

Harewood C of E Primary School, Early Years Foundation Stage (EYFS) Curriculum Long-Term Plan 2026-27

Also see the Long-Term Planning for Areas of Continuous Provision,

Class One Reading Books, Medium Term Plans and whole school Key Knowledge Progression Documents



EYFS Coverage by Term	Autumn	Spring	Summer
Religious Education (RE) and wider related topics, class based and whole school.	R.E. Topic – Autumn 1 – Believing and Belonging: Unit E6 - How do we understand and care for the world? (Creation) (Multi faith focus - 6 x PP in total, consolidated Summer 1) What is beautiful about the natural world? What does the word creation mean? What is the Christian story of Creation? How and why do Christians say 'Thank you' to God? What do Jewish people believe about creation? What are some of the things that happen at Shabbat? How does Shabbat help Jewish people to remember their creation story? What do Muslims believe about creation? How and why do Muslims believe we should care for creation? What is the Hindu story of Creation? How can we look after our world? How can we make our world more beautiful? (see Summer 1 for revisit and continuation of this unit) CONTRIBUTION TO SMSC DEVELOPMENT (Unit E6) • Opportunities for spiritual development come from thinking about the wonder of creation. • Opportunities for moral development come from considering our responsibility for caring for and looking after our environment. • Opportunities for social development come from sharing spaces with others and exploring together • Opportunities for cultural development come from hearing stories from different religion/worldview communities Noah story & Make a Promise Rainbow - linked to learning the school behaviour code.	R.E. Topic - Spring 1 – Believing and Belonging: Unit E2 – Why are some Objects Special (Multi faith focus – 7 x PP) Who lives here? What makes a home? What objects are special to me? What artefacts are special to Jewish people? What books are special to Jewish people? What artefacts and books are special to Christians? What artefacts and books are special to Muslims? What artefacts are special to Hindu families? Spring 1 - Jesus Christ growing up – making comparisons to our lives and what has changed. Who were Jesus' special friends? Spring 1 and 2 – Believing and Belonging: Unit E4 - Who belongs in my family and community? (Multi faith focus – 6 x PP) Where do we live? Where do we belong? What makes a good friend? What groups do we belong to? What does it mean to belong to a faith community? How does the life and example of Jesus teach people about friendship? How do Hindu families demonstrate love between brothers and sisters? CONTRIBUTION TO SMSC DEVELOPMENT (Units E2 and E4) • Opportunities for spiritual development come from considering special objects in their own home and elsewhere (E2). Considering where they belong and who they share their lives with (E4)	R.E. Topic consolidation/revisit – Summer 1 – Believing and Belonging Unit E6 – How do we understand and care for the world? How can we look after our world? R.E. Topic - Summer 1 – Understanding Christianity: (God/Creation) How can we care for our wonderful world? (Multi-faith focus) Link to how have we improved and looked after our classroom and garden through the year and the recurring theme of the seasons and the Wonders of Nature – Link to back to Creation stories in B&B Unit E6. Also link to Harewood Estate Eco visits and autumn, winter, spring and summer walks. Summer 1 and 2 - Stories from the New Testament & the miracles of Jesus. R.E. Topic - Summer 2 – Believing and Belonging: Unit E3 - Who cares for me and how do I help others? (Multi-faith focus – 8 x PP) What rules do we have at home and school? Why do we need rules? Who/how can we help at home and at school? How does the life and example of Jesus teach people about how to care for others? What do Jesus' stories tell us about how we can care for others? How does the life and example of the Prophet Mohammed teach people about caring for others? What do Buddhist stories tell us about how we can care for others?

	Autumn 1 & 2 - How are special times celebrated? (multi-faith focus on Autumn and Winter festivals, including: Harvest, Christmas and any other special occasions our families celebrate) R.E. Topic – Autumn 2 - Understanding Christianity: (<i>Incarnation</i>) Why do Christians perform Nativity plays at Christmas? Christmas story, traditions and celebrations with the class and whole school including the Nativity Performance Recurring theme of the seasons The Wonders of Nature – Link to Creation. What can we see in our wonderful world? Link to Harewood Estate Eco visit and spring walk.	• Opportunities for moral development come from considering that other children’s families may be different from their own. • Opportunities for social development come from making friends and learning about what is important to others. • Opportunities for cultural development come from learning about sacred objects from different religions/worldviews. Talk about Shrove Tuesday and Lent (Spring 1) and Easter (Spring 2). R.E. Topic – Spring 2 – Understanding Christianity: (<i>Salvation</i>) Why do Christians put a cross in the Easter Garden? Easter traditions and celebrations with the class and whole school. Recurring theme of the seasons The Wonders of Nature – Link to Creation. What can we see in our wonderful world? Link to Harewood Estate Eco visits and autumn, winter and spring walks.	What do Hindu stories tell us about how we can care for others? Who can we help in the world? How and why do people raise funds for charities? CONTRIBUTION TO SMSC DEVELOPMENT • Opportunities for spiritual development come from considering how friends and families help each other. • Opportunities for moral development come from thinking about making the right choices. • Opportunities for social development come from following the rules at home and school. • Opportunities for cultural development come from reflecting on values from different religions/worldviews. Say thank you for our year of learning - Whole School Thanks giving celebration and summer concert.
EYFS Prime Area - Communication and Language (CAL) ELG: Listening, Attention and Understanding ELG: Speaking	Listen to songs, music, rhymes and poems (share the ones that interest the children several times). Learn about the provision inside and out and class routines, with a focus on the vocabulary needed for the spaces, equipment used, imaginative, instructional and technical vocabulary. Set up tidying routines and Tidy Teams – children help organise and record what tidy provision in different areas looks like. (ongoing through the year and provision, environments and equipment changes). Story time (read by an adult) at least once a day. Focus on new vocabulary and language structures from the stories we share. Snack time, conversation and dedicated ‘book time’ (children choose a book to look at each day).	Past, present and future tenses. Listen carefully to each other, follow directions and express needs and feelings appropriately. Story time (read by an adult) at least once a day. Consider new vocabulary as well as what is happening - anticipate what might happen next. Cultivate a love of books and storytelling. Snack time, conversation and dedicated ‘book time’ (children choose a book to look at each day). Understanding story structure, characterisation, inference and prediction. Discuss Memories Book, photographs and displays. Consider what we have experienced,	Present ideas to others as descriptions, explanations, instructions or justifications. Explain to others how we can accomplish a task. Engage in activities and games structured to include instructions with several ideas or actions. Discuss, plan and negotiate for shared activities. Discuss and develop provision. Snack time, conversation and dedicated ‘book time’ (children choose a book to look at each day). Describe why and how things were made (link to EAD). What might be done to change or improve it? Continue to use the Memories Books to remind us about experiences, learning and accomplishments

