present tense verbs
Form lower-case letters in the correct direction,
starting and finishing in the right place and the
correct size

**Key focuses Year 2**

Coordinating and subordinating conjunctions
Past and present tense
Question marks and exclamation marks
Modal verbs
Apostrophes
Commas
Form capital letters and digits of the correct size,
orientation and relationship to one another and to
lower-case letters

## What can we learn from our past? (LKS2)

**History** – What is the chronology of Egypt? What was life like in early Egypt? How did Egyptians write?
**Science** – To recognise what appliances run on electricity. To create simple circuits.
**Geography** – To name and locate some of the countries and cities of the UK.
**Computing** – To understand how to use search technologies effectively
**PSHE** – To explain how their actions have consequences for themselves and others. To describe the nature and consequences of bullying and express ways of responding to it.
**RE** – To recognise religious festivals and their differences
**Art**– To explore detail, texture and pattern by creating a pop up model

**History** – Do Egyptians believe in gods? What did Egyptians believe about the afterlife?
**Science** – What is a switch and how does it affect the circuit?
**Geography** – To name and locate some geographical regions of the UK and their human and physical characteristics.
**Computing** – Understand how software can be used to collect and present data.
**PSHE** – To show how they care for the environment.
**RE**– To retell some religious stories and explain why they are significant in Britain today.
**Art**– To experiment with and combine materials and processes to design and make a 3D form

**History** – How were pyramids built? What happened during the invasion of the kingdom?
**Science** – To investigate conductors and insulators.
**Geography** – To use a map to identify some of the world's countries, including countries from Europe. To identify the position of the Northern and Southern hemispheres.
**Computing** – Using the internet for collaboration and communication
**PSHE**– To identify different types of relationship and show ways to maintain good relationships.
**RE**– To recall and name some of the ways religions mark milestones of Commitment and to identify promises made by believers at these ceremonies and say why they are important.

**History** – What were the greatest achievements of ancient Egypt?
**Geography** – To identify some of the lines of latitude and explain why they are important.
**Computing** – how are results from the internet selected and ranked?
**RE** – To describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean and to explain similarities and differences between ceremonies of commitment
**Art** – To sculpt clay and other malleable materials
**D&T** – Design, make and create an Egyptian shaduf

# Literacy Map Cycle 2 (LKS2)

Recount – As a character from the Egyptian Cinderella

Biography– Shared life like for children today (independent recount of life of Egyptian child)

Balanced argument – Who has it worse – children now or during ancient Egyptian times?

## Texts/Resources

The Egyptian Cinderella (Shirley Climo)

Marcy and the Riddle of the Sphinx (Joe Stanton)

So you think you've got it bad: A Kid's life in Ancient Egypt – Chase Strathie & Marisa Morea)

Narrative – Twisted Tales

### Key focuses Year 3

- use co-ordinating and subordinating conjunctions
- use adverbs and  prepositions
- use correct tense consistently
- begin to use paragraphs to structure writing
- use simple organisational devices (e.g. headings or subheadings) appropriately
- use determiners correctly (e.g. a/an)
- begin the use pronouns to avoid repetition

### Key focuses Year 4

- use tenses correctly
- organise paragraphs around a theme
- use co-ordinating and subordinating conjunctions
- vary the positions of subordinating conjunctions in a sentence
- use adverbs, adverbials and prepositions
- use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause end punctuation within inverted comma)
- use apostrophes for singular and plural possession correctly

# What can we learn from our past?

**Science - Living things and their habitats** - *Describe how living things are classified into broad groups according to observable characteristics and based on similarities and differences, including microorganisms , plants and animals.*

**History – Ancient Greeks** Compare ancient and modern democracy.

**Geography – Place Knowledge** - create a study of Rome..

**Computing – Information Technology –** Understand the difference between the internet and the world wide web and what they do.

**Art** – Complete a study of the sculptors Brancusi and Richard Sweeney.

**RE – Expressing** –*Is it better to express your belief in arts and architecture or in charity and generosity?*

**PSHE –Living in the wider world Belonging to a community** Valuing diversity. challenging discrimination and stereotypes

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**Science – Living things and their habitats –***Give reasons for classifying plants and animals based on specific characteristics.*

**History – Ancient Greeks** Explain how important the Ancient Games were to the modern Olympic Games. Consider the differences between Athens and Sparta.

**Geography – Place Knowledge** – create a study of North America.

**Computing – Information Technology –** understand what databases are and how they are used to store information.

**Art** – Create model Wildlife birds using newspaper modelling.

**RE –** Notice, list and explain similarities and differences between Christian and Muslim sacred buildings

**PSHE – Media literacy and digital resilience** Evaluating media sources Sharing things online

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**Science - Living things and their habitats –** *Describe the differences in the life cycle of a mammal. an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.*

**History** -.Ancient Greeks Research different Greek gods and create a fact file about one of them. Discover what occurred during the Trojan War.

**Geography –** compare and contrast a region of North America (Death Valley) and Rome/.

**RE –** What difference does it make to believe in ashima (harmlessness), grace, and /or Ummah (community)?

**Geography – Place Knowledge** - compare and contrast Rome and North America.

**D&T** - Design, make and evaluate an Ancient Greek sandal

**Art** – Create clay tiles

.PSHE: **– Money and work** Influences and attitudes to money **Money and financial risks**

# What can we learn from our past?

## Texts / Resources

Tadpole's Promise by Jeanne WIllis
Who let the Gods out? (Maz Evans)
A Visitor's Guide to Ancient Greece (Lesley Sims).

## Instruction writing
Greek Olympics

## Narrative
Greek Myth

## Key focuses Year 5

Write accurate instructions for complicated processes.
Write imaginative instructions using flair and humour.
Formal and technical language used throughout to engage the reader.
Active and passive voice used deliberately to heighten engagement.
Paragraphs varied in length and structure.

## Key focuses Year 6

Complex noun phrases used to add detail e.g.
The golden pastry can be decorated with smaller pastry petals
Emotive language used throughout to engage the reader
Brackets Dashes Colons Semi colons
Active and passive voice used deliberately to heighten engagement.

## Travel Guide
Life in Ancient Greece