


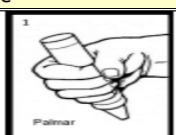
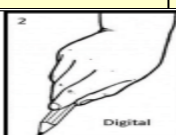
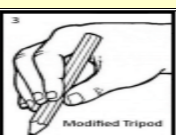
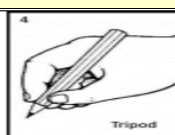



Objective sequence taken from the Early Years Learning Pathway

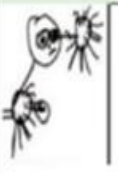



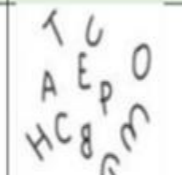

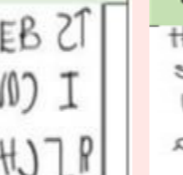
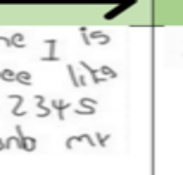
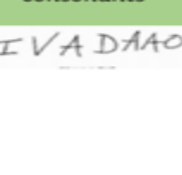
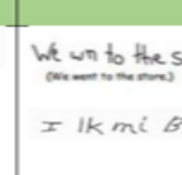
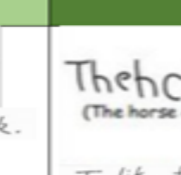


Cherry Tree Academy Reception Curriculum Long Term Plan







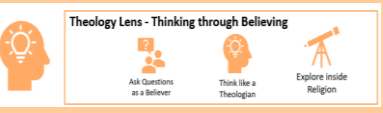
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway topic title		Me and My Community	Twinkle, Twinkle Little Star	Curious Creations	Get Set, Grow!	Heroes and Villains/ How to be a hero	Amazing Animals
WOW Factor			Nativity Play to parents		Gardener visitor? Allotment visit?	Superhero Day	School trip- Abberton Reservoir Pond dipping
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Ask questions to find out more and to check that they understand what has been said to them. Engages in story time Listens carefully to songs and pays attention to how they sound. 		<ul style="list-style-type: none"> Listens to and talk about stories to build familiarity and understanding. Retells the stories once they have developed a deep familiarity with the text, some in exact repetition and some in their own words. Learns rhymes, poems and songs Engages in non-fiction books 		<ul style="list-style-type: none"> Listens to and talks about selected non-fiction to develop a deep familiarity with. ELG objectives: <ul style="list-style-type: none"> Listens attentively & responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Makes comments about what they have heard and ask questions to clarify their understanding. Holds conversation when engaged in back and forth exchanges with their teachers and peers. 	
	Speaking	<ul style="list-style-type: none"> Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Develops social phrases 		<ul style="list-style-type: none"> Uses new vocabulary throughout the day Use talk to help work out problems and organise thinking and activities. Describe events in some detail. 		<ul style="list-style-type: none"> Connects one idea or action to another using a range of connectives. Use new vocabulary in different contexts. ELG objectives: <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	
		Through all whole class lessons, continuous provision and everyday routine.					
Personal, Social & Emotional Development	Self-Regulation PSHE	<ul style="list-style-type: none"> See themselves as a valuable individual. 		<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. 		ELG Objectives: <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	
	Managing Self PSHE	<ul style="list-style-type: none"> Managing their own needs 		<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. 		ELG objectives: <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of food choices. 	
	Building Relationships PSHE, RE	<ul style="list-style-type: none"> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. 		<ul style="list-style-type: none"> Think about the perspectives of others. Know and talk about the different factors that their overall health and wellbeing: <ul style="list-style-type: none"> Regular physical activity Healthy eating Toothbrushing Sensible amounts of 'screen time' Having a good sleep routine 		ELG objectives: <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to other's needs. 	