Also see Reading overview – texts to share for each term. Links closely to Literacy below.	Share favourite books and stories from home. Games structured to sustain attentive listening and negotiation. “Show and Tell” sessions to recall past experiences, share information & help us learn about each other (link to PSED) Talk about and reflect on learning weekly using the Notice board/Memories Book photographs. Sequence stories with pictures and retell in our own words using prompts (e.g. creation stories, Noah’s Ark, Little Red Hen) Learn the words and the meaning of specific prayers- lunch time, end of day and school prayer. Establish Classroom Role Play area together (see also EAD) this will be an evolving space inside and outside through the year.	what we have learned and plan what we can do next. Make plans for activities. “Show and Tell” sessions to recall past experiences, share information & help us learn how to ask good questions. Library book sharing to begin (parents to read at home) Discuss and develop provision. NELI (Nuffield Early Language Intervention) begins if needed.	- what we will do next? How have we developed our learning and adapted our environment. Record our own experiences and memories through language, as well as other media (voice recording, video, pictures and writing). “Show and Tell” sessions to recall past experiences, share information & help us learn how to ask questions. Focus on asking ‘how’ and ‘why’ questions of each other. Use knowledge of familiar stories as a basis for imaginative play and own story telling. Use provocations and real-life experiences as a basis for imaginative play and own story telling (e.g. Pirate treasure hunt, chicks and dragon eggs).
EYFS Prime Area - Personal, Social and Emotional Development (PSED) ELG: Self-Regulation ELG: Managing Self	Contribute to good health - hand washing, self-care & toilet routines, managing personal hygiene. Learn about brushing teeth and why it's important – revisit in spring term. Get to know each other. How are we different and how are we the same? Develop trusting and caring relationships with new adults and friends. Take responsibility, with adult support, for the setting up and upkeep of the environment. Teach, ‘Choose it, use it, put it away’. Negotiate rules together, establishing boundaries, roles and responsibilities to give children	Games, discussion, stories about how to manage feelings and behaviour. Respect & care for animals (pets, domestic and wild). Consider the implications of making choices and expressing preferences. Explaining reasons for actions and taking responsibility - considering the consequences of their words and actions. Knowing when we need it and asking for support. Learning strategies to resolve conflicts and find a compromise where there is the possibility of conflict.	Explore, plan and talk about what we are learning, valuing their own ideas and individual ways of doing things. Time to pursue learning without interruption, complete activities to our satisfaction, and return to them, reflecting on successes and achievements. Fair and unfair situations, express feelings about fairness and how we can make things fair – what can we do when it isn't? The effect of exercise on our bodies and why it's good to exercise. Prepare a healthy picnic safely for our summer celebration in the park.

