

# Maulden Lower School

## Long Term Overview: Robin Class 2021-2022



The curriculum in The Nest will evolve throughout the year. As a starting point we have identified what we want our children to learn, these are detailed below in the areas of learning and they will develop over time as we get to know our children more. We aim to help every child to develop their language and build their learning over time. Our curriculum and planning will be flexible which will enable it to be driven by our children's interests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Let’s Celebrate		Let’s Explore		What a Wonderful World	
Communication and Language	<b>We are learning to:</b> Think about what we want to say; Retell a story or event; Say new sounds, words, phrases & sentences; Talk to others & respond to what they say; Use our imaginations; Talk about what? When? Why? Who? Where?; Understand how things work; Understand what others say & mean; Understand what others do & the reasons why; Talk about everything; Describe people, places & objects; Listen & respond; Take turns & share; Understand & follow instructions					
	<b>Listening, Attention and Understanding ELG</b> Children at the expected level of development will: - 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. <b>Speaking ELG</b> Children at the expected level of development will: - 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.					
Personal Social and Emotional Development	<b>We are learning to:</b> Express ourselves; Manage our emotions; Make the right choices; Understand consequences; Be proud of our achievements; Live in the moment – Be mindful; Get to know each other; Our likes & dislikes; Have a positive mind; Understand our feelings					
	<b>Self-Regulation ELG</b> Children at the expected level of development will: - 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 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. <b>Managing Self ELG</b> Children at the expected level of development will: - 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 healthy food choices. <b>Building Relationships ELG</b> Children at the expected level of development will: - 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 others’ needs.					
Physical Development	<b>We are learning to:</b> Talk about our needs; Understand what being healthy means; Form letters & numbers; Dress & undress ourselves; How to look after ourselves; Go to the toilet by ourselves; Feed ourselves & use a knife & fork; Why it is important to wash our hands; Be active; Understand how our bodies move & work; Move in different ways; Handle tools & objects with control; Take risks & understand how to keep safe; Hold a pencil					

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	<b>Physical Development Gross Motor Skills ELG</b> Children at the expected level of development will: 11 - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <b>Fine Motor Skills ELG</b> Children at the expected level of development will: - 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.					
Literacy	<b>We are learning to:</b> Make marks; Talk about the marks we make; Write letters; Write words; Explore mark making/writing of lists, stories, poems, letters & lots more!; Talk about what we have written; Write about everything; Start segmenting sounds; How to write letters of the alphabet; Be proud of our wonderful writing; Write our names; Explore rhyme & rhythm; That information is all around us; Read, write & say our set 1 sounds; Start blending sounds; Fred talk; Act out & tell our own stories; Talk about what we have read; Talk about characters, events & settings; Talk about what happens next; Talk about our favourite stories					
	<b>Comprehension ELG</b> Children at the expected level of development will: - 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, non-fiction, rhymes and poems and during role-play. <b>Word Reading ELG</b> Children at the expected level of development will: - 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. <b>Writing ELG</b> Children at the expected level of development will: - 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.					
RWI Phonics <i>See RWI phonics planning for more details</i>	Set 1 sounds: Teach new graphemes for reading <b>masdtingcockubfelhshrjvywthzchquxngnk</b> May start recognising some of the 100 high frequency words.					
Reading & Writing	Phase 1 1 – Environmental sounds 2 – Instrumental sounds 3 – Body percussion 4 – Rhythm and rhyme 5 – Alliteration 6 – Voice sounds		Reading focus – linking sounds to letters (phoneme to grapheme) and CV words. May start introducing the skills of segmenting and blending. Phonic writing - Initial sounds Mark making – giving meaning to marks Cursive letter formation – e.g. in sand/gloop/with pencils		Reading focus – Continuing to link sounds to letters and may start to recognise some HFW. An emphasis on reading CVC words in short captions, phrases and sentences. May start oral blending and segmenting CVC words May start phonic writing – CVC words and simple scaffolded phrases.	
Mathematics  <i>Preschool children follow elements of the White Rose</i>	<b>Mathematics Number ELG</b> Children at the expected level of development will: - 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. <b>Numerical Patterns ELG</b> Children at the expected level of development will: - 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.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Maths scheme used in Reception</i>	Just Like Me! <ul style="list-style-type: none"> <li>• Match &amp; sort</li> <li>• Compare amounts</li> <li>• Compare size, mass &amp; capacity</li> <li>• Exploring pattern</li> </ul>	It's Me 1, 2, 3! <ul style="list-style-type: none"> <li>• Representing/ comparing &amp; composition of 1, 2, 3</li> <li>• Circles &amp; triangles</li> <li>• Positional language</li> </ul> Light & Dark <ul style="list-style-type: none"> <li>• Representing numbers to 5</li> <li>• One more one less</li> <li>• Shapes with four sides</li> <li>• Time</li> </ul>	Alive in five! <ul style="list-style-type: none"> <li>• Introducing zero</li> <li>• Comparing numbers to 5</li> <li>• Composition of 4 &amp; 5</li> <li>• Compare mass</li> <li>• Compare capacity</li> </ul> Growing 6, 7, 8 <ul style="list-style-type: none"> <li>• 6, 7 &amp; 8</li> <li>• Making pairs</li> <li>• Combining 2 groups</li> <li>• Length &amp; height</li> <li>• Time</li> </ul>	Building 9 & 10 <ul style="list-style-type: none"> <li>• 9 &amp; 10</li> <li>• Comparing numbers to 10</li> <li>• Bonds to 10</li> <li>• 3d shape</li> <li>• Pattern</li> </ul> Consolidation	To 20 & beyond <ul style="list-style-type: none"> <li>• Building numbers beyond 10</li> <li>• Counting patterns beyond 10</li> <li>• Spatial reasoning</li> <li>• Match, rotate, manipulate</li> </ul> First then now <ul style="list-style-type: none"> <li>• Adding more then taking away</li> <li>• Spatial reasoning</li> <li>• Compose then decompose</li> </ul>	Find my pattern <ul style="list-style-type: none"> <li>• Doubling</li> <li>• Sharing &amp; grouping</li> <li>• Even &amp; odd</li> <li>• Spatial reasoning</li> <li>• Visualise &amp; build</li> </ul> On the move <ul style="list-style-type: none"> <li>• Deepening understanding</li> <li>• Patterns &amp; relationships</li> <li>• Spatial reasoning</li> <li>• Mapping</li> </ul>
Understanding the World	<b>We are learning to:</b> Talk about people & the things they do; Talk about our own life stories; Talk about the past & what's happening now; Talk about special people, places & events; Understand & talk about differences & similarities; Talk about our likes & dislikes; Talk about the natural world; Talk about the man-made world; Operate equipment; Use an iPad, laptop & access the internet; Be safe online; Follow instructions to make something work; Explore everything; Talk about the world around us; Talk about why things happen; Talk about how things work; Understand & talk about change; Look after our world					
	<b>Understanding the World Past and Present ELG</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences 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; <b>People Culture and Communities ELG</b> Children at the expected level of development will: - 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. <b>The Natural World ELG</b> Children at the expected level of development will: - 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.					
Expressive Arts and Design	<b>We are learning to:</b> Create stories; Create together; Explore movement & dance; Talk about our creations; Talk about how we can improve something; Make believe; Express ourselves; Create sound, music & movement; Explore sound; Understand what tools are used for; Understand how to use tools; Explore colour; Explore pattern & shapes; Plan & create					
	<b>Creating with Materials ELG</b> Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, 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. <b>Being Imaginative and Expressive ELG</b> Children at the expected level of development will: - 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 music.					