Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communica tion,	Topic – Forming relationships –	Topic – Being kind – Naming emotions.	Topic – Growth Growing –	Topic – Spring and growth.	<i>Topic</i> – Summer Story – Supertato	Topic – Summer Story – Supertato,
language	making friends.	Celebrating	changes in plants	Celebrating -	by Sue Hendra and	run veggies run by
and literacy	Celebrating Black	Christmas	and animals.	Easter	Paul Linnet.	Sue Hendra and
(CLL)	history month.	The season -	Story – The day	Story – Keith the	Story - Funny Bones	Paul Linnet.
	Story – In my	Autumn	the pencils	cat with the	by Janet and Allan	Story TBC
	heart – A book of	Story – The day the	returned Drew	magic hat by Sue	Ahlberg.	
	feelings by Jo	pencils quit by Drew	Draywait and	Hendra and Paul		Infait for a
	Wittek.	Draywait and Oliver	Oliver Jeffers.	Linnet.	Intuition of	Writing
	Story - Barry the	Jeffers Stars Barnetha	Story – Norman	Story - Farmer	<i>Writing</i> Fine motor skills	Developing fine motor skills –
	fish with fingers	Story - Barry the	the slug with the	Duck by Martin Waddell and Helen		Band 3. Success
	by Sue Hendra and Paul Linnet.	fish with fingers and the hairy scary	silly shell, by Sue Hendra and Paul	Oxenbury.	and pencil control – Band 3. Success	criteria: To write
	and Paul Linnet.	monster, by Sue	Linnet.	Oxendury.	criteria: To write	his own marks in
		Hendra and Paul	Linnet.	- Contraction	over adult writing	or about a piece of
	Writing	Linnet.		Writing	both on paper and	work with
	Early mark	Linnet.	Writing	Communication	the IWB.	increased control.
	making - Band 3		Fine motor skills	skills – Band 3.	che tvob.	increased control.
	Success criteria:	Writing	and pencil	Success criteria:	Developing early	
	To use his whole	Early mark making -	control – Band 3.	To begin to	literacy skills –	Developing early
	arm whilst mark	Band 3	Success criteria:	interpret his own	Band 4	literacy skills –
	making.	Success criteria: To	To copy lines of	marks by	Success criteria:	Band 4. Success
	making.	use his whole arm	zigzag scribble	displaying an	"reads" own mark	criteria: To write
		whilst mark making.	across a page on	increased	making to staff.	several letters
	Develop motor	toritise mark making.	paper and the	awareness of his		from my name
	skills and pencil		IWB, including his	marks.		copying a model.
	control – Band 3	Develop motor skills	name.		Develop early	
	Success criteria:	and pencil control –			literacy skills –	
	To write over	Band 3		Developing early	Band 6	Fine motor skills
	adult	Success criteria: To		literacy skills –	Success criteria:	and pencil control
		write over adult		Band 4. Success		– Band 4.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	riting/marks on	writing/marks on	Develop early	criteria: Uses	I use my second	To reduce letter
	aper and the IWB	paper and the IWB Develop motor skills and pencil	literacy skills – Band 4 Success criteria:	writing in a variety of	hand to hold paper while writing and I	size with adult
	evelop motor	control – Band 5	Copy letters	situations. E.g., chalk board/tough	can position my paper correctly.	Development
co	kills and pencil ontrol – Band 5	Success criteria: I can move around a	underneath from left to right.	spot.		Develop early literacy skills –
10	uccess criteria: can move round a circular	circular shape in the correct direction.	Develop early	Develop early literacy skills –	Develop early literacy skills – Band 7	Band 5 Success criteria: I can attempt to
sł	hape in the orrect direction.	Develop early	literacy skills – Band 5	Band 5 Success criteria:	Success criteria: I can use adjectives	write other word other than my
		literacy skills – Band		I can leave spaces between groups of	to describe.	name.
	evelop early teracy skills –	Success criteria: I can express ideas	orientated correctly with	letters/symbols.		Develop early
Ba	and 7 uccess criteria:	and feelings using full sentences that	support.	Develop early		literacy skills – Band 5
1.0	can consistently ompose a	include different tenses [past,	Develop early	literacy skills – Band 7		Success criteria: To write a
se	entence orally efore writing it.	present, and future]	literacy skills – Band 7	Success criteria: I can talk about		grapheme in response to a
	erore writering te.		Success criteria: To re-read what I	what I have written with the		phoneme.
			have written to check that it	teacher.		Develop early literacy skills –
			makes sense.			Band 6 Success criteria:
		1				I can use letter sound knowledge in writing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L						
			- 05			Develop early literacy skills – Band 7 Success criteria: I am able to punctuate sentences using a full stop and a capital letter.