ELG: Building Relationships	ownership of the classroom/garden and other school areas. Promise Rainbow - understanding the school behaviour code & our responsibilities to the Class team (hand prints). Friendship tree leaves with Mindmates and other new children. Play games together, share stories and think about how to manage feelings and behaviour in different situations, such as waiting patiently for our turn and sharing resources. Learn how to change for PE and take care of personal needs, including hand washing routine. Healthy and safe eating. Make snack and dinner choices based on what we like and what is good for us. Table manners at lunch time, cutting food with support and safe eating at the table. SEAL (Social and Emotional Aspects of Learning) sessions. The SEAL themes this term are: ‘New Beginnings’ and ‘Getting on and Falling Out’. <u>You, Me, PSHE</u> – (do two units in this longer term starting September, before phonics formal Phase 2 teaching begins) Aut 1 - Careers, financial capability and economic wellbeing. Gender roles: Talk about the lives of the people around them and their roles in society - <i>key text story, When You’re Fast Asleep by Peter Arrhenius (school copy)</i> https://www.youtube.com/watch?v=bxhIOFnepvU Also - Drugs, alcohol and tobacco education – Managing their own basic hygiene and personal needs – <i>key text story Blow Your Nose Big Bad Wolf by Steve Smallman</i> Blow your nose, BIG BAD WOLF Full story (Kids books read aloud by the Odd Socks Nanny family) - YouTube	Continue to develop understanding of similarities and differences. Develop tolerance for different cultures and what makes us all unique. Keeping healthy – safe eating (cutting our own food), exercise, sleeping, hygiene and self-care - including oral hygiene. Arrange a visit from a dentist. Dressing independently for PE or provision role play. SEAL themes: ‘Say no to Bullying’ ‘Going for Goals’ and ‘Good to be me’ Agree a goal to work towards. <u>You, Me, PSHE - Spring 1 - Keeping safe and managing risk</u> British Values – rule of law Explain the reason for rules, know right from wrong; stranger danger <i>Key text story Who’s Good and Who’s Bad – Little Red Riding Hood? by Steve Smallman (school copy)</i> Fairytale Gone Wrong: Who’s Bad and Who’s Good, Little Red Riding Hood?: - Google Search <i>Additional key stories The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and The Three Horrid Pigs and the Big Friendly Wolf by Liz Pichon</i> <u>You, Me, PSHE - Spring 2 – Mental Health and Wellbeing - Self regulation, Show an understanding of our own feelings and those of others. Being able to wait for what we want and control immediate impulses</u> British Values – individual liberty <i>Key text story, The Jar of Happiness by Ailsa Burrows</i> The Jar of Happiness - YouTube Spring 1 Pol-Ed Unit – Wellbeing <i>How can I be a germ buster?</i> <i>How does exercise help me?</i> <i>How does food help me?</i> Spring 2	Prepare for transition to Class Two by thinking about how we have grown and changed during the year and how to make the new Class One children welcome in school. Showing sensitivity to the needs of others. Prepare emotionally for Sports Day (positive attitudes and sportsmanship). Develop the Reflective Space. Set a goal for themselves and work towards it. The SEAL themes for this term are: ‘Relationships’ and ‘Changes’. <u>You, Me, PSHE - Summer 1 – Physical Health and Wellbeing</u> PSED – managing self. Understanding the importance of healthy food choices British Values – individual liberty <i>Key text story, Which food will you choose by Claire Potter (school copy)</i> Which Food Will You Choose. Read-Aloud - YouTube <i>Additional key story and activities – Oliver’s Vegetables by Vivian French</i> <u>You, Me, PSHE - Summer 2 - PSED -self regulation.</u> Show an understanding of their own feelings and those of others. Building relationships. Show sensitivity to their own and others needs Protected Characteristics – gender focus British Values – individual liberty, mutual respect <i>Key text story Alex and Alex by Ziggy Hanaor (school copy)</i> Alex & Alex by Ziggy Hanaor (Children’s Book) - YouTube Pol-Ed Unit – Understanding the Law Summer 1 - What are consequences? <i>What are rules?</i> Summer 2 - <i>What can I do if I’m feeling big emotions?</i> <i>Who are the police and how do they help us?</i> Arrange a PCSO visit in Summer 1 for Summer 2
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	(re-visited with D-side Spring term, medicines) British Values - rule of law Know the reason for rules, know right from wrong and try to behave accordingly (link to school behaviour code) <u>You, Me, PSHE - Aut 2 - Identity, society and equality – British Values - mutual respect.</u> Understanding the world – people, culture and communities <u>Key text story – It's Only One by Tracey Corderoy</u> Kids book read aloud  - KTBudgeBooks Reads Its Only One - YouTube Pol-Ed unit – Relationships Aut 1 - How can adults at school help me? How can I be a good friend? Aut 2 - How can I make other children feel happy? How can I play nicely with others?	Pol-Ed Unit – Keeping Safe <i>How can I keep safe at home?</i> <i>How can I keep safe at school?</i> <i>How can I play safely?</i>	
EYFS Prime Area - Physical Developm ent (PD) ELG: Gross Motor Skills ELG: Fine Motor Skills	Assess pencil grip and scissor skills and posture (in line with progression documents). Run, climb, swing, dangle, balance and roll safely in the garden. Negotiate the Climbing Cube with support. Understand and apply balance and safety using bikes, scooters. Fasten helmets, with support. Awareness of space and safety in the classroom, garden hall and big playground. Cutting – holding the scissors correctly (right handed, left handed or training scissors if required) – snips in dough and card (for rigidity) initially then different types of paper. Progressing to cutting straight lines, shapes and then curved lines. Using glue sticks (removing lid and replacing independently). Sellotape, finding the end (practise with washy tape at Finger Fit table)	Climb safely to the top of the Climbing Cube, negotiate balance equipment and fasten helmets independently. Modelling in plasticine (no extruding or complex cutters). Cutting – holding the scissors correctly (right handed, left handed) – Progressing to cutting shapes and materials such as fabric and ribbon. Finger Fit in provision – using tools requiring more strength and precision to manipulate objects and accomplish more complex joins and ways to fix materials together at the making table. Introduce split pins, and use techniques already used more independently. Gardening, digging, brushing (large and small brush), watering. Mixing, grinding and chopping in the mud kitchen. Use cutlery independently for eating.	Sitting ready to write at a table – chair under table, feet on floor, sitting straight, tilted page (be aware of left handed preference and position), hold a pencil in preferred hand – ‘Nip, Flip, Grip’. Establish an effective dynamic tripod grip. Letter formation in line with our phonics progression with dedicated handwriting sessions, using Twinkl handwriting scheme. Apply letter formation families, on lines controlling letter size with accurate ascenders and descenders. Provide practise for families for the summer holidays. Modelling in clay. Building and fixing with small Lego and revisit children’s favourite construction materials adding more challenge. Making table construction using specialist cardboard fixing tools (on wish list). Build large structures in the garden safely (den building, pirate ship).

