

Aston Clinton School – Long Term Overview – New Framework 2021/2022

Intent Drivers	Standards, Enjoyment, Enquiry, Diversity, Self					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	How Do You Feel?	Me and My World	Amazing Planet Earth	Out of this World	Once Upon a Time...	Growth and Change
Curriculum Intent	<p>The children understand their own identity and their role of being part of a class.</p> <p>They know the school's expectations and values. They can explain their feelings and emotions and what to do if they need help.</p> <p>They learn to see mental health as something they can influence.</p> <p>They know about similarities and differences between themselves and others.</p>	<p>The children understand how they have changed since they were babies.</p> <p>They are beginning to understand the passage of time in familiar scenarios.</p> <p>The children develop a knowledge of geographical representation e.g. maps.</p> <p>They understand that everyone has a role to play in society and can list different jobs and why they are important. (e.g. postman)</p> <p>They can explain the importance of Christmas to Christians</p>	<p>The children compare the animals and environment of Antarctica with the environment under the sea.</p> <p>They can talk about the importance of looking after our planet and the role they can play in that.</p> <p>They explain how lunar new year is celebrated around the world.</p>	<p>The children understand that the earth is a small part of a wider universe.</p> <p>They can name the planets in our solar system.</p> <p>They understand the difference between stories with a real life setting and those set in a fantasy world.</p>	<p>The children can join in with repeated phrases in traditional tales.</p> <p>They create story maps to retell traditional tales before innovating with their own ideas.</p> <p>They compare alternative versions of traditional tales with the originals.</p>	<p>They children make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>They can talk about how animals grow and change.</p>

		and understand other religions have their own celebrations.				
Key Vocabulary	emotion happy sad scared angry calm worried share unique fair	after before last week old today tomorrow map village town city	environment responsibility protect recycle animal Antarctica North Pole South Pole	planet polar system orbit astronaut rotate galaxy universe fantasy	Children expand their use of adjectives to describe story characters and start to use them to enhance their writing.	cocoon chrysalis change grow camouflage tadpole frogspawn

As part of daily English lessons, children will explore the meanings of new words and link these to words they already know.

Core Texts	The Colour Monster Ruby's Worry Dogger Perfectly Norman The Rainbow Fish The Way Home for Wolf	Once There Were Giants The Button Box The Jolly Postman Velveteen Rabbit Granpa The Town Mouse and the Country Mouse	One Snowy Night Lost and Found Penguins (non fiction) Tiddler And Tango Makes Three If Sharks Disappeared Somebody Swallowed Stanley Captain McGrew Wants You for His Crew	Whatever Next Look Up Solar System (Non Fiction) The Way Back Home The Smeds and the Smoos	The Three Little Pigs Pigs Might Fly Jack and the Beanstalk Jack and the Jelly Bean Stalk Twinkle Twinkle Chocolate Bar	The Tiny Seed The Very Hungry Caterpillar Do You Love Bugs? Tad Oliver's Vegetables Revisit The Colour Monster/Ruby's Worry as transition
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Other Texts	<p>My Body Sends a Signal</p> <p>What Makes Me a Me?</p> <p>Ravi's Roar</p> <p>Meesha Makes Friends</p> <p>Happy (Van Hout)</p> <p>Fair Shares</p> <p>Large family stories</p>	<p>Lost in the Toy Museum</p> <p>Titch</p> <p>Grandad's Island</p> <p>So Much</p> <p>Lubna and Pebble</p>	<p>Shark Lady</p> <p>One Plastic Bag</p> <p>Look After Your Planet</p> <p>Greta and the Giants</p> <p>The Earth Book</p> <p>Seal Surfer</p> <p>Goldy Luck and the Three Pandas</p> <p>Shu Lin's Grandpa</p> <p>There are Fish Everywhere</p> <p>You're Snug with Me</p>	<p>On the Moon</p> <p>Astro Girl</p> <p>The Dot (perseverance)</p> <p>Once Upon a Star</p> <p>Almost Anything</p> <p>Night Monkey, Day Monkey</p>	<p>The Enormous Turnip</p> <p>The Three Billy Goats Gruff</p> <p>Pattan's Pumpkin</p> <p>Rapunzel (traditional)</p> <p>Rapunzel (Rachel Isadora)</p>	<p>Monkey Puzzle</p> <p>Grandpa's Garden</p> <p>Mrs Noah's Garden</p> <p>The Secret Sky Garden</p> <p>Errol's Garden</p> <p>The Growing Story</p> <p>Spinderella</p> <p>Tabitha's Tadpole</p> <p>Mad About Minibeats</p> <p>Superworm</p>
Text Type	<p>Stories with a familiar setting</p> <p>Nursery Rhymes</p>	<p>Labels and captions</p> <p>Stories with a familiar setting</p>	<p>Reports</p>	<p>Reports</p>	<p>Fairy Tales</p> <p>Traditional Tales</p>	<p>Instructions</p> <p>Explanations</p> <p>Recount</p> <p>Labels and Captions</p>
Curriculum Breadth: Text Type	<p>Resistant Text (The Colour Monster)</p> <p>Reflecting Realities: ethnicity (Ravi's Roar, Ruby's Worry, Meesha Makes Friends)</p>	<p>Archaic language (Velveteen Rabbit)</p> <p>Narratively complex (The Jolly Postman)</p> <p>Non-linear sequences (Granpa)</p>	<p>Reflecting Realities: LGBT+ (And Tango Makes Three)</p> <p>Reflecting Realities: disabilities (Seal Surfer)</p> <p>Reflecting Realities: ethnicity and gender (One Plastic Bag, Goldy)</p>	<p>Reflecting Realities: ethnicity and gender (Look Up, Astro Girl)</p>	<p>Resistant Text (Twinkle Twinkle Chocolate Bar)</p> <p>Reflecting Realities: ethnicity and gender (Pattan's Pumpkin, Rapunzel)</p>	<p>Reflecting Realities: ethnicity (Mrs Noah's Garden)</p>

