



## Manor Primary - Robins Long Term Planning Cycle A-B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Cycle A	All About Me Fantastic Fairy Tales	Julia Donaldson Festivals	New Beginnings Winter Around the World	Toys Easter	Animals Out & About	Tango's Holiday
Week	1 Rules & routines 2 All about me 3 All about me 4 Three Little Pigs 5 Three Little Pigs 6 Goldilocks 7 Goldilocks	1 Stickman 2 Stickman 3 The Snail & the Whale 4 The Snail & the Whale 5 Christmas 6 Christmas 7 Christmas	1 New Year 2 Chinese New Year 3 Chinese New Year 4 Winter in UK 5 Winter Worldwide 6 Winter Worldwide	1 Kipper's Toybox 2 Kipper's Toybox 3 Toys in Space 4 Naughty Bus 5 Easter 6 Easter	1 Elmer the Patchwork Elephant 2 Elmer the Patchwork Elephant 3 Brown Bear What Do You See 4 Brown Bear What Do You See 5 Tidy (Emily Gravett) 6 The Great Paper Caper (Oliver Jeffers) 7 The Great paper Caper	1 Giraffes Can't Dance 2 Giraffes Can't Dance 3 The Lighthouse Keeper's Lunch 4 The Lighthouse Keeper's Lunch 5 A First Book of the Sea (Nicola Davies) 6 A First Book of the Sea 7 A First Book of the Sea
Memorable Experience	Harvest Festival Build pig house	Nativity performance Visit Santa	Chinese food Ice investigations	Favourite toy day Easter service	Walk around the local environment Paper plane challenge	Paddling pool day Sports day
Continuous Provision project ideas	Construct a 3D model of one of the Three Little Pig's houses – free choice which house. Investigate how to build a structure strong enough to withstand the wolf blowing it down. Construct a set of furniture (own choice) in three sizes for the bear family.	Create a large-scale map to show the different places Stickman visits. Use tablet to photograph diorama created for different parts of the story. Print photographs to add to map. Investigate different materials that would allow the snail to float on water.	Compose a piece of music to accompany a dragon dance. Compose a dragon dance to perform to other classes. Investigate which materials prevent ice from melting the fastest (link to keeping porridge warm from Autumn 1).	DT project to create own toy box with balsa wood. Create own toy hand puppet by sewing two pieces of material together. Egg games; make a course for the egg to roll from the top to the bottom of the playground without cracking; make a parachute to drop an	Papier-mache elephants – small group project using 4l plastic milk bottles as structure for the body. Create a class book based on the layout of 'Brown Bear What Do You See?'	Make own-choice jungle animal masks to support re-enacting dancing with the giraffe. Make a container to stop the seagulls from pinching the lighthouse keeper's lunch. Design a rope system to get the lighthouse keeper's lunch from one place to another.

	Investigate which materials would keep porridge the warmest for the longest period.	Create large art frieze for underwater scene from the story. Children can add their own style of sea creature.	Investigate which areas around school (inside and out) allow ice cubes to melt the fastest. Use baking trays to create ice slides – which objects/materials slide the furthest? What can cover the ice to make items stop sliding?	egg from the dining hall ramp.		
Topic Cycle B	All About Me Fantastic Fairy Tales	Julia Donaldson Festivals	New Beginnings Winter Snow & Ice	Dinosaurs Easter	Fun on the Farm	Ugly Bug Ball
Week	1 Rules & routines 2 All about me 3 All about me 4 Little Red Riding Hood 5 Little Red Riding Hood 6 Gingerbread Man 7 Gingerbread Man	1 Room on a Broom 2 Room on a Broom 3 The Gruffalo 4 The Gruffalo 5 Christmas 6 Christmas 7 Christmas	1 New Year 2 Chinese New Year 3 Chinese New Year 4 Winter 5 Arctic Life 6 Arctic Animals	1 Harry & Bucketful of Dinosaurs 2 Harry & Bucketful of Dinosaurs 3 Dinosaurs Love Underpants 4 Dinosaurs Love Underpants 5 Easter 6 Easter	1 Rosie's Walk 2 Rosie's Walk 3 Click Clack Moo Cows that Type 4 Click Clack Moo Cows that Type 5 The Very Busy Spider 6 The Very Busy Spider 7 Bob	1 The Very Hungry Caterpillar 2 The Very Hungry Caterpillar 3 The Bumblebear 4 The Bumblebear 5 Superworm 6 Superworm 7 What the Ladybird Heard
Memorable Experience	Harvest Festival Make gingerbread	Nativity performance Visit Santa	Chinese food Ice investigations	Dino underpants hunt Easter service Easter bonnet parade	Ash End House Farm Food tasting Vegetable patch	Animal Man Sports day Nurture caterpillars
Continuous Provision project ideas	Construct a 3D model of Grandma's cottage. Turn part of the playground into a 'river' and investigate different ways to get the Gingerbread Man across safely.	Create a large-scale map to show the different things that happen to the witch. Use tablet to photograph diorama created for different parts of the story.	Compose a piece of music to accompany a dragon dance. Compose a dragon dance to perform to other classes. Investigate which materials prevent ice	Papier-maiche dinosaurs – small group project using 4l plastic milk bottles as structure for the body. Egg games; make a course for the egg to	Create a large-scale map to show Rosie's route around the farm. Use tablet to photograph diorama created for different parts of the story.	Create own large butterfly wings that can be worn. Use cut-outs in card and add different colour tissue paper to allow light through (make a

