

Creative Curriculum- Long Term Plan Merlin

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	All about me	Transport / Celebrations	Space	Land and Sea	Really Wild	Tell me a story
Prime areas of Learning (3 prime areas of learning and development)						
Personal, Social and Emotional Development	<p>Living in the Wider world *To manage own needs. New beginnings *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. *Handwashing *Managing personal possessions.</p>	<p>Relationships *To build constructive and respectful relationships. Getting on and falling out *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 *Anti bullying week *Safety-Bonfire night safety, road safety, safety at home.</p>	<p>Health and Wellbeing *To show resilience and perseverance in the face of challenge. Going for Goals *Cooperation and taking turns.- Board Games – taking turns snakes and Ladders, Maths games Can they invent their own game with rules. (outdoor learning) *PE Challenges-Time, amount etc.</p>	<p>Relationships *Thinking about the perspectives of others Helping each other *Cooperation and taking turns.- Board Games Jigsaw puzzles. Can they invent their own game with rules. (outdoor learning) *Memory practice- Kims game/ memory games *Learning about-Healthy eating, drinking water, teeth cleaning,</p>	<p>Health and Wellbeing *To see themselves as a valuable individual Good to be me *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.</p>	<p>Living in the Wider world *To express their feelings and consider the feelings of others. Changes Transition to year 1 *Exploring feelings and how to manage them. *Exercise / using our bodies. Sports week. *Circle time, Parachute and ring games *Discuss how they could help next year's Reception class. *Safety in the sun</p>
Physical Development	<p>*Fine Motor control: Dough disco Write Dance Pencil Grip Handwriting patterns. Printed Letter formation PE- Gym and Games Develop skills to manage the school day successfully</p>	<p>*Fine Motor control: Dough disco Write Dance Pencil Grip Pencil control Printed letter formation PE- Gym and Dance Develop skills to manage the school day successfully</p>	<p>*Fine Motor control: Pencil Grip Pencil control Printed letter formation PE- Gym and Dance Develop skills to manage the school day successfully</p>	<p>*Fine Motor control: Pencil Grip Pencil control Printed letter formation PE-Games and Gym Know and talk about the different factors that support their overall health and well being.</p>	<p>*Fine Motor control: Pencil Grip Pencil control Printed letter formation PE- Games and Dance Know and talk about the different factors that support their overall health and well being.</p>	<p>*Fine Motor control: Pencil Grip Pencil control Printed letter formation PE-Games Athletics Sports day practise Develop skills to manage the school day successfully</p>

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Communication and Language	Settling in activities *Teach and reinforce consistent expectations for listening during individual, small group and whole class sessions. * Child/Adult talk opportunities during children's play using SH,R,E,C <i>SH-Share, R-Respond, E-Expand, C-Conversation</i> *Weekly guided vocabulary activity-(Tier 1/2 vocabulary) *Topic vocabulary (Tier 3 Vocab) shared. *Story and rhyme time every day. *Imaginative play opportunities- Role play and small world.	Previous term plus: *Follows instructions *Listens and responds to stories and information. *Uses new vocabulary related to general themes and new learning. *Takes part in discussions and conversations with adults and peers. *Shares events from home *Story language *Asking questions *Develops storylines in their pretend play	Previous terms plus: *Speaks with confidence during circle/carpet times and take part in small group discussions. *Beginning to discover and share interests. *Story invention *Beginning to add description in their talk *Describe events in more detail *Learns new rhymes, poems and/or songs *Asks questions to check understanding *Engage in non fiction texts.	Previous terms plus: *To listen attentively and explain why it is important to listen *Describe objects that others can't see *To use talk to work out difficulties, solve problems. Uses time connectives to describe events in detail *To talk about non fiction texts they have deep familiarity of. *Develops storylines in their pretend play	Previous terms plus: *To talk about illustrations in books *To relate books to own experiences To talk about similarities and differences. *To retell stories they have deep familiarity of.	Previous terms plus: *Discuss current events happening in their lives *Read books aloud To talk about the weather, seasons, current affairs and daily routines. *To use social phrases. To express any concerns or worries about moving onto year 1. *Develops storylines in their pretend play
Specific areas of Learning (4 specific areas of learning and development)						
Literacy	*Joining in with rhymes and showing an interest in stories with repeated refrains. *Responding to stories by recalling events. *Noticing environmental print. *Answering questions. *Having a favourite story/rhyme. *Recognising initial sounds. *Name writing. *Knowing we read from left to right and top to bottom. *Explore mark making and patterning. *Enjoys an increasing range of books	*Retell stories related to events through acting/role play/ pictorial story sequencing. *Christmas letters/lists/cards. *Sequence story – use vocabulary of beginning, middle and end. *Describes events *Uses new vocabulary *Uses names (nouns) and describing words (adjectives) *Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. *Little Wandle Guided reading.	*Making up stories with themselves as the main character. (Role play) *Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. *Spell words by identifying sounds in them. *Matches sounds to letter names *Little Wandle Guided reading *Independent writing tasks in Continuous provision. *Begin to understand that a nonfiction is a non-story giving information.	*Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. *Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. *They develop their own narratives and explanations by connecting ideas or events *Little Wandle Guided reading *Independent writing tasks in Continuous provision.	*Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. *Identify Rhyming words. *Make predictions Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. *Sort books into categories. *Writes simple phrases and sentences independently.	*Stories from other cultures and traditions *Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. *Describe different story settings. *Writes simple phrases and sentences independently.
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

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<p>Mathematics</p>	<p>Getting to Know You Number songs and rhymes <i>Baseline/RBA</i> Phase 1: Just like me! Match, sort, compare. Amounts. Compare Size, Mass, capacity Phase 2: Its me 1,2,3 Representing and comparing 1,2,3 Combining groups Composition of 1,2,3 Taking some away Addition and Subtraction 1 more 1 less to 5. Place Value 2D shapes– circles/triangles. Positional language</p>	<p>Phase 3: Light and Dark Numbers to 10, counting by rote, counting objects. Representing, comparing and composition of numbers to 10 Add 1 more subtract 1 less to 10 Adding and subtracting with concrete resources 2D Shapes with 4 sides Time (Night and Day) Position and Pattern</p>	<p>Phase 4: Alive in 5! Number, Place Value, teen numbers Introducing 0 Comparing and composing Making Pairs Odd / Even objects Mass, Capacity Phase 5: Growing 6,7,8 Combining two groups Addition, Subtraction Time (Seasons, Months, days, duration) Length, height,</p>	<p>Phase 6: Building 9 & 10 Place value and comparing numbers (teen numbers) Number bonds to 5 Number bonds to 10 2D Shapes 3D shape Pattern</p>	<p>Phase 7: To 20 and beyond Number and place value Consolidating key skills- subsitising, counting, composition, sorting and matching, comparing and ordering. Building numbers beyond 10 Counting Patterns beyond 10 Spatial reasoning 1 Phase 8: First, then, now Adding more Taking away Spatial reasoning 2</p>	<p><i>ELG– Final judgements</i></p> <p>Number and place value Consolidating key skills Phase 9: Find my Pattern- Doubling Sharing and grouping Even and odd Spatial reasoning 3</p> <p>Phase 10:On the Move Deepening Understanding, Patterns and Relationships Spatial reasoning 4</p> <p>Consolidating Measurement learning– Outdoor provision</p>
<p><u>Understanding the World Science</u></p>	<p><u>Senses</u> Science Skills: Exploration related to All About Me Topic *To talk about what they see and do * To make simple observations using appropriate senses *Describe what they see, hear and feel whilst outside. *Explore the natural world. *Understand the effect of the changing seasons.</p>	<p><u>Floating and Sinking</u> Science Skills: Exploration related to Transport Topic *To talk about what they see and do *To test ideas suggested to them *To say what they think will happen * To make simple observations using appropriate senses *To communicate observations orally *To say what has happened *Describe what they see, hear and feel whilst outside.</p>	<p><u>Beyond our World-Space</u> Science Skills: Exploration related to Space Topic *To talk about what they see and do *To learn the meaning of question words- What, Where, How, Why *To ask simple questions using question words *To test ideas suggested to them *To say what they think will happen *To comment on similarities and differences in the natural world *To communicate observations orally *To make simple comparisons *To say what has happened *Describe what they see, hear and feel whilst outside. *Explore the natural world.</p>	<p><u>Land and Sea Animals Weather-Climate</u> Science Skills: Exploration related to Land and Sea Topic *To talk about what they see and do *To learn the meaning of question words- What, Where, How, Why *To ask simple questions using question words *To test ideas suggested to them *To say what they think will happen *To comment on similarities and differences in the natural world *To communicate observations orally *To begin to record observation using pictures. *To make simple comparisons *To say what has happened *Understand the effect of the changing seasons.</p>	<p><u>Plants Life cycles</u> Science Skills: Exploration of Life Cycles Life cycle of Caterpillars/ butterflies and Eggs/chicks *To begin to recognise whether what has happened was what they expected *To draw simple pictures of animals and plants *To talk about what they see and do *To record observations using pictures photographs and video *Describe what they see, hear and feel whilst outside. *Explore the natural world.</p>	<p><u>The World around us</u> Science Skills: Exploration related to Living and growing *To begin to recognise whether what has happened was what they expected *To draw simple pictures of animals and plants *To talk about what they see and do *To record observations using pictures photographs and video *Describe what they see, hear and feel whilst outside. *Explore the natural world. *Understand the effect of the changing seasons.</p>

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<u>Understanding the World</u> Computing	Introduction to computing – Using IWB /IPAD Explore Mini Mash	Explore Mini Mash with increasing independence. Save work in folder.	Create using 2Paint Space/ alien pictures. Save work in folder. Beebots	Create using 2Paint Land/Sea creatures Weather/Waves Geographical features Save work in folder.	Purple Mash Login using passcode. White Rose 1 minute maths	Purple Mash Login using passcode. White Rose 1 minute maths
<u>Understanding the World</u> 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?
<u>Understanding the World</u> History	Topic related Historical Vocabulary.	<u>The Gunpowder Plot.</u> <u>Remembrance Day.</u> <u>Transport now and in the past.</u>	Topic related Historical Vocabulary.	Topic related Historical Vocabulary.	<u>Growing up/ Changes.</u> Growth – finding out about past events in their life, how humans change over their lifetime.	<u>Toys from the past</u> Link traditional stories to traditional toys and how children used to live.
<u>Understanding the World</u> Geography	<u>Our Local Area.</u>	Topic related Geographical Vocabulary.	<u>Space</u> <u>Sense of place</u> <u>Mapping</u>	<u>Different Climates around the world</u>	Topic related Geographical Vocabulary.	Topic related Geographical Vocabulary.
<u>Expressive Arts and Design</u> 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 Christmas production Listen to Firework Music – Handel and Traditional Carols	Music – Learn about rhythm and pulse in songs Charanga-Everyone Listen to Holst - Planets	Music – exploring instruments how many sounds can one instrument make and louder/quieter/fast/slow Charanga-Our World Listen to world music	Music - learn how to play tuned instruments. Charanga- Big Bear Funk.	Music – making up compositions. Charanga-My Stories Listen to Peter and the Wolf music
<u>Expressive Arts and Design</u> Dance		PE Dance – responding to music through dance. Christmas production	PE Dance – responding to music through dance.		PE Dance – responding to music through dance.	
<u>Expressive Arts and Design</u> DT	<u>DT Skills</u> Cutting, gluing, pen/ pencil control		<u>DT-joining</u> Rockets, Astronauts, Aliens		<u>DT-Food Technology</u> Fruit Salad	

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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. Father's day cards	Art Unit-Andy Goldsworthy Natural sculpture. Story inspired Art
Notable Dates	Harvest Festival	Bonfire Night Diwali Hanukah Christmas	Chinese New Year Shrove Tuesday	Mothers Day Easter		Fathers Day
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