Communica	Reading	Reading	Reading	Reading	Reading	Reading
tion, language and literacy (CLL)	To develop early literacy skills – Band 3. Success criteria: Match pictures to pictures and symbols to symbols. To develop early reading skills – Band 3. Success	To develop early literacy skills – Band 3. Success criteria: Recognises symbols of familiar items whilst shopping in the community. E.g. recognises and requests for favoured item whilst shopping (weekly).	To develop early literacy skills – Band 3. Success criteria: To recognise key symbols within the classroom. E.g., toilet, help, drink, outside or other children's pictures.	To develop early literacy skills – Band 3. Success criteria: Match letters of the alphabet with adult support. E.g. adult to pick up a letter, say the sound and child to match the letter.	To develop early literacy skills – Band 3. Success criteria: Independently holds a book of interest in the reading room. Adult to model holding the book the correct way and turning the pages, refer to the pictures.	and find some letter sounds. Starting with the letters in his name. To develop early
	criteria: Looks for specific objects in a book. Blank level 1 Naming questions.	To develop early reading skills – Band 3. Success criteria: Looks for specific objects in a book. Blank level 1 Naming questions.	To develop early reading skills – Band 3. Success criteria: Looks for specific objects in a book. Blank level 1 Naming questions.	To develop early reading skills – Band 3. Success criteria: Looks for specific objects in a book. Blank level 1 Naming questions.	To develop early reading skills – Band 4. Success criteria: With adult support I can point to a named character in	reading skills – Band 4. Success criteria: With adult support I can point to a named character in the story. Blank level

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L			C			
Communica tion, language and literacy (CLL)	To develop early reading skills – Band 4. Success criteria: I can point to a named character in the story. Blank level 2 Describing questions.	To develop early reading skills – Band 4. Success criteria: I can point to a named character in the story. Blank level 2 Describing questions.	To develop early reading skills – Band 4. Success criteria: I can point to a named character in the story. Blank level 2 Describing questions.	To develop early reading skills – Band 4. Success criteria: I can point to a named character in the story. Blank level 2 Describing questions.	the story. Blank level 2 Describing questions. To develop their comprehension skills – Band 5. With adult support I can answer	2 Describing questions. To develop their comprehension skills – Band 5. With adult support I can answer questions about the story. Talk about the
	To develop their comprehension skills – Band 5. With adult support I can	To develop their comprehension skills – Band 5. With adult support I can answer questions about the story.	To develop their comprehension skills – Band 5. With adult support I can	To develop their comprehension skills – Band 5. With adult support I can	questions about the story. Talk about the places and people in stories and important things that are	places and people in stories and important things that are happening Use pictures as
	answer questions about the story. Talk about the places and people in stories and important things that are	Talk about the places and people in stories and important things that are happening Use pictures as prompts to support	answer questions about the story. Talk about the places and people in stories and important things that are	answer questions about the story. Talk about the	happening Use pictures as prompts to support the child. Reference: Blank Level 2 and 3	prompts to support the child. Reference: Blank Level 2 and 3
	happening Use pictures as prompts to support the child. Reference: Blank Level 2 and	the child. Reference: Blank Level 2 and 3 To develop early	happening Use pictures as prompts to support the child. Reference: Blank Level 2 and	happening Use pictures as prompts to support the child. Reference:	To develop early reading skills / develop comprehension skills – Band 6.	To develop early reading skills / develop comprehension skills – Band 6. Comments on a
	3 To develop early reading skills /	reading skills / develop comprehension skills – Band 6. Comments	3 To develop early reading skills /	3 To develop early reading skills /	Comments on a story To answer 'how' and 'why' questions about personal	story To answer 'how' and 'why' questions about personal

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Communica	develop comprehension	on a story with adult support.	develop comprehension	develop comprehension	experiences and in response to stories	experiences and in response to
tion,	skills – Band 6.	To answer 'how' and	skills – Band 6.	skills – Band 6.	or events.	stories or events.
language	Comments on a	'why' questions	Comments on a	Comments on a	Reference Blank	Reference Blank
and literacy	story with adult	about personal	story with adult	story	level 4.	level 4.