	Fine dry and glitter sand and small tools inside. Large tools for digging and manipulating damp sand outside. Building and fixing Duplo, Stickle Bricks and loose part wooden blocks. Use cutlery for eating and food preparation tools with support – knives, peelers, chopping. Rubbing together dry and wet ingredients when baking. Finger Fitness exercises, including Dough Disco done together as well as modelling in dough. Screwing the dough lid on and off independently. Finger Fit in provision – using small tools with precision to manipulate small objects, pincers, tweezers, nail cutters on pasta, looping, stretching bands, pinching pom-poms, large screws and bolts, picking and applying washy / masking tape and Sellotape. Mark making with short items (to encourage tripod grip by establishing pincer movements) e.g. chalk, pencils, cotton buds, sticks and feathers in different media (sand, foam, paint etc.) to Use a hole punch and treasury tags with support-also see EAD. Sitting ready to write at a table – chair under table, feet on floor, sitting straight, holding page (be aware of left handed preference and position), hold a pencil in preferred hand – ‘Nip, Flip, Grip’. Begin working towards dynamic tripod grip. Letter formation in line with our phonics progression, supported by Twinkl handwriting scheme and letter families (Ladder Lemur, Curly Caterpillar, One Armed Robots and Zigzag Monsters) This will be ongoing through the year. Changing for PE and into dressing up costumes.	Building and fixing with k’nex, Mobilo and Tech Machines (using the screw driver). Use a hole punch, treasury tags independently and split pins and stapler, with support. Painting with watercolour blocks and fine brushes, developing different strokes. Sitting ready to write at a table – chair under table, feet on floor, sitting straight, holding page (be aware of left handed preference and position), hold a pencil in preferred hand – ‘Nip, Flip, Grip’. Continue working towards dynamic tripod grip. Letter formation in line with our phonics progression with dedicated handwriting sessions using Twinkl handwriting scheme. Apply letter formation families, writing on lines and using descenders. This will be ongoing through the year. PE lessons – Spring 1 – Games - Striking and Hitting a ball; Throwing and catching; Travelling, passing and possession; Using space; Attacking and defending; Tactics and rules. Spring 2 – Gymnastics - Balancing and Obstacles -Travelling; rolling and body positions; weight on hands; jumping and landing; balancing and sequencing movements together.	Begin to use a pedal bike independently in the garden. Successfully ‘hopscotch’. Continue to secure independent scissors skills – holding the scissors correctly (right handed, left handed). Progressing to cutting more complex shapes and different materials requiring more strength e.g. plastic. PE lessons – Summer 1 - Athletics - running, jumping and throwing a ball. Preparations for Sports Day challenges - CHECK DATE OF SPORTS DAY Summer 2 – Dance - Respond imaginatively to music; skip in time to beat; copy, practise and repeat actions; show changes of shape and level; put a sequence of movements together and repeat.
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	PE lessons – Autumn 1 – Travelling and using space (spatial awareness and Proprioception) Travelling in different directions and on different parts of body. Check crawling, walking, running, hopping, skipping and jumping movements are in place. Autumn 2 – Ball skills, sending and receiving (large balls, bouncing throwing and catching).		
EYFS Specific Area – Literacy (L) ELG: Comprehension ELG: Word Reading ELG: Writing Also see Phonics Long Term Plan.	Phonics - Review and assess all Phase One aspects of Letters and Sounds (continue in alongside Phase Two). Focus on rhyme and rhythm. Phase Two & progression to Phase Three (L&S) using Twinkl Phonics. Identify phonemes in spoken words (sound talk) Oral Blending and segmenting. Home and school reading 'one to one' (directly in line with phonics progression). Real life purposes for writing, - lists, labels, signs, instructions, letters and invitations. Writing for role play and interests in all areas of provision, modelled, scaffolded and supported by adults applying known GPC. Correct letter formation for the whole alphabet introduced – in line with phonics teaching progression initially and supported with Twinkl Handwriting Scheme. Dedicated time to target issues with developing correct posture and pencil grip. See progression document and make sure parents are informed to support at home and supportive pencils are provided. Mark making/writing using a wide range media and mediums (inside and out). Share children's favourite stories and key texts linked to our wider curriculum including: traditional	Phonics – Complete and consolidate Phase Three and deliver Phase Four of Letters and Sounds. <i>See Twinkl planning timetable with slowed progress of Phase Three to two GPC per week from Phase 3 week 4.</i> Continue to model and support correct letter formation through phonics and Twinkl handwriting scheme. Provide dedicated time to target development of posture and pencil grip. (see progression document and make sure parents are informed to support at home – are there any issues? Do any children require additional grip support intervention?) Home and School reading 'one to one' continues daily (in line with phonics progression). Alphabet letter 'names' and learn long and short vowel sounds. Read text and information from home on Tapestry together for show and tell. Writing for different child-initiated purposes to support play and provocations with a real purpose (have a go writing): including lists, labels, signs, invitations, instructions, letters, model licenses. Share children's favourite stories and key texts linked to our wider curriculum including: traditional tales; seasonal stories; PSHE stories; maths stories.	Phonics – Consolidate Phase Four and develop writing skills - move to Phase Five if appropriate. Continue to model and support correct letter formation and provide dedicated time to target development of posture, pencil grip and handwriting in phonics and through Twinkl handwriting scheme. Make sure parents are informed to support at home now and over the summer holidays. The frequency of 'one to one' Home and school reading will reduce this term for children who are continuing to make good progress. Focus will be increasingly on, transcription, composition and opportunities for more extended writing. Alphabet activities and games – identify vowels. Purposeful writing of signs, labels, captions or instructions linked to the children's own interests and provocations (using 'have a go writing'). Continue to model and encourage writing as a form of communication and to inform others, including child-initiated to support play (of interest and motivating to the children). Model and encourage writing to retell and sequencing familiar stories, write own stories, planning ideas and descriptive writing about imaginary worlds.

	tales; seasonal sorties; PSHE stories; maths stories. Encouraging children to bring books from home.	Introduce library book system to borrow from school and parents to read at home.	Writing text at home for Tapestry Show and Tell contributions and reading them to the class. Share children's favourite stories and key texts linked to our wider curriculum including: traditional tales; seasonal sorties; PSHE stories; maths stories.
EYFS Specific Area – Mathematics (M) ELG: Number ELG: Numerical Patterns Also see the White Rose Planning Documents	White Rose Reception Scheme: Autumn 1 'Getting to know you' (2 wks) Block 1 'Match Sort and Compare', Block 2 'Talk About Measure and Patterns', Block 3 'It's Me 1,2,3', Autumn 2 Block 4 'Circles and Triangles', Block 5 '1,2,3,4,5' Block 6 'Shapes with Four Sides' & (moved from Spring on WRM yearly planner - see below) Block 7 'Alive in 5' & 'Consolidation'. Set up our environment - grouping, matching and sorting by material, colour, size and/or use. Record maths ideas independently on white boards, on paper and using clip boards in provision. Principles of counting and conservation of number. Subitise. Understand the composition of each number to five. Morning, afternoon, days of the week, months of the year and seasons - on going through the year. Birthday board (months focus) & link it to Jesus' birthday in Aut 2, with Christmas celebrations. Number Blocks - Series 1, with adult support to revisit and make explicit the maths on each episode. See NCETM supporting resources	White Rose Reception Scheme: Spring 1 - Block 8 'Mass and Capacity', Block 9 'Growing 6,7,8' Block 10 'Length, Height and Time', Consolidation week. Spring 2 - Block 11 'Building 9 & 10' Block 12 'Explore 3D Shape' and 'Consolidation'. Order and identify numbers to 10 & match them to numerals and quantities. Use ordinal language to sequence events. Number Blocks – Series 2 with additional episodes (chosen by children, linked to coverage and to deepen understanding.) With adult support to revisit and make explicit the maths on each episode. See NCETM supporting resources https://www.ncetm.org.uk/media/tncbnsq3/numberblocksepisodesseries1to5.pdf Interactive maths games and board games requiring simple calculations (add and take away). Identify mathematical problems based on own interests and fascinations. Rerecord mathematical ideas independently. Counting on and back from numbers other than one. Estimation.	White Rose Reception Scheme: Summer 1 - 'Block 13 'To 20 and Beyond' Block 14 'How Many Now?', Block 15 'Manipulate Compose and Decompose' and 'Consolidation'. Summer 2 - Block 16 'Sharing and Grouping', Block 17 'Visualize Build and Map', Block 18 'Make Connections & 'Consolidation' Verbally count, identify and order numerals to 20 (and count beyond). Write numerals to ten. Number Blocks Series 3 and more episodes revisited to consolidate understanding. With adult support to revisit and make explicit the maths on each episode. See NCETM supporting resources https://www.ncetm.org.uk/media/tncbnsq3/numberblocksepisodesseries1to5.pdf Subitising groups Introduce mathematical symbols. Recite numbers and count forwards and back from other starting points than one. Adding and subtracting in practical activities, games or through projects, routines and in role play. Record mathematical ideas and calculations. Standard notation & mathematical symbols. Use number lines and a 100 square to see number patterns and aid calculations.

