

Coral Class – Long Term Plan

	Autumn	Spring	Summer
Books	<p>Seasons Owl Babies Leaf Man Stick Man Hedgehog Howdedo Pumpkin Soup Nature in a Nutshell Being a Vet How to Catch a Star The Gruffalo The Nativity</p>	<p>Jack Frost The Little Red Hen One Snowy Night Little People, Big Dreams Lost and Found Night Monkey, Day Monkey The Treasure Hunt A Robin’s Eggs When will it be Spring? Handa’s Surprise</p>	<p>Jack and the Beanstalk The Very Hungry Caterpillar The Tiny Seed Superworm Oi Frog The Tiger Who Came to Tea The 3 Little Pigs The 3 Billy Goats Gruff Little Red Riding Hood</p>
Special Events	<p>Halloween Diwali Harvest Bonfire Night Hanukkah Christmas</p>	<p>Pancake Day Easter Chinese New Year Mother’s Day</p>	<p>Father’s Day World Ocean Day</p>
Communication and Language	<ul style="list-style-type: none"> • Show and tell • Listening skills • Learning new vocabulary • Oral story-telling • Confidence to speak in front of a group and articulate their ideas • Listening and responding to ideas expressed by others, with an emphasis on talking in complete sentences and using the correct tense 	<ul style="list-style-type: none"> • Describe events in detail • Oral story-telling • Learning new vocabulary • Looking at ways to extend sentences using words such as but, because, and, so • Listen to and talk about stories to build familiarity and understanding • Use talk to help work out problems and organise thinking • Develop social phases 	<ul style="list-style-type: none"> • Show and tell - developing questioning skills • Oral story-telling • Use new vocabulary in different contexts • Listen carefully to rhymes and songs • Learn rhymes, poems and songs • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Learning the routines of the classroom and school • Recognising the expectations for behaviour around the school and classroom • Build constructive and respectful relationships with peers and adults • See themselves as valuable individuals • Express their feelings and consider the feelings of others 	<ul style="list-style-type: none"> • Continue to model and explain the expectations for behaviour around the school and classroom • Identify and moderate their own feelings socially and emotionally • Show resilience and perseverance in the face of challenge • Role playing various scenarios to explore different emotions and ways to manage feelings 	<ul style="list-style-type: none"> • Independently choosing resources for own activity and organising it with minimal adult intervention • Learning to show sensitivity to the needs and feelings of others • Think about the perspectives of others • Manage their own needs • Talk about strategies used to

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			<p>carry out an activity and how they might change in the future</p> <ul style="list-style-type: none"> • Preparing for the transition to Year 1
Physical Development	<ul style="list-style-type: none"> • Refine fundamental movement skills • Develop overall body strength, co-ordination, balance and agility • Develop fine motor skills • Keeping healthy • Begin to form letters correctly 	<ul style="list-style-type: none"> • Develop fine motor skills • Move with confidence • Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor • Use small and large equipment • Handle materials with safety and control • Letter formation 	<ul style="list-style-type: none"> • Continue to develop gross motor skills during PE lessons • Develop the foundations of a handwriting style which is fast accurate and efficient • Know and talk about the different factors that support their overall health and well-being • Further develop the skills they need to manage the school day successfully
Literacy	<ul style="list-style-type: none"> • Read individual letters by saying the sound • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Develop correct letter formation • Segment sounds to write CVC words • Write first name with correct letter formation • Sharing books and talking about stories 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them • Correct letter formation • Read a few common exception words • Read simple phrases and sentences made up of words with known letter-sound correspondences • Re-read books to build up confidence in word reading, fluency and understanding 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sounds with letter/s • Write sentences using capital letter and full stop • Re-read what they have written to check it makes sense • Drama activities linked to class texts • Retelling familiar stories and describing main events • Writing stories, thinking about some of the features of narrative in our writing
Mathematics	<p>White Rose Autumn</p> <ul style="list-style-type: none"> • Getting to know you • Match, sort and compare • Talk about measure and patterns • It's me 1,2,3 • Circles and triangles 1,2,3,4,5 • Shapes with 4 sides 	<p>White Rose Spring</p> <ul style="list-style-type: none"> • Alive in 5 • Mass and capacity • Growing 6,7,8 • Length, height and time • Building 9 and 10 • Explore 3d shapes 	<p>White Rose Summer</p> <ul style="list-style-type: none"> • To 20 and beyond • How many now? • Manipulate, compose and decompose • Sharing and grouping • Visualise, build and

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			<p>map</p> <ul style="list-style-type: none"> • Make connections • Consolidation
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas • Create collaboratively, sharing ideas, resources and skills • Listen attentively, move to and talk about music, expressing their feelings and responses • Sings songs and rhymes from memory 	<ul style="list-style-type: none"> • 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 and refine a variety of artistic effects to express their ideas 	<ul style="list-style-type: none"> • Develop storylines in their play • Explore and engage in music making and dance, performing solo or in groups • Art work linked to themes • Investigating materials • Selecting and using resources for a purpose • Talk about our creative work and the processes that led to the end product • Talk about the strength of our own work and that of others
<p>Understand the World</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • Explore the natural world around them • Begin to understand the changing seasons 	<ul style="list-style-type: none"> • Draw information from a simple map • Thinking about animals and their natural habitats in different parts of the world • Recognise some places are special to members of the community • Recognise that people have different beliefs and celebrate times in different ways • Recognise some similarities and differences between life in this country and life in other countries • Explore the natural world around them • Begin to understand the changing seasons 	<ul style="list-style-type: none"> • Thinking about how the seaside has changed over time • Finding out how to stay safe in the sun and on the beach • Planting seeds and observing how they grow • Life cycles of animals and plants • Consider the influence of human activity on the environment and living things • Describe what they can see, hear and feel whilst outside • Recognise some environments that are different to the one in which they live • Understand the effects of changing seasons on the natural world around them