(CLL)	support	experiences and in	support.	To answer 'how'	level 4.	
	To answer 'how'	response to stories	To answer 'how'	and 'why'	To develop early	
	and 'why'	or events. Reference	and 'why'	questions about	reading skills /	To develop early
	questions about	Blank level 3 and 4.	questions about	personal	develop	,
		Blank level 5 and 4.			•	reading skills /
	personal		personal	experiences and in	comprehension	develop
	experiences and	To develop and	experiences and	response to	skills – Band 6.	comprehension
	in response to	To develop early	in response to	stories or events.	Comments on a	skills – Band 6.
	stories or events.	literacy/reading	stories or events.	Reference Blank	story	Comments on a
	Reference Blank	skills – Band 5.	Reference Blank	level 4.	To answer 'how'	story
	level 3 and 4.	Pupils develop their	level 3 and 4.		and 'why' questions	To answer 'how'
		understanding of			about personal	and 'why'
		phase 2 phonics		To develop early	experiences and in	questions about
	To develop early	To know that	To develop early	literacy/reading	response to stories	personal
	literacy/reading	phonemes are	literacy/reading	skills – Band 5.	or events.	experiences and in
	skills – Band 5.	represented by	skills – Band 5.	Pupils develop	Reference Blank	response to
	Pupils develop	graphemes	Pupils develop	their	level 4.	stories or events.
	their	To say the phoneme	their	understanding of		Reference Blank
	understanding of	when shown the	understanding of	phase 2 phonics		level 4.
	phase 2 phonics	grapheme.	phase 2 phonics	To know that	To develop early	
	To know that		To know that	phonemes are	literacy/reading	
	phonemes are		phonemes are	represented by	skills – Band 5.	To develop early
	represented by	To develop early	represented by	graphemes	Pupils develop their	literacy/reading
	graphemes	literacy skills – Band	graphemes	To say the	understanding of	skills – Band 5.
	To say the	6	To say the	phoneme when	phase 2 phonics	Pupils develop
	phoneme when	To practice oral	phoneme when	shown the	To know that	their
	shown the	blending and	shown the	grapheme.	phonemes are	understanding of
	grapheme.	segmenting simple	grapheme.		represented by	phase 2 phonics
		words.			graphemes	To know that
						phonemes are

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To develop early literacy skills – Band 6 To practice oral blending and segmenting simple words. To develop early reading skills – Band 7 I can use my phonic knowledge and skills to decode words.	To develop early reading skills – Band 7 I can use my phonic knowledge and skills to decode words.	To develop early reading skills – Band 7 I can use my phonic knowledge and skills to decode words.	To develop early literacy skills – Band 6 To practice oral blending and segmenting simple words. To develop early reading skills – Band 7 I can use my phonic knowledge and skills to decode words.	To say the phoneme when shown the grapheme. To develop early literacy skills – Band 6 To practice oral blending and segmenting simple words. To develop early reading skills – Band 7 I can use my phonic knowledge and skills to decode words.	represented by graphemes To say the phoneme when shown the grapheme. To develop early literacy skills – Band 6 To practice oral blending and segmenting simpl words. To develop early reading skills – Band 7 I can use my phonic knowledge and skills to decode words.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L	I					
Computer,	Focus on number	Focus on number,	Focus on number,	Focus on number,	Focus on number,	A focus on all
Cognition	and	addition/more.	addition/more	addition/more	addition/more	year-round
and	addition/more.		subtraction/less.	subtraction/less.	subtraction/less	learning -
Numeracy			Shape, space and	Shape, space and	Shape, space and	
(CNN)			measu <mark>rem</mark> ent.	measurement	measurement.	Number targets
			12622			targets to be
<mark>Number</mark>	Number	Number	Number	Number	Number	confirmed after
	To develop early	To use numbers in	To use numbers	To use numbers in	To use numbers in	Spring two
	numeracy skills –	practical situations	in practical	practical	practical situations	assessments
	Band 4. Success	– Band 4. Success	situations – Band	situations – Band	 Band 4. Success 	
	criteria: I can say/	criteria: I can give	4. Success	4. Success criteria:	criteria: I can rote	
	point or use my	you the right	criteria: I can	I can rote count	count some	
	LAMP device at/to	number of objects	order/say some	some numbers	numbers with	
	numbers when I	from a collection	numbers in order.	with adult	minimal adult	
	am playing with	when you say "one",		support.	support.	