		Symbolic Text (Grandad's Island) Reflecting Realities: ethnicity (So Much, Lubna and Pebble)	Luck and the Three Pandas)			
PSED	Talk about character virtues when reading core texts. Explain own feelings and those of others (including adults – adults explain worries <i>Jigsaw: Being Me in My World</i>	Make a happiness box. Talk about the different jobs people do. All jobs are important. Invite visitors in if possible <i>Jigsaw: Healthy Me (Alan's Big Scary Teeth)</i>	Children understand they have a responsibility for the world in which they live. <i>Jigsaw: Celebrating Difference</i>	Talk about perseverance in the context of astronauts and Rocket in the Look Up story. <i>Jigsaw: Dreams and Goals</i>	Compare characters in traditional tales according to character virtues. <i>Jigsaw: Relationships</i>	Taking responsibility for plants in Reception garden. <i>Jigsaw: Changing Me</i>
Communication and Language	Daily Nursery Rhymes and action rhymes. New vocabulary introduced daily through focus texts. Helicopter stories	Daily Nursery Rhymes and action rhymes New vocabulary introduced daily through focus texts. Helicopter stories	Daily Nursery Rhymes and action rhymes. New vocabulary introduced daily through focus texts. Helicopter stories	Learn topic related songs and rhymes. New vocabulary introduced daily through focus texts. Helicopter stories	Learn topic related songs and rhymes. New vocabulary introduced daily through focus texts. Helicopter stories	Learn topic related songs and rhymes. New vocabulary introduced daily through focus texts. Helicopter stories
New vocabulary is continually introduced. Talk is modelled and scaffolded by adults during quality interactions.						
Physical Development	Daily Dough Disco Pencil grip Large scale mark making Begin to form recognisable letters	Funky fingers activities every morning. Large scale mark making using paint/chalk/water Forming recognisable letters	Funky fingers activities every morning. <i>Stick masking tape lines on the floor for children to balance on.</i>	Handwriting practise weekly in addition to daily phonics as part of morning activities. Additional practice in focus group for children still struggling <i>Get Set for PE: Dance.</i>	Handwriting practise weekly in addition to daily phonics as part of morning activities. Correct position of letters. Additional practice in focus group for children still struggling.	Handwriting practise weekly in addition to daily phonics as part of morning activities. Correct letter size Additional practice in focus group for children still struggling.

	<i>Use PE time to work through Chris Quigley: Ready to Learn programme</i>	<i>Get Set for PE: Introduction to PE 2</i>	<i>Get Set for PE: Ball Skills</i>		<i>Play social games e.g. duck, duck goose outside.</i> <i>Get Set for PE: ball Skills 2</i>	<i>Get Set for PE: Gymnastics</i>
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Physical development is woven through the continuous provision throughout the year

Literacy	Helicopter Stories	Helicopter Stories	Helicopter Stories	Helicopter Stories	Helicopter Stories	Helicopter Stories
	Nursery Rhymes Children lie on their backs to draw on paper under tables.	Nursery Rhymes Sentence strips for weekly focus group.	Sentence strips for weekly focus group.	Move some children on from sentence strips to writing on lines.	Innovate traditional tales. Model how to make a sentence interesting. Children make their own books.	Children write instructions for growing a sunflower. Children write a diary of how the plants are growing.

Phonics/Reading is taught through the Little Wandle Scheme. Writing and reading opportunities available through continuous provision.