	https://www.ncetm.org.uk/media/tncbnsq3/numberblocksepiodesseries1to5.pdf Recite numbers in order to twenty. Manipulate and match pattern and shapes, explore arrangements of 2D & 3D shapes. Investigate symmetry and positional language. Measure time in simple ways (sand timers). Board games & made up games to compare number and count. Number rhymes & mathematical story books	Mathematical vocabulary to describe 'solid' 3D shapes and 'flat' 2D shapes. Review repeating and more abstract patterns (including simple symmetry). Magnetic shapes. Comparative vocabulary-more, less, bigger, smaller, shorter, taller, heavier, lighter. Everyday language related to time-"Big Picture". Understand the composition of each number to ten and compare quantities to ten in different contexts. Share equal quantities for real purposes e.g. Easter egg hunt. Learn and apply knowledge through interactive maths games and board games. Mathematical story books.	Identifying groups of two, fives and tens. Explore, represent and explain number patterns including odds, evens, doubles. Share equal quantities (Treasure hunt). Use board games & made-up games to develop understanding of number, sharing, division, fractions and money. Making maps for directional language, measure distances with non-standard measures. Explore the properties of objects: weighing, measuring ordering items by length, height, weight and capacity (e.g. chicks / dragons / dinosaurs) Mathematical story books.
EYFS Specific Area - Understanding the World (UW) ELG: Past and Present ELG: People, Culture and Communities ELG: The Natural World	On-going through the year - Opportunities to follow children's own lines of interest, discuss, make links and record, in their own way, ideas about the things which fascinate them. 'Harvest' I wonder where our food comes from? Make One Apple crumble (from our apple trees) or corn bread. Children to do food prep including peeling and chopping. Days of the week, months and seasons through introduction of the Big Picture. Seasons are covered over the year – Autumn 1 - Changes which happen in the Autumn & how animals are affected. Autumn walk / environmental visit to Harewood. Aut 2 - Winter & how it affects plants and animals. Winter walk on Harewood Estate.	Compare and contrast the natural world and man-made environments - Window by Jeannie Baker. Seasons focus - winter into spring, how these changes affect plants and animals (wild, domestic and pets). Spring walk – flower art for mother's day cards. Environmental visit to Harewood Estate. Changes in states of matter freezing, dissolving, waterproof and absorbent materials. How we can care for living creatures and the environment? Consider more distant 'history' through learning about the life of Jesus. Compare and contrast to our lives with similarities and differences. I wonder	Understand that thinking about the past is called History. Consider why it is important to remember and learn from history <u>Talk about changes through time not 'differences'</u> Reflect on 'Window' (from Spring) and introduce 'Belonging' by Jeannie Baker What is recycling? What impact do we have on the world? Seasons – Summer time celebrations and special places. Understand that thinking about our world, its physical features and how it works is Geography and Science. Understand that life can be different in different regions of the world – animals from different countries (Harewood Estate environmental visits).

Close links to RE curriculum	How do we celebrate birthdays/ How do we give thanks? What celebration are important to our families? Plant hyacinths for Christmas gifts. Celebrate and share information, objects and photos from home so we can each learn about different family customs/routines and see where there are similarities. Value differences. The Christmas Story (life in the distant past). Operate iPads to take photos. Use technology to share information between school and home.	why people's lives now have changed from how they lived in the past? How can we investigate natural and man-made objects and materials? How are computers used to retrieve and record information? Use technology to support, display and celebrate learning. Access on-line activities to support literacy and number work. Use remote control vehicles (Tech Machines). Bee Bots - What is programming?	Animals and camouflage (Harewood Park and woods). Describe different environments (man-made and natural). Link to Window and Belonging (set in Australia). Geography – how the environment supports the animals living there I wonder if all changes can be reversed. Express opinions and hear different points of view. Egg incubation, life cycles, hatching and care for chicks – preparing them for their new home. Using a keyboard and mouse in the IT suite.
EYFS Specific Area - Expressive Arts and Design (EAD) ELG: Creating with Materials ELG: Being Imaginative and Expressive A new song with a Christian theme will	Role play focus – initially castles and palaces, babies and home, family & jobs – will be developed with the children to reflect their interests, experiences and ideas. Large construction – following children's interests outside to support role play. Draw ourselves (including for the birthday board) & representations of events, people and other objects. Painting with ready mixed colours, learning how to dispense and mix using thick handled brushes and other tools. What happens when we mix colours/combine colours & use different media & textures. Focus on Autumn time. Mark making with short items (to encourage tripod grip by establishing pincer movements) e.g. chalk, pencils, cotton buds, sticks and feathers in different media (sand, foam, paint etc.) to Use a hole punch and treasury tags with support. Little Red Hen performance story for Harvest.	Role play following children's ideas and interests – e.g. vets, doctors, dentist, shop, café, garage, museum. Small construction – Building and fixing with k'nex, Mobilo and Tech Machines (using the screw driver) as well as loose parts in small world. Making and modelling on the making table. Using cutters and punches in paper and card independently. Cutting – holding the scissors correctly (right handed, left handed) – Progressing to cutting shapes and materials such as fabric and ribbon. Use a hole punch, treasury tags independently and split pins and stapler, with support. Large construction – following children's interests outside to support role play. Can we make our models water proof? - link to recycling different materials	Role play following children's ideas and interests. e.g. vets, doctors, dentist, shop, café, garage, museum. Make Imaginary World Doors for Fairy Garden. Scissor skills develop further to use in modelling and preparing different materials requiring more strength e.g. plastic. Cutting more complex shapes such as flowers and circles. Large construction – pirate ship / dens in the garden. Modelling in clay. Small construction – building and fixing with small Lego and revisit children's favourite construction materials adding more challenge and refinement. Making and modelling on the making table. Using specialist cardboard fixing tools (still to be purchased).

