

## Padnell Infant School Long Term planning Document – Year R

History	PSHE	DT	Maths
Geography	Science	Music	Literacy
RE	Art	PE	Computing

Year R 2024/25	Autumn I							
	Week 1: 2/9	Week 2: 9/9	Week 3:16/9	Week 4: 23/9	Week 5: 30/9 (Start Phonics)	Week 6: 7/10	Week 7: 14/10	Week 8: 21/10
	Getting to know you			About Us		Autumn		Diwali
<b>PSED</b>				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 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				Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian
	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs - personal hygiene							
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. 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. Listen carefully to rhymes and songs, paying attention to how they sound. 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.							
<b>Physical development</b>	Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. 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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes							
<b>Literacy</b>	Twinkl Phonics – level 1	Twinkl Phonics – level 1	Twinkl Phonics – level 1	Twinkl Phonics – level 1	Twinkl Phonics – L 2 Wk 1 s a t p	Twinkl Phonics – L 2 Wk 2 i n m d	Twinkl Phonics L 2 wk 3 g o c k	Twinkl Phonics L 2 wk 4 c k e u r / to the
	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Spell words by identifying the sounds and then writing the sound with the letter/s. Write some letters accurately. Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Develop their phonological awareness, so that they can: spot and suggest rhymes. Count or clap syllables in words recognise words with the same initial sound, such as money and mother. Blend sounds into words, so that they can read short words made up of letter-sound correspondences.							

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<b>Mathematics</b>	BASELINE ASSESSMENTS			Compare quantities using language: 'more than, less than'.	Talk about and identify patterns around them Extend and create ABAB patterns Notice and correct an error in a repeating pattern Continue, copy and create repeating patterns	Make comparisons between objects relating to size, length, weight and capacity Compare length, weight and capacity	Develop fast recognition of up to 3 objects without having to count them individually Show finger numbers up to 3 Link numerals to amounts Subitise Link the number symbol with its cardinal value
<b>Understanding the world</b>	<p><b>Begin to make sense of their own life story and family's history.</b> Comment on images of familiar situations in the past. <b>Begin to understand the need to respect and care for the natural environment and all living things.</b> Draw information from a simple map. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them. Describe what they see, hear and feel while they are outside. Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>			<p><b>Begin to make sense of their own life story and family's history.</b> <b>Begin to understand the need to respect and care for the natural environment and all living things.</b> Explore the natural world around them. Describe what they see, hear and feel while they are outside. Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Explore the natural world around them. Understand some important processes and changes in the natural world around them including the seasons. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Understand the effect of changing seasons on the natural world around them.</p>	<p>Know that there are different countries in the world and talk about the differences (experience/photos). Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways.</p>	
<b>Expressive Arts and Design</b>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to/build on their previous learning, refining ideas, developing their ability to represent them. Return to/build on their previous learning, refining ideas, developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play.</p>						
<b>Text Drivers</b>	Recap class nursery rhymes sent home	Hickory Dickory Dock	Head, shoulders knees and toes	Twinkle Twinkle	Mary, Mary	The Grand Old Duke of York	Dipal's Diwali (ebook)

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Year R 2024/2025	Autumn II								
	Week 1 4/11	Week 2 11/11	Week 3 18/11	Week 4 25/11	Week 5 2/12	Week 6 9/12	Week 7 16/12	Week 8	
	Guy Fawkes	Remembrance	Space		Winter Festivals				
<b>PSED</b>	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs - personal hygiene								
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. 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. Listen carefully to rhymes and songs, paying attention to how they sound. 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.								
<b>Physical development</b>	Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. 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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes								
<b>Literacy</b>	Twinkl Phonics L 2 wk 5 h b f l / no go l	Twinkl Phonics L 2 wk 6 ll ff ss	Twinkl Phonics L 2 wk 7 Recap	Twinkl Phonics Assess L2Level 2 interventions (where necessary)/free phonics/ recap so far					
	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Spell words by identifying the sounds and then writing the sound with the letter/s. Write some letters accurately. Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.								
<b>Mathematics</b>	Compare quantities using language: 'more than, less than' Say one number for each item in order 1, 2, 3 Show finger numbers up to 3 Count objects, actions and sounds Link the number symbol with its cardinal value Compare numbers	Talk about and explore 2D and 3D shapes using informal and mathematical language: sides, corners, straight, flat, round. Select, rotate and manipulate shapes to develop spatial reasoning Develop their use and understanding of positional language Explore 3D shapes through constructions and patterns	Compare quantities using language: 'more than, less than' Say one number for each item in order 1, 2, 3, 4 Show finger numbers up to 4 Count objects, actions and sounds Link the number symbol with its cardinal value Compare numbers Subitise Automatically recall number bonds from 0-4	Talk about and explore 2D and 3D shapes using informal and mathematical language: sides, corners, straight, flat, round. Select, rotate and manipulate shapes to develop spatial reasoning Explore 3D shapes through constructions and patterns	Compare quantities using language: 'more than, less than' Say one number for each item in order 1, 2, 3, 4, 5 Show finger numbers up to 5 Count objects, actions and sounds including pennies Link the number symbol with its cardinal value Compare numbers Subitise Automatically recall number bonds from 0-5	Compare quantities using language: 'more than, less than' Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers	Develop an awareness of time passing in preparation for telling the time Begin to use the language of time (next, before) to sequence personal events		