				○ Being a safe pedestrian			
		<ol style="list-style-type: none"> Settling in Getting to know each-other All about me What makes me special Me and my special people Who can help me? My feelings (1) My feelings (2) 	<p>Valuing Difference</p> <ol style="list-style-type: none"> I'm special, you're special Same and different Same and different (families) Same and different (homes) I am caring I am a friend What's safe to go onto my body <p>Keeping Safe</p>	<ol style="list-style-type: none"> what's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online. People who help to keep me safe Looking after my special people <p>Rights and Respect</p>	<ol style="list-style-type: none"> Looking after my friends Being helpful at home and caring for our classroom Caring for our world. Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe. 	<p>Being my Best</p> <ol style="list-style-type: none"> Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep 	<p>Growing and Changing</p> <ol style="list-style-type: none"> Seasons Life stages- plants, animals, humans Life stages- human- who will I be? Where do babies come from? Getting bigger Me and my body- girls and boys Transition
Physical Development	Gross Motor PE	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hoping, skipping, climbing). Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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. Further develop the skills they need to manage the school day successfully (lining up and queueing, mealtimes, personal hygiene). 		<ul style="list-style-type: none"> 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 Combine different movements with ease and fluency. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p>ELG objectives:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 		
		<ol style="list-style-type: none"> 	<ol style="list-style-type: none"> 	<ol style="list-style-type: none"> 	<ol style="list-style-type: none"> 	<ol style="list-style-type: none"> 	
	Fine Motor PE, handwriting	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools:</p> <ul style="list-style-type: none"> Pencils for drawing and writing, Paintbrushes Scissors Knives, forks and spoons 		<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>ELG objectives:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. 		
	<ol style="list-style-type: none"> Dough Disco Dough Disco Circles and spirals Lines and diagonals Jellies and zig-zags Loopies and waves i, l, t u, w, e 	<ol style="list-style-type: none"> c, o a, d n, m, h j, y g, q b, p, k v, s, r 	<ol style="list-style-type: none"> f, x, z easy words easy words easy words easy words easy words 	<ol style="list-style-type: none"> dictated captions dictated captions dictated captions dictated captions dictated captions 	<ol style="list-style-type: none"> dictated phrases dictated phrases dictated phrases dictated phrases dictated phrases dictated phrases 	<ol style="list-style-type: none"> dictated sentences dictated sentences dictated sentences dictated sentences dictated sentences dictated sentences dictated sentences 	
						cil grip progression:	
Literacy	Phonics	<p>Autumn 1 Phase 2 graphemes</p> <p>s a t p i n m d g o c k e u r h b f l</p> <p>New tricky words</p> <p>is I the</p>	<p>Autumn 2 Phase 2 graphemes</p> <p>ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) <p>New tricky words</p> <p>put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>Spring 1 Phase 3 graphemes</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> words with double letters longer words <p>New tricky words</p> <p>was you they my by all are sure pure</p>	<p>Spring 2 Phase 3 graphemes</p> <p>Review Phase 3</p> <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end <p>No new tricky words</p> <p>Review all taught so far</p>	<p>New tricky words</p> <p>said so have like some come love do were here little says there when what one out today</p> <p>New tricky words</p> <p>said so have like some come love do were here little says there when what one out today</p>	<p>Summer 2 Phase 4 graphemes</p> <p>Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est longer words and compound words <p>No new tricky words</p> <p>Review all taught so far</p>
	Word Reading	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sound into words, so that they can read short words made up of known letter- sound correspondence. 	<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme (Little Wandle) 	<p>ELG objectives:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. 			

		<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words. 	<ul style="list-style-type: none"> Read aloud simple sentences and book that consistent with their phonic knowledge, including some common exception words. Little Wandle: Secure at Spring 2 assessment (at least) and reading at least a phase 3, set 2 books.
	Comprehension	<ul style="list-style-type: none"> Understand the five key concepts about print- <ul style="list-style-type: none"> print has meaning print can have different purposes We read English from left to right and top to bottom The different parts of a book Page sequencing Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Re-read books to build-up their confidence in word-reading, their fluency and their understanding and enjoyment. 	<p>ELG objectives:</p> <ul style="list-style-type: none"> Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate- where appropriate- key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.
	Writing			
		<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s 	<ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences. Form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p>ELG objectives:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Pre Phonemic Stage						Early Phonemic	Letter name stage		Transitional Stage			
Pre-Phonemic Stage	Dom Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
												
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

Maths	Number	<ul style="list-style-type: none"> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Subitise to 4 Explore the composition of 5 	<ul style="list-style-type: none"> Explore the composition of 10 Understand the 'one more/one less' relationship between consecutive numbers. Subitise to 6 	<p>ELG objectives:</p> <ul style="list-style-type: none"> Have a deep understanding of numbers to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including subtraction and double facts- (without reference to rhymes, counting or other aids).
	Numerical pattern	<ul style="list-style-type: none"> Count beyond 5 Recognise and continue simple number sequences Use comparative language (more, fewer, the same) Compare two small sets of objects 	<ul style="list-style-type: none"> Count beyond 10 Recognise patterns in the counting system Estimate and check quantities to 10 	<p>ELG objectives:</p> <ul style="list-style-type: none"> Use fingers or counters to find doubles Identify odd or even numbers practically Sharing and grouping practically to show equal quantities <p>ELG objectives:</p> <ul style="list-style-type: none"> 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.

	Shape, Space, Measure	<ul style="list-style-type: none"> Continue, copy and create repeating patterns 	<ul style="list-style-type: none"> Compare length, weight and capacity Compose and decompose shapes so that children recognise that a shape can have other shapes within it. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	<ul style="list-style-type: none"> Recap prior shape, space and measures through continuous provision 			
	 	<ol style="list-style-type: none"> Settling in Match, sort and compare Talk about measures and patterns Perceptual subitising to 3 Counting sequence; 1:1 correspondence, cardinality Composition of 3 and 4; all numbers can be made of ones Subitising to 4; perceptual and conceptual; making 4 Focus on language and thinking about attributes 	<ol style="list-style-type: none"> Circles and Triangles Focus on counting to 5 and the key representation of '5 fingers on one hand', and the die-five pattern Comparison by matching, including when groups are equal Shapes with 4 sides Focus on the concept of 'whole' Focus on the composition of 5 Counting beyond 5 	<ol style="list-style-type: none"> Connect subitised quantities to numerals Order numbers to 5 (focus on each number being one more than the last) Focus on the composition of 5 and identify missing parts Introduce 5 and a bit structure Focus on equal and unequal groups Mass and capacity 	<ol style="list-style-type: none"> Connect the counting sequence to ordinality (staircase pattern, one more/less) Comparison using knowledge of ordinality Composition of 7 as two groups with focus on 5 and a bit Explore 3D shapes Explore 3D shapes 	<ol style="list-style-type: none"> Practise subitising with 6/ Explore doubles Sharing and grouping Count larger amounts and focus on strategies for counting Structured arrangements including ten-frames representations of numbers using ten-frames and fingers Focus on doubles using different representations 	<ol style="list-style-type: none"> Focus on ordinality: comparing numbers Seeing smaller numbers in big numbers, introducing the rekenrek Strategies for counting- number patterns beyond 20. Compare groups of objects that are different. Develop sense of magnitude. Investigate parts and wholes, doubles, odds and evens Composition of numbers to 10, investigate 5 as key anchor Manipulate, compose, decompose
Understanding the World 	Past and Present History	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. (Aut 1. 5, Aut 2.6) 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past (Spr1.5) 	ELG objectives: <ul style="list-style-type: none"> Talk about the lives of the people around them and their role in society. Know some similarities between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 			
	People, Culture & Communities RE, Geography, PSHE	<ul style="list-style-type: none"> Talk about members of their immediate family and community. (Aut 1.3) Name and describe people who are familiar to them. (Aut 1.3) Understand that some places are special to members of their community. (Aut 2.2) Recognise that people have different beliefs and celebrate special times in different ways. (Aut 1.4, 1.7, 1.8, Aut 2.5) 	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. (Spr 1.4, Spr 2.1, 2.3, 2.5) Recognise some similarities and differences between life in this country and life in other countries. (Spr 1.4, Spr 2.1, 2.3, 2.5) 	ELG objectives: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate- maps. 			
	Natural World Science, Geography	<ul style="list-style-type: none"> Explore the natural world around them. (Aut 1.4, Aut 2.3) Describe what they see, hear and feel whilst outside. (Aut 1.4, Aut 2.3) 	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. (Spr 1.1, 1.3) Understand the effect of changing seasons on the natural world around them. (Aut 2.2, 2.4) 	ELG objectives: <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 			
	<ol style="list-style-type: none"> Baseline Baseline Family photos and portrait Rosh Hashannah/ Yom Kippur Toys through the ages Teeth decay experiment Diwali Halloween 	<ol style="list-style-type: none"> RE lesson 1/ Bonfire night (PPA) RE lesson 2 (PPA)/ Remembrance day All about Autumn Change and decay- Autumn RE lesson 3/ Hannukkah (PPA) RE lesson 4 Christmas through the ages 	<ol style="list-style-type: none"> Comparing places- link to poverty Comparing characters Magic paintbrush comparing places Chinese New Year- celebrations, foods etc. Izzy Gizmo v real inventor Autumn to Winter 	<ol style="list-style-type: none"> RE lesson 1 (PPA) Ramadan and Eid Al-Fitr RE lesson 2 (PPA) Spring changes RE lesson 3 (PPA) Lifecycle of plant RE lesson 4 (PPA) Spring walk RE lesson 5 (PPA) Easter celebrations 	<ol style="list-style-type: none"> 	<ol style="list-style-type: none"> 	<ol style="list-style-type: none">
	RE 	Why do Christians perform Nativity plays at Christmas? <ol style="list-style-type: none"> Discuss significant people and explain why they are important. Identify different symbols and artefacts and examine their importance. Create an object of importance and value and explain its purpose. Design an image based on research and knowledge. 	Why do Christians put a cross in an Easter Garden? <ol style="list-style-type: none"> Discuss a significant event and explore it's meaning. Sequence the events of a significant Christian festival. Sequence the events of a significant Christian festival. Explain how Jesus' sacrifice guides Christians today. Design an Easter Garden with objects and artefacts of significance 	Why is the word God so important to Christians? <ol style="list-style-type: none"> Find and name objects which Christians believe were created by God Explain how Christians show love and respect to God Investigate an important Christian Festival Compare the Ten Commandments to the rules of our school Recommend ways in which we can demonstrate Christian values of love, respect and kindness to others 			
Expressive Art and Design	Creating with Materials Art, DT	<ul style="list-style-type: none"> Create collaboratively sharing ideas, resources and skills. (continuous provision) Use props and materials when role-playing. (Continuous provision) Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Use props and materials when role-playing. (continuous provision) 	ELG objectives: <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role-playing characters in narratives and stories. 			

	Being Imaginative and Expressive Music, Art, Drama	<ul style="list-style-type: none"> Develop storylines in their pretend play. (Continuous Provision) Sing in a group or on their own, increasingly matching the pitch and following the melody. (Charanga) Explore and engage in music making and dance, performing solo or in groups. (Charanga) Create representations of people (Aut 1.2, Aut 1.3) 	<ul style="list-style-type: none"> Return to build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. 	ELG objectives: <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and- when appropriate try to move in time with the music. 		
		<ol style="list-style-type: none"> Mark Making front of English books Self-portraits- Felt-tips Family portraits Shofar craft (twinkl) Make a toy (Galimoto story) Silhouette collage (Tango makes 3) Diva lamps/ Diva sweets Halloween art/carving 	<ol style="list-style-type: none"> Firework art work Poppy Art work- Remembrance day Autumn portrait Leaf printing/rubbing/collage (Leaf man) Christmas fayre crafts Christmas cards Christmas crafts 	<ol style="list-style-type: none"> Magic paintbrush paintings- discuss drawing objects/ items that could help the poor. Make your own magic paintbrush Ramadan celebrations Chinese New Year Marvellous creations (using junk modelling) Valentines Day craft 	<ol style="list-style-type: none"> 	<ol style="list-style-type: none">
		Me! Follow steps 1-6	My Stories Follow steps 1-6	Everyone! Follow steps 1-6	Our World Follow steps 1-6	Big Bear Funk Follow steps 1-6