be enjoyed each week for Collective Worship.	Modelling in play dough. Small world – animals and castle Small construction design and build and adapt as you go. Constructing independently and with friends, developing ideas and loose part modelling. Scissor skills (see PD for more details) focus on key scissor skills for cutting out shapes, pictures and making snips in paper/card and malleable materials (identify dominant hand preference when cutting). Duplo, magnetic shapes, Stickle Bricks & wooden bricks. Large construction in the garden following interests & Noah's Ark. Learn the Christmas story and songs to perform the Nativity. Design and make a Christmas Cards. Singing hands 'Christmas' songs /Makaton. <i>Weekly dedicated music lesson:</i> <i>Autumn 1 - Exploring Sound and Rhythm</i> <i>Autumn 2 -Celebration Music</i>	Modelling in Plasticine (no extruders). Sketching flowers (Spring walk). Painting with watercolour blocks and fine brushes, developing different strokes. Mix colours (secondary colour workshop) for flower pictures. Learn techniques for brush work and colour' tint' and 'tone' etc. Design and make Mothers' Day card for Mothering Sunday. <i>Weekly dedicated music lesson:</i> <i>Spring 1- Musical Stories</i> <i>Spring 2 - Vivaldi – Spring from The Four Seasons</i>	Build large structures in the garden safely (den building, pirate ship). I wonder if we can improve our models. Make music and perform for different audiences. Practise for a performance in the end of year Thanksgiving service. Recognise and explore how sounds can be changed, recognise repeated sounds and sound patterns and match movement to music from different cultures. <i>Weekly dedicated music lesson:</i> <i>Summer 1 – Benjamin Britten – Young Persons Guide to the Orchestra</i> <i>Summer 2 - World Music – Africa - Handa's Surprise</i>
Pre-Planned Provocations - including External Visits & Visitors	Cooking 'One Apple' crumble or corn bread – linked to harvest (Autumn 1) Journey by Aaron Becker (Autumn 1) Autumn Walk/Environmental visit to Harewood Estate (Autumn 1) Colour workshop- primary mixing (Autumn 1) Design & make a Christmas card (Autumn 1 for PTA & Autumn 2 for home) Remembrance Day - make wreath for school Nativity at St. George's (Autumn 2) Class 1 Nativity and whole school performance (Autumn 2) Christmas visit Harewood House (Autumn 2)	Window by Jeannie Baker (Spring 1) Tech Machines with remote control (Spring 2) Bee Bots (Spring 2) Spring Walk & environmental visit (Spring 2) Colour workshop/secondary (Spring 2) Design & make Mothers' Day card Mothers' Day Easter & Easter Egg Hunt (Spring 2)	Imaginary World doors (Summer 1) Journey by Aaron Becker (Revisit from Autumn and Spring terms) Belonging by Jeannie Baker (Summer 1) Castle Pirate Treasure Hunt (Summer 1) Picnic in the Park (Summer 2) Chick incubation & life cycles (Summer 2) Dragons / dinosaurs (Summer 2) Police PCSO visit (Summer 2)

White Rose Maths Reception Scheme

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

WRM Reception Scheme suggested timetable.
I am moving the first Spring Block (Alive in Five) forward into Autumn, as Autumn term has a total of 15 weeks and Spring term only has 12 weeks.

Also see NCETM Number Blocks Episode support resources:
<https://www.ncetm.org.uk/media/tncbnsg3/numberblocksepiodesseries1to5.pdf>
Above document includes Series and episode details, links to corresponding PP and BBC iPlayer links to each episode.

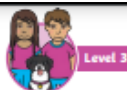
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10		Explore 3-D shapes		
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections	Consolidation	

Level 2 Overview



Core Teaching	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus GPCs	s a t p	i n m d	g o c k	c k e u r	h b f l	ff ll ss 's' saying /z/	Revise weeks 1-6
Focus Tricky Words				to, the	no, go, I	Revise all taught tricky words	Revise all taught tricky words
Key Learning Activities	Teach new GPCs 's', 'a', 't', 'p'. Practise oral blending. Practise oral segmenting.	Revise previously taught GPCs and teach new GPCs 'i', 'n', 'm', 'd'. Practise oral blending. Practise oral segmenting. Teach blending for reading with week 1 and 2 GPCs. Blend and read the high frequency words 'is', 'it', 'in', 'at'.	Revise previously taught GPCs and teach new GPCs 'g', 'o', 'c', 'k'. Practise oral blending and segmenting words. Practise blending for reading. Teach segmentation for spelling. Blend and read high frequency word 'and'. Demonstrate reading captions containing 'and'.	Revise previously taught GPCs and teach new GPCs 'ck', 'e', 'u', 'r'. Practise blending for reading. Practise segmenting for spelling. Learn to read tricky words 'to' and 'the'. Support children to read captions containing 'the' and 'and'. Demonstrate writing captions containing 'a' and 'and'.	Revise previously taught GPCs and teach new GPCs 'h', 'b', 'f', 'l'. Practise blending for reading. Practise segmenting for spelling. Learn to read tricky words 'no', 'go' and 'I'. Support children to read captions containing 'no', 'go', 'I', 'the' and 'to'. Demonstrate writing captions containing 'a' and 'and'.	Revise previously taught GPCs and teach new GPCs 'ff', 'll', 'ss', 's' saying /z/. Practise blending for reading. Practise segmenting for spelling. Learn to read tricky words 'the', 'to', 'no', 'go' and 'I'. Support children to read captions containing 'no', 'go', 'I', 'the' and 'to'. Demonstrate writing captions containing 'a' and 'and'.	Revise all Level 2 GPCs. Revise all Level 2 tricky words. Practise blending for reading. Revise blending high frequency words. Practise segmenting for spelling. Continue to support children to read words and captions.
Assessment	Can children recognise and say the GPCs s, a, t, p?	Can children blend to read CVC words containing taught Level 2 GPCs including i, n, m, d?	Can children segment to spell VC and CVC words containing taught Level 2 GPCs including g, o, c, k?	Can children write a caption containing taught GPCs and the high frequency word 'and'?	Can children blend to read words containing taught GPCs including h, b, f, l and the tricky words 'I', 'the', 'go', 'to'?	Can children blend to read words containing taught GPCs including 'ff', 'll', 'ss', 's' making /z/, the tricky word 'to' and the high-frequency words 'and' and 'a'?	Assess children on their knowledge of all Level 2 sounds and tricky words using the Level 2 Assessment Pack .