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Understanding the world	<p style="color: red; font-size: small;">Compare and contrast figures from the past. Understand the past through events. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Understand the effect of changing seasons on the natural world around them. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p style="color: red; font-size: small;">Compare and contrast figures from the past. Understand the past through events. Talk about the lives of people and their roles in society. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p style="color: green; font-size: small;">Comment on images of familiar situations in the past. Know that there are different countries in the world and talk about the differences (experience/photos). Recognise some environments that are different to the one in which they live. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p style="color: green; font-size: small;">Compare and contrast figures from stories from the past. Understand some important processes and changes in the natural world around them including the seasons. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.</p>			
Expressive Arts and Design	<p style="color: blue;">Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to/build on their previous learning, refining ideas, developing their ability to represent them. Return to/build on their previous learning, refining ideas, developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p>						
Text Drivers	Dipal's Diwali (ebook) Gunpowder plot story		Whatever Next – Jill Murphy	Aliens Love Underpants- Claire Freedman	The Hannukah Story	The Nativity	

Year R 2024/25	Spring 1							
	Week 1 6/01	Week 2 13/01	Week 3 20/01	Week 4 27/01	Week 5 03/02	Week 6 10/02	Week 7	Week 8
	Dinosaurs		The UK	Chinese New Year	Toys			

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Geography	Science	Music	Literacy
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<b>PSED</b>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge.</p> <p>6/01 Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs - personal hygiene</p>							
<b>Communication and Language</b>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. 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. Listen carefully to rhymes and songs, paying attention to how they sound. 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.</p>							
<b>Physical development</b>	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes</p>							
<b>Literacy</b>	Twinkl Phonics – L3 Wk 1 j v w x	Twinkl Phonics – L3 Wk 2 y z zz qu ch/ he she	Twinkl Phonics – L3 Wk 3 sh th th ng/ we me be	Twinkl Phonics – L3 Wk 4 ai ee igh oa/ was	Twinkl Phonics – L3 Wk 5 oo oo ar or/my	Twinkl Phonics – L3 Wk 6 ur ow oi ear/you		
	<p>Spell words by identifying the sounds and then writing the sound with the letter/s. Write some letters accurately. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>							
<b>Mathematics</b>	<p>Count objects, actions and sounds Link the number symbol with its cardinal value Count beyond 10 Explore the composition of numbers to 10 Automatically recall number bonds from 0-5</p>	<p>Compare length, weight and capacity Subitise Count beyond 10</p>	<p>Count objects, actions and sounds Link the number symbol with its cardinal value Compare numbers Subitise Count beyond 10</p>	<p>Count objects, actions and sounds Link the number symbol with its cardinal value Compare numbers Count beyond 10 Explore the composition of numbers to 10</p>	<p>Link the number symbol with its cardinal value Count beyond 10 Compare numbers Find the total number of items in two groups by counting all of them</p>	<p>Count beyond 10 Develop an awareness of time passing in preparation for telling the time Begin to use the language of time (next, before) to sequence personal events</p>		
<b>Understanding the world</b>	<p>Understand the past through settings and events from stories. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>		<p>Explain some similarities and differences between life in this country and life in other countries. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community.</p>	<p>Comment on images in the past. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>		<p>Compare and contrast figures from stories from the past. Understand the past through events. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Understand the effect of changing seasons on the natural world around them.</p>		

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		Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.		Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.		
Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to/build on their previous learning, refining ideas, developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.					
Text Drivers						
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.		Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.		Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play.		

Year R 2024/25	Spring II							
	Week 1 24/02	Week 2 03/03	Week 3 10/03	Week 4 17/03	Week 5 24/03	Week 6 31/03	Week 7	Week 8
	Jack and the Beanstalk		Farm Growing and Changing			Easter		

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<b>PSED</b>	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs - personal hygiene							
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. 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. Listen carefully to rhymes and songs, paying attention to how they sound. 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.							
<b>Physical development</b>	Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. 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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes							
<b>Literacy</b>	Twinkl Phonics – L3 Wk 7 air ure er/they	Twinkl Phonics – L3 Wk 8 Recap wks 1-4/here	Twinkl Phonics – L3 Wk 9 Recap wks 5-7/all are	Twinkl Phonics – L3 Wk 10 Recap Trigraphs and consonant digraphs/ was my	Free phonics week and recap so far			
	Spell words by identifying the sounds and then writing the sound with the letter/s. Form lower case and capital letters correctly. Re-read what they have written to check it makes sense Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.							
<b>Mathematics</b>	Link the number symbol with its cardinal value Count beyond 10 Compare numbers	Count objects, actions and sounds Link the number symbol with its cardinal value Compare numbers Count beyond 10 Explore the composition of numbers to 10	Compare length Count beyond 10	Explore the composition of numbers to 10 Count objects, actions and sounds Link the number symbol with its cardinal value Compare numbers Count beyond 10	Count objects, actions and sounds Link the number symbol with its cardinal value Compare numbers Count beyond 10 Understand the 'one more than/one less than' relationship between consecutive numbers	Select, rotate and manipulate shapes to develop spatial reasoning Count beyond 10 Explore 3D shapes through constructions and patterns		
<b>Understanding the world</b>	Comment on images of familiar situations in the past. Understand some important processes and changes in the natural world around them including the seasons. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Understand some important processes and changes in the natural world around them including the seasons. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.		Explore the natural world around them. Describe what they see, hear and feel while they are outside. Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Compare and contrast figures from stories from the past. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community.			

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<b>Expressive Arts and Design</b>				Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.				
<b>Text Drivers</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to/build on their previous learning, refining ideas, developing their ability to represent them. Return to/build on their previous learning, refining ideas, developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play.	Jack and the Beanstalk	The Enormous Turnip	What the Ladybird Heard – Julia Donaldson		Easter Story		

Year R 2024/25	Summer I							
	Week 1 21/04	Week 2 28/04	Week 3 5/05	Week 4 21/05	Week 5 19/05	Week 6	Week 7	Week 8
	Food				People Who Help Us			



# Padnell Infant School Long Term planning Document – Year R

History	PSHE	DT	Maths
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RE	Art	PE	Computing

PSED	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing						
	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. <b>Manage their own needs - personal hygiene</b>						
Communication and Language	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. 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. Listen carefully to rhymes and songs, paying attention to how they sound. 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.						
Physical development	Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. 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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes						
Literacy	Twinkl Phonics – L3 Wk 11 Letter sounds & recap vowel digraphs/ we they	Twinkl Phonics – L3 Wk 12 Revision	Twinkl Phonics – L3 recap/ interventions/assessment	Twinkl Phonics – L3 recap/ interventions/assessment	Twinkl Phonics – L3 recap/ interventions/assessment	Free writing week	
	Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Form lower case and capital letters correctly. Re-read what they have written to check it makes sense. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.						
Mathematics	Automatically recall number bonds from 0-5 and some from to 10 Link the number symbol with its cardinal value Count beyond 10 Compare numbers	Count beyond 10 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. Have a deep understanding of number to 10, including the composition of each number. Verbally count beyond 20, recognising the pattern of the counting system.	Select, rotate and manipulate shapes to develop spatial reasoning Compose and decompose shapes so that children recognise a shape can have shapes within in just as numbers can Count beyond 10	Count beyond 10 Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers 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. Have a deep understanding of number to 10, including the composition of each number.	Count beyond 10 Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers 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. Have a deep understanding of number to 10, including the composition of each number.	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. Have a deep understanding of number to 10, including the composition of each number Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	

## Padnell Infant School Long Term planning Document – Year R

History	PSHE	DT	Maths
Geography	Science	Music	Literacy
RE	Art	PE	Computing

<b>Understanding the world</b>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel while they are outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now e.g. the first nurse etc</p> <p>Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction text and maps e.g. locate police station on map</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel while they are outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Name and describe people who are familiar to them.</p>	<p>Comment on images of familiar situations in the past e.g. compare old shops to supermarkets now.</p> <p>Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction text and maps e.g map of route to Morrisons</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel while they are outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>					
<b>Expressive Arts and Design</b>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to/build on their previous learning, refining ideas, developing their ability to represent them. Return to/build on their previous learning, refining ideas, developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills. Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Develop storylines in their pretend play.</p>							
<b>Text Drivers</b>				Supertato – Sue Hendra	Diasy Eat Your Peas- Kes Gray	Chocolate Cake – Michael Rosen		

Year R 2024/25	Summer II							
	Week 1 2/06	Week 2 09/06	Week 3 16/06	Week 4 23/06	Week 5 30/06	Week 6 07/07	Week 7 14/07	Week 8 21/07
	The UK	Under the Sea			Moving On		Eco Warriors	

# Padnell Infant School Long Term planning Document – Year R

History	PSHE	DT	Maths
Geography	Science	Music	Literacy
RE	Art	PE	Computing

<b>PSED</b>	<p>See themselves as a valuable individual.                  Build constructive and respectful relationships.                  Express their feelings and consider the feelings of others.                  Show resilience and perseverance in the face of challenge.                  Identify and moderate their own feelings socially and emotionally.                  Think about the perspectives of others.                  Manage their own needs - personal hygiene</p>							
<b>Communication and Language</b>	<p>Understand how to listen carefully and why listening is important.                  Learn new vocabulary.                  Use new vocabulary through the day.                  Ask questions to find out more and to check they understand what has been said to them.                  Articulate their ideas and thoughts in well-formed sentences.                  Connect one idea or action to another using a range of connectives.                  Describe events in some detail.                  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.                  Develop social phrases.                  Engage in story times.                  Listen to and talk about stories to build familiarity and understanding.                  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.                  Listen carefully to rhymes and songs, paying attention to how they sound.                  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.</p>							
<b>Physical development</b>	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing                  Progress towards a more fluent style of moving, with developing control and grace.                  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.                  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.                  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.                  Combine different movements with ease and fluency.                  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.                  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.                  Develop the foundations of a handwriting style which is fast, accurate and efficient.                  Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes</p>							
<b>Literacy</b>	Twinkl Phonics – L4 Wk 1 CVCC words/ said so	Twinkl Phonics – L4 Wk 2 CCVC words/ have like come some	Twinkl Phonics – L4 Wk 3 Adjacent consonants/ were there little one	Twinkl Phonics – L4 Wk 4 Polysyllabic words/do when out what	Twinkl Phonics – L4 recap/ interventions/assessment	Twinkl Phonics – L4 recap/ interventions/assessment	Twinkl Phonics – L4 recap/ interventions/assessment	Twinkl Phonics – L4 recap/ interventions/assessment
	<p>Spell words by identifying the sounds and then writing the sound with the letter/s.                  Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.                  Form lower case and capital letters correctly.                  Re-read what they have written to check it makes sense.                  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.                  Read individual letters by saying the sounds for them.                  Blend sounds into words, so that they can read short words made up of letter-sound correspondences.                  Read some letter groups that each represent one sound and say sounds for them.                  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.                  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>							
<b>Mathematics</b>	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. Have a deep understanding of number to 10, including the composition of each number. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Have a deep understanding of number to 10, including the composition of each number. 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 Compose and decompose shapes so that children recognise a shape can have shapes within in just as numbers can Count beyond 10	<p style="color: orange;">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.                  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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally                  Say the number that is one more and one less than a given number to 20                  Subtract a quality within 20, say how many are left by counting or counting back                  Accurately count up to 20 objects</p> <p style="text-align: right; color: orange;">Place numbers to 20 in order</p>				

## Padnell Infant School Long Term planning Document – Year R

History	PSHE	DT	Maths
Geography	Science	Music	Literacy
RE	Art	PE	Computing

Understanding the world	<p style="color: #e91e63; font-size: 0.9em;">Explore the natural world around them. Describe what they see, hear and feel while they are outside. Understand the effect of changing seasons on the natural world around them. Name and describe people who are familiar to them.</p>	<p style="color: #e91e63; font-size: 0.9em;">Know some similarities and difference between the natural world around them and contrasting environments. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p style="color: #e91e63; font-size: 0.9em;">Talk about the lives of the people around them and their roles in society. Understand some important processes and changes in their natural world around them e.e. recycling. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p style="color: #4caf50; font-size: 0.9em;">Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction text and maps e.g. draw map to their new classroom. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>			
Expressive Arts and Design	<p style="color: #00bcd4; font-size: 0.8em;">Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to/build on their previous learning, refining ideas, developing their ability to represent them.</p> <p style="color: #00bcd4; font-size: 0.8em;">Create collaboratively, sharing ideas, resources and skills. Return to/build on their previous learning, refining ideas, developing their ability to represent them.</p> <p style="color: #00bcd4; font-size: 0.8em;">Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p style="color: #00bcd4; font-size: 0.8em;">Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p style="color: #00bcd4; font-size: 0.8em;">Develop storylines in their pretend play.</p>						
Text Drivers	Diary of a Circus Performer	The Singing Mermaid – Julia Donaldson	The Snail and the Whale – Julia Donaldson	The Rainbow Fish – Marcus Pfister	Somebody Swallowed Stanley – Sarah Roberts		