		Print photographs to add to map. Construct own choice home for one of the animals in the Gruffalo story.	from melting the fastest (link to keeping porridge warm from Autumn 1). Investigate which areas around school (inside and out) allow ice cubes to melt the fastest. Use baking trays to create ice slides – which objects/materials slide the furthest? What can cover the ice to make items stop sliding?	roll from the top to the bottom of the playground without cracking; make a parachute to drop an egg from the dining hall ramp.	Print photographs to add to map. Woollen spider web craft <a href="#">easy wool spider web - Google Search</a>	symmetrical pair of wings). Use rope skipping ropes as Superworm; re-enact or create new scenarios for what Superworm could do in the story. Photograph enactments to compile a Superworm class photo album.
Non-fiction	Green highlighted text/headers are an opportunity to include non-fiction texts					
Literacy	Mark making Role-play Name writing Number formation Label fairy tale pictures Instructions for pig house and gingerbread making	Mark making Role-play Name writing Number formation Label story pictures Letter to Santa	Mark making Role-play Number formation Label story pictures New Year Resolution Chinese menu Science investigations	Role-play Number formation Story sentences Easter card Easter poems	Role-play Number formation Story sentences Label photographs of local environment Instruction for paper planes Instructions for planting seeds	Role-play Number formation Story sentences Sports day photographs Sports day review Holiday brochures Instructions for packing a suitcase
	Writing Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.				<b>ELG Writing:</b> - 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.	

Communication and Language

Word Reading

Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

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.

**ELG Word Reading:**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG Comprehension:**

- Demonstrate 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, nonfiction, rhymes and poems and during role play

**ELG Listening, Attention and Language:**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**ELG Speaking:**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might

					<p>happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	
Phonics	Phase 1 & 2	Phase 2 & HFW	Phase 3	Phase 3 & HFW	Phase 4	Phase 4 & HFW
Maths White Rose	Baseline - getting to know the children. Numbers - counting & recognition.	Shape Space & Measure - 2d Shape. Shape Space & Measure - Money Numbers - addition & subtraction.	Numbers - counting & recognition. Shape Space & Measure - size, weight & capacity.	Numbers - addition & subtraction. Shape Space & Measure - 3D shape. Shape Space & Measure - time.	Numbers - counting & recognition. Numbers - addition & subtraction. Numbers – double, halving & sharing.	Shape Space & Measure - position & distance. Consolidation & assessment.
Maths Number	Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10.				<p><b>ELG Number:</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- 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.</li> </ul>	
Numerical Patterns	Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.				<p><b>ELG Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
Personal, Social & Emotional	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				<p><b>ELG Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings</li> </ul>	

Development	<p>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> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>	<p><b>and those of others, and begin to regulate their behaviour accordingly.</b></p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- Give focused 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.</li> </ul> <p><b>ELG Managing Self:</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and to others' needs</li> </ul>
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<p>Physical Development</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>- lining up and queuing - mealtimes</li> </ul>	<p><b>ELG Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing.</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>
<p>Understanding the World</p>	<p>Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst 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><b>ELG Past and Present:</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>ELG People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion,</li> </ul>

		<p>stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p><b>ELG The Natural World:</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- 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.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
Expressive Art & Design	<p>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. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>ELG Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>ELG Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> </ul>



						<b>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</b>	
Activities & Events	Harvest Festival Diwali Yom Kippur	Diwali Bonfire Night Remembrance Day Christmas Nativity	New Year Chinese New Year	Easter Mother's Day Holi Ramadan Passover St George's Day	Father's Day	Sports Day	