

Creative Curriculum- Long Term Plan Merlin

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	All about me	Celebrations/ Transport	Space	Land and Sea	Really Wild	Traditional tales
Prime areas of Learning (3 prime areas of learning and development)						
Personal, Social and Emotional Development	<u>New beginnings</u> *Classroom routines and rules. (Why?-to learn and to stay safe.) *Support children in making friends- co-operative games, circle time. *Managing own personal hygiene. *Managing personal possessions.	<u>Getting on and falling out</u> *Exploring feelings and how to manage them-How to deal with anger e.g. when someone has taken a toy. Introduce Mood Monsters- Happy, Sad, Calm, Angry. *Circle time, Parachute and ring games *Safety-Bonfire night safety, road safety, safety at home.	<u>Going for Goals</u> *Cooperation and taking turns.- Board Games – taking turns – snakes and ladders/ supermarket game/ fishing for numbers – can they invent their own game with rules. (outdoor learning) *PE Challenges-Time, amount etc.	<u>Good to be me</u> *Exploring feelings and how to manage them. Showing feelings – looking at facial expression, body language. Mood Monsters- revisit Happy, Sad, Calm, Angry and explore others relevant to class behaviour. *What am I good at... Celebrating ourselves.	<u>Relationships</u> *Cooperation and taking turns.- Board Games – taking turns – snakes and ladders/ supermarket game/ fishing for numbers – can they invent their own game with rules. (outdoor learning) *Memory practice- Kims game/ memory games *Learning about-Healthy eating	<u>Changes</u> Transition to year 1 *Exploring feelings and how to manage them. *Circle time, Parachute and ring games *Discuss how they could help next year's Reception class. *Safety in the sun
Physical Development	*Fine Motor control: Dough disco Pencil Grip Handwriting patterns. Printed Letter formation PE- Leapfrogs: Gym and Games	*Fine Motor control: Dough disco Pencil Grip Pencil control Printed letter formation PE- Leapfrogs: Gym and Dance	*Fine Motor control: Dough disco Pencil Grip Pencil control Printed letter formation PE- Leapfrogs: Gym and Dance	*Fine Motor control: Dough disco Pencil Grip Pencil control Printed letter formation PE- Leapfrogs: Games and Gym	*Fine Motor control: Dough disco Pencil Grip Pencil control Printed letter formation PE- Leapfrogs: Games and Dance	*Fine Motor control: Dough disco Pencil Grip Pencil control Printed letter formation Introduce letter formation - Ladder letters Robot arms PE- Leapfrogs: Games Athletics Sports day practise
Communication and Language	<i>Throughout the year children will:</i> <ul style="list-style-type: none"> • Learn to speak with confidence during circle/carpet times and take part in small group discussions. • Learn to listen and respond appropriately with relevant comments, questions, actions or explanations. <ul style="list-style-type: none"> • Use appropriate story language to re-enact/re-tell simple and familiar stories <ul style="list-style-type: none"> • Learn new vocabulary through guided Literacy sessions and topic work. • Learn how to hold conversations with peers and adults • Learn to express their ideas using full sentences including use of past, present or future tense and making use of conjunctions. 					