	objects or singing	"two" or present a		State of the state	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	
	songs.	gesture/visual.		State of the second		2
			To use numbers	To use numbers in	To use numbers in	1
			in practical	practical	practical situations	
	To develop early	To develop early	situations – Band	situations – Band	– Band 4. Success	
	numeracy skills –	numeracy skills.	4. Success	4. Success criteria:	criteria With adult	
	Band 5. I can	Band 4. Success	criteria: Develop	I can show you	support and	
	listen to and join	criteria: Children	language "more"	which group of	modelling I can	
	in with number	can compare two	and "lots" to	objects, toys or	recognise groups	
	stories and	groups of objects,	describe amounts	plate of food has	with 1,2,3 objects	
	rhymes.	saying when they	of objects.	"more"	and begin to make	
		have the same			comparisons	
		number.			between quantities	
	To develop early		To develop early	To develop early	using the language	
	numeracy skills –		numeracy skills –	numeracy skills –	of 'more'	
	Band 5. Success	To develop early	Band 5. Success	Band 5. Success		
	criteria: I can use	numeracy skills –	criteria: I can	criteria: I can		
	my fingers,	Band 5. Success	demonstrate an	match the	To develop early	
	pictures or marks	criteria: Sometimes I			numeracy skills –	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L		63	19	-		
computer, Cognition and Jumeracy	to show you how many things there are.	can match a numeral to the right number of objects.	understanding of 'less.'	numbers 0-9 to groups of objec <mark>ts</mark> .	Band 5. Success criteria: I can consistently respond to add one	
(CNN)	1.	To develop early numeracy skills –	To develop early numeracy skills – Band 5. Success	To solve simple problems. Band 6 – Success criteria: I	more and one less in practical situations.	
<mark>Number</mark>	To solve simple problems – Band 7. Success	Band 5. Success criteria: I know that numbers tell me	criteria: I can respond to 'add one' to a number	can tell you which group has got "more" or "less"	1000	
	criteria: I can begin to solve number problems.	how many things there are altogether.	of objects.	things in them. To develop early	To develop early numeracy skills – Band 6. Success criteria: I can tell	To develop early numeracy skills Band 6. Success criteria I can te
		To develop early numeracy skills – Band 5. Success criteria: I can show an interest in	To develop early numeracy skills – Band 7. Success criteria: I can can find the 'total' by	numeracy skills – Band 6. Success criteria: I can put two sets of objects together	you what "one more" is when I say a number up to 5 things, then up to 10.	you what "one less" is when I s a number up to things, then up 10.
		number problems. To develop early	adding two sets of objects.	and tell you how many things I have altogether.	To solve simple	To solve simple problems – Band Success criteria
		numeracy skills – Band 7. Success criteria: I can recognise, understand and use		To solve simple problems – Band 7. Success criteria: I can solve and	problems – Band 7. Success criteria: I can compare numbers to 100	I recognise and can partition a two-digit numb into 10's and 1's to demonstrate
		mathematical symbols in my work including; +, -, =		record number problems that includes the addition and subtraction of	using the signs for less than, greater or more than and equal to.	understanding o place value.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Computer,	Shape, space and measure	single digit numbers.		
Cognition and Numeracy (CNN)	To develop early shape skills – Band 3. Success	Shape, space and measure	Shape, space and measure	Shape, space and measure
	criteria: I can use	measure	measure	To develop early
Shape,	blocks and 3D	To develop early	To develop early	shape skills –
space and	shapes to create	shape skills –	shape skills – Band	Band 4. Success
measure	my own simple	Band 3. Success	3. Success criteria: I	criteria: I can sort
	structures and	criteria: I can build	can build a tower	a collection of
	arrangements.	a tower on the floor in long lines using bricks. Adult to introduce mathematical	on the floor in long lines using bricks. I can recognise some mathematical language, e.g., long,	objects. E.g., the same shape or the same size.
	To develop early	language, e.g.,	short and tall.	
	measure skills –	long, short and		PI
	Band 4. Success criteria: I can make	tall.		To develop early shape skills – Band 4. Success
	comparisons between big and small/long and short objects.	To develop early measure skills – Band 4. Success criteria: I can identify the big/small/long/ short object from	To develop early measure skills – Band 4. Success criteria: I can match objects by size.	criteria: I can recognise, recreate and continue simple mathematical patterns. E.g., cat, dog, cat.
