



| | Autumn | Spring | Summer |
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| Personal, Social and Emotional Development | Encouraging collaborative play skills. How to be a good friend. Sharing and taking turns. Familiarity and confidence in the school environment. Awareness and understanding of rules and routines. Speaking about home and community. Ask for help appropriately. Speaking in a familiar group. Aware of own feelings and consequences of actions. | Listening and responding to others. Resolving conflicts. Confident to speak to others about needs, wants, interests, abilities and opinions. Talk about how people show feelings. | Sensitivity to needs and feelings of others. Play games with rules. Understand someone else's point of view can be different from theirs. Speaking in front of the class. Making plans. Working in a group. |
| Communication and Language | Listen to stories with increasing attention and recall. Joining in with key phrases. Following instructions. Maintaining attention and concentrating. Understand questions – 'who', 'what', 'where', 'when'. Begin to understand 'why' and 'how' questions. Ask questions. Use talk to connect ideas, explain | Listening attentively to stories anticipating events and responding with relevant comments. Listen to a story without pictures or props. Respond to instructions with several parts. Answer 'how' and 'why' questions in response to stories and events. Making meaning clear to others when speaking. | Listen in assembly. Express views about events or characters in stories. Storylines and narratives. Express themselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately. Use a range of vocabulary in imaginative ways to add |



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| | what is happening, anticipate what might happen next and recall past experiences. Use a range of tenses. Build up vocabulary. | Continue to extend vocabulary. Use language to imagine and recreate roles. Use talk to organise, sequence, explain and clarify thinking. | information, express ideas, explain or justify actions or events. |
| Physical Development | Movement activities. Basic small apparatus work. Cutting skills. Developing pencil control, copying letters. Using tools and malleable materials. Managing personal needs, including dressing. | Big apparatus and gymnastic skills. Continue developing small apparatus skills. Forming letters correctly. Understanding ways to keep healthy. | Outdoor P.E. activities. Racing and chasing games. Continuing to practise correct letter formation. Writing on lines. |
| Literacy | Rhyme and rhyming activities. Letter sounds and developing awareness of sounds in words. Listening and responding to stories. Recognise familiar words. Key texts: We're Going on a Bear Hunt. The Three Little Pigs. | Reading and writing simple words. Answering questions about stories. Read common irregular words. Key texts: Goldilocks and the Three Bears. The Three Billy Goats Gruff. The Gingerbread Man. | Reading and writing sentences. Decoding more complex words. Demonstrate greater understanding of stories/texts. Alphabet order and letter names. Key texts: Jack and the Beanstalk. Non-fiction texts. |
| Mathematics | Developing sense of number to 10. Counting and counting out small groups of objects. Number formation. Language of quantities: more/fewer. Combining groups of objects. | Develop a sense of numbers to 20. Order numbers to 20. Counting larger groups of objects accurately. Separate a group of objects in different ways. | Say the number that is 1 more/1 less than numbers to 20. Continue developing understanding of addition and subtraction. Counting in groups of two, five and ten. |



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| | Begin to develop understanding of 1 more/1 less. Recognising 2D shapes and basic properties. Positional vocabulary. Repeating patterns. Ordering items by length, height, weight or capacity. | Estimation. Addition. Subtraction. Continue developing understanding of 1 more/1 less. Simple problem solving, including doubling, halving and sharing. Recognising 3D shapes and basic properties. Money. Time. | Use mathematical language to describe shapes and objects. Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and solve problems. |
| Understanding the World | Autumn and seasonal festivals, including harvest, Christmas, Divali, bonfire night. Explore school environment and talk about its features. Acquire basic skills in using ICT in the school environment. | Spring and seasonal festivals, including Easter and Chinese New Year. Science focus – talk about why things happen and how things work. Materials. Complete simple programs on the computer. | Growing and change. Similarities and differences between themselves and others. Talk about past and present events. Compare and contrast places. Make observations of plants and animals. Use and recognise different technology. |
| Expressive Arts and Design | Using construction materials. Art using natural materials. Sing simple songs. Ring games. | Collage and mixed media. Musical instruments and dance. Act out a narrative. | Junk modelling skills. Rhythm. |



Hookstone Chase
PRIMARY SCHOOL

Hookstone Chase Primary School

Early Years Long Term Curriculum Plan 2018 - 2019

Achieving Excellence. Passion for Learning. Inclusiveness. Teamwork. Creativity & Innovation. Respect. Character Development & Life Skills.