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Specific areas of Learning (4 specific areas of learning and development)						
Literacy	<ul style="list-style-type: none"> *Shared Class Text each week *Recognising own name. *Write own name. *Individual readers how to hold a book, telling stories through pictures. Begin reading scheme. *Little Wandle Guided Reading sessions. 	<ul style="list-style-type: none"> *Shared Class Text each week *Write own name. *Individual readers. Learn tricky words. *Difference between fiction and non-fiction *Sequencing pictures from stories *Christmas cards *Little Wandle Guided Reading sessions. 	<ul style="list-style-type: none"> *Shared Class Text each week *Write first name without aid. *Non-fiction: look at a contents/ index page *Make a class non-fiction book *Little Wandle Guided Reading sessions. 	<ul style="list-style-type: none"> *Shared Class Text each week *Write whole name without aid. *Reordering stories *Story mapping/Storyboards *Instructional writing *Mothers Day cards *Little Wandle Guided Reading sessions. 	<ul style="list-style-type: none"> *Shared Class Text each week *Write my name isand whole name. *Use non-fiction books to find answers to our questions *Make a class non-fiction book *Little Wandle Guided Reading sessions. 	<ul style="list-style-type: none"> *Shared Class Text each week *Write my name is whole name and I am feeling. *Fathers Day cards *Story mapping/Storyboards *Wanted/missing posters *Create class poem *My favourite memory of Reception *Little Wandle Guided Reading sessions.
Phonics	Little Wandle Letters and Sounds phase 2	Little Wandle Letters and Sounds phase 2	Little Wandle Letters and Sounds phase 3	Little Wandle Letters and Sounds phase 3	Little Wandle Letters and Sounds phase 4	Little Wandle Letters and Sounds phase 4
Mathematics	<ul style="list-style-type: none"> Getting to Know You – Baseline Number songs and rhymes Addition and Subtraction 1 more 1 less to 5 Place Value Combining groups Taking some away 	<ul style="list-style-type: none"> Representing, comparing and composition of numbers 1 more 1 less to 10 Adding and subtracting with concrete resources Shape Time (Night and Day) Position and Pattern 	<ul style="list-style-type: none"> Introducing 0 Comparing and composing numbers Mass Place value Making Pairs Combining two groups Length and height Time 	<ul style="list-style-type: none"> Place value and comparing numbers Number bonds to 10 3D shape Pattern Consolidation Subitising/ Counting, Compose, compare and order numbers Sort and Match 	<ul style="list-style-type: none"> Number and place value Building numbers beyond 10 Counting Pattern Spatial reasoning 1 Number and place value Adding more Taking away Spatial reasoning 2 	<ul style="list-style-type: none"> Doubling Sharing and grouping Even and odd Spatial reasoning 3 Deepening Understanding, pattern and relationships Spatial reasoning 3 Capacity

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<p>Understanding the World Science</p>	<p>Science Skills: Exploration related to All About Me Topic</p> <p>*To talk about what they see and do</p> <p>* To make simple observations using appropriate senses</p>	<p>Science Skills: Exploration related to Transport Topic</p> <p>*To talk about what they see and do</p> <p>*To test ideas suggested to them</p> <p>*To say what they think will happen</p> <p>* To make simple observations using appropriate senses</p> <p>*To communicate observations orally</p> <p>*To say what has happened</p>	<p>Science Skills: Exploration related to Space Topic</p> <p>*To talk about what they see and do</p> <p>*To learn the meaning of question words- What, Where, How, Why</p> <p>*To ask simple questions using question words</p> <p>*To test ideas suggested to them</p> <p>*To say what they think will happen</p> <p>*To comment on similarities and differences in the natural world</p> <p>*To communicate observations orally</p> <p>*To make simple comparisons</p> <p>*To say what has happened</p>	<p>Science Skills: Exploration related to Land and Sea Topic</p> <p>*To talk about what they see and do</p> <p>*To learn the meaning of question words- What, Where, How, Why</p> <p>*To ask simple questions using question words</p> <p>*To test ideas suggested to them</p> <p>*To say what they think will happen</p> <p>*To comment on similarities and differences in the natural world</p> <p>*To communicate observations orally</p> <p>*To begin to record observation using pictures.</p> <p>*To make simple comparisons</p> <p>*To say what has happened</p>	<p>Science Skills: Exploration of Life Cycles</p> <p>Life cycle of Caterpillars/ butterflies and Eggs/chicks</p> <p>*To begin to recognise whether what has happened was what they expected</p> <p>*To draw simple pictures of animals and plants</p> <p>*To talk about what they see and do</p> <p>*To record observations using pictures photographs and video</p>	<p>Science Skills: Exploration related to Living and growing</p> <p>*To begin to recognise whether what has happened was what they expected</p> <p>*To draw simple pictures of animals and plants</p> <p>*To talk about what they see and do</p> <p>*To record observations using pictures photographs and video</p>
<p>Understanding the World Computing</p>	<p>Introduction to computing – Using IWB /IPAD</p> <p>Explore Mini Mash</p>	<p>Explore Mini Mash with increasing independence.</p> <p>Save work in folder.</p>	<p>Edit Avatar and background.</p> <p>Create using 2Paint</p> <p>Space/ alien pictures.</p> <p>Save work in folder.</p>	<p>Create using 2Paint</p> <p>Sea creatures</p> <p>Geographical features (beach, sea, hills mountains, polar, tropical)</p> <p>Save work in folder.</p>	<p>Login using passcode.</p>	<p>Login using passcode.</p>

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Understanding the World RE	F2. Special people: Which people are special and why? Harvest	F4. Special times: Which times are special and why? Baptism Christmas Learning about Diwali – festival of lights UC- Incarnation	F3. Special places: Which places are special and why? Church Learning all about Chinese New Year	F5. Being special: Where do we belong? Easter Shrove Tuesday UC-Salvation	F6. Special World: What is special about our world? UC-Creation	F1. Special stories: Which stories are special and why?
Understanding the World History	Topic related Historical Vocabulary.	The Gunpowder Plot. Remembrance Day. Transport now and in the past.	Topic related Historical Vocabulary.	Topic related Historical Vocabulary.	Growing up/ Changes. Growth – finding out about past events in their life, how humans change over their lifetime.	Toys from the past Link traditional stories to traditional toys and how children used to live.
Understanding the World Geography	Our Local Area.	Topic related Geographical Vocabulary.	Space Sense of place Mapping	Different Climates around the world	Topic related Geographical Vocabulary.	Topic related Geographical Vocabulary.
Expressive Arts and Design Music	Music – learn lots of new songs/sing with confidence. Nursery rhymes. Harvest songs. Charanga-Me!	Music – learn firework song and learning Christmas play songs (Handel – Fireworks Overture) (Traditional Carols) Christmas production	Music – Learn about rhythm and pulse in songs Charanga-Everyone (Holst – The Planets)	Music – exploring instruments how many sounds can one instrument make and louder/quieter/fast/slow Charanga-Our World (Music From Around The World)	Music - learn how to play tuned instruments. Charanga- Big Bear Funk.	Music – making up compositions. Charanga-My Stories Peter and The Wolf Prokofiev
Expressive Arts and Design Dance		PE Dance – responding to music through dance. Christmas production	PE Dance – responding to music through dance.		PE Dance – responding to music through dance.	
Expressive Arts and Design DT	DT Skills Cutting, gluing, pen/ pencil control		DT-joining Rockets, Astronauts, Aliens		DT-Food Technology Fruit Salad	
Expressive Arts and Design Art	Art Skills Explore different art tools and medium. Continuous Provision focus: Picasso portraits/ Self portraits	Firework pictures. Diwali Mehndi patterns. Christmas arts and crafts. Christmas Arts Week Focus artist	Continuous Provision focus: Kandinsky- Colour and shape. Planet art	Art unit-Hokusai Texture/ Shape Mother's day cards	Continuous Provision focus: George Seurat-pointilism Pattern/Printing Animal print.	Continuous Provision focus: Andy Goldsworthy Natural sculpture. Story inspired Art Father's day cards
Notable Dates	Harvest Festival	Bonfire Night	Chinese New Year	Shrove Tuesday		Fathers Day

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		Diwali		Mothers Day Easter		
Local walk	Village walk Explore local area	Village walk. Signs of Autumn	Village walk. Signs of Winter	Village walk. Signs of Spring	Village animal/ bug trail	Quiz Trail and picnic