Maths	Power Maths Unit 1: Numbers to 5 (3 weeks) Unit 2: Comparing Groups within 5 (2 weeks) Consolidation week – fill any gaps.	Power Maths Unit 3: Shape (2 weeks) Unit 4: Change Within 5 (2 weeks) Unit 5: Number Bonds Within 5 (1 week) Consolidation week – fill any gaps.	Power Maths Unit 7: Numbers to 10 (2 weeks) Unit 8: Comparing Numbers within 10 (1 week) Unit 9: Addition to 10 (1 week) Unit 10: Measure (1 weeks) Consolidation week – fill any gaps	Power Maths Unit 10: Measure (1 week) Unit 6: Space (1 week) Unit 11: Number Bonds to 10 (2 weeks) Unit 12: Subtraction (1 week) Consolidation week – fill any gaps	Power Maths Unit 13: Exploring Patterns (2 weeks) Unit 14: Counting on and Counting Back (2 weeks) Unit 15: Numbers to 20 (1 week) Consolidation week – fill any gaps	Power Maths Unit 16: Numerical Patterns (3 weeks) Unit 17: Shape (1 week) Unit 18: Measure (1 week) Consolidation week – fill any gaps
	Complemented by White Rose Units It's Me 1, 2, 3! Light and Dark	Complemented by White Rose Unit Alive in 5	Complemented by White Rose Units Growing 6, 7, 8 Building 9 and 10 First, Now and Then	Complemented by White Rose Units First, Now and Then	Complemented by White Rose Units To 20 and beyond Find my Pattern	Complemented by White Rose Units Find My Pattern On the Move

Maths is taught through the Power Maths and White Rose schemes of learning. Maths resources available through continuous provision.

<p>Understanding the World</p>	<p>Establish daily routines through use of visual timetable – refer to what has happened today, what happened yesterday and what will happen tomorrow.</p> <p>Talk to the children about their homes and who lives in them.</p> <p>Encourage the children to explore our outdoor area. What plants can they see?</p> <p>Make ball runs with guttering outside.</p>	<p>Put photographs of themselves and others in order from baby to child/adult</p> <p>Look at the toys they like to play with. How have toys changed over time?</p> <p>Photos of local area landmarks. Compare with same type of landmarks in other areas.</p> <p>Talk about the importance of looking after our teeth. Experiment with eggs in different liquids.- make predictions.</p> <p>Maps of the local area.</p> <p>Look at the journey of a letter from post box to its destination.</p> <p>Shadow drawings – Moonbear’s Shadow</p>	<p>Similarities and differences between Antarctica and UK</p> <p>Learn about how animals are adapted to life in Antarctica as well as life in the oceans.</p> <p>Celebrate Lunar New Year</p> <p>Ice experiments in the outdoor area.</p> <p>Magnets – Push and Pull Learn about Magnets</p> <p>Make jellyfish out of plastic bottles (recycling).</p>	<p>Easter Story</p> <p>Learn the names of the planets and their order.</p> <p>Describe conditions on the moon.</p> <p>Why do we have day and night?</p>	<p>Eid Jubilee</p>	<p>Changes over time: Look at the seasons, especially through the book: The Growing Story</p> <p>Scientific enquiry: experiment with growing beans in different conditions – children record results by drawing what they see.</p> <p>Observe our outdoor area. Describe the changes to plants.</p> <p>Cooking: Possibly using ingredients grown in the garden.</p> <p>Father’s Day</p>
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Understanding the World enhancements are woven through the continuous provision throughout the year: Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.

<p>Expressive Arts and Design</p>	<p>Self portraits.</p> <p>Adult modelling of how to use the junk modelling area.</p> <p>Use hands and feet to print. Name primary colours.</p> <p><i>Charanga Music</i></p>	<p>Mixing primary colours. Use thick and thin brushes.</p> <p>Mould with clay. <i>Diva lamps</i>. Read Meet Barbara Hepworth.</p> <p>Print using sponges/vegetables <i>Harvest</i></p> <p>Role Play Area – Jobs</p> <p><i>Charanga Music</i></p>	<p>Use cotton buds to paint.</p> <p>Print a repeating pattern. (link to Maths)</p> <p><i>Charanga Music</i></p>	<p>Print using natural materials.</p> <p>Draw with complexity and detail using a range of tools.</p> <p>Wax resist paintings – space themed.</p> <p><i>Charanga Music</i></p>	<p>Introduce water colour paints. Observational drawings of daffodils.</p> <p><i>Charanga Music</i></p>	<p>Choose or mix colours for a purpose.</p> <p>Show different emotions in drawings.</p> <p>Collaborative splatter painting. <i>Pollock – link to the cover or Tiny Seed</i></p> <p>Create rubbings.</p> <p>Use uncut materials to create a collage. <i>The Snail, Matisse</i></p> <p><i>Charanga Music</i></p>
<p>Expressive Arts and Design enhancements are woven through the continuous provision throughout the year</p>						
<p>Visits/Trips</p>						
<p>Parental Engagement (Covid Permitting)</p>						