Level 3 Overview



Level 3

Core Provision					
	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Example Words	Key Learning Activities
Week 1	j, i, w, e	Revise Level 2 words		jem, jet, jag, Jack, Jill, jet, wet, van, vac, Kay, Bay, win, wet, web, wag, weed, wick, six, box, fox, mite, fly, was	- Revise Level 2 previously taught GPCs and teach new GPCs 'j', 'i', 'w', 'e'. - Learn the alphabet song. - Learn to identify both upper and lower-case letters. - Learn the letter names. - Practise blending for reading. - Practise segmenting for spelling. - Read sentences with previously taught Level 2 sounds, 'j', 'i', 'w', 'e' and tricky words 'jet', 'go', 'y', 'the', 'to'. - Lots of Fun! Reading MiniBook
Week 2	y, z, ss, qu, ch	he, she	the, to	yep, yes, yell, yum, yuck, yak, zip, buzz, fizz, jazz, zig zag, quick, quiet, quill, quack, quiff, quit, chip, chili, rich, chat, chick, chop, chin	- Revise previously taught GPCs and teach new GPCs 'y', 'z', 'ss', 'qu', 'ch'. - Sing alphabet song to practise letter names. - Practise identifying both upper and lower-case letters. - Practise letter names. - Practise blending for reading. - Practise segmenting for spelling. - Teach reading tricky words 'he' and 'she'. - Teach spelling tricky words 'the' and 'to'. - Practise writing captions with Level 2 sounds, weeks 1-2 of Level 3 and tricky words 'he' and 'to'. - The Quiz Writing MiniBook



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Core Provision					
	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Example Words	Key Learning Activities
Week 3	sh, th, th, ng	we, me, be	the, to (recap)	shop, shed, shut, ship, cash, fish, mosh, bath, thin, path, thick, thud, that, this, then, them, with, than, sing, bang, sing, song, bang, wing, king, long	- Revise previously taught GPCs and teach new GPCs 'sh', 'th', 'ng'. - Sing alphabet song to practise letter names. - Practise identifying both upper and lower-case letters. - Practise letter names. - Practise blending for reading. - Practise segmenting for spelling. - Teach reading tricky words 'we', 'me' and 'be'. - Practise reading captions and sentences. - Practise writing captions and sentences. - The King Reading MiniBook
Week 4	ai, ee	was	no, go, I	aim, hail, wait, main, rain, tail, pain, bail, sea, keep, feet, sweep, week, feed, dove, beads, seat, bee, coffee, rolling, sheep	- Revise previously taught GPCs and teach new GPCs 'ai', 'ee'. - Sing alphabet song to practise letter names. - Practise identifying both upper and lower-case letters. - Practise letter names. - Practise blending for reading. - Practise segmenting for spelling. - Teach reading the tricky word 'was'. - Teach spelling the tricky words 'no', 'go' and 'I'. - Practise reading two-syllable words. - Practise reading captions and sentences. - Practise writing captions and sentences. - Fun at the Park Writing MiniBook

	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Example Words	Key Learning Activities	Assessment
Week 5	igh, oa	my	no, go, I (recap)	night, light, high, right, right, sigh, night, might, cork, goat, boat, load, coat, soap, load, foal, road, nightlight, cockroach, raincoat, tight, chain, foam	- Revise previously taught GPCs and teach new GPCs 'igh', 'oa'. - Sing alphabet song to practise letter names. - Practise identifying both upper and lower-case letters. - Practise letter names. - Practise blending for reading. - Practise segmenting for spelling. - Teach reading the tricky word 'my'. - Practise reading two-syllable words. - Practise reading captions and sentences. - Practise writing captions and sentences. - We Will Get There a...Reading MiniBook	Can children read captions using this week's focus GPCs and the tricky word 'my'?
Week 6	oo (long), oo (short), ar	you	no, go, I (recap)	moon, roof, pool, hoof, food, foot, boat, too, cook, wood, book, hood, wool, hook, good, look, shark, car, jar, car, card, park, far, dart, market	- Revise previously taught GPCs and teach new GPCs 'oo' (long), 'oo' (short), 'ar'. - Sing alphabet song to practise letter names. - Practise identifying both upper and lower-case letters. - Practise letter names. - Practise blending for reading. - Practise segmenting for spelling. - Teach reading the tricky word 'you'. - Teach reading two-syllable words. - Practise reading captions and sentences. - Practise writing captions and sentences. - Funny and Fun Writing MiniBook	Can children spell words with this week's focus GPCs and tricky words?



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Core Provision					
	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Example Words	Key Learning Activities
Week 7	uc, ur	they	the, to (recap)	corn, fork, thorn, turn, horn, worth, torch, cork, fur, surf, turf, church, bump, curl, urn, hurt, nurse	- Revise previously taught GPCs and teach new GPCs 'uc', 'ur'. - Sing alphabet song to practise letter names. - Practise identifying both upper and lower-case letters. - Practise letter names. - Practise blending for reading. - Practise segmenting for spelling. - Teach reading the tricky word 'they'. - Practise reading two-syllable words. - Practise reading captions and sentences. - Practise writing captions and sentences. - Dad's Dinner Reading MiniBook
Week 8	ow, oi	here	the, no, I (recap)	howl, owl, now, row, cow, pore, nose, brown, fowl, bow, down, boil, soil, foil, oil, coil, coin, join, how, boiling, avoid	- Revise previously taught GPCs and teach new GPCs 'ow', 'oi'. - Sing alphabet song to practise letter names. - Practise identifying both upper and lower-case letters. - Practise letter names. - Practise blending for reading. - Practise segmenting for spelling. - Teach reading the tricky word 'here'. - Practise spelling of two-syllable words. - Practise reading captions and sentences. - Practise writing captions and sentences. - Let's Cook! Writing MiniBook