	To develop early weight skills –	a choice of two.		
	Band 5. Success		To develop early	To develop early
	criteria: I can	To develop early	weight skills – Band	•
	learn language related to weight	weight skills – Band 5. Success	5. Success criteria I can compare the	Band 5. Success criteria: I can

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			6			
Computer, Cognition and Numeracy (CNN) Shape, space and measure			for example heavy/light, heavier/lighter. To understand weight - Band 7. Success criteria: I can compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]	criteria: I can describe weight using language related to weight for example heavy/light, heavier/lighter. To understand weight - Band 7. Success criteria: I can compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	weight of objects by handling them. To understand capacity - Band 7. Success criteria: I can compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	familiar words when comparing sizes and quantities. E.g., heavy, light, more, less, enough or not enough. To understand time - Band 7. I can compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L				6		
Knowledge and Understand ing of the world (KUW)	Autumn Celebrating Black history month with the Canaries. A celebration of Marcus Rashford and re-creating his seven acts of kindness. Forest School – with the Canaries class	Halloween Bonfire Night Remembrance Sunday Christmas Winter Forest School – with the Canaries class	Chinese New Year Pancake Tuesday The world and the environment around me – Band 4. To observe changes in plants and animals. E.g., new life – planting The new year Forest School – with the Canaries class	Seasons - Spring - Mothering Sunday Easter The world and the environment around me - Band 4. To observe changes in plants and animals. E.g., new life - and growth Visit to Smithills open farm Bolton Forest School - with the Canaries class	Summer The seaside Forest School – with the Canaries class To understand how to treat living things with kindness. E.g., learning how to be gentle with animals, learning not to pick flowers, leaving insects alone. Band 5	Seasons - Summer Father's Day Under the sea – Visit a large aquarium, possibly the Sea life centre. Forest School – with the Canaries class To begin to make friends through interaction and turn taking opportunities, with minimal adult support. (Enrichment with the Canaries) Band 5
PSHE	A focus on: Making relationships Turn taking Making Choices Developing friendships –old and new	A focus on: Independence and life skills/staying safe in school Turn taking Making Choices Being kind. Identifying/labelling my own Emotions and feelings, e.g.,	A focus on: Managing feelings and behaviour Turn taking Making Choices Developing friendships –old and new Identifying/	A focus on: Independence and life skills/ staying safe out of school Turn taking Making Choices Developing friendships –old and new Identifying Emotions and	A focus on: Self-confidence and self-awareness Turn taking Making Choices Developing friendships –old and new Identifying Emotions and feelings, e.g., using the I need board.	A focus on: Health growth and change (including the changes that happen during puberty, if appropriate). Turn taking Making Choices Developing friendships –old and new

	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2
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HE	Black History Month 2/10/2023	using the I need board.	labelling my emotions and	feelings, e.g., using the I need board.	To build my self- confidence, success	Identifying Emotions and
	Celebrating		recognising those		criteria: I can say or	feelings, e.g., usin
	Marcus Rashford	Using the worry	of others.	confidence,	express through	the I need board.
	and re-creating	monster to express	To build my self-	success criteria: I	signs and gesture,	To build my self-
	his seven acts of	my emotions,	confidence,	can say or express	'no'. Band 5	confidence,
	kindness.	thoughts and		through signs and	(Imatters –	success criteria: I
		feelings.	can say or	gesture, 'no'. Band	assertiveness)	can say or expres
	MY HAIR		express through	5 (Imatters –		through signs and
	Hannah Ja	Monster	signs and	assertiveness)	I can communicate	gesture, 'no'. Band
	Alin Edinahiran		gesture, 'no'.		my interests – Band	5 (Imatters –
			Band 4	Ican	4	assertiveness)
			(Imatters –	communicate my		,
	Story – My hair		assertiveness)	interests – Band 4	Self-confidence – I	l can
	Story time – My				can select and use	communicate my
	hair by Hannah		Using the worry	and the second	resources initially	interests – Band
	Lee		monster to		with support -	
			express my		Band 5	Self-confidence -
		Remembrance Day	emotions,			can select and us
		(November 11th)	thoughts and	Comic Relief - Red	Using the worry	resources
		Creating a Poppy	feelings.	Nose Day	monster to express	independently –
		wreath and		17/03/2024	my emotions,	Band 5
		participations in a	Monty		thoughts and	
		minute silence.			feelings.	Using the worry
						monster to
				World Down		express my
		A SHIFT		Syndrome Day	Warm	emotions,
			60	21/03/2024		thoughts and
				Wearing and		feelings.
