



Marlborough Primary Academy

Little Willows - Reception and Year 1 Long Term Overview - 2021-2022

These projects were chosen from Cornerstone library. However, these are JUST starters as assessment and children's interest might modify these topics for the reception children.

	Autumn 1 7 weeks	Autumn 2 7 Weeks	Spring 1 7 Weeks	Spring 2 6 Weeks	Summer 1 5 weeks	Summer2 7 Weeks
Main Project (starter)	Me and my community	Once upon a time	Starry Night	Let's Explore	Why do lady birds have spots?	Are we there Yet?
Lead subject	Prime Areas -PSHE	EYFS Lit /UW KS1: His	EYFS: UW KS1:Art	KS1: Science EYFS: W	EYFS: UW KS1:Sci	EYFS: UW KS1: Geo
Rationale	This project was chosen to support children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children the importance of friendship and how people in their family, school and local community are important.	This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out the traditional tales we have chosen. This topic was chosen, to ensure we expose our children to a variety of text, including a good selection of traditional tales.	This project explores the differences in the world at night compared to during the day. It was chosen as a vehicle to explore a common fear of, for some children, the dark. Children will link their learning to changes they can observe during the winter. They will be encouraged to explore light, dark, shadows, the moon and the stars. Core texts were carefully chosen to drive this topic.	This project follows children's natural interest in the outdoor. It provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment. Children will have the opportunities to observe and identify plants and animals, and appreciate the wonder of the natural environment. Children will explore the sensory world of plants	This half term, we will continue with our walk outdoor, following children well known interest in bugs. We will encourage children to investigate and ask questions about minibeasts and their habitats.	This final project was chosen to encourage children to explore locality and to use their imagination to think about different places to visit. Where in the world would you like to go? How would you like to travel there? Explore these questions and more in this project about transport, travel and places near and far.
Other Companion Projects	Exploring Autumn 1 What can our hands do?	Exploring Autumn Sparkle and Shine	Winter wonderland -Shadows and reflections	- Sunshine and Sunflowers -Puddles and rainbows Easter	Where do snails live? Life cycle of a butterfly	How does it move? How wild is the wind? Every day materials (CPY1)
Key Texts	-The Colour Monster Goes to School -Perfectly Norman -Owl Babies	Goldilocks and the Three Bears. The Gingerbread Man	-Can You Sleep Little Bear? - Whatever Next Lost and Found	- The Gruffalo -The Extraordinary Gardener <i>Easter:</i> -The Tale of a Naughty Little Rabbit	-The Very Hungry Caterpillar -Mad about Minibeasts	-Mr Gumpy's Outing - Journey
Other end of day read	-After the Fall -Super Duper You! - Pumpkin Soup - How Many Seeds in a Pumpkin? -Leaf Man -Ruby's Worry -Funny Bones -The Colour Monster	On the way home The three Little Pigs The True Story of the 3 little pigs. Cinderella Mixed Up Fairy Tales Jolly Christmas Postman The Crayons' Christmas How to Catch a Star	One Snowy Night How to catch a star The Dark Tree: Seasons Come, Seasons Go. Poems: The Great Big Cuddle	Jack and the Beanstalk Little Red Riding Hood. The Little Gardener We are going on a Bear Hunt Poetry: Book of Fantastic first Poems	Aaaarrgghh! Spider! The Bad Tempered Ladybird Superworm Non-fiction: The Big Book of Bugs Monkey Puzzle	The Train Ride The Hundred Decker Bus Dear Greenpeace

Hooks and other events	Settling in Teddy Bear Picnic	Nativity	Make the classroom dark and have a pretend 'night party'. Using torches, glow sticks, etc. Make shadows. Pyjama Party	Forest school trip Easter fayre Science Week *Ramadan Begins – 2nd April 2022.	Minibeast Safari Every child to have their own caterpillar. Eid -- 2nd May 2022. *	Trip on a bus, train and on the Ferry.
Seasonal opportunities	Harvest Time Autumn	Celebrations: Bonfire Night, Hanukah, Remembrance Day St Andrews day.	Winter	St Patrick & St David's Easter World Book Day -Booknic Mother's Day	Trip to an animal place St George's Day	Father's Day Sports day Summer Fayre
Assessment	Baseline, SL Therapist, Analysis: identify gaps, adapt curriculum and plan large, small, 1:1 interventions.	Phonics	Phonics Y1 maths	Phonics Y1 maths	Phonics Y1 maths	Phonics End of year EYFS profile Y1 Pira
Literacy	<p><u>Reading</u> To recognise familiar logos and labels within the familiar environment. For example, other children's- names, local shops, etc. To name and talk about the different parts of a book, e.g. front cover. To identify title in a book. To listen and identify sounds in the environments. To understand that letter(s) on the page symbolise spoken sounds in words. To attempt to forms letters appropriately and write their name. To attempt to write simple words with guidance. To listen to familiar stories and to recall facts. To look at and talk about illustrations.</p> <p><u>Word reading - phonics</u> To listen to and say initial sounds in words. To identify, RWI set 1, taught sounds. (see phonics LT planning)</p> <p><u>Writing</u> To listen to and say initial sounds in words. To identify, RWI set 1, taught sounds.</p> <p><u>Handwriting</u> To start to make anti-clockwise and top to bottom movements using mark making tools. To give meaning to marks To start to form some letters with adult support.</p>		<p><u>Reading</u> To identify title, author and illustrator. To answer 'how' and 'why' questions in response to prominent aspects or events in stories (e.g. \"Why did the wolf huff and puff. (With prompting and support.). To look at and talk about illustrations and print in fiction and non-fiction books and print in the environment. To name and talk about the different parts of a book, e.g. front cover/ back cover/ pages. To engage in extended conversations about stories, learning new vocabulary.</p> <p><u>Word reading - phonics</u> To recognise grapheme-phoneme correspondences all of single letter graphemes. To recognise all 'Set 1' diagraphs (RWI). To recognise some set 2 sounds (RWI- See phonics long term plan) To decode by sounding and blending, phoneme by phoneme, number of three-letter CVC words with known phonemes and start to grow confidence with four letter words. To recognise taught 'common exception words' in a text (Ditty and Red Story books–RWI).</p> <p><u>Writing</u> To spell some familiar words. To build captions and start leaving spaces between the words. To start to build a short simple sentence with less adult support. To recognise capital letters and start using them at the start of a sentence. To form some lower-case letter correctly.</p>		<p><u>Reading</u> To check for sense and notice if a familiar phrase or label is muddled up To look at and talk about illustrations and print in fiction and non-fiction books and print in the environment. To listen to stories and express views about events or characters in the story (e.g. \"I liked it when ... It was very funny because...\") To demonstrate understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>Word reading - phonics</u> To read rapidly the Set 2 Sounds (ay, ee, igh, ow, oo, oo, ar, or) speedily. To decode and read aloud, accurately, short sentences containing a limited set of simple common exception words with taught grapheme-phoneme correspondences. To read Green and Purple</p> <p><u>Writing</u> To start a sentence with a capital letter and end it with a full stop. To start extending sentences and to join them with the word 'and'. To re-read what they have written to check that it makes sense. To form lowers case and capital letters correctly.</p>	

Maths	Sorting 1, 2,3	Representing Composition One more One less	Representing and composition of 5. Comparing within 5 Number 6	Sorting 6,7,8 Ordering Building 9 and 10	Numbers to 20 Adding more	Doubling Halving Problem solving
RE	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?