	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Example Words	Key Learning Activities	Assessment
Week 9	ear, air	all, are	go, to (recap)	ear, hear, fear, gear, fear, beard, year, cheer, hair, pair, air, fair, hair, chair, repair, dear, appear, near	- Revise previously taught GPCs and teach new GPCs 'ear', 'air'. - Sing alphabet song to practise letter names. - Practise identifying both upper and lower-case letters. - Practise letter names. - Practise blending for reading. - Practise segmenting for spelling. - Teach reading tricky words 'all' and 'are'. - Practise reading captions and sentences. - Practise writing captions and sentences. - Oh Dear! Reading Minibook	Can children read captions using this week's focus GPCs and the tricky words 'all' and 'are'?
	ure, er	All Level 2 reading tricky words (recap)		cure, pure, manure, secure, injure, manure, pepper, letter, hammer, ladder, mermaid, penny, bath, finger, racket, better, perch	- Revise previously taught GPCs and teach new GPCs 'ure', 'er'. - Sing alphabet song to practise letter names. - Practise identifying both upper and lower-case letters. - Practise letter names. - Practise blending for reading. - Practise segmenting for spelling. - Practise reading the tricky words 'ure' and 'er'. - Practise reading of two-syllable words. - Practise writing captions and sentences. - Fixing the Truck! Writing Minibook	Can children spell words with this week's focus GPCs and tricky words?
Week 10						



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Core Provision						
	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Example Words	Key Learning Activities	Assessment
Week 11	Revise weeks 1-5	All Level 2 reading tricky words (recap)	All Level 3 spelling tricky words (recap)	jacket, wax, cobweb, vision, visit, van, exit, jog, yet, liquid, check, quiz, fuzz, rich, yes, buzz, along, bother, chicken, wings, thick, mash, with, finish, feeling, again, sheet, chain, teeth, nails, gall, week, high, unload, tonight, shawl, road, slight, foal, eight, this, keep, feet, right, need, long, soak, bath, soap, foam, chop, coat, light	- Revise Level 2 Weeks 1 to 5 GPCs. - Sing alphabet song to practise letter names. - Practise identifying both upper and lower-case letters. - Practise letter names. - Practise blending for reading. - Practise segmenting for spelling. - Practise reading all the Level 2 reading and spelling tricky words. - Practise reading of two-syllable words. - Practise writing captions and sentences. - Top Dog Fan Reading Minibook	Can children blend together sounds to read words and captions containing weeks 1-5 Level 2 GPCs and tricky words?
	Revise weeks 6-10	All Level 2 reading tricky words (recap)	All Level 3 spelling tricky words (recap)	soon, foot, booth, cook, hook, shark, farmyard, sharp, torch, cork, popcorn, airport, church, burger, surf, turnip, coin, turmoil, boil, oil, owl, down, town, powder, beard, gear, shearing, near, pair, chair, ink, hair, tower, secure, perch, pure, manure, river, eam, hat, soil, farmer, lure	- Revise Level 2 Weeks 6 to 10 GPCs. - Sing alphabet song to practise letter names. - Practise identifying both upper and lower-case letters. - Practise letter names. - Practise blending for reading. - Practise segmenting for spelling. - Practise reading all the Level 2 reading and spelling tricky words. - Practise reading of two-syllable words. - Practise writing captions and sentences. - Pip Rabbit Writing Minibook	Can children segment sounds to spell words and captions containing weeks 6-10 Level 2 GPCs and tricky words?
Week 12						

Level 4 Overview



Core Teaching	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	CVCC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	Three-Letter Adjacent Consonants
Focus Tricky Words (reading)	said, so	have, like, come, some	were, there, little, one	do, when, out, what	Revision of all Level 4 tricky words
Focus Tricky Words (writing)	he, she, me, we, be	was, you	they, are, all	my, here	Revision of all Level 4 tricky words
Example Words	land jump tuft past hand camp milk nest	from stop swim trip plum drop flat	crabs crisp stamp clams plant drink slept twist	windmill cliff-top handstand softest windswept fantastic sandpit pumpkin	struts split scrap strict drinks crafts strum discs
Example Words (Including Level 3 Digraphs)	paint roast burnt toast chomp thank shelf boost	train track spoon swing brush green scarf thing	sweets shrimp crunch shrink sticks sports frowns branch	lunchbox treetop sunflower sparkling thunderstorm lagoon varnish lightning	spring splash sprinkler splinter sunscreen street strong champs



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	Week 1	Week 2	Week 3	Week 4	Week 5
Key Learning Activities	Revise previously taught GPCs.	Revise previously taught GPCs.	Revise previously taught GPCs.	Revise previously taught GPCs.	Revise previously taught GPCs.
	Teach and practise reading and spelling CVCC words.	Teach and practise reading and spelling CCVC words.	Teach and practise reading and spelling words containing adjacent consonants including CVCC, CCVC and CCVC words.	Teach and practise reading and spelling polysyllabic words including adjacent consonants.	Teach and practise reading and spelling words including three-letter adjacent consonants, CCCVC, CCCVC, CCVC, CCVC and polysyllabic words containing three-letter adjacent consonants.
Key Learning Activities	Teach reading tricky words 'said' and 'so'.	Teach reading tricky words 'have', 'like', 'come' and 'some'.	Teach reading tricky words 'were', 'there', 'little' and 'one'.	Teach reading tricky words 'do', 'when', 'out' and 'what'.	Teach reading tricky words 'my' and 'here'.
	Teach spelling tricky words 'he', 'she', 'me', 'we' and 'be'.	Teach spelling tricky words 'was' and 'you'.	Teach spelling tricky words 'they', 'are' and 'all'.	Teach spelling tricky words 'my' and 'here'.	Teach spelling tricky words 'my' and 'here'.
Key Learning Activities	Practise reading sentences.	Practise reading sentences.	Practise reading sentences.	Practise reading sentences.	Practise reading sentences.
	Practise writing sentences.	Practise writing sentences.	Practise writing sentences.	Practise writing sentences.	Practise writing sentences.
Key Learning Activities	Felt and Willf Reading Minibook	The Trip to Everest Reading Minibook	The Camping Trip Reading Minibook	The Storm Reading Minibook	Band Night at Spring Camp Reading Minibook