			Chinese New	creating odd		5
			Year (10th Feb)	socks. 'Lots of		
			Going to China	socks.'		
			town in			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Anti-Bullying Week (13th - 17th November) I can do one act of	Manchester for dinner. Cooking Chinese recipes.	NORD SYDDROME		
		kindness each day. E.g., I can share.	Chinese New Year arts and craft.	Using the worry monster to express my emotions, thoughts and feelings.		
		7/	7/			
Creative and Expressive Arts (CEA)	To show an intention to create using a range of materials and resources. Band 4. To begin to	Christmas art	Chinese New Year art Seasonal art –	Easter Activities Seasonal art – Spring and growth – flowers/trees/anim als Music sessions with Beth	Summer art To develop independence and following instructions Band 4. Success criteria: To	Summer art To begin to communicate ideas, events or experiences
	communicate ideas, events or experiences through their use of colour, form,	Seasonal art – winter	Spring Music sessions with Beth		practice new skills with less support.	through their use of colour, form, line and tone. Band 5. Success criteria: Introduce

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creative and Expressive Arts (CEA)	line and tone. Band 5. Success criteria: Introduce the use of scissors to	To take part in sensory exploration – Band 4, Success criteria: To imitate the use of tools,	To develop independence and following instructions Band	To develop	To develop imagination and encourage creativity – Band 5. Success criteria: To begin to show an	the use of scissors to develop cutting skills to create a collage. To develop
	develop cutting skills to create a collage. To intentionally represent or symbolise and object or an emotion. Band 5.	materials and simple actions. To intentionally represent or	4. Success criteria: To develop an appropriate range of skills and use of tools.	independence and following instructions Band 4. Success criteria: To experiment with colours and marks, e.g., creative arts with	interest in things and describe textures.	imagination and encourage creativity – Band 5. Success criteria Uses various construction materials and begins to join
		To show a re preference – Band 5. Success criteria: To begin To	a range of resources. To develop		them together. E.g., Copy a picture that has been coloured in/represent an	
			to show confidence in using a variety of processes, tools and materials.	imagination and encourage creativity – Band 5. Success criteria: Explores colours and how colours can be changed.		emotion through mark making.
Physical Activity (PA)	Yoga Forest and outdoor activities. Wake up shake up.	ROAR program with Elliot Swimming- Hydrotherapy pool Shadow dance Forest and outdoor activities,	Forest and outdoor activities Shadow dance ROAR program with Elliot	Forest and outdoor activities Shadow dance ROAR program with Elliot Swimming- Hydrotherapy pool	ROAR program with Elliot Forest and outdoor activities. Shadow dance ROAR program with Elliot	ROAR program with Elliot Forest and outdoor activities Shadow dance ROAR program with Elliot

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			6			
	I can link to	I can link to actions	Swimming-	Shadow dance	Swimming-	Swimming-
hysical	actions together.	together.	Hydrotherapy	Forest and	Hydrotherapy pool	Hydrotherapy poo
tivity	Band 3	Band 3	pool	outdoor activities.	Shadow dance	Shadow dance
PA)			Shadow dance		Forest and outdoor	Forest and
	I can link two or		Forest and	I can link to	activities.	outdoor activitie
	more actions in a	I can link two or	outdoor I can	actions together.	I can link to actions	I can link to
	sequence with	more actions in a	link to actions	Band 3	together.	actions together.
	adult support.	sequence with adult	together.		Band 3	Band 3
	Band 4	support. Band 4	Band 3			
				I can link two or		I can link two or
	I can start and		*	more actions in a	I can link two or	more actions in a
	stop moving on	I can start and stop	I can link two or	sequence with	more actions in a	sequence with
	command. Band 4	moving on	more actions in a	adult support.	sequence with	adult support.
		command. Band 4	sequence with	Band 4	adult support.	Band 4
			adult support.		Band 4	
	I can catch any		Band 4			
	sized object, e.g.,	I can catch any	Dunia	I can start and		I can start and
	balls, beanbags.	sized object, e.g.,		stop moving on	I can start and stop	stop moving on
	Band 4	balls, beanbags.	I can start and	command. Band 4	moving on	command. Band
		Band 4	stop moving on	command. Dana 1	command. Band 4	communa. Dana
		banga	command. Band 4		command. Dana 4	I can catch any
	I can kick a ball		command. Dang T	I can catch any		sized object, e.g.,
	towards a target.	I can kick a ball		sized object, e.g.,	I can catch any	balls, beanbags.
	Band 5	towards a target.	I can catch any	balls, beanbags.	sized object, e.g.,	Band 4
	Barra S	Band 5	sized object, e.g.,	Band 4	balls, beanbags.	bunu +
		Barra 5	balls, beanbags.	bana 4	Band 4	I can kick a ball
	I can stop and		Band 4		Bana +	towards a target
	freeze on	I can stop and	Baria 4	I can kick a ball		Band 5
	command.	freeze on command.		towards a target.	I can kick a ball	
	Band 5	Band 5	I can kick a ball	Band 5	towards a target.	
		bung 5	towards a target.		Band 5	I can stop and
			Band 5		bung S	freeze on
	I can catch	I can catch various	bung 5			command.
	various balls					Band 5
	various balls	balls whilst playing				buria 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Activity PA)	whilst playing games with increased control. Band 5	games with increased control. Band 5	I can stop and freeze on command. Band 5	I can stop and freeze on command. Band 5	I can stop and freeze on command. Band 5	I can catch various balls whilst playing games with increased control
			I can catch various balls whilst playing games with increased control. Band 5	I can catch various balls whilst playing games with increased control. Band 5	I can catch various balls whilst playing games with increased control. Band 5	Band 5

	Autumn 1		Autumn 2 S	Spring 1	Spring 2	Summ	ner 1	Summer 2					
All Year-Round Learning													
		CNN		PHSE		CEA							
4	Implement Speech and language targets.	+	Number sequencing	+	Turn taking, sharing and waiting opportunities.	+	with mus	ortunities to play sical instruments.					
+	To use LAMP, PECS and communication boards and symbols to communicate our	1000	Number problems Comparative language	-	Playing alongside peers.	Opportunities participate w actions and a	te with songs,						
			e.g., More and less, heavy and light, enoug	h 🕇	Playing opportunities with adults during recreation.	1	Sensory a Sensory e	exploration.					
	preferences, needs and wants.		and not enough.	4	Allowing peers to share		Sensory o						
+ +	To answer blank level questioning. Provide daily	4	Counting songs – 1- 5/10/20 etc. forwards, backwards, rote and		favoured resources with adult support.	+	•	ative and e arts materials rtunities in the					
	opportunities that build confidence and self esteem.		missing numbers.	4	Adult led play sessions including sharing and	4	Copying l						
4	Provide opportunities for daily mark	+	Colour songs and colou mixing opportunities	r	waiting opportunities.	+	Listening Movemer	to music It sessions					
	making/ writing/ drawing in the garden every day.		during art.	4	Promoting independence through self-care skills, e.g., dressing and		·	shake up sessions ard (jungle room)					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
0	Provide daily opportunities to	Problem solving activities and		undressing opportunities, putting on own shoes,		cor skills activities times – music and
f	listen to and follow verbal and pictorial	opportunities.	115	putting on coats and wellies - Band 4	dance.	limes – music and
	nstructions.	💺 iPad apps	-	wellies - baria 4	NIC	t relaxation.
	Phonics – Little vandle			Identifying myself as an	through	g to calming music out the day whist
4 C	Guided reading	iPad navigation picture taking	and	individual – Band 3	we work	
4 11	WB writing		4	Celebrating my		ve music and dance
	Mark making practice activities	Construction		achievements through targeted praise. (Imatters		g to cultural music brating diversity.
v o n	vith a wide range of sensory naterials, e.g.,	🕇 Jigsaws		- self love)		vww.youtube.com/ ForChange
	oam, soil, sand, vater.	Daily fine moto	r skills 🚽	Developing Self-esteem		
	fine motor skills activities.	activities.		and Confidence – Band 3		
	isits to the	Counting oppor during snack ti	1	Good hygiene practice		
	ibrary. Guided reading		4	Making personal choices		
4 1	need communication			and encouraging autonomy.		
Ь	oards.					

Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer	er 2
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- Targets taken from Ashgate's new semi-formal curriculum
- We follow the Little Wandle Letters and Sounds scheme for phonics more information can be found following the link:

<u>https://www.littlewandlelettersandsounds.org.uk/</u> Playing for change – cultural music opprotunities. Available at: https://www.youtube.com/@PlayingForChange