

<div>Exning Primary School</div> <div>Robins' Class Long Term Plan (2025/2026)</div>							
	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<b>Autumn 1</b>  All About Me, My Family, Autumnal Changes and Celebrations	Understand how to listen carefully and why listening is important Articulate their ideas and thoughts in well-formed sentences Develop social phrases Engage in storytimes	Build constructive and respectful relationships Express their feelings and consider the feelings of others Manage their own needs - personal hygiene	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes	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 correspondence 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 Spell words by identifying the sounds and then writing the sound with letter/s	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.  Pupils will also learn about repeating patterns, progressing from children copying simple alternating AB patterns to identifying different structures in the 'unit of repeat', such as ABB or ABBC.  Children will also actively explore spatial relations and the properties of shapes, in order to develop mathematical thinking	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	Explore, use and refine a variety of artistic effects to express their ideas and feelings
	Listen carefully to rhymes and songs, paying attention to how they sound	See themselves as a valuable individual	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing			Explore the natural world around them Describe what they see, hear and feel whilst outside	
<b>Autumn 2</b>  Animals in Autumn, Changes All Around Us, Winter Celebrations	Ask questions to find out more and to check they understand what has been said to them Listen to and talk about stories to build familiarity and understanding Learn rhymes, poems and songs	Build constructive and respectful relationships Express their feelings and consider the feelings of others Manage their own needs - personal hygiene	Progress towards a more fluent style of moving, with developing control and grace Develop overall body-strength, balance, co-ordination and agility			Recognise some similarities and differences between life in this country and life in other countries	Sing in a group or on their own, increasingly matching the pitch and following the melody Watch and talk about dance and performance art, expressing their feelings and responses
	Learn new vocabulary Engage in non-fiction books	Show resilience and perseverance in the face of challenge	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing			Explore the natural world around them Describe what they see, hear and feel whilst outside	
<b>Spring 1</b>  Winter Weather, Traditional Tales, New Year Celebrations	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 through the day Connect one idea or action to another using a range of connectives	Identify and moderate their own feelings socially and emotionally Manage their own needs - personal hygiene	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	Read simple phrases and sentences made up of words with known letters-sound correspondences and, where necessary, a few common exception words Reread these books to build up their confidence in word reading, their fluency and their understanding and enjoyment Form lower-case and capital letters Write short sentences with words and with known letter-sound correspondences using a capital letter and full stop Re-read what they have written to check it makes sense	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.  Pattern exploration will develop. Children can also spot and create patterns in a range of other contexts, such as printed patterns, timetables, numbers and stories.	Draw information from a simple map Recognise some environments that are different to the one in which they live	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 Develop storylines in their pretend play
	Listen to and talk about selected non-fiction to talk about a deep familiarity and new knowledge and vocabulary	Think about the perspectives of others	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			Understand that some places are special to their community Recognise that different people have different beliefs and celebrate special times in different ways	Sing in a group or on their own, increasingly matching the pitch and following the melody
<b>Spring 2</b>  Time to Spring, Life Cycles, People Who Help Us	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Use new vocabulary in different contexts	<b>Work and play cooperatively and take turns with others</b> <b>Form positive attachments to adults and friendships with peers</b> <b>Show sensitivity to their own and to others' needs</b>	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Develop the foundations of a handwriting style which is fast, accurate and efficient			Draw information from a simple map Recognise some environments that are different to the one in which they live	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
	Describe events in some detail	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	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			Understand the effect of changing seasons on the natural world around them	Listen attentively, move to and talk about music, expressing their feelings and responses Explore and engage in music making and dance, performing solo or in groups
<b>Summer 1</b>  Growth and growing, Magnificent Minibeasts, Farm and Farm Animals	<b>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</b> <b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</b> <b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</b>	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating toothbrushing sensible amounts of screen time having a good sleep routine being a safe pedestrian <b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</b>	<b>Negotiate space and obstacles safely, with consideration for themselves and others</b> <b>Demonstrate strength, balance and coordination when playing</b> <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b>	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	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.	<b>Talk about the lives of the people around them and their roles in society</b> <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b> <b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b>	<b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</b> <b>Share their creations, explaining the process they have used</b> <b>Make use of props and materials when role playing characters in narratives and stories.</b>
	Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	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			Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 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 Explore the natural world around them, making observations and drawing pictures of animals and plants	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music
<b>Summer 2</b>  Seaside, Summer Celebrations, Seasonal Changes	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	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	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, paintbrushes and cutlery Begin to show accuracy and care when drawing	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 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		Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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 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	Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs.
	Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Explain the reasons for rules, know right from wrong and try to behave accordingly	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			Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 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 Explore the natural world around them, making observations and drawing pictures of